RichmondSheila Dignen

Teacher's GUIDE

82



Relevant Engaging Achievable Learning





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Relevant Engaging Achievable Learning

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

Student COMPONENTS



Workbook and e-Workbook

Teacher COMPONENTS

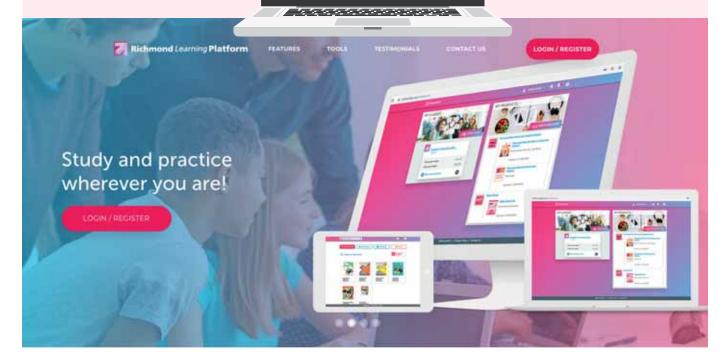


Teacher's Guide Student's Book combined

Audio Video and animations Keep moving! digital game **Extended practice**



Tests Worksheets Scripts Workbook answer key



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READING **Puture forms ** Modals ** Simple** **My happy place** **Skill: Understanding comparison in texts** **Word Power: Suffixes** **Incredible but true!** **Skill: Identifying the sequence of events in a narrative** **Word Power: Word families** **The changing news** **Skill: Using reference words to understand text**	 Music for every mood Skill: Listening for specific information The habits for success Skill: Matching topics with speakers
My happy place Skill: Understanding comparison in texts Word Power: Suffixes Incredible but true! Skill: Identifying the sequence of events in a narrative Word Power: Word families The changing news Skill: Using reference	le and continuous tenses > Music for every mood > Skill: Listening for specific information > The habits for success > Skill: Matching topics with speakers
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Skill: Using reference	
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Starting out Skill: Using topic sentences to	> Falling in love > Skill: Understanding advice
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STUDENT'S BOOK CONTENTS

SPE	EAKING	WRITING	CULTURE	21ST CENTURY SKILLS		
> Condition	Conditionals					
gig > Sk exp > Us ab	gs recently? cill: Describing recent periences seful language: Talking pout recent experiences Keep moving!	 A personal profile Skill: Writing a personal profile Useful language: Connectors: addition, contrast, reason, consequence and sequence Look! Separable and inseparable phrasal verbs 	 Four decades of British bands Word Power: Music words Culture video 	THINK CRITICALLY p.17 COMPARE CULTURES p.10 GET CREATIVE p.17		
> Sk to > Us res	at was amazing! kill: Giving and responding personal news seful language: Giving and sponding to news Keep moving!	 An article Skill: Writing an article about a news story Useful language: Time clauses; adverbs, sequencing expressions Look! after, before and until 	 Sport and success Word Power: Compound adjectives Culture video 	 Q FIND OUT p.20 □ THINK CRITICALLY p.22 ⊕ COMPARE CULTURES p.27 Q GET CREATIVE p.27 		
> Sk for > Us asl	hat's in the news? dill: Giving and asking r opinions seful language: Giving and king for opinions Keep moving!	 A formal email of enquiry Skill: Writing a formal email of enquiry Useful language: Polite expressions in a formal email Look! Polite language 	 Immigration in the USA Word Power: Continents: noun and adjective forms Culture video 	 Q FIND OUT p.29 □ THINK CRITICALLY p.30 ⊕ COMPARE CULTURES p.37 Q GET CREATIVE p.33 		
			LITERATURE UNITS 1-3	pp.112-113		
> Sk an > Us an	like a refund, please. kill: Asking for a refund or a exchange in a shop seful language: Returning a item to a shop Keep moving!	 An opinion essay Skill: Expressing an opinion on an issue in the news Useful language: Connectors: reason, purpose and result Look! because vs because of 	 Festivals in the UK and Ireland Word Power: Adjectives to describe patterns Culture video 	 Q FIND OUT p.47 □ THINK CRITICALLY p.40 ⊕ COMPARE CULTURES p.47 ☑ GET CREATIVE p.42 		
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> Sk dis > Us ag	that do you think? kill: Agreeing and sagreeing seful language: Expressing preement and disagreement Keep moving!	 A film review Skill: Writing a film review Useful language: Describing films and emphasizing opinions with adverbs Look! so and such 	 Famous writers Word Power: Types of writing Culture video 	Q FIND OUT p.70 ☐ THINK CRITICALLY p.72 ☐ COMPARE CULTURES p.77 ☐ GET CREATIVE p.69		
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> Sk pre > Us pre	ho's your hero? kill: Giving a short esentation seful language: Giving a esentation Keep moving!	 A biography Skill: Writing a biography Useful language: Describing people, events and how someone inspired you Look! Connected writing 	 I have a dream! Word Power: Vocabulary connected with protest Culture video 	Q FIND OUT p.97 ☐ THINK CRITICALLY p.92 ☐ COMPARE CULTURES p.97 ☐ GET CREATIVE p.90		
			LITERATURE UNITS 7-9	nn 116 117		

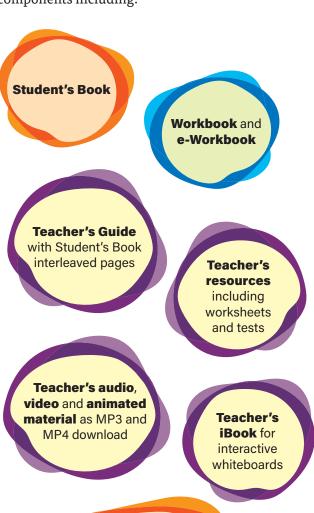
LITERATURE UNITS 7-9 pp.116-117

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:





KEY FEATURES

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

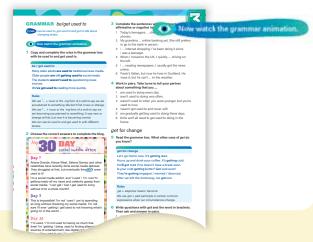
Vocabulary opener pages with vlogs

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 and interesting information to arouse curiosity.



Fast finisher

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



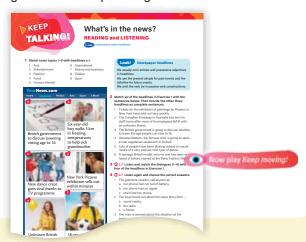
Choose four of the media and news words in Exercise 2. Include each word in a sentence.

FAST FINISHER

What kind of things do you have to get used to when you get married?

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!*.



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.



Word Power

Regular word-building exercises through the Word Power feature.

5 Word Power Match the news adjectives in bold in the article with the definitions.

not real fake

- 1 dramatic or shocking
- 2 not correct

21st Century skills

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

- 6 THINK CRITICALLY Which news sources in your country do you think are reliable? What makes a news source reliable?
- 8 Q GET CREATIVE Prepare a 2-minute vlog about a topic that interests you. Present your vlog in small groups. Then answer one follow-up question from each person in the group.
- 4 FIND OUT Which issues are in the news at the moment? What are the biggest news stories for each issue?
- 7 © COMPARE CULTURES How does immigration affect your country? What are the main immigrant communities? How do immigrants benefit your country?

Projects, Literature and Exams

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



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.

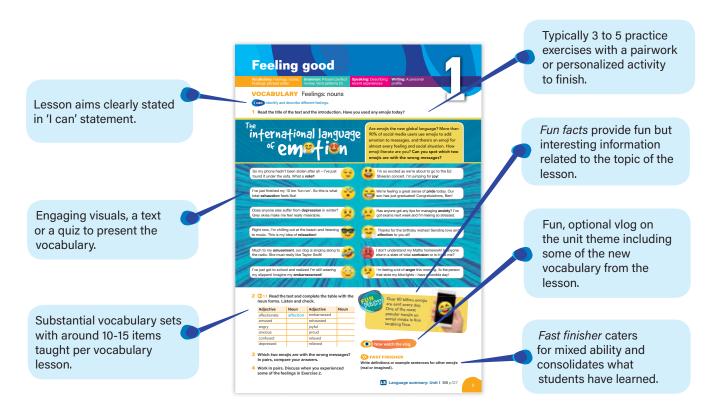
The units are 10 pages with 6 main sections:

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



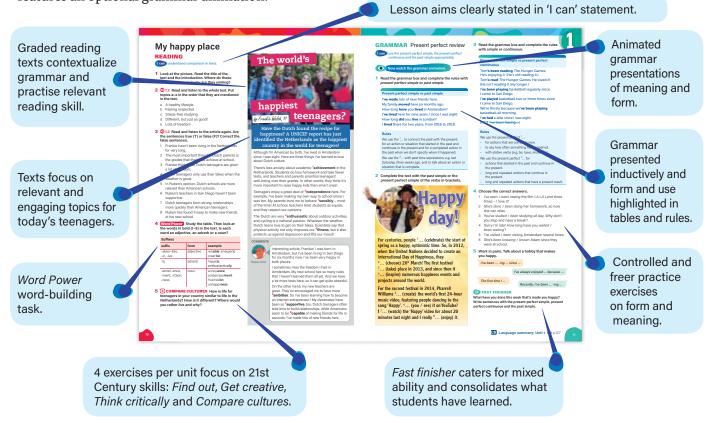
VOCABULARY

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.



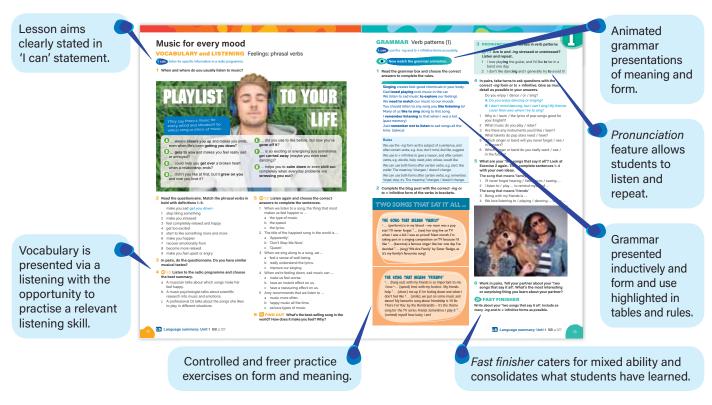
READING and GRAMMAR

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.



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.

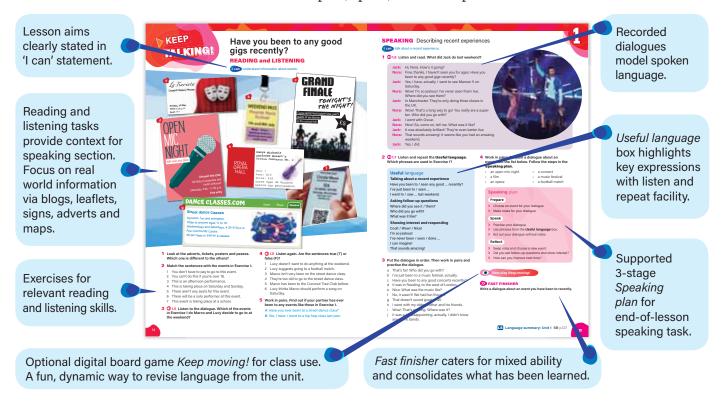


UNIT OVERVIEW

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.



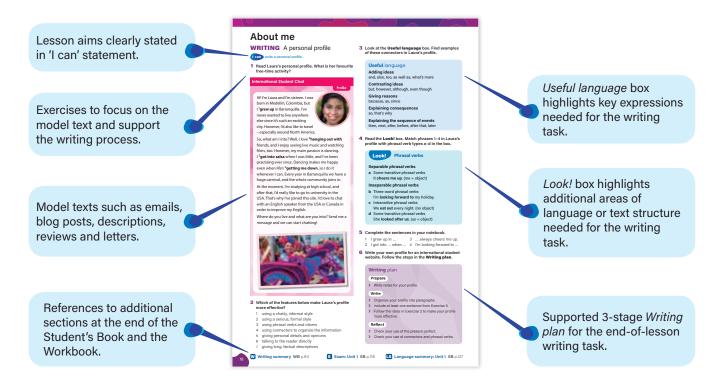
Real culture!

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.



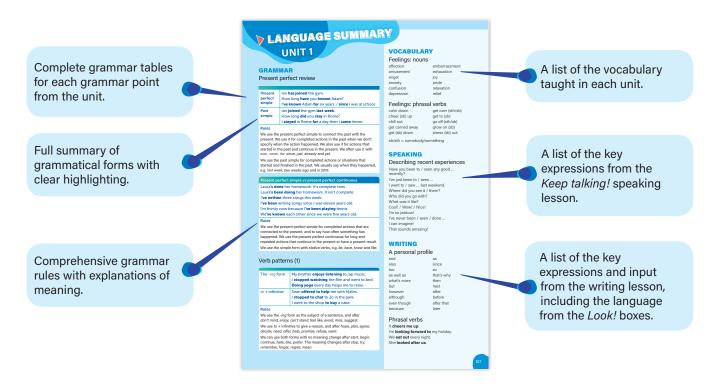
WRITING

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*.



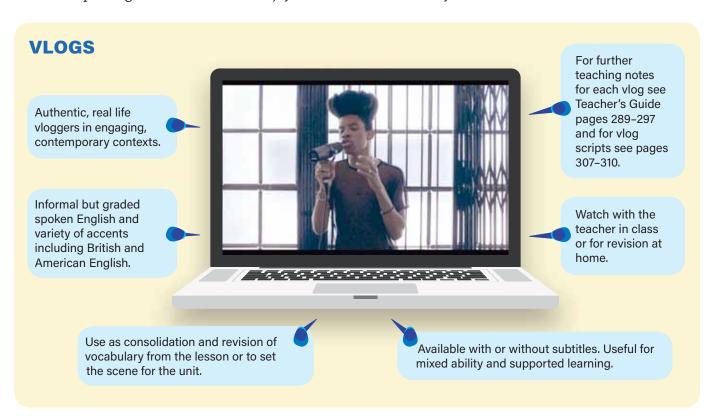
LANGUAGE SUMMARIES

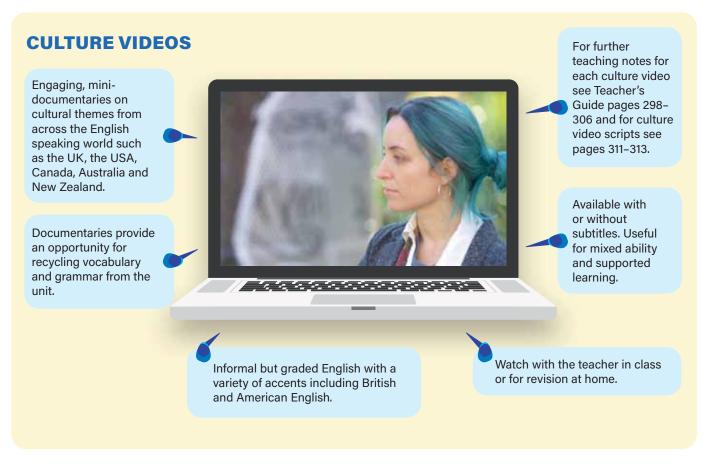
There is a Language summary page at the end of the Student's Book for each unit. It provides a useful 'at a glance' visual summary of the grammar, vocabulary and functional language taught in the course. This can be used in class or at home as a quick reference whenever needed.



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.





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.

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

For Grammar animations scripts see Teacher's Guide pages 314–317.

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

Present perfect simple vs past simple

I've found the souvenirs from my trip to Amsterdam!

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.



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.



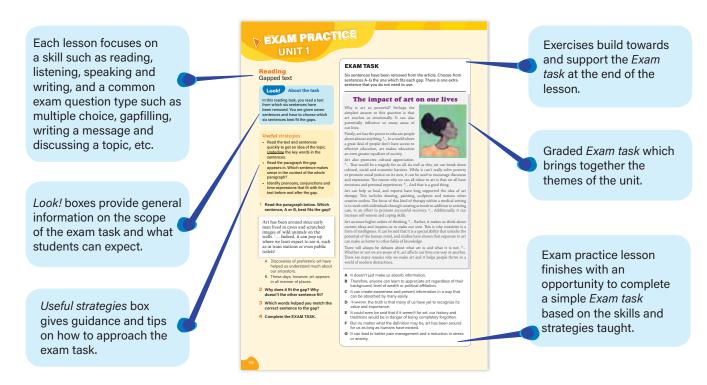
LITERATURE

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.



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.



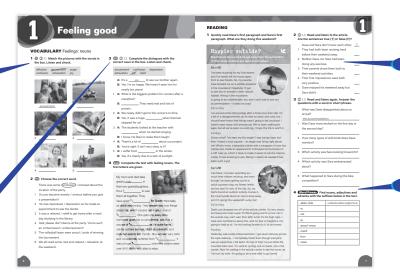
Extended practice and assessment

Workbook

The Workbook provides thorough practice of the Student's Book material, for students to do in class or at home, with graded activities for mixed ability via the 'star' system. There is a Progress check every 3 units and a writing summary at the back of the book. The Workbook audio is available as an MP3 download on the Richmond Learning Platform.

Practice of vocabulary and grammar from the Student's Book. Graded with stars to show 3 levels of difficulty.

Regular 'listen and check' activities. Available as MP3 downloads on the **Richmond Learning** Platform.



Practice of the 4 skills from the Student's Book: reading, listening, speaking and writing.

Word Power word-building task.

3 termly Progress checks test vocabulary and grammar from the previous 3 units.

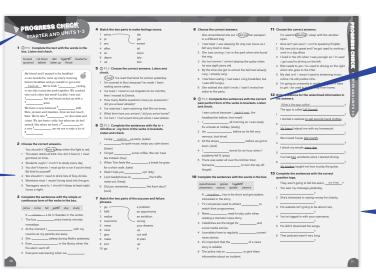
A range of exercises test knowledge of vocabulary and grammar across different units.

Comprehensive Writing summary section at the back of the Workbook.

Book writing lessons.

Text features and key language clearly highlighted.

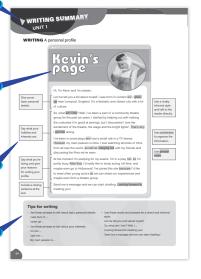
Useful Tips for writing in short summary section.



Regular 'listen and check' activities. Available as MP3 downloads on the **Richmond Learning** Platform.

Use as end-of-term revision in class or at home.

Model texts for each of the Student's





Convenient Vocabulary summary section at the back of the Workbook.

Unit-by-unit reference for items taught in the 2 vocabulary lessons in the Student's Book.

Listed alphabetically for easy use.



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.

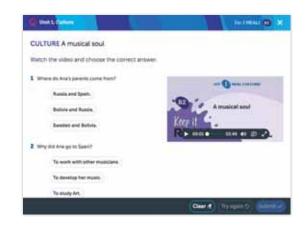
Reading and listening activities use Student's Book texts and audio with new comprehension tasks.

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.



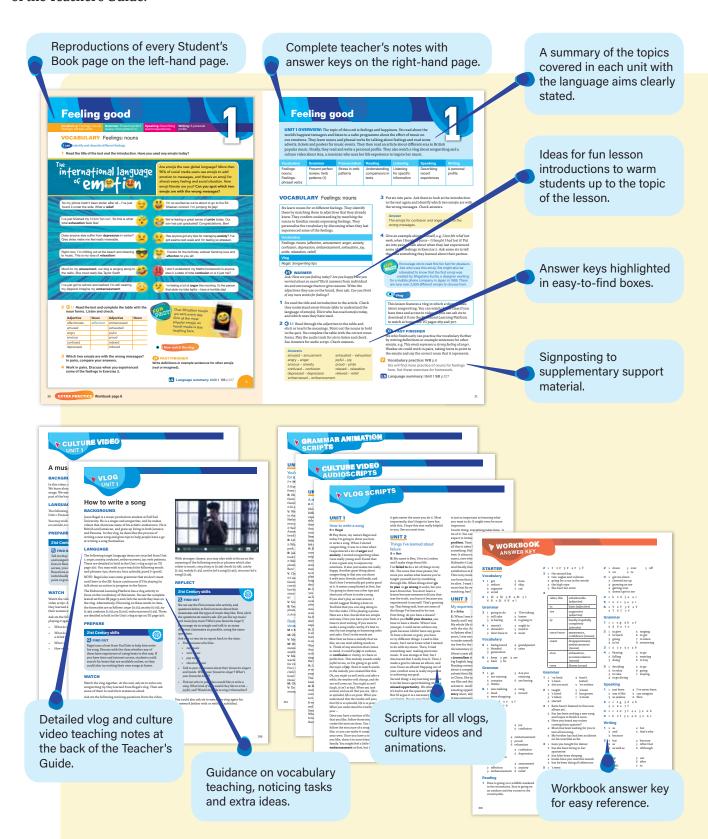




TEACHER'S RESOURCES

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.



iBook for teachers

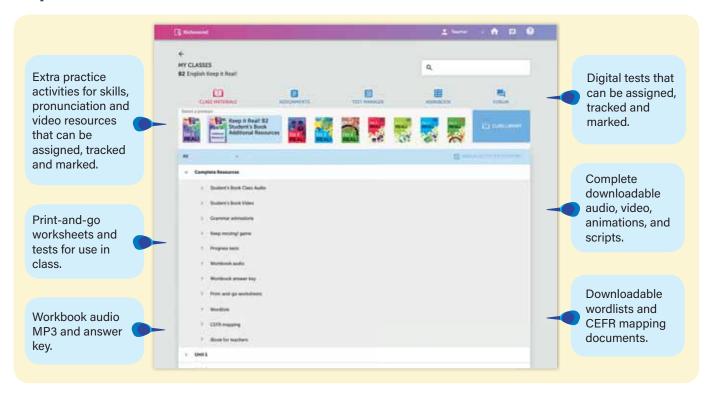
The *Keep it real!* iBook is a fully interactive version of the course for use in class. It combines all the teaching and learning elements of the course for use with a Smart Board or projector, in a convenient one-stop resource.





${\bf Richmond} \ {\bf Learning \ Platform}$

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.



Starter



VOCABULARY Healthy living

I can talk about healthy living.

1 O So.1 Complete the forum questions and advice with the verbs in the box. Listen and check.

avoid cut get have join organize reduce (x2) take (x2) skip

TEEN HEALTH FORUM ASK OUR EXPERT

GET ADVICE





I want to live a healthier life, but I don't want to join a gym. Any suggestions?

Walk more! It's a great way to 1... some fresh air and it's free! Or 2... up a hobby like running or mountain biking.



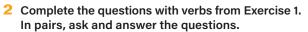
I always feel tired and I've got exams soon. I like staying up late and watching my favourite TV series, but I'm starting to feel a bit stressed. What are your top tips to 3... stress in this situation?

Make a timetable and 4... your time carefully so you can revise AND relax. You'll feel more in control and you'll definitely ⁵... **stress** that way. 6... late nights and go to bed at the same time every night.



I often 7... breakfast and don't 8... a balanced diet. I drink a lot of coffee and energy drinks to get me through the day. Help!

It's important for teenagers to eat well. 9... vitamins every morning and 10 ... down on the coffee and energy drinks. You'll soon start to feel healthier.



- 1 Do you ever ... breakfast?
- 2 What do you think you need to ... down on?
- 3 How much fresh air do you ... each day?
- 4 What are your tips to ... stress during exam time?
- 3 Work in pairs. Discuss the advice given in the forum. Can you make any other suggestions?

Illness and remedies

I can talk about illness and remedies.

So.2 Match the pictures with the words in the box. Listen and check.

bruise cough syrup antiseptic cream headache plaster stomach ache tablet temperature toothache





















5 Copy and complete the table with words from Exercise 4. Then add the words in the box. Can you add any more?

earache allergy cough cut pill sick sore throat sprain

symptoms and illness	remedies	injuries

- 6 Work in pairs. What should the people do?
 - 1 Bella has a cough and a temperature.
 - 2 Will has a cut on his finger.
 - 3 Jake has a bruise.
 - 4 Jo has sprained her ankle.
 - 5 Tim feels dizzy and sick.

Starter

STARTER UNIT OVERVIEW: The aim of this unit is to review language that students already know and to remind them of some vocabulary and grammar before they start the main units of the book. They learn vocabulary for healthy living, illness and remedies, and family life and friendship. They review future forms, modals, simple and continuous tenses and conditionals. They read a blog post about the summer holidays and practise identifying key information. They also practise finding out about past events and news.

Vocabulary	Grammar	Reading	Speaking
Healthy living; Illness and	Review of future forms; Review of modals;	Identifying the key	Finding out about
remedies; Family life and	Review of simple and continuous tenses;	information in a blog	past events and
friendship	Review of conditionals	post	news

VOCABULARY Healthy living; Illness and remedies

Sts revise vocabulary to talk about healthy living, illness and remedies.

Vocabulary

Healthy living (avoid late nights, cut down on, get some fresh air, have a balanced diet, join a gym, organize your time, reduce stress, skip breakfast, take up a hobby, take vitamins); Illness and remedies (allergy, antiseptic cream, bruise, cough, cough syrup, cut, dizzy, earache, headache, pill, plaster, sick, sore throat, sprain, stomach ache, tablet, temperature, toothache)

WARMER

Ask: How are you today? Are you feeling healthy, or are you ill? Ask: What can you do to stay healthy? Elicit some ideas and make notes on the board, e.g. do exercise, eat lots of fruit and vegetables etc. Put sts into pairs to talk about what they do to stay healthy. Ask pairs in turn to tell the class their ideas.

1 So.1 Explain to sts that they will read some advice on how to stay healthy. Sts could work in pairs to read the advice and complete it with the correct verbs. Play the audio for them to listen and check their answers. Check answers with the class.

Answers

- 1 get 2 take 3 reduce 4 organize 5 reduce 6 Avoid 7 skip 8 have 9 Take 10 cut
- 2 Students complete the questions with the correct verbs. Check answers, then put sts into pairs to ask and answer the questions. Ask some sts to tell the class about their partner's answers.

Answers 1 skip 2 cut 3 get 4 reduce

3 Put sts into pairs to discuss the advice in the forum and think of more suggestions. Ask pairs which pieces of advice they think are the most important and why, and elicit other suggestions that sts thought of.

Illness and remedies

4 ① S0.2 Sts match the pictures with the words. Play the audio for sts to check their answers. See Answers for audio script.

Ar	iswers		
1	stomach ache	6	headache
2	dizzy	7	tablet
3	temperature	8	cough syrup
4	toothache	9	antiseptic cream
5	bruise	10	plaster

5 Sts copy the table into their notebooks. They could work in pairs to complete it with the words from Exercise 4 and the words in the box. Check answers. Sts then work in pairs to add more words to the table. Draw a table on the board and elicit sts' ideas to add to it.

Answers

Symptoms and illnesses: dizzy, headache, stomach ache, temperature, toothache, allergy, cough, earache, sick, sore throat

Remedies: antiseptic cream, cough syrup, plaster, tablet, pill

Injuries: bruise, cut, sprain

6 Read out the first symptoms and elicit some ideas for the remedy. Sts could then work in pairs to read the symptoms and note down some remedies. Check answers.

Suggested answers

- 1 cough syrup, tablet to reduce the temperature
- 2 antiseptic cream and a plaster
- 3 rest 4 a bandage and rest 5 rest

EXTRA ACTIVITY

Sts could work in pairs and test each other. With books closed, they take turns to mime an illness from Exercise 4. Their partner says the correct word and suggests a possible remedy.

Vocabulary practice: WB p.4
Sts will find more practice of vocabulary for healthy living, illness and remedies here. Set these exercises for homework.

GRAMMAR Review of future forms

I can use future forms correctly.

1 Read the grammar box. Copy and complete the rules with arrangements, predictions or timetables.

NASA **will send** astronauts to Mars in the next twenty years.

Kirsty will probably go to university in September.

Next summer, I'm going to take up taekwondo.

Look at those dark clouds. It's going to rain.

I'm meeting Jake outside the cinema at 6.30.

My grandma is visiting us next week.

My gym class starts at 7.30.

At this time tomorrow, she'll be flying to New York.

Rules

We use *will* for general ¹... about the future and with the adverbs *possibly*, *probably* and *definitely* to express degrees of certainty.

We use *going to* for future intentions and for $^2...$ based on information or evidence.

We use the present continuous for ³... and fixed plans.

We use the present simple for 4... or scheduled events.

We use the future continuous for situations that will be in progress at a specific time in the future.

2 Complete the sentences with the correct future form of the verbs in brackets.

- 1 When I'm seventeen, I ... to drive. (learn)
- 2 We have to leave now because we ... Sam at the airport in twenty minutes. (meet)
- 3 She's ten metres in front of the other athletes. She ... the race! (win)
- 4 He's a very popular politician, so he ... our next prime minister. (probably, be)
- 5 Scientists say the Earth ... hotter over the next 50 years. (get)
- 6 My train ... Paris at 8.55 tomorrow. (leave)

3 Put the words in the correct order to make questions.

going to / study / are you / hard this year Are you going to study hard this year?

- 1 will / be studying / at midnight tonight / you
- 2 definitely exist / will / the internet / in the future
- 3 tomorrow / is / going to / it / be sunny
- 4 your next class / what time / start / does
- 5 doing / what / are you / this weekend

4 Work in pairs. Ask and answer the questions in Exercise 3. Give extra information.

- **A:** Are you going to study hard this year?
- **B:** Yes, I am! Well, that's my intention. I want to pass all my exams.
- A: Me too!

Review of modals

I can use modals of obligation, necessity and advice.

5 Read the grammar box. Copy and complete the rules with advice, necessary or permitted.

Passengers **must wear** their seatbelts for take-off.

You mustn't wear outdoor shoes in the gym.

On school days, I have to get up at 6.30.

You don't have to pay to go into the museum.

I **need to revise** for my exams this weekend.

She **doesn't need to take** a taxi to the airport. I can drive her

You should cut down on energy drinks.

You **shouldn't skip** breakfast. It isn't good for you.

They aren't very fit. They **ought to do** more exercise.

Rules

We use must and have to to say something is 1....

We use mustn't to say something is not 2...

We use don't have to and don't need to if something is not $^3\dots$

We use should(n't) and ought(n't) to to give 4 ...

6 Choose the correct answers to complete the text.



- You ¹must / mustn't have a balanced diet. That's very important.
- You ²don't have to / shouldn't eat too much junk food, like burgers and chips.
- You ³mustn't / don't need to join a gym, but you ⁴should / don't have to do an hour's exercise every day!
- You ⁵need to / shouldn't get at least eight hours' sleep every night.
- You ⁶must / shouldn't take your phone to bed with you. It will stop you from sleeping.



Write four more tips to be fitter and healthier.

GRAMMAR Review of future forms

1 Read the examples in the grammar box with sts. Check that sts understand arrangements, predictions and timetables. Sts could work in pairs to copy the rules into their notebooks and complete them with the correct words. Check answers and elicit which examples match each rule.

Answers

1 predictions 3 arrangements 2 predictions 4 timetables

Briefly revise the form of the future continuous if necessary.

Ask questions to check concept.

Concept check questions: I'm going to join a gym – intention or prediction? (intention). I'll become fitter and stronger – arrangement or prediction? (prediction). Jake is running too fast on the ice – he'll fall or he's going to fall? (he's going to fall because there is evidence). I need to leave now. I'll meet Joe at the cinema in half an hour – correct? (no – I'm meeting, because it's an arrangement). The film starts at seven, or will start at seven? (starts, because it's a timetable). Don't call me at eight o'clock – I'll watch a film – correct? (no – I'll be watching a film because it will be in progress).

2 Sts copy the sentences into their notebooks and complete them with the correct future forms. Allow sts to compare their answers in pairs, then check answers with the class. Refer back to the rules to explain the answers if necessary.

Answers

- 1 'm going to learn
- 4 will probably be
- 2 're meeting
- 5 will get
- 3 's going to win
- 6 leaves
- 3 Sts write the questions in their notebooks. Allow sts to compare their answers in pairs, then check with the class, referring back to the rules if necessary to explain the answers.

Answers

- 1 Will you be studying at midnight tonight?
- 2 Will the internet definitely exist in the future?
- 3 Is it going to be sunny tomorrow?
- 4 What time does your next class start?
- 5 What are you doing this weekend?
- 4 Put sts into pairs to ask and answer the questions. Tell them they should use full sentences when they answer, and add extra information where possible. Monitor while they are working, and correct any mistakes in a feedback session at the end.

Review of modals

5 Read the examples in the grammar box with sts. Check that sts understand *permitted*. Sts could work in pairs to copy the rules into their notebooks and complete them with the correct words. Check answers and elicit which examples match each rule.

Answers

- 1 necessary
- 2 permitted
- 3 necessary
- 4 advice

Point out that must, have to and need to have a similar meaning: You must/have to/need to pay for the tickets. But point out that in the negative forms, they have different meanings: You mustn't = it isn't permitted (you mustn't park here); you don't have to/don't need to = it isn't necessary (You don't need to pay).

Ask questions to check concept.

Concept check questions: You must arrive on time – is it necessary? (yes). You don't have to be late – correct? (no – you mustn't be late. The cut isn't very bad – you don't need to go to hospital – is it necessary? (no). The tickets are free – you mustn't pay – correct? (no – you don't have to/don't need to pay). You should do more exercise – am I saying it's necessary, or am I giving advice? (giving advice). You ought to do more exercise – same meaning? (yes).

6 Sts read the tips and choose the correct answers to complete them. Allow sts to compare their answers in pairs, then check answers with the class, referring back to the rules if necessary to explain the answers.

Answers

- 1 must
- 2 shouldn't
- 3 don't need to
- 4 should
- 5 need to
- 6 shouldn't

FAST FINISHER

Sts who finish early can practise the grammar further. Sts write four more tips to be fitter and healthier. Weaker sts could work in pairs and discuss which of the tips in Exercise 6 they follow.

G Grammar practice: WB p.4

Sts will find more practice for review of future forms and review of modals here. Set these exercises for homework.

VOCABULARY Family life and friendship

I can talk about family life and friendship.

1 So.3 Complete the text with the words in the box. Listen and check.

divorced generation grandparents relationship single parent stepbrother stepsisters

NATIONAL FAMILY DAY

To celebrate National Family Day, we asked you to tell us what makes your family special.



I come from a *blended* family and there are a lot of us! My parents got 1... when I was ten, and they both remarried. I've got a brother and a sister, but I've also got a 2... on my dad's side and three 3... on my mum's side. I live with my mum and my stepdad. I keep in touch with my own dad and I see him and his wife every couple of weeks. I have a great 4... with all my family and **get on well with** all my brothers and sisters. It's great because I have a lot in common with my stepbrother and stepsisters. We love football, jokes and films. They're fun to be with and I spend a lot of time with them.

George, 17, Durham, UK



My dad died when I was a baby and my mum 5... me on her own. My parents were from different ethnic ⁶.... My dad was African-American and my mum is Welsh, so I'm ⁷.... My mum didn't choose to be a 8..., but she just didn't meet anyone else. Her parents were always there to help her. I've been really lucky because I've always had three caring people to look after me. Although my ⁹... are from a different ¹⁰..., they've always been

open-minded. My grandad has a great sense of humour and he makes us all laugh!

Ellie, 17, Cardiff, UK

- 2 Read the text again. Answer the questions with George (G) or Ellie (E). Who ...
 - comes from a big family?
 - 2 has parents from different countries?
 - 3 has been cared for by three adults?
 - 4 sees his/her stepmother regularly?
- 3 Match the words in bold in the text with the definitions.

continue to see, phone or write to (someone) keep in touch with

- 1 have the ability to understand funny things
- 2 helpful and kind towards others
- 3 be enjoyable to spend time with
- 4 prepared to consider new ideas and different opinions
- 5 have the same interests and opinions as another person
- 6 have a good relationship with

- 4 Work in pairs. Ask and answer the questions.
 - 1 Have you kept in touch with any of your childhood friends? Who?
 - 2 Which of your friends has the greatest sense of humour?
 - 3 What's the most important thing parents can teach you when they raise you?
 - 4 What differences are there between your generation and your parents' generation?
 - 5 Which person in your life is the most fun to be with?
 - 6 Which family member do you have the most in common with?
- 5 Write a short paragraph for National Family Day about your family.
- FIND OUT When is the International Day of Families? Which organization established it?

VOCABULARY Family life and friendship

Sts study vocabulary for family life and friendship. They read about two different families then discuss and write about their own families. Sts then do some research to find out about the International day of Families.

Vocabulary

Family life (blended family, ethnic background, generation, get divorced, grandparents, mixed-race, raise, relationship, single parent, stepbrother, stepsister); Friendship (be fun to be with, caring, get on well with, have a great sense of humour, have a lot in common with, keep in touch with, open-minded)

WARMER

Tell sts something about your family, e.g. *I've got a* brother and a sister. I'm the oldest one. We all have fun together when we see each other. Put sts into pairs and ask them to tell each other four things about their family. Ask sts in turn to tell the class something they learned from their partner. As they give their answers, build up a list of family words on the board. As a class, brainstorm more family words that sts already know.

So.3 Read out the title and introduction to the text, then ask sts to read it and complete it with the words in the box. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See Answers for audio script. Go through the answers with the class and check that sts understand all the words.

Answers

- divorced
- stepbrother
- stepsisters
- 4 relationship
- 5 raised
- backgrounds
- mixed-race
- 8 single parent
- 9 grandparents
- 10 generation
- 2 Sts read the text again and answer the questions. Check answers with the class, eliciting the part of the text which confirms each answer.

Answers

2 E 3 E 4 G 3 Sts could work in pairs to match the words in bold with the definitions. Check answers, and check that sts understand all the phrases.

Answers

- 1 have a great sense of humour
- 2 caring
- be fun to be with
- open-minded
- have a lot in common with
- get on well with
- 4 Allow sts time to read the questions and prepare their answers individually, then put them into pairs to ask and answer the questions. For feedback, read out each question in turn and elicit some possible answers.
- 5 Sts work individually to write a short paragraph about their own family. Encourage them to use words and expressions from the text where appropriate. Monitor while they are working and help out with vocabulary as necessary. You could put sts into groups to swap paragraphs and read about each other's families, and ask questions to find out more information.

21st Century skills



Q FIND OUT

Set this exercise for homework if you prefer. Encourage sts to find out as much information as they can about the day. Sts can report back on their findings in the next lesson. The answer to the question is: The International Day of Families takes place on the 15th May. It was established in 1993 by the United Nations, to promote awareness of issues relating to families and family life.

EXTRA ACTIVITY

Sts could work in pairs and test each other on the new vocabulary. They choose three words from Exercise 1 and write them, leaving out the vowels, e.g. D_V_RC_ D. With books closed, they swap lists and try to complete the words on their partner's list. They can then work together to make a sentence with each word.

Vocabulary practice: WB p.5

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

GRAMMAR Review of simple and continuous tenses



I can use the present simple, present continuous, past simple and past continuous correctly.

1 Read the grammar box. Copy and complete the rules with in progress, completed or routines.

Present simple and continuous

It rains a lot in Ireland.

Max and his sister always travel to school by bus. We're looking at my holiday photos at the moment.

Past simple and continuous

Millie moved to the USA last year.

At 8.30 yesterday evening, he was watching TV. I was doing my homework when you phoned me.

We use the present simple to talk about things that are generally true, habits and 1....

We use the present continuous to talk about an action that is 2... now.

We use the past simple to talk about a 3... action in the past.

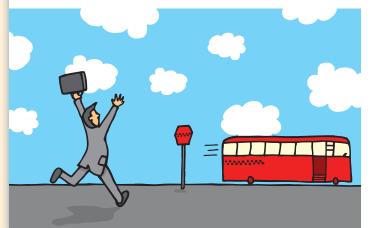
We use the past continuous to talk about an action or situation that was 4... at a specific time in the past, and for a longer action in the past that is interrupted by a shorter action in the past simple.

2 Choose the correct answers.

- 1 Evan is playing / plays basketball three times a week.
- 2 What do you do / are you doing at the moment?
- 3 I saw / was seeing Tom at the gym yesterday.
- 4 When you phoned me, I walked / was walking home from school.
- 5 She sunbathed / was sunbathing when it was starting / started to rain.

3 Complete the sentences with the correct form of the verb in brackets.

- 1 Jack ... a new laptop yesterday. (buy)
- 2 When we arrived, the boys ... a video game. (play)
- 3 I can't talk now because we ... dinner. (have)
- 4 My dad usually ... to the gym twice a week. (go)
- 5 Last summer, Helen ... three weeks in Canada. (spend)
- He ... to get the bus when it left. (run)



Review of conditionals

can use the first, second and third conditional correctly.

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

First conditional

If it rains tomorrow, we won't go to the beach.

Second conditional

If I had a bike, I would ride it to school every day.

Third conditional

If you hadn't missed the bus yesterday, you wouldn't have been late for school.

Rules

We use the first conditional to talk about a possible ¹present / future situation and its likely result.

We use the second conditional to talk about an imaginary situation in the ²present / past or future and its likely

We use the third conditional to talk about an imaginary situation and its result in the ³present / past.

5 Put the words in the correct order to make conditional sentences.

- 1 the party. / I / tell / see / If / him / I'll / about / Joe
- 2 buy / had / I'd / some / I / cough syrup. / If /
- 3 my parents / felt / divorced / If / I / have / would / sad. / had
- 4 cut down on / sleep / won't / unless / caffeine. / you / well / You
- 5 your illness / have / would / I / known / you. / about / I / visited / If / had
- we / a / we / swimming / had / go / day. / could / swimming pool / If / every
- 6 Look at the sentences in Exercise 5 again. Are they first (1), second (2) or third (3) conditionals?

7 Complete the sentences with the correct form of the verb in brackets.

- 1 If you study in London, your English (improve)
- 2 I would have passed my exam if I ... harder. (study)
- 3 If you ... junk food all the time, you would be much healthier. (not, eat)
- 4 If he'd got up earlier, he ... the train. (not, miss)
- 5 We ... the match if we play well tomorrow. (win)
- 6 What ... if you won the lottery? (you, do)

8 Complete the sentences with your own ideas. Tell your partner.

- 1 If the weather is bad on Sunday, I ...
- 2 If I won the lottery, I ...
- If I had gone to the USA last summer, I ...

>>> FAST FINISHER

What would life be like if the internet didn't exist? Write a paragraph.

GRAMMAR Review of simple and continuous tenses

1 Read the grammar box with sts about simple and continuous tenses. Sts could then work in pairs to copy the rules into their notebooks and complete them with the correct words. Check answers and elicit which example matches each rule.

Answers

1 routines 3 completed 2 in progress 4 in progress

Ask questions to check concept.

Concept check questions: I always enjoy English classes – present or past? (present), generally true or in progress? (in progress). I'm enjoying my English class – present or past? (present), generally true or in progress? (in progress). I swam in the sea yesterday – a completed action? (yes). At three o'clock yesterday I was swimming in the sea – an action in progress? (yes), in the present or in the past? (past). 12.30 to 1.30 yesterday – lunchtime; 1.00 – phone call from a friend. A friend called me while ... (I was having lunch).

2 Sts choose the correct verb forms to complete the sentences. Allow sts to compare their answers in pairs, then check with the class, referring back to the rules to explain the answers if necessary.

Answers

1 plays 4 was walking
2 are you doing 5 was sunbathing,
3 saw started

3 Sts read the sentences and write the correct verb forms in their notebooks Allow sts to compare their answers in pairs, then check with the class, referring back to the rules to explain the answers if necessary.

Answers

1 bought2 were playing3 're having4 goes5 spent6 was running

Review of conditionals

4 Read the grammar box with sts about conditionals. Sts could then work in pairs to copy the rules into their notebooks, choosing the correct words to complete them.

Answers
1 future 2 present 3 past

Point out that all three conditional forms consist of two clauses, an *if* clause and a result clause. Point out that either clause can come first. If the *if* clause comes first, there is always a comma at the end of this clause, but if the result clause comes first there is no comma between the two clauses.

Ask questions to check concept.

Concept check questions: If I get a new job, I'll be very happy – am I talking about the present or the future? (future), a possible or imaginary situation? (possible). If I had a better job, I'd buy a car – present or future? (present). Do I have a good job now? (no). Am I talking about a real or imaginary situation? (imaginary). If I had got that job, I would have been very happy – present, past or future? (past). Did I get the job? (no). Was I happy? (no).

5 Sts write the conditional sentences in their notebooks, putting the words in the correct order. Allow sts to compare their answers in pairs, then check answers, referring back to the rules if necessary to explain.

Answers

- 1 If I see Joe, I'll tell him about the party.
- 2 If I had a cough, I'd buy some cough syrup.
- 3 If my parents had divorced, I would have felt sad.
- 4 You won't sleep well unless you cut down on caffeine.
- 5 If I had known about your illness, I would have visited you.
- 6 If we had a swimming pool, we could go swimming every day.
- **6** Sts could work in pairs to look at the sentences in Exercise 5 and decide which type of conditional each one is. Check answers with the class.

Answers

1 first 2 second 3 third 4 first 5 third 6 second

7 Sts read the sentences and write the correct verb forms in their notebooks. Check answers. You could then elicit which type of conditional each sentence is.

Answers

1 will improve2 had studied4 wouldn't have missed5 will win

3 didn't eat 6 would you do

8 Sts write the sentence beginnings in their notebooks and complete them with their own ideas. Put them into pairs to tell their partner their ideas. Ask some sts to read their sentences to the class.

FAST FINISHER

Fast finishers can write sentences saying what life would be like if the internet didn't exist. Weaker sts could work in pairs and think of more endings for the sentences in Exercise 8.

G Grammar reference: WB p.5
Sts will find more practice for review of simple and continuous tenses and review of conditionals here.
Set these exercises for homework.

READING

I can identify the key information in a blog post.

- 1 (1) S0.4 Read and listen to the blog post. In which paragraph does Kim mention ...
 - 1 her closest friend?
 - 2 going back to school?
 - 3 her holiday?
- 4 an apology?
- 5 having a healthier lifestyle?



WHERE DID THE SUMMER GO?

- A Hi, everyone! What a busy summer! Sorry I haven't uploaded any photos or written any posts. I've got lots of news, so read on to find out more ...
- **B** Unfortunately, my best friend, Maria, moved to London last week. We started primary school on the same day and were in the same class she's like a sister to me. She's got a great sense of humour and she always makes me laugh. I know we'll keep in touch, but it's not the same. I'll really miss her.
- C On a more positive note, after I finished school in the middle of July, I decided to get fitter and healthier. I didn't want to join a gym so I joined a running club and now I run three times a week. I don't skip breakfast any more and I'm cutting down on coffee and screen time. I no longer suffer from headaches and I've got a lot more energy these days. If I'd known the benefits, I'd have started running years ago!
- D I'm going to France on holiday with my family tomorrow. We're driving all the way to the south of France and we're staying there for two weeks. We're leaving super early tomorrow morning so I'll have to pack my suitcase and go to bed early tonight.
- E I'll get back from France at the beginning of September, the day before school starts. So, if you want to find out more, you'll need to follow me on Instagram or wait for my next post! How was your summer? Are you looking forward to going back to school?
- 2 Read the post again and answer the questions.
 - 1 What was Kim's summer like?
 - 2 Why won't Maria be at Kim's school next year?
 - 3 What changes did Kim make?
 - 4 How long is Kim going to spend in France?
 - 5 When does Kim go back to school?
- 3 Write sentences comparing your summer to Kim's.

SPEAKING Finding out about past events and news

can ask questions to find out about past events and news.

4 You are going to talk with a partner about how your summer went. Make notes about the topics below.



5 O S0.5 Listen and repeat the **Useful language**.

Useful language

Starting conversations

Hi, How's it going?

How was your summer?

Finding out more

What did you do?

What was it like?

Did you do anything else?

Responding and expressing interest

Wow! / Really?

That sounds brilliant / awful.

Keeping the conversation going

What about you?

What did you get up to?

- 6 Work in pairs. Take turns to ask and answer questions about the summer.
 - A: Hi, Jamie. How's it going?
 - B: Good, thanks.
 - A: How was your summer?
 - B: It was great! I had a lot of fun.
 - A: What did you do?
 - B: Well, first I went on holiday with ...
- 7 Report to the class. Say three things about your partner's summer.

FAST FINISHER

What would your ideal summer be like? Write a short paragraph.

READING



Say: In the summer, I ... complete the sentence with three actions, two true and one false, e.g. ...went to Italy on holiday, swam in the sea, tried sailing. Ask sts to guess which one is false, by repeating it as a negative sentence, e.g. You didn't try sailing. Ask sts individually to write three sentences about things they did in the summer, two true and two false. Put them into groups to read their sentences to each other and guess the false ones. For feedback, ask who in the class did something surprising or interesting in the summer.

1 So.4 Read out the title of the blog post, then read out the task. Play the audio for sts to read and listen to the blog. They then answer the questions. Check answers, eliciting the parts of the blog which confirm each answer.

Answers В Ε 3 D

2 Sts read the blog post again and answer the questions. Allow sts to compare their answers in pairs then check with the class, eliciting the part of the post which confirms each answer.

Answers

- 1 It was busy.
- 2 She moved to London last week.
- 3 She joined a running club, stopped skipping breakfast and cut down on coffee and screen time.
- She's going to spend two weeks there.
- She goes back at the beginning of September.
- **3** Say one or two sentences comparing your summer to Kim's, e.g. Kim's summer was busy, but mine was very relaxed. She went to France on holiday, but I went to Italy. Ask sts individually to write sentences comparing their summer to Kim's. Put sts into pairs to read their sentences to each other, then ask some sts to read their sentences to the class.



EXTRA ACTIVITY

If your sts found the text difficult, play the audio again and ask sts to listen and read again. Pause the audio after each paragraph and explain any words that sts don't understand.

SPEAKING Finding out about past events and news

- 4 Read out the task, then ask sts individually to make notes for each of the topics. With weaker classes, you could brainstorm a few ideas for each topic with the class first.
- **5 (1) 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 everything. You could elicit how to say the phrases in the sts' own language. Play the audio again for sts to repeat.
- **6** Ask two confident sts to read out the example dialogue. Point out to sts that they have to imagine they are bumping into a friend and asking about the summer. Sts then work in pairs to ask and answer questions about their summer. Tell them they should listen carefully to their partner's answers. Monitor and help while sts are working, encouraging them to use a range of phrases from the Useful language box.
- 7 Ask sts in turn to tell the class three things about their partner's summer. If some sts have done interesting things, encourage other sts to ask them questions to find out more.



Fast finishers can write a short paragraph about their ideal summer. For weaker sts, write some sentence beginnings on the board to encourage them to think about what they would like to do in an ideal summer: I'd like to ..., I'd love to ..., It would be fun to Sts can complete the sentences with their own ideas.

Feeling good

Grammar: Present perfect review; Verb patterns (1)

Speaking: Describing recent experiences

Writing: A personal profile

VOCABULARY Feelings: nouns

I can identify and describe different feelings.

1 Read the title of the text and the introduction. Have you used any emojis today?

The infernational language of emetion

Are emojis the new global language? More than 90% of social media users use emojis to add emotion to messages, and there's an emoji for almost every feeling and social situation. How emoji-literate are you? Can you spot which two emojis are with the wrong messages?

So my phone hadn't been stolen after all - I've just found it under the sofa. What a relief!



I'm so excited as we're about to go to the Ed Sheeran concert. I'm jumping for joy!

I've just finished my 10 km 'fun run'. So this is what total exhaustion feels like!



We're feeling a great sense of pride today. Our son has just graduated! Congratulations, Ben!

Does anyone else suffer from depression in winter? Grey skies make me feel really miserable.



Has anyone got any tips for managing anxiety? I've got exams next week and I'm feeling so stressed.

Right now, I'm chilling out at the beach and listening to music. This is my idea of relaxation!



Thanks for the birthday wishes! Sending love and affection to you all!

Much to my amusement, our dog is singing along to the radio. She must really like Taylor Swift!



I don't understand my Maths homework! Is anyone else in a state of total confusion or is it just me?

I've just got to school and realized I'm still wearing my slippers! Imagine my embarrassment!



I'm feeling a lot of anger this morning. To the person that stole my bike lights - have a horrible day!

2 1.1 Read the text and complete the table with the noun forms. Listen and check.

Adjective	Noun	Adjective	Noun
affectionate	affection	embarrassed	
amused		exhausted	
angry		joyful	
anxious		proud	
confused		relaxed	
depressed		relieved	

- 3 Which two emojis are with the wrong messages? In pairs, compare your answers.
- Work in pairs. Discuss when you experienced some of the feelings in Exercise 2.



Over 60 billion emojis are sent every day. One of the most popular emojis on social media is this laughing face.



Now watch the vlog.

>>> FAST FINISHER

Write definitions or example sentences for other emojis (real or imagined).

LS Language summary: Unit 1 SB p.127

Feeling good

UNIT 1 OVERVIEW: The topic of this unit is feelings and happiness. Sts read about the world's happiest teenagers and listen to a radio programme about the effect of music on our emotions. They learn nouns and phrasal verbs for talking about feelings and read some adverts, tickets and posters for music events. They then read an article about different eras in British popular music. Finally, they read and write a personal profile. They also watch a vlog about songwriting and a culture video about Ana, a musician who uses her life experience to inspire her music.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Feelings: nouns; Feelings: phrasal verbs	Present perfect review; Verb patterns (1)	Stress in verb patterns	Understanding comparisons in texts	Listening for specific information	Describing recent experiences	A personal profile

VOCABULARY Feelings: nouns

Sts learn nouns for 12 different feelings. They identify these by matching them to adjectives that they already know. They confirm understanding by matching the nouns to familiar emojis expressing feelings. They personalise the vocabulary by discussing when they last experienced some of the feelings.

Vocabulary

Feelings: nouns (affection, amusement, anger, anxiety, confusion, depression, embarrassment, exhaustion, joy, pride, relaxation, relief)

Vloc

Regal: Songwriting tips



Ask: How are you feeling today? Are you happy? Are you worried about an exam? Elicit answers from individual sts and encourage them to give reasons. Write the adjectives they use on the board, then ask: Can you think of any more words for feelings?

- 1 Sts read the title and introduction to the article. Check they understand *emoji-literate* (able to understand the language of emojis). Elicit who has used emojis today, and which ones they have used.
- 2 ① 1.1 Read through the adjectives in the table and elicit or teach the meanings. Point out the nouns in bold in the quiz. Sts complete the table with the correct noun forms. Play the audio track for sts to listen and check. See Answers for audio script. Check answers.

Answers

amused – amusement exhausted – exhaustion angry – anger joyful – joy anxious – anxiety proud – pride confused – confusion relaxed – relaxation depressed – depression relieved – relief embarrassed – embarrassment

3 Put sts into pairs. Ask them to look at the introduction to the text again and identify which two emojis are with the wrong messages. Check answers.

Answer

The emojis for confusion and anger are with the wrong messages.

4 Give an example about yourself, e.g. I last felt relief last week, when I found my purse – I thought I had lost it! Put sts into pairs to talk about when they last experienced some of the feelings in Exercise 2. Ask some sts to tell the class something they learned about their partner.

Encourage sts to read this fun fact for pleasure.
Ask who uses this emoji. Sts might also be interested to know that the first emoji was created by Shigetaka Kurita, a designer working for a mobile phone company in Japan in 1999. There are now over 2,000 different emojis to choose from.



This lesson features a vlog in which a vlogger talks about songwriting. 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 289 and 307.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing definitions or example sentences for other emojis, e.g. *This emoji expresses a strong feeling of anger*. Weaker sts could work in pairs, taking turns to point to the emojis and say the correct noun that it represents.

- Vocabulary practice: WB p.6
 Sts will find more practice of nouns for feelings here. Set these exercises for homework.
- LS Language summary: Unit 1 SB p.127

My happy place

READING

I can understand comparison in texts.

- 1 Look at the picture. Read the title of the text and the introduction. Where do these teenagers live, and why are they smiling?
- 2 1.2 Read and listen to the whole text. Put topics a-e in the order that they are mentioned in the text.
 - a A healthy lifestyle
 - b Feeling respected
 - c Stress-free studying
 - d Different, but just as good!
 - e Lots of freedom
- 3 (1) 1.2 Read and listen to the article again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - Frankie hasn't been living in the Netherlands for very long.
 - 2 The most important thing for Dutch parents is the grades that their kids achieve at school.
 - 3 Frankie thinks that Dutch teenagers are given a lot of freedom.
 - 4 Dutch teenagers only use their bikes when the weather is good.
 - 5 In Ruben's opinion, Dutch schools are more relaxed than American schools.
 - 6 Ruben's teachers in San Diego haven't been supportive.
 - Dutch teenagers form strong relationships more quickly than American teenagers.
 - Ruben has found it easy to make new friends at his new school.
- **Word Power** Study the table. Then look at the words in bold (1-8) in the text. Is each word an adjective, an adverb or a noun?

Suffixes				
suffix	form	example		
-able/-ible, -ic, -ive	adjective	reli able , energet ic , creat ive		
-ly	adverb	happi ly , enthusiastical ly		
-ance/-ence, -ment, -(t)ion, -ness	noun	annoy ance , embarrass ment , frustrat ion , unhappi ness		

5 COMPARE CULTURES How is life for teenagers in your country similar to life in the Netherlands? How is it different? Where would you rather live and why?



happiness? A UNICEF report has just identified the Netherlands as the happiest country in the world for teenagers!

Although I'm American by birth, I've lived in Amsterdam since I was eight. Here are three things I've learned to love about Dutch culture.

There's less anxiety about academic ¹achievement in the Netherlands. Students do less homework and take fewer tests, and teachers and parents prioritize teenagers' well-being over their grades. In other words, they think it's more important to raise happy kids than smart ones!

Teenagers enjoy a great deal of ²independence here. For example, I've been making my own way to school since I was ten. My parents trust me to behave ³sensibly – most of the time! At school, teachers treat students as equals, and they respect our opinions.

The Dutch are very 4enthusiastic about outdoor activities, and cycling is a national passion. Whatever the weather, Dutch teens love to get on their bikes. Scientists say that physical activity not only improves our **5fitness**, but it also protects us against depression and lifts our mood!

COMMENTS



Ruben Smit

Interesting article, Frankie! I was born in Amsterdam, but I've been living in San Diego for six months now. I've been very happy in both places.

I sometimes miss the freedom I had in Amsterdam. My new school has so many rules that I haven't learned them all yet. And we have a lot more tests here, so it can get quite stressful.

On the other hand, my new teachers are great. They've encouraged me to have more ⁶ambition. So I've been learning how to become an internet entrepreneur! My classmates have been so ⁷**supportive**, too. Dutch teenagers often take time to build relationships, while Americans seem to be 8capable of making friends for life in seconds. I've made lots of new friends here.

My happy place

READING

Sts read an article and an online comment about the world's happiest teenagers and focus on comparisons in two texts. They see examples of the present perfect simple and continuous, past simple and expressions of frequency in context, and study suffixes. Sts then compare life for teenagers in the Netherlands with life for teenagers in their own country.

Reading text

An article and an online comment about a UNICEF report identifying the Netherlands as the happiest country in the world for teenagers

Reading skill

Understanding comparisons in texts

WARMER

Ask for a show of hands: Who thinks your country is a good place for teenagers? Ask some of the sts who put up their hands to say why they think this. Then ask: Who thinks it is a bad place for teenagers? Ask some of the sts who put up their hands to give their reasons.

1 Put sts into pairs to look at the pictures, read the title and introduction to the text and answer the questions. Check answers.

Answers

They live in the Netherlands and they are smiling because they live in the happiest country in the world for teenagers.

2 ① 1.2 Read out the task, then read through the topics in a-e and check sts understand them all. Play the audio for sts to read and listen to the article and comment and put the ideas in order. Check answers, and elicit the part of the text which gives each answer.

Ar	nswers		
1	С	4 a	
2	е	5 d	
3	b		

3 (1) 1.2 Understanding comparisons in texts Ask:

Does Ruben express the same ideas as the article, or different ideas? Elicit that he expresses some similar and some different ideas. Explain to sts that sometimes they might read two different texts on a topic, which express different ideas. Say that it is important to recognise which ideas are expressed in which text. Ask sts to read through the true/false sentences, then play the audio again for them to read and listen. They then decide if the sentences are true or false, and correct the false ones. Check answers with the class and elicit the part of the text which confirms each answer.

Answers

- 1 F She has been living there since she was eight.
- 2 F The most important thing is for their kids to be happy.
- 3 T
- 4 F They use their bikes whatever the weather.
- 5 T
- 6 F His teachers have encouraged him a lot.
- 7 F American teenagers make friends more quickly.
- 8 T
- 4 Word Power Read through the table with the class. Elicit some other words that sts know with the various endings, e.g. enjoyable, artistic, attractive, quickly, patience, disappointment, imagination, kindness. Sts then look at the words in bold in the two texts and decide if they are adjectives, adverbs or nouns. They then read the words in their context and try to work out the meanings. They could work in pairs for this, and could use a dictionary to check the meanings. Go through the answers and check that sts understand all the words. Point out the collocations enthusiastic about and capable of. Remind sts that when they learn new vocabulary, they should also learn typical collocations and grammar patterns.

Answers

- 1 noun
- 2 noun
- 3 adverb
- 4 adjective
- 5 noun
- 6 noun
- 7 adjective
- 3 adjective

21st Century skills



5 © COMPARE CULTURES

Ask: How is life for teenagers in your country similar to life in the Netherlands and how is it different? Elicit a few ideas, referring back to some of the ideas in exercise 2 to prompt them, e.g. Do you have the same amount of freedom as Dutch teenagers? What about a healthy lifestyle? Do you think you have more or less stress than Dutch teenagers? Then put sts into groups to discuss which of the two countries they think is better for teenagers, and where they would rather live. Monitor and help while sts are working, then ask one person from each group to tell the class their group's ideas. At the end, you could hold a class vote on which country is better for teenagers, the Netherlands or the sts' own country.

Reading practice: WB p.7
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Present perfect review

I can use the present perfect simple, the present perfect continuous and the past simple appropriately.

Now watch the grammar animation.

Read the grammar box and complete the rules with present perfect simple or past simple.

Present perfect simple vs past simple

I've made lots of new friends here.

My family **moved** here six months ago.

How long **have** you **lived** in Amsterdam?

I've lived here for nine years / since I was eight.

How long **did** you **live** in London?

I lived there for two years, from 2016 to 2018.

Rules

We use the 1... to connect the past with the present, for an action or situation that started in the past and continues in the present and for a completed action in the past when we don't specify when it happened.

We use the 2... with past time expressions, e.g. last Saturday, three weeks ago, and to talk about an action or situation that is complete.

Complete the text with the past simple or the present perfect simple of the verbs in brackets.



For centuries, people 1... (celebrate) the start of spring as a happy, optimistic time. So, in 2012, when the United Nations decided to create an **International Day of Happiness, they**

- 2... (choose) 20th March! The first festival
- 3... (take) place in 2013, and since then it
- 4... (inspire) numerous happiness events and projects around the world.

For the second festival in 2014, Pharrell Williams 5... (create) the world's first 24-hour music video, featuring people dancing to the song 'Happy'. 6... (you / see) it on YouTube? 17... (watch) the 'Happy' video for about 20 minutes last night and I really 8... (enjoy) it.

3 Read the grammar box and complete the rules with simple or continuous.

Present perfect simple vs present perfect continuous

Tom's been reading The Hunger Games. He's enjoying it. (He's still reading it.)

Tom's read The Hunger Games. He loved it! (He isn't reading it any longer.)

I've been playing basketball regularly since I came to San Diego.

I've played basketball two or three times since I came to San Diego.

We're thirsty because we've been playing basketball all morning.

I've had a bike since I was eight. (NOT I've been having ...)

Rules

We use the present perfect 1...

- for actions that are complete now.
- to say how often something has happened.
- with stative verbs (e.g. be, have, know, like).

We use the present perfect 2... for

- actions that started in the past and continue in the present.
- long and repeated actions that continue in the present.
- long and repeated actions that have a present result.

4 Choose the correct answers.

- 1 I've seen / been seeing the film La La Land three times - I love it!
- 2 She's done / been doing her homework, so now she can relax.
- You've studied / been studying all day. Why don't you stop and have a break?
- Sorry I'm late! How long have you waited / been waiting?
- 5 I've visited / been visiting Amsterdam several times.
- 6 She's been knowing / known Adam since they were at school.
- 5 Work in pairs. Talk about a hobby that makes you happy.

I've been ... -ing ... since ...

I've always enjoyed ... because ...

The first time I ...

Recently, I've been ... -ing ...

>>> FAST FINISHER

What have you done this week that's made you happy? Write sentences with the present perfect simple, present perfect continuous and the past simple.

LS Language summary: Unit 1 SB p.127

GRAMMAR Present perfect review

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You've been looking* for them for a month!, including the form and use of the present perfect simple, present perfect continuous and past simple. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 314 for animation script.

1 Read the example sentences in the grammar box. Ask sts to copy and complete the rules. Point out that the example sentences are from the texts on page 10. Sts could look at these texts to help them do the exercise. Check answers.

Answers

- 1 present perfect simple
- 2 past simple

Focus on the examples again. Point out that some time expressions are only used with the past simple because they refer just to the past, e.g. I left Amsterdam six years ago / in 2018 / when I was eight. Point out that since is only used with the present perfect because it refers to the past and the present, e.g. I've lived here since I was eight (I lived there in the past and I still live there now). Point out that for can be used with both tenses, e.g. I lived in Amsterdam for two years (in the past and the present).

Ask questions to check concept.

Concept check questions: I lived in London for three years – Do I still live there? (no – it was in the past). I've been at this school for six years – am I still at this school? (yes). When did you move to San Diego – am I asking about just the past, or the past and the present? (just the past.) How long have you known Carlo? – am I asking about just the past, or the past and the present? (the past and the present).

2 Pre-teach optimistic. Sts read the text and write the correct verb forms in their notebooks. Point out that they can use the context and also the time expressions in the text to help them decide which tense each verb should be. Go through the answers and refer back to the rules to explain any answers that sts had problems with.

Answers

- 1 have celebrated
- 2 chose
- 3 took
- 4 has inspired
- 5 created
- 6 Have you seen
- 7 watched
- 8 enjoyed

3 Read the example sentences in the grammar box. Elicit which sentences have the present perfect simple, and which have the present perfect continuous. Ask sts to copy and complete the rules. Check answers.

Answers

- 1 simple
- 2 continuous

Point out the form of the present perfect continuous: have / has + been + -ing form.

Ask questions to check concept.

Concept check questions: I've been playing tennis for two hours – am I still playing? (yes). I've cleaned my bedroom – am I still cleaning it? (no). have I finished? (yes). I've only been playing tennis a few times – correct? (No. I've only played tennis ..., because it says how often something has happened). I've been playing tennis, so I need a shower – Did I play recently? (yes). What is the present result? (I need a shower).

4 Sts write the sentences in their notebooks with the correct verb forms. Go through the answers and refer back to the rules to explain any answers that sts had problems with.

Answers

- 1 seen
- 2 done
- 3 been studying
- 4 been waiting
- 5 visited
- 6 known
- 5 Allow sts time to prepare some sentences and ideas individually first, then put them into pairs to tell their partner. Monitor and help while sts are working and correct any mistakes in a feedback session at the end.

FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about things they have done this week that have made them happy. Weaker sts could work in pairs and write one sentence using each tense about things they did, have done or have been doing this week.

- G Grammar practice: WB p.8
 Sts will find more practice of present perfect review here. Set these exercises for homework.
- LS Language summary: Unit 1 SB p.127

Music for every mood

VOCABULARY and LISTENING Feelings: phrasal verbs

can listen for specific information in a radio programme.

1 When and where do you usually listen to music?



2 Read the questionnaire. Match the phrasal verbs in bold with definitions 1-9.

make you sad *get you down*

- 1 stop liking something
- 2 make you stressed
- 3 feel completely relaxed and happy
- 4 get too excited
- 5 start to like something more and more
- 6 make you happier
- recover emotionally from
- 8 become more relaxed
- 9 make you feel upset or angry
- 3 In pairs, do the questionnaire. Do you have similar musical tastes?
- 4 1.3 Listen to the radio programme and choose the best summary.
 - a A musician talks about which songs make her feel happy.
 - b A music psychologist talks about scientific research into music and emotions.
 - c A professional DJ talks about the songs she likes to play in different situations.

- 5 1.3 Listen again and choose the correct answers to complete the sentences.
 - 1 When we listen to a song, the thing that most makes us feel happier is ...
 - a the type of music.
 - b the speed.
 - c the lyrics.
 - 2 The title of the happiest song in the world is ...
 - a 'Apparently'.
 - b 'Don't Stop Me Now'.
 - c 'Queen'.
 - 3 When we sing along to a song, we ...
 - a feel a sense of well-being.
 - b really understand the lyrics.
 - c improve our singing.
 - 4 When we're feeling down, sad music can ...
 - a make us feel worse.
 - b have an instant effect on us.
 - c have a reassuring effect on us.
 - 5 Amy recommends that we listen to ...
 - a music more often.
 - b happy music all the time.
 - c various types of music.
- 6 FIND OUT What's the best-selling song in the world? How does it make you feel? Why?

LS Language summary: Unit 1 SB p.127

Music for every mood

VOCABULARY AND LISTENING

Feelings: phrasal verbs

Sts do a questionnaire on the kinds of music they listen to and study phrasal verbs for feelings. They listen to a radio programme about the effect that music has on our feelings and focus on listening for specific information. They see examples of *-ing* forms and infinitives and talk about how some popular songs make them feel when they listen to them.

Vocabulary

Feelings: phrasal verbs (calm down, cheer you up, chill out, get carried away, get to you, get over something, grow on you, go off something, stress you out)

Listening text

A radio programme about the effect of music on our feelings

Listening skill

Listening for specific information

WARMER

Ask: What's your favourite song? Who is your favourite singer or band? Elicit a few answers from individual sts, then put them into pairs to discuss the questions and make a list of three songs and three singers or bands that they both like. Ask pairs in turn to tell the class their ideas. See which songs, singers and bands are the most popular with the class.

- 1 Put sts into pairs to discuss the questions. Ask some sts to tell the class what they learned about their partner.
- 2 Sts read the questionnaire and match the phrasal verbs in bold with the definitions. Weaker sts could work in pairs for this. Check answers.

Answers

- 1 go off
- 2 stress you out
- 3 chill out
- 4 get carried away
- 5 grow on
- 6 cheer you up
- 7 get over
- 8 calm down
- 9 get to you
- **3** Sts work in pairs to do the questionnaire and decide if they have similar or different tastes in music. Ask which pairs have similar tastes and ask them to tell the class some of the answers they shared. Ask other pairs which of their answers were the most different.

4 ① 1.3 Explain to sts that they are going to listen to a radio programme about the effect of music on our feelings. Read the three summaries, then play the audio for sts to listen and choose the best one. See TG page 274 for audio script. Allow sts to compare their answers in pairs, then check answers.

Answer

through the questions with the class and point out that to answer these questions, sts need to listen for some specific information. Read out each question and elicit the specific information that is missing, e.g. the thing that makes us feel happier, the place where people voted for 'Don't Stop Me Now'. Point out that more than one of the possible answers may be mentioned in the audio, but only one is correct. Play the audio again for sts to choose the correct answers. Check answers with the class, playing the audio again and pausing to confirm the answers.

Answers

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

21st Century skills



6 Q FIND OUT

Set this exercise for homework if you prefer. However, if you have time, you could brainstorm some ideas with the class to help with their research later. For example: which singers and bands have been popular for a long time, what songs you often hear in public places, what songs are popular with people of different ages. Sts can find the information by searching online, then listening to the song to decide how it makes them feel. The answer to the question is Bing Crosby's 1942 hit 'White Christmas.'

- Vocabulary and Listening practice: WB p.9
 Sts will find more practice for listening, and practice of phrasal verbs for feelings here. Set these exercises for homework.
- LS Language summary: Unit 1 SB p.127

GRAMMAR Verb patterns (1)

I can use the -ing and to + infinitive forms accurately.

Now watch the grammar animation.

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

Singing creates feel-good chemicals in your body. Dad loved playing rock music in the car.

We listen to sad music to explore our feelings.

We need to match our music to our moods.

You should listen to any song you like listening to! Many of us like to sing along to this song.

I remember listening to that when I was a kid. (past memory)

Just remember not to listen to sad songs all the time. (advice)

Rules

We use the -ing form as the subject of a sentence, and after certain verbs, e.g. love, don't mind, feel like, suggest. We use to + infinitive to give a reason, and after certain verbs, e.g. decide, help, need, plan, refuse, would like.

We can use both forms after certain verbs, e.g. start, like, prefer. The meaning 1changes / doesn't change.

We can use both forms after certain verbs, e.g. remember, forget, stop, try. The meaning ²changes / doesn't change.

Complete the blog post with the correct -ing or to + infinitive form of the verbs in brackets.

TWO SONGS THAT SAY IT ALL ...

THE SONG THAT MEANS 'FAMILY'

1... (perform) is in my blood – my mum was a pop star! I'll never forget 2... (see) her sing live on TV when I was a kid. I was so proud! Next month, I'm taking part in a singing competition on TV because I'd like 3... (become) a famous singer like her one day. I've decided 4... (sing) 'We Are Family' by Sister Sledge, as it's my family's favourite song!

THE SONG THAT MEANS 'FRIENDS'

5... (hang out) with my friends is so important to me. I love 6... (spend) time with my 'besties'. My friends help 7... (cheer) me up if I'm feeling down and when I don't feel like 8... (smile), we put on some music and dance! My favourite song about friendship is 'I'll Be There For You' by the Rembrandts – it's the theme song for the TV series Friends. Sometimes I play it 9... (remind) myself how lucky I am!

3 PRONUNCIATION Stress in verb patterns

1.4 Are to and -ing stressed or unstressed? Listen and repeat.

- I love playing the guitar, and I'd like to be in a band one day.
- I don't like dancing and I generally try to avoid it!
- 4 In pairs, take turns to ask questions with the correct -ing form or to + infinitive. Give as much detail as possible in your answers.

Do you enjoy / dance / or / sing?

A: Do you enjoy dancing or singing?

B: I don't mind dancing, but I can't sing! My friends cover their ears when I try to sing!

- 1 Why is / learn / the lyrics of pop songs good for your English?
- 2 What music do you play / relax?
- 3 Are there any instruments you'd like / learn?
- 4 What talents do pop stars need / have?
- 5 Which singer or band will you never forget / see / in concert?
- 6 Which singer or band do you really want / see / in the future?
- 5 What are your 'two songs that say it all'? Look at Exercise 2 again. Then complete sentences 1-4 with your own ideas.

The song that means 'family'

- 1 I'll never forget hearing / listening to / seeing ...
- 2 I listen to / play ... to remind myself of ...

The song that means 'friends'

- Being with my friends is ...
- 4 We love listening to / playing / dancing ... when ...



6 Work in pairs. Tell your partner about your 'two songs that say it all'. What's the most interesting or surprising thing you learn about your partner?

> FAST FINISHER

Write about your 'two songs that say it all'. Include as many -ing and to + infinitive forms as possible.

LS Language summary: Unit 1 SB p.127

GRAMMAR Verb patterns (1)

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Remember to check for viruses!*, including the form and use of verb patterns with -ing and to + infinitive forms. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 000 for the animation script.

1 Read the grammar box examples. Point out that some verbs are followed by an -ing form and some are followed by to + infinitive. You could elicit some more examples of each verb pattern. Explain that some verbs such as like can be followed by both patterns with the same meaning (I like singing / I like to sing), but point out that I'd like is always followed by to + infinitive (I'd like to sing), but feel like is always followed by an -ing form (I feel like singing). Point out that some verbs such as remember can be followed by either pattern, but warn sts that the meaning is different: I remembered to phone her = I remembered, so I phoned her; I remember phoning *her* = I phoned her, and I can remember doing this. Point out also that we can use an -ing form as the subject of a sentence, and we can use to + infinitive to say why we do something (We listen to sad music to explore our feelings.)

Sts copy the rules into their notebooks, choosing the correct words to complete them. Check answers.

Answers

1 doesn't change

2 changes

Ask questions to check concept.

Concept check questions: Dan suggested to go to the cinema – correct? (no – suggested going). I need to go home – correct? (yes). I love dancing/I love to dance – same meaning? (yes). I stopped buying chocolate – did I buy chocolate in the past? (yes). Did I stop? (yes). I stopped to buy some chocolate – was I doing something else? (yes.) Did I stop what I was doing and buy some chocolate? (yes). To ride a bike is fun – correct? (no – Riding a bike ...). I went outside to get some fresh air – Why did I go outside? (to get some fresh air).

2 Read out the title and explain that 'say it all' means 'have a lot of meaning for me'. Teach the word bestie (best friend). Sts read the texts and write the correct verb forms in their notebooks. Check answers.

Answers

1 Performing

6 spending / to spend

2 seeing

7 to cheer

3 to become4 to sing

8 smiling

4 to sing5 Hanging out

9 to remind

3 PRONUNCIATION ① 1.4

Play the audio and elicit that *to* and the *-ing* form are unstressed. Play the audio again, pausing for sts to repeat.

Answer

They are unstressed.

4 With weaker classes, ask sts to write the questions in their notebooks first. Check these answers, then put them into pairs to ask and answer. Stronger sts can go straight into the pairwork. Read out the example question and answer and point out to sts that they should give as much detail as possible in their answers. Monitor while sts are working, and correct any mistakes in a feedback session at the end. Ask some sts to tell the class something they learned about their partner.

Answers

- 1 Why is learning the lyrics of pop songs good for your English?
- 2 What music do you play to relax?
- 3 Are there any instruments you'd like to learn?
- 4 What talents do pop stars need to have?
- 5 Which singer or band will you never forget seeing in concert?
- 6 Which singer or band do you really want to see in the future?
- **5** Sts complete the sentences in their notebooks. Ask one or two sts to read some of their sentences to the class. Correct any errors with the form.
- **6** Sts work in pairs to tell their partner about their two songs that 'say it all'. Ask some sts to tell the class something interesting or surprising they learned about their partner.

FAST FINISHER

Sts who finish early can practise the grammar further by writing a short paragraph about their 'songs that say it all', using -ing and to + infinitive forms. Weaker sts could write three sentences about themselves using some of the verbs in the grammar box.

- G Grammar practice: WB p.10
 Sts will find more practice of verb patterns (1) here.
 Set these exercises for homework.
- LS Language summary: Unit 1 SB p.127



Have you been to any good gigs recently?

READING and LISTENING

I can understand information about events.



- 1 Look at the adverts, tickets, posters and passes. Which one is different to the others?
- 2 Match the sentences with the events in Exercise 1.
 - 1 You don't have to pay to go to this event.
 - 2 You can't do this if you're over 18.
 - 3 This is an afternoon performance.
 - 4 This is taking place on Saturday and Sunday.
 - 5 There aren't any seats for this event.
 - 6 There will be a solo performer at this event.
 - 7 This event is taking place at a school.
- 3 ① 1.5 Listen to the dialogue. Which of the events in Exercise 1 do Marco and Lucy decide to go to at the weekend?

- 4 1.5 Listen again. Are the sentences true (T) or false (F)?
 - 1 Lucy doesn't want to do anything at the weekend.
 - 2 Lucy suggests going to a football match.
 - 3 Marco isn't very keen on the street dance class.
 - 4 They're too old to go to the street dance class.
 - 5 Marco has been to the Coconut Tree Club before.
 - 6 Lucy thinks Marco should perform a song on Saturday.
- 5 Work in pairs. Find out if your partner has ever been to any events like those in Exercise 1.
 - A: Have you ever been to a street dance class? B: Yes, I have. I went to a hip hop class last year.



Have you been to any good gigs recently?

READING and LISTENING

Sts read some adverts, tickets, posters and passes for music events and focus on understanding them. They listen to two people discussing events and deciding which one to go to, then answer some true/false questions. They then learn how to describe recent experiences. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise describing recent experiences.

WARMER

Ask: What kinds of events happen in your town or city? Elicit a few ideas and ask more questions if necessary to prompt sts, e.g. What films can you see? What about sports events? Are there any exhibitions at the museum? Are there any festivals or concerts? Elicit a few answers, then ask: How do you find out what's on in your town or city? Elicit some answers, and elicit the idea of looking at adverts and posters.

1 Read out the task and check that sts understand pass (a document that allows you to go into a part of a building or festival site where members of the public are not usually allowed, e.g. backstage in a concert hall). Sts look at the adverts, tickets, posters and passes and answer the question. Check the answer.

Answer

g because the others are music events, whereas this is an advert for dance classes

2 Read out the first sentence and ask: Which event is this true for? How do you know? Sts look at the texts again and find the answer (d – Free entry). Sts match the remaining sentences with the events. Allow sts to compare their answers in pairs then check with the class. Elicit the part of each advert etc. which confirms each answer.

A	ns	wers			
1	C	d		5	f
2	Ç	3		6	е
3	а	ì		7	С
4	b)			

Answer

They decide to go to the open mic night at the Coconut Tree Club.

4 ① 1.5 Allow sts time to read through the sentences. Check they understand them all. Play the audio again for them to listen and decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

Ar	nswers		
1	F	4	Τ
2	F	5	F
3	Т	6	F

5 Demonstrate the task by asking a confident student the example question and eliciting their answer. Sts then ask and answer questions in pairs. Ask some sts to tell the class what events their partner has been to. If some sts have been to interesting events, encourage them to tell the class about their experiences.

EXTRA PRACTICE

Put sts into small groups and ask them to think of a fun music event they would like to see in their town or city. Ask them to design a poster or advert for their event, giving details of where it is, when it is, who can go, the price, etc. When sts have finished, display the adverts and posters around the classroom for other sts to see. Ask one person from each group to tell the class about their event. You could then use a show of hands to decide which event sts would most like to go to.

I can talk about a recent experience.

1 (1) 1.6 Listen and read. What did Jack do last weekend?

Hi, Nora. How's it going?

Nora: Fine, thanks. I haven't seen you for ages. Have you

been to any good gigs recently?

Yes, I have, actually. I went to see Maroon 5 on Jack:

Saturday.

Nora: Wow! I'm so jealous! I've never seen them live.

Where did you see them?

Jack: In Manchester. They're only doing three shows in

Nora: Wow! That's a long way to go! You really are a super-

fan. Who did you go with?

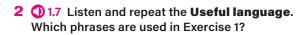
Jack: I went with Oscar.

Nora: Nice! So, come on, tell me. What was it like? Jack: It was absolutely brilliant! They're even better live.

Nora: That sounds amazing! It seems like you had an amazing

weekend.

Jack: Yes, I did.



Useful language

Talking about a recent experience

Have you been to / seen any good ... recently?

I've just been to / seen ...

I went to / saw ... last weekend.

Asking follow-up questions

Where did you see it / them?

Who did you go with?

What was it like?

Showing interest and responding

Cool! / Wow! / Nice!

I'm so jealous!

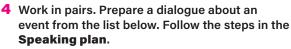
I've never been / seen / done ...

I can imagine!

That sounds amazing!

3 Put the dialogue in order. Then work in pairs and practise the dialogue.

- a That's far! Who did you go with?
- b I've just been to a music festival, actually.
- c Have you been to any good concerts recently?
- d It was in Reading, to the west of London.
- e Nice. What was the music like?
- f No, it wasn't! We had fun though.
- g That doesn't sound great at all.
- h I went with my older brother and his friends.
- Wow! That's exciting. Where was it?
- It was a bit disappointing, actually. I didn't know any of the bands.



- an open mic night
- a concert
- a film

- a music festival
- a football match

Speaking plan

Prepare

an opera

- Choose an event for your dialogue.
- Make notes for your dialogue.

Speak

- Practise your dialogue.
- **)** Use phrases from the **Useful language** box.
- Act out your dialogue without notes.

Reflect

- > Swap roles and choose a new event.
- Did you ask follow-up questions and show interest?
- How can you improve next time?



FAST FINISHER

Write a dialogue about an event you have been to recently.

SPEAKING Describing recent experiences

1 ① 1.6 Ask sts questions about what they did last weekend, e.g. Did you have a good weekend? Did you do anything exciting? Where did you go? What was it like?

Focus on the question. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

Answer

He went to see Maroon 5 in Manchester.

- 2 ① 1.7 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Ask sts to work with a partner to check which phrases they heard in Exercise 1. For more practice, you could ask sts to cover the dialogue in Exercise 1, then elicit the answers to the follow-up questions.
- **3** Ask sts to write the dialogue in the correct order in their notebooks. Check answers. Put sts in pairs to practise the dialogue.

An	swers		
1	С	6	h
2	b	7	е
3	i	8	j
4	d	9	g
5	а	10	f
	1 2 3 4	Answers 1	1 c 6 2 b 7 3 i 8 4 d 9

4 Sts follow the steps in the Speaking plan to practise describing recent experiences.

Speaking plan

Prepare

Sts work in pairs to choose an event. You could brainstorm some ideas with the class. They then make notes about when the event was, who they went with and what it was like.

Speak

Sts choose their roles and create a dialogue, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations. When they finish, they swap roles and make a new dialogue about a different event.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about 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

Fast finishers can practise the useful language further. They write a dialogue about an event they have been to recently. Weaker sts could work in pairs and write two questions and answers.

- S Speaking practice: WB p.11
 Sts will find more practice for describing recent experiences here. Set these exercises for homework.
- LS Language summary: Unit 1 SB p.127

REAL OCULTURE!

Four decades of British bands

I can talk about music in the UK and my country.

THE FAB FOUR

This week we've chosen four decades in British music that we think have had a major impact on music today.

This was a time of creativity and innovation for British music. Britain was experiencing a period of economic growth and in the 1960s, teenagers wanted to be different from their parents. They were the first generation to create a genuine youth culture and they expressed their identity through their fashion and their tastes in music. The Beatles defined this decade. They had a huge influence on popular culture and their distinctly British sound had simple melodies, clever

lyrics and rhythmic guitar work. They loved playing chords and using vocal harmonies and their music cheered people up.





The early 1970s was the era of Glam rock with artists like David Bowie and Queen. In the mid-1970s, a new type of music emerged at the same time as an economic decline in the UK: punk. It was aggressive and loud and many people saw punk as anti-establishment, anti-politics and anti-pop. A lot of young people felt angry and rebellious because they were unemployed and thought that they had no future. They had strong opinions so they used punk to express their concerns and frustrations. Siouxsie and the Banshees, with Susan Ballion on lead vocals, were a famous British punk band.



The early 1980s produced a new wave of manufactured pop bands and techno pop using synthesizers, percussion and saxophones. These included bands like Depeche Mode.

However, it was the Manchester indie rock band, the Smiths, which became one of the most important bands of this decade. They reacted against the superficial techno pop of the early 1980s and instead they wrote sociopolitical songs. Their songs were observations on the lives of ordinary people and expressed their feelings about the government and the monarchy in Britain at the time. Many of their songs were rather depressing, so, unless you were in the right mood, their songs could really get you down.



With the end of the Cold War and the introduction of the World Wide Web, the 1990s was an optimistic decade and 'Britpop' was born. Bands like Oasis and Blur used their local identities and regional accents to create a sense of belonging and pride with songs about British places and culture. Until now, all-male bands had dominated the British pop scene, but in 1996, the all-girl band, the Spice Girls, with the 'girl power' message of their debut single 'Wannabe' and album 'Spice', became the fastest-selling British group since the Beatles.



Four decades of British bands

Sts learn about four decades of British popular music. They practise comparing British pop music with music in their country. They learn some words to do with music, and check their understanding by using them to complete a music quiz. They then check their general knowledge by doing the quiz. Finally, they choose a decade or period for music in their own country and prepare and give a short presentation on it.

This lesson features an optional culture video about a musician who uses her life experience to inspire her music: see SB page 17.



WARMER

Ask: What's your favourite music? Elicit a few ideas from the class, then ask: Do you sometimes listen to singers and bands from the past? Which ones do you like? Put sts into pairs to discuss the questions, then find out what music from the past sts like.

BACKGROUND INFORMATION

The Beatles, made up of John Lennon, Paul McCartney, George Harrison and Ringo Starr, are considered to be one of the most successful bands of all time. The band split up in 1970, but Paul McCartney (now Sir Paul McCartney) went on to have a successful solo career.

David Bowie (1947-2016) was an English singersongwriter who is best remembered for his success during the Glam rock period of the 1970s. During this period, he often performed as the flamboyant character Ziggy Stardust.

Queen, with their lead singer Freddie Mercury, were a successful Glam rock band of the 1970s in Britain. Their single Bohemian Rhapsody, remained at number one in the UK charts for nine weeks and helped make music videos more popular.

Punk rock emerged in the 1970s and was very different to the Glam rock that was popular at the time. Punk bands such as The Clash and The Damned wore leather jackets, often decorated with studs or safety pins, and set out to challenge authority and offend the moral standards of the time.

Oasis were an English rock band formed in Manchester in 1991, with the two main members being brothers Liam and Noel Gallagher. Their hit singles include Wonderwall and Don't Look Back in Anger, which has been sung as a song of reconciliation and healing after a disaster or tragedy.

The Spice Girls were an English girl group formed in 1994. They have sold over 85 million records worldwide, which makes them the best-selling girl group of all time. Their hit singles include Wannabe and Say You'll Be There. They were responsible for popularising the phrase Girl Power.

- Put sts into pairs to look at the pictures and discuss what they know about British bands and singers. Discuss their ideas as a class.
- Sts read the article quickly and match the singers and bands with the decades. Check answers and ask sts which of these bands and singers they have heard of.

Ar	nswers				
1	d				
2	С				
3	а				
4	b				

3 1.8 Check understanding of *decade*. Allow sts time to read the sentences, then play the audio for sts to read and listen and decide if the sentences are true or false. Check answers, eliciting the part of the article which confirms each answer.

Answers		
1 T	5	F
2 F	6	F
3 T	7	Τ
4 F	8	F

21st Century skills



THINK CRITICALLY

Read out the questions and elicit some of the social and political events mentioned in the article (a period of economic growth, an economic decline, unemployment, the end of the Cold War, the introduction of the World Wide Web). Ask: How might these events make people feel about the future? Elicit that they might make people feel more optimistic or pessimistic. Put sts into pairs to discuss the questions. Discuss their ideas as a class.

1 In pairs, discuss the questions.

- 1 Which British bands or singers do you know?
- 2 Which British bands or singers are popular in your country?
- 3 Which British bands or singers do you enjoy listening to?

2 Read the article quickly. Match the singers and bands with the decades.

The Spice Girls
 The Smiths
 The Smiths
 The Beatles
 Siouxsie and
 The Banshees

3 1.8 Read and listen to the article. Are the sentences true (T) or false (F)?

- 1 The 1960s was a decade of prosperity in Britain.
- 2 In the 1960s, British teenagers wore similar clothes to their parents.
- 3 There was a strong connection between sociopolitical events and the start of punk in Britain.
- 4 British people of all ages identified with punk music in the 1970s.
- 5 The Smiths were one of the most important techno pop bands of the 1980s.
- 6 The Smiths' songs were usually happy and joyful.
- 7 In the 1990s, British pop groups wanted to show they were proud of their culture.
- 8 The Spice Girls were much more successful than the Beatles.

4 THINK CRITICALLY In groups, discuss the questions.

- 1 How do social and political events influence a country's music?
- 2 What can you learn about another culture from its music?

5 Word Power Find the words in the article. Can you explain their meaning?

album chord harmony lyrics percussion single vocals

- 6 Complete the Music Quiz questions with words from Exercise 5. Ask and answer the questions in pairs.
- 7 Q GET CREATIVE In groups, choose a key decade or period for music in your country.

 Prepare a short presentation. Include the following information and any audio clips:
 - decade, year
 - socio-political situation
 - bands, artists/musicians
 - type of music
 - albums, singles/songs
 - · reasons for your choice

MUSIC QUIZ



Which British musician helped Justin Bieber write the ¹... for 'Love Yourself'?

- a Adele
- **b** Elton John
- c Ed Sheeran



Who sings lead ²... for the British band Coldplay?

- a Chris Martin
- **b** Jonny Buckland
- c Guy Berryman



What was the name of Adele's first 3...?

- a 'Hello'
- b 'Skyfall'
- c 'Hometown Glory'



Which singer's self-titled ⁴... is one of the most-streamed on Spotify?

- a Dua Lipa
- **b** Rita Ora
- c Ellie Goulding



Boy bands like One Direction are famous for singing beautiful $^5\dots$. Where are One Direction from?

- a Wales and Scotland
- **b** Scotland and Ireland
- c England and Ireland





Now watch the culture video.

> FAST FINISHER

Write your own quiz question for the music quiz and test your partner.

CULTURE!

- **5 Word Power** Sts could work in pairs to find the words in the article and work out the meanings. With weaker classes, write these definitions on the board for sts to match the words with: drums (percussion), people singing different notes together (harmony), the words of a song (lyrics) the main voice in a song (vocals), one song that is released on its own (single), a combination of more than one musical note (chord). Check answers, and check that sts understand all the words.
- **6** Sts read the music quiz and write the missing words in their notebooks. Check answers, then put sts into pairs to do the quiz. Check answers to the quiz, and see which pair got the most answers right.

Answers

- lyrics; c
- 2 vocals; a
- 3 single; c
- 4 album; a
- harmony; c



EXTRA PRACTICE

Ask sts to work individually to write three sentences about a song they like, using the words in Exercise 5. Ask some sts to read their sentences to the class. Ask other sts if they agree with the sentences.

21st Century skills



GET CREATIVE

Put sts into small groups. Read out the task then, as a class, brainstorm information about different decades in the sts' own country, including ideas about social and political events of that decade and also the music that was popular. Make notes on the board. Sts then work in their groups to choose a decade and prepare their presentation. They could do some research if they have access to computers or tablets. Encourage them to include at least one audio clip in their presentation if they are able to. Alternatively, they could do some research for homework and prepare their presentation in the next lesson.

Monitor and help while sts are working, and ask them to organize their presentation so that they all take part. Before groups present, give sts some tips for presenting, e.g. speak slowly and clearly, look at the audience, etc. Ask groups in turn to give their presentations to the class. When all groups have presented, discuss as a class which decades produced the best popular music in their country and why.

Culture video

This lesson features an optional culture video about a musician who uses her life experience to inspire her music. 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 Ana: A musical soul on TG pages 298 and

FAST FINISHER

Sts write their own quiz question for a music quiz, then test their partner. Weaker sts could do the activity in pairs, then test another pair.

About me

WRITING A personal profile

I can write a personal profile.

1 Read Laura's personal profile. What is her favourite free-time activity?

International Student Chat

Profile

Hi! I'm Laura and I'm sixteen. I was born in Medellín, Colombia, but I ¹grew up in Barranquilla. I've never wanted to live anywhere else since it's such an exciting city. However, I'd also like to travel - especially around North America.



So, what am I into? Well, I love 2 hanging out with friends, and I enjoy seeing live music and watching films, too. However, my main passion is dancing. I ³got into salsa when I was little, and I've been practising ever since. Dancing makes me happy even when life's ⁴getting me down, so I do it whenever I can. Every year in Barranguilla we have a huge carnival, and the whole community joins in.

At the moment, I'm studying at high school, and after that, I'd really like to go to university in the USA. That's why I've joined this site. I'd love to chat with an English speaker from the USA or Canada in order to improve my English.

Where do you live and what are you into? Send me a message and we can start chatting!



2 Which of the features below make Laura's profile more effective?

- 1 using a chatty, informal style
- 2 using a serious, formal style
- 3 using phrasal verbs and idioms
- 4 using connectors to organize the information
- 5 giving personal details and opinions
- 6 talking to the reader directly
- giving long, factual descriptions

3 Look at the **Useful language** box. Find examples of these connectors in Laura's profile.

Useful language

Adding ideas

and, also, too, as well as, what's more

Contrasting ideas

but, however, although, even though

Giving reasons

because, as, since

Explaining consequences

so, that's why

Explaining the sequence of events

then, next, after, before, after that, later

Read the Look! box. Match phrases 1-4 in Laura's profile with phrasal verb types a-d in the box.

Look!

Phrasal verbs

Separable phrasal verbs

a Some transitive phrasal verbs It cheers me up. (me = object)

Inseparable phrasal verbs

- **b** Three-word phrasal verbs I'm looking forward to my holiday.
- c Intransitive phrasal verbs We eat out every night. (no object)
- d Some transitive phrasal verbs She **looked after us**. (us = object)
- 5 Complete the sentences in your notebook.
 - 1 I grew up in ... 3 ... always cheers me up.
 - 2 I got into ... when ... 4 I'm looking forward to ...
- 6 Write your own profile for an international student website. Follow the steps in the Writing plan.

Writing plan

Prepare

> Write notes for your profile.

Write

- Organize your profile into paragraphs.
- > Include at least one sentence from Exercise 5.
- > Follow the ideas in Exercise 2 to make your profile more effective.

Reflect

- > Check your use of the present perfect.
- > Check your use of connectors and phrasal verbs.

W Writing summary WB p.84

E Exam: Unit 1 SB p.118



LS Language summary: Unit 1 SB p.127

About me

WRITING A personal profile

Sts read a personal profile by a teenager in Colombia. They learn useful language for adding and contrasting ideas, giving reasons, explaining consequences and explaining the sequence of events. They then follow the steps in the Writing plan to write their own personal profile.

Writing

A personal profile

Useful language

Adding ideas (and, also, too as well as, what's more); Contrasting ideas (but, however, although, even though); Giving reasons (because, as, since); Explaining consequences (so, that's why); Explaining the sequence of events (then, next, after, before, after that, later)

Look!

Phrasal verbs



Ask: Where can you read a personal profile? Elicit that you can read personal profiles online. Ask: What information would you expect to find in a personal profile? Elicit that you might find information about where someone lives, their family, their school life and their hobbies.

1 Focus on the picture and read out the title of the text. Explain that this profile is on an international student chat website. Read out the question, then ask sts to read the profile quickly to find the answer. Check the answer, eliciting the part of the profile which confirms the answer.

Answer dancing

2 Put sts into pairs to discuss the questions. Discuss the answers as a class, referring back to the profile to give an example of each feature.

Suggested answers

- 1 e.g. Hi, I'm Laura ...; So, what am I into?
- 3 e.g. I love hanging out with friends.
- 4 e.g. However, I'd also like to travel.
- 5 e.g. Dancing makes me happy.
- 6 e.g. Where do you live and what are you into?
- 3 Read the Useful language box with sts and discuss how to say these expressions in their first language. Point out that we use also before a verb, but we use too and as well at the end of a sentence, e.g. I also like singing. / I like singing, too / as well. Explain that we use however at the beginning of a sentence, to connect it back to the sentence before. We use but, although and even though to connect two ideas in the same sentence. Sts then read Laura's profile again to find examples of the connectors.

4 Read the Look! box with sts. Sts match the phrases in Laura's profile with the phrasal verb types a-d in the box. Tell sts that when they learn new phrasal verbs, they should always note down some examples of how they are used, so they know if they are separable or inseparable.

Answers

1 c 2 b 3 d 4 a

- 5 Ask sts to copy and complete the sentences in their notebooks. Allow time for them to compare their answers with a partner, then ask some sts to read some of their sentences to the class.
- **6** Sts write a personal profile following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals and make notes for their profile. Monitor and help with vocabulary if necessary. Remind them to include information about where they live, what they are doing at the moment, what they want to do in the future, and things they enjoy doing.

Write

Explain that sts should organize their profiles into paragraphs. Read out the paragraph plan and show how Laura's profile follows this plan. Sts write their profile using Laura's profile as a model. Encourage them to use connectors from the Useful Language box and phrasal verbs. They can also use nouns and phrasal verbs for feelings from pages 9 and 12.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap profiles with a partner and give feedback on the use of the present perfect, connectors and phrasal verbs. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

- Writing practice: WB p.12
 Sts will find more practice for writing here. Set these exercises for homework.
- W Writing summary: WB p.84
- **Exam: Unit 1 SB** p.118
- LS Language summary: Unit 1 SB p.127

Success stories

Vocabulary: Success and failure; *do, make* and *take*

Grammar: Narrative tenses; Past perfect simple vs continuous; *used to* and *would*

Speaking: Giving and sponding to news

Writing: An article

VOCABULARY Success and failure

I can talk about success and failure.



About Me: Hi! I'm Jorge, and I've been trying to learn to play the guitar (although sometimes it feels like I'm failing ...). Here are six quotes about success and failure that I hope will inspire me to improve. Hope they inspire you, too!

finspiration board



If things don't go to plan and you make a mistake, study it, learn from it, and get it right next time that's success! If you miss an opportunity to learn from your mistake - that's failure!



Set yourself goals you can't reach your destination if you don't know where you're aoina! Would vou like to realize an ambition by the time you're 21?

IF AT FIRST YOU DON'T SUCCEED

Be inspired by a genius. Thomas Edison didn't give up trying when his first design for a light bulb failed. He tried again until he found a design that did **work** – over 1,000 attempts later!



We're only human ...

If you really want to make it and be successful, don't waste too much time dreaming, wishing and hoping. Get working! Only by working hard will you fulfil your dreams.



If you repeatedly fail to make progress, stop. Don't try the same thing over and over – everything will probably just go wrong again. Could you overcome a problem by trying something new?

- 1 Read Jorge's inspiration board. Which is your favourite quote?
- 2 (1) 2.1 Complete the table with the expressions in bold on the inspiration board. Listen and check.

success	failure
go to plan	

- 3 Choose the correct answers.
 - 1 I want to mess up / make it as a musician.
 - 2 We made a cake, but the recipe didn't work / fulfill my dreams.
 - 3 The next cake turned out well / failed to work. It was absolutely delicious!
 - 4 Try again! Don't realize an ambition / give up!
 - 5 The evening went wrong / went to plan. We got lost.

- 4 Complete the gaps. Then think of an example that is true for you for 1-6.
 - an ambition you would like to ...
 - 2 a journey that didn't ... to plan
 - 3 a time you ... up and upset a friend
 - 4 a time things ... wrong
 - a problem you ...
 - 6 a day that ... out well after a bad start
- 5 Work in pairs. Tell your partner about 1-6 in Exercise 4, giving as much detail as possible.



>>> FAST FINISHER

Write sentences of advice and encouragement for your own inspiration board.

LS Language summary: Unit 2 SB p.128

Success stories

UNIT 2 OVERVIEW: This unit focuses on the topic of success. Sts read an article about a young racing driver who recovered from a serious accident to resume racing. They read some advice on how to be successful in life, then listen to people talking about which advice they followed. They learn vocabulary for success and failure and collocations with *do, make* and *take*. They then read an article about the importance of athletics in schools in Jamaica. Finally, they read a news article about a successful choir and write their own article for a student magazine. They also watch a vlog about what can be learned from failure and a culture video about Shey, a keen tennis player who wants to improve her game.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Success and failure; do, make and take	Narrative tenses: Past perfect simple vs continuous; used to, would and the past simple	Past perfect continuous	Identifying the sequence of events in a narrative	Matching topics to different speakers in a podcast	Giving and responding to personal news	An article

VOCABULARY Success and failure

Sts learn 12 verbs and phrases to talk about success and failure. They identify these by reading them in context and categorizing them according to their meaning. They personalise the vocabulary by discussing their own experiences of success and failure.

Vocabulary

Success and failure (fail to, fulfil your dreams, give up, go to plan, go wrong, make it, mess up. miss an opportunity, overcome a problem, realize an ambition, turn out well, work)

Vlog

Ben: Things I've learned about failure



Write the words success and failure on the board. Tell sts you are going to describe some situations and they should decide if they represent success or failure. Ask them to note down their answers. Say: 1 You get 72% in an English test. 2 You get to the final in a tennis competition, but you lose. 3 You don't manage to save enough money to buy the exact phone you want, so you buy one that's a bit cheaper. Put sts into pairs to compare their answers and discuss their reasons. Discuss their answers as a class.

- 1 Focus on the inspiration board and check sts understand inspiration and inspire. Sts read the text, then answer the question. Ask several sts to tell the class which quote they chose and why.
- 2 ① 2.1 Point out the words and phrases in bold in the text. Tell sts they should read these in context and decide if they describe success or failure, then complete the table. Play the audio for sts to read, listen and check. Check answers.

Answers

Success: go to plan, make it, fulfil your dreams, realize an ambition, overcome a problem, work, turn out well Failure: miss an opportunity, fail to, go wrong, give up, mess up **3** Do the first item with the class as an example. Ask sts to work in pairs to complete items 2–5. Check answers.

Answers

1 make it2 work4 give up5 went wrong

3 turned out well

4 Ask sts to complete the gaps first. Check answers. Sts work individually to think of an example of each situation. Ask them to note down their ideas.

Α	nswers				
1	realize	2	go	3	gave
4	went	5	overcame	6	turned

5 Put sts into pairs to talk about their own experiences. Ask them to note down their partner's answers and ask questions to find out more. Ask some sts to tell the class about one of their partner's experiences.



This lesson features an optional vlog in which a vlogger talks about what he has learned from failure. 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 290 and 307.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing advice and encouragement for their own inspiration board. Weaker sts could work in pairs to discuss which advice on the inspiration board they agree with and why.

- Vocabulary practice: WB p.14
 Sts will find more practice of vocabulary for success and failure here. Set these exercises for homework.
- LS Language summary: Unit 2 SB p.128

Incredible but true!

READING

I can identify the sequence of events in a narrative.

remarkable road to recovery

Billy 'Whizz' Monger is a 19-year-old driver who is enjoying considerable success in the highly-competitive world of motor racing. When I met him on Sunday, he was feeling on top of the world as he had just won the Pau Grand Prix in France, his first ever victory driving a Formula 3 car.

Billy's inspiration is Formula 1 world champion Lewis Hamilton and he is hoping to make it as an F1 driver himself one day. However, Billy faces a major challenge in his bid to become a successful racing driver – he is a double amputee, having lost both his legs in a horrendous crash during a race in 2017.

Monger was competing in a British Formula 4 championship race when he crashed into Finnish driver Patrik Pasma's car. He was driving at just under 200 kilometres per hour when he hit Pasma,

who had stopped unexpectedly following a collision with another driver. An air ambulance flew Billy to a nearby hospital where, fortunately, the doctors managed to save his life.

After several weeks in hospital, Billy began the long, slow process of physical rehabilitation. His first challenge was to learn to walk again, using prosthetic legs. Although he realized that he would have to get used to living with a major disability, he hoped that one day he would be able to race competitively once more.

While he was beginning his journey of recovery, Billy was also inspired by Alex Zanardi, an Italian racing driver who lost both his legs in a crash in 2001. Alex returned to racing two years later and succeeded in winning several races in the World Touring Car Championship. When Alex heard about what had happened to Billy, he immediately got in touch and offered him advice about how to overcome both the physical and mental problems faced by racing drivers who have lost their legs.

Less than a year after his accident, Billy took part in a Formula 3 race in a specially adapted car. He finished third in the race, which was a tremendous achievement for someone who had been through such a traumatic, life-changing experience.

1 02.2 Read and listen to the article. Put the events in the order they happened (1-6).

- a Billy was given some helpful advice.
- b Billy came third in a Formula 3 race, driving a specially adapted car.
- c Billy won a Formula 3 race for the first time.
- d While Billy was taking part in a race in the UK, he was involved in a serious accident.
- e Alex Zanardi was seriously injured in a crash.
- Billy was taken to hospital in an air ambulance.

2 Word Power Copy and complete the table with words from the article.

noun	verb	adjective	adverb
success	succeed	1	successfully
competition	2	3	4
5	6	7	inspirationally

3 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Billy came third in the competition in France.
- Billy is inspired by the driver Lewis Hamilton.
- Patrik Pasma has also been inspirational for Billy.
- 4 After the accident, Billy didn't think he would be able to compete again.
- 5 Alex Zanardi's return to racing was a success.
- Billy has successfully returned to competitive
- FIND OUT Who are the three most successful Formula 1 drivers of all time?

Incredible but true!

READING

Sts read an article about a young racing driver who recovered from a serious accident to resume racing, and they focus on identifying the key events in a narrative. They see examples of narrative tenses in context, and research other successful Formula 1 drivers.

Reading text

An article about a young racing driver who recovered from a serious accident to resume racing

Reading skill

Identifying the sequence of events in a narrative

WARMER

Ask: Who enjoys watching Formula 1 racing? Get a show of hands and ask sts who like the sport to tell the class why. Ask: Do you think it is easy for a young person to succeed and become a racing driver? What difficulties are there? Discuss the questions as a class. If sts don't mention the dangers, ask sts what dangers drivers face.

1 1 2.2 Identifying the sequence of events in a narrative Tell sts they are going to read about a young racing driver. Check they understand a serious accident, be injured, to amputate, an amputee and prosthetic legs. Play the audio track for sts to read and listen to the article. Elicit from the class the main events of Billy's story (he was driving, he had an accident, doctors amputated his legs, he started driving again). Then ask about Alex Zanardi: Who was he? What happened to him? Was that before or after Billy's accident? (before) How do you know? (it was in 2001, but Billy's accident was in 2017). Point out to sts that sometimes the key events in a narrative are not mentioned in the order they happened. Explain that when they are reading a narrative, it is important to think about the order of the key events. Ask sts to read the events a-f. Ask: Which one happened first? (e) Sts then order the events. Weaker sts could work in pairs. Check answers, eliciting the part of the article which confirms each answer.

Answers

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

2 Word Power Focus on the table and point out that success, succeed and successfully are all part of the same word family. Sts find words in the article to complete the table. Weaker sts could work in pairs for this. Check answers, and check understanding by eliciting or giving an example of each word in a sentence.

Answers

- 1 successful
- 2 compete
- 3 competitive
- 4 competitively
- 5 inspiration
- 6 inspire
- 7 inspirational
- 3 Sts read the article again, then decide if the sentences are true or false and correct the false ones. Check answers with the class and elicit the part of the article which confirms each answer.

Answers

- 1 F He won the race.
- 2 T
- 3 F Alex Zanardi has been inspirational for Billy.
- 4 F He hoped that one day he would be able to race competitively again.
- 5 T
- 6 T

21st Century skills



4 Q FIND OUT

Set this exercise for homework if you prefer. However, if you have time, you could brainstorm some names of Formula 1 drivers that sts know, to help with their research later. Sts can report back on their findings in the next lesson. There are several possible answers to the question as there are different ways of ranking the drivers. However, the most successful drivers are Lewis Hamilton, Michael Schumacher and Juan Manuel Fangio.

Reading practice: WB p.15
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Narrative tenses

I can use different tenses to narrate past events.



Now watch the grammar animation.

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

Narrative tenses

Billy took part in a Formula 3 race. He finished third in the race.

He was feeling on top of the world.

Monger was competing in a Formula 4 race when he crashed into Patrik Pasma's car.

When Alex heard about what had happened to Billy, he got in touch and offered him advice.

Rules

We use the ¹past continuous / past simple for completed actions in the past. It describes the main events and details in a narrative.

We use the ²past continuous / past simple to describe the background events in a narrative, and to describe an action that was in progress when a completed action happened.

We use the ³past simple / past perfect simple to describe an action or state that happened before another action or state in the past.

Complete the text with the correct form of the verbs in brackets.

3 Complete the sentences with the correct form of the verbs in brackets.

- It was a sunny day. The birds ... (sing) and we ... (relax) in the garden.
- Harrison Ford ... (play) Han Solo in Star Wars and ... (star) in the *Indiana Jones* films.
- 3 By the time Pelé ... (retire) from football, he ... (score) twelve World Cup goals.
- 4 J. K. Rowling ... (create) Harry Potter while she ... (travel) to London by train.
- 5 While she ... (grow up), Beyoncé ... (sing) in several choirs.
- 6 Before he ... (die), very few people ... (hear) of Vincent Van Gogh.
- Frida Kahlo ... (meet) Diego Rivera in 1922 while he ... (paint) a mural at her high school.
- 4 Write questions using the correct narrative tenses. Ask and answer the questions in pairs.
 - 1 what time / you / wake up / on Sunday morning?
 - 2 what / you / do / after / you / have breakfast?
 - 3 what / you / do / at this time on Sunday?
 - 4 what else / you / do / on Sunday?
 - 5 anyone / call you / while / you / relax?
 - 6 by Sunday evening / you / do / everything / you / want to do?

FAST FINISHER

Think of other inspirational people who have overcome obstacles in their lives. Write sentences about the challenges they have faced and their achievements.

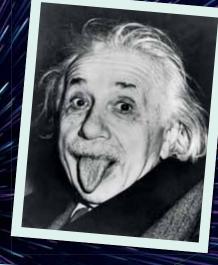
HE RERELLIOUS GENI

On 14 March 1951, Albert Einstein 1... (celebrate) his 72nd birthday. Imagine the scene: interviewers ²... (shout) questions, cameras were flashing and the world-famous physicist was fed up. When photographer Arthur Sasse 3... (ask) for 'just one more', Einstein ⁴... (stick) out his tongue! The photo showed the rebellious side of a man who by then ⁵... (achieve) fame as the world's greatest genius.

Born in Germany in 1879, Albert at first seemed a fairly average child, who 6... (not start) speaking until he was three or four. Surprisingly, he didn't always get top marks while he 7... (study) at school. When he 8... (finish) university, he 9... (find) it hard to get a

job – his professor gave him a bad reference because he 10 ... (miss) so many classes!

Even after Einstein 11... (win) the Nobel Prize in 1922, life brought many challenges, and he 12... (decide) to emigrate to the USA in 1935. He was still working, creating, and challenging expectations when he died in Princeton, New Jersey, in 1955.



Einstein has inspired characters in video games, TV shows and films, from James Bond to Star Wars. Can you see the resemblance

LS Language summary: Unit 2 SB p.128

GRAMMAR Narrative tenses

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I was fixing an old umbrella when I had a great idea!*, including the form and use of narrative tenses (past simple, past continuous and past perfect). You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 314 for animation script.

1 Read the example sentences in the grammar box. Ask sts to choose the correct answers to complete the rules. Point out that the example sentences are from the article on page 20. Sts could look at these to help them do the exercise. Check answers.

Answers

- 1 past simple
- 2 past continuous
- 3 past perfect simple

Focus on the examples again. Explain that we use the past continuous and past simple together, when an action that was in progress was interrupted by another action, e.g. Billy was competing (action in progress), he crashed (this interrupted the action in progress). Point out that when we use the past simple for a series of actions, we mention them in the order they happened, e.g. He got into his car, he turned on the engine and he drove off. We use the past perfect when we mention something that happened earlier, e.g. He got into his car, he pressed the accelerator, but the car didn't move because he had forgotten to turn on the engine (he forgot this earlier).

Ask questions to check concept.

Concept check questions: I was watching the race when Karl phoned me – which was the action in progress? (I was watching the race). What action interrupted it? (Karl phoned me). What tense is the action in progress? (past continuous). What about the action which interrupted it? (past simple). He was disappointed because he had lost the race – which thing happened first? (he lost the race). Which tense is it? (past perfect).

2 Ask sts to look at the picture and ask: Who does it show? (Albert Einstein). Ask: What do you know about Einstein? Elicit what sts know, and teach the word genius. Sts read the text and write the correct verb forms in their notebooks. Go through the answers and refer back to the rules to explain any answers that sts had problems with.

Answers

- 1 celebrated
- 2 were shouting
- 3 asked
- 4 stuck
- 5 had achieved
- 6 didn't start
- 7 was studying
- 8 finished
- 9 found
- 10 had missed
- 11 had won
- 12 decided

Encourage sts to read this fun fact for pleasure. Ask for a show of hands on who believes that Yoda's appearance was based on Einstein's.

They might be interested to know that some people believe the creator of Yoda – special effects artist Stuart Freeborn – was influenced by a picture of Einstein which was on the wall in the office where Yoda's appearance was being finalised. Others say that he modelled Yoda on himself. Unfortunately, we will probably never know the truth.

3 Read out the first sentence and elicit the correct verb forms as an example. Ask sts to write the completed sentences in their notebooks. Check answers.

Answers

- 1 were singing, were relaxing
- 2 played, starred
- 3 retired, had scored
- 4 created, was travelling
- 5 was growing up, sang
- 6 died, had heard
- 7 met, was painting
- 4 With weaker classes, you could briefly revise the question forms of the three narrative tenses by writing a simple sentence on the board in each tense and getting the class to change it to a question. Sts write the questions in their notebooks with the correct verb forms. Weaker sts could do this in pairs. Go through the answers.

Answers

- 1 What time did you wake up on Sunday morning?
- 2 What did you do after you had had breakfast?
- 3 What were you doing at this time on Sunday?
- 4 What else did you do on Sunday?
- 5 Did anyone call you while you were relaxing?
- 6 By Sunday evening had you done everything you wanted to do?

FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about another inspirational person who has overcome obstacles in their life. Weaker sts could work in pairs and write one sentence using each tense about things they did, were doing or had done on Saturday.

- G Grammar practice: WB p.16
 Sts will find more practice of narrative tenses here.
 Set these exercises for homework.
- LS Language summary: Unit 2 SB p.128

The habits for success

VOCABULARY and LISTENING Collocations with do, make and take



I can match speakers with the topics they talk about.

four surprising strategies for success

Sleep more!

If you want to 1... well at school, you need to sleep nine or ten hours a night! According to scientists, the teenage brain needs a lot more sleep than the adult brain, and it doesn't fully 'wake up' until about 8 a.m. So 2... **the opportunity** to go to bed early during the week — all the evidence suggests that getting plenty of sleep 3... you good!

Get bored!

 control of your tech addiction and try to 5... without your phone once in a while. Boredom can be inspiring. It also 6... sense to switch off the TV when there's nothing on that you really want to watch. Try doing something creative, like drawing, painting or writing a blog.

Think small!

We often dream big, but 7... nothing (big dreams can feel impossible!). So try thinking small. Instead of 'I want to be a famous guitarist, ⁸ . . . **a fortune** and live in luxury', try 'l want to learn three new chords a week'—and 9... sure you do. You'll achieve something real, feel good, and take a step closer to success!

Don't work too hard!

Adults often encourage teenagers to 10 . . . life more seriously and 11... more of an effort. But this isn't necessarily good advice. Don't work harder, work SMARTER and don't forget to 12 . . . time off from studying so you can hang out with your friends and have some fun.

- 1 Look at the article. Which of the four strategies for success do you think is the most surprising?
- 2.3 Complete the article with the correct form of do, make and take. Listen and check.
- 3 Work in pairs. How many more collocations with do, make and take can you think of in one minute?
- 4 0 2.4 Listen and match the speakers with the strategies they tried.
 - Ava
- a Sleep more!
- 2 Finn
- b Get bored!
- 3 Assif
- c Think small!
- 4 Izzy
- d Don't work too hard!

- 5 (1) 2.4 Listen again and complete the sentences.
 - 1 Ava decided to stop ... her phone while she was travelling to school. Instead, she writes
 - 2 Until recently, Finn spent time with his ... after school. Now, he does his
 - 3 Assif used to study ..., but now his study schedules allow time for planning, checking and taking
 - 4 Izzy used to be very ... , but next week she is taking part in a 10-kilometre
- 6 THINK CRITICALLY Work in pairs. What other strategies could help you to be more successful at school?

LS Language summary: Unit 2 SB p.128

The habits for success

VOCABULARY and LISTENING

Collocations with do, make and take

Sts read some advice on how to be successful in life, then listen to four people talking about which strategies they tried. They learn collocations with *do, make* and *take*, then practise using these by completing an article on some surprising strategies for success. Finally, they think critically about what habits could help them be more successful at school.

Vocabulary

Collocations with do, make and take (do nothing, do well, do you good, do without, make a fortune, make an effort, make sense, make sure, take control of, take life seriously, take the opportunity, take time off)

Listening text

A podcast in which four people talk about advice they followed to be successful

Listening skill

Matching topics to different speakers in a podcast

WARMER

Say: Imagine you have a friend who wants to be a successful sportsperson. What advice can you give them? Elicit a few ideas, e.g. train a lot, practise your skills, stay positive. Say: What about if a friend wants to get a good job in the future – what advice can you give? Elicit a few ideas, e.g. work hard at school, get some work experience. Ask: is there any general advice you can give to people to help them be successful? Elicit a few ideas, e.g. keep trying, don't give up, work hard, etc.

- 1 Read out the title of the article and the four sub headings. Discuss whether sts mentioned any of these ideas in the warm-up. Ask sts to focus on the four sub headings and answer the question.
- 2 ② 2.3 Read out the title of the article and the four sub headings. Discuss whether sts mentioned any of these ideas in the Warmer. Sts could work in pairs to read the article and complete it with the correct forms of the verbs. Play the audio for them to listen and check their answers. Check answers and check that sts understand all the collocations.

Answers

1	do	5	do	9	make
2	take	6	makes	10	take
3	does	7	do	11	make
4	Take	8	make	12	take

3 Put sts into pairs and time one minute for them to write as many more collocations as they can. Write their ideas on the board. Check they understand all the collocations.

4 ② 2.4 Matching speakers with the topics they talk about Explain to sts that they are going to listen to a podcast in which four people talk about the strategies they tried. Point out the matching task and ask: Do you think the speakers will say directly which strategies they tried? (no). Elicit or explain that they will give information which suggests the strategies they tried. Point out that they may also mention some ideas from other strategies, so sts should choose the answer that best matches the general meaning of what each person says. Play the audio for sts to listen and complete the matching task. See TG page 274 for audio script. Allow sts to compare their answers in pairs, then check answers, playing the audio again if necessary, and pausing to confirm the answers.

Answers

1 b 2 a 3 d 4 d

5 ① 2.4 Ask sts to copy the gapped sentences into their notebooks. Play the audio again for sts to listen and complete the sentences. Check answers, playing the audio again and pausing to confirm the answers.

Answers

- 1 checking; songs
- 2 friends; homework
- 3 constantly; breaks
- 4 unfit; race

21st Century skills



6 🔲 THINK CRITICALLY

Read out the question and brainstorm a few ideas with the class first, e.g. always do your homework on time, take notes in class. Put sts into pairs and ask them to write at least four good strategies that could help you be successful. Elicit ideas from pairs in turn and make notes on the board. When all the ideas are on the board, discuss as a class which habits are the most likely to help you succeed. See if the class can agree on the top three.

- V L Vocabulary and Listening practice: WB p.17
 Sts will find more practice for listening, and practice of collocations with *do*, *make* and *take* here. Set these exercises for homework.
- LS Language summary: Unit 2 SB p.128

GRAMMAR Past perfect simple vs past perfect continuous

I can talk about past events and habits with past perfect forms, the past simple, used to and would.

Now watch the grammar animation.

1 Read the grammar box and complete the rules with completed action or continuing action.

Past perfect simple vs continuous

She told her parents that she'd done her homework. She told her parents that she'd been doing her homework.

After two hours, I realized that I'd only completed half of my homework!

I realized that I'd been working on the wrong thing all day!

Rules

We use the past perfect simple for a 1... that happened at a point in time before another action in the past. We use the past perfect continuous for a 2... that happened over a period of time before another action in the past. It might not be completed.

2 What is the difference in meaning between the first two sentences in the grammar box?

3 PRONUNCIATION Past perfect continuous

2.5 Listen and repeat.

- 1 He'd been working since seven o'clock.
- 2 They'd been playing for over two hours.
- 3 How long had you been waiting?
- 4 James had been studying all night.
- 4 1 2.5 Listen again and notice how the speakers say been.
- 5 Complete the sentences with the correct form of the past perfect simple or continuous.
 - 1 He was exhausted because he ... hard all day. (study)
 - 2 Unfortunately, our train ... the station two minutes before we got there. (leave)
 - 3 When I joined the band, I ... the guitar for just under three years. (play)
 - 4 It was eight o'clock in the morning, and he still ... his phone. (not check)
 - 5 How long ... on the essay before you realized your mistake? (you work)
 - 6 She was out of breath and sweating because she (run)
 - 7 The grass was wet in the morning because it ... all night. (rain)
 - 8 I couldn't buy a ticket because the airline ... the last ticket the day before. (sell)

used to, would and the past simple

6 Read the grammar box and match the examples with rules 1-3.

used to, would and the past simple

I used to hang out with my friends after school. I would stay up late working on school nights.

I often made stupid mistakes.

I used to be so unfit. / I was so unfit.

(NOT I would be so unfit.)

When I told them a joke, they laughed.

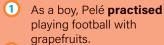
I went to the theatre twice while I was in London.

Rules

- We use used to, would or the past simple for repeated actions in the past that are no longer true.
- 2 We use *used to* or the past simple to talk about past states that are no longer true. We don't use would.
- We use the past simple to talk about single actions or about how many times something happened.
- 7 Rewrite the sentences with used to and/or would. Which sentence can't you change?

Great people,

unusual habits



Albert Einstein didn't wear socks, even in winter.

The singer Elton John built a wardrobe just for his sunglasses.

The designer Coco Chanel was obsessed with the 'lucky' number five.

Steve Jobs, the founder of Apple, often cried at work.

8 In pairs, discuss things that you have changed in your life, and why you changed them.

I used to go to bed at midnight during the week. I would often feel very tired when I was at school. So I decided to ...

FAST FINISHER

Write sentences with would and used to about other past habits.

GRAMMAR Past perfect simple vs past perfect continuous



This lesson features an optional animated presentation of the grammar in context called *I'd been following the* bike for an hour!, including the form and use of the past perfect simple and continuous, used to, would and the past simple. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 314 for the animation script.

1 Read the grammar box examples. Elicit which verbs are in the past perfect simple and past perfect continuous. Point out the form: had + been + -ing.

Sts copy and complete the rules. Check answers.

- 1 completed action
- 2 continuing action

Point out that both tenses refer to an action that happened earlier than other actions in the past, but we use the past perfect continuous for a longer action, or an action in progress. Explain that a past perfect continuous action may or may not be completed.

Ask questions to check concept.

Concept check questions: I saw Rob at five o'clock. He had tidied his bedroom by then - was his bedroom tidy? (yes). Did he finish it before I saw him? (yes). I saw Rob at five o'clock. He had been tidying his bedroom all afternoon - why the past perfect continuous? (because the action happened over a longer period of time). Was his bedroom tidy? (we don't know).

2 Read out the question and elicit the answer from the class.

Answer

In sentence 1, her homework was finished. In sentence 2, we know that she had spent a lot of time doing her homework, but we don't know if it is finished.

PRONUNCIATION ② 2.5

Play the audio, pausing for sts to repeat.

- 2.5 Play the audio again for sts to listen and notice how the speakers say been.
- 5 Sts copy the sentences into their notebooks and complete them with the correct verb forms. Allow sts to compare answers in pairs, then check with the class.

Answers

- 1 had been studying
- 2 had left
- had been running
- 3 had been playing
- had been raining

had you been working

- 4 hadn't checked
- 8 had sold

used to, would and the past simple

6 Read the grammar box examples. Sts could work in pairs to do the matching task. Check answers.

Answers

- 1 I used to hang out with my friends after school. I would stay up late working on school nights. I often made stupid mistakes.
- 2 I used to be so unfit. I was so unfit.
- 3 When I told friends about the race, they laughed. I went to the theatre twice while I was in London.

Point out that we can use all three verb forms for a repeated action in the past. We can use used to or the past simple for a state or fact that was true in the past. We can only use the past simple for a single action in the past.

Ask questions to check concept.

Concept check questions: I used to go shopping every Saturday - a repeated action? (yes). What other verb forms can I use? (I would go shopping ..., I went shopping). I used to live in Paris - a repeated action or a state? (a state). What other verb forms can I use? (I lived ...). I would live in Paris - correct? (no). I used to play football last Saturday correct? (no - I played football - it is a single action).

7 Sts rewrite the sentences. Weaker sts could work in pairs for this. Check answers, and discuss which sentences you can't change and why.

Answers

- 1 used to practise, would practise
- 2 didn't use to wear, wouldn't wear
- 3 can't change it is a single action
- 4 used to be
- 5 often used to cry, would often cry
- 8 Allow sts time to prepare some ideas individually, then put them into pairs to discuss things that they have changed in their lives. Monitor while they are working, and correct any errors in a feedback session at the end.

FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences with used to and would. Weaker sts work in pairs to write a sentence with each verb form.

- G Grammar practice: WB p.18 Sts will find more practice of the past perfect simple vs continuous and used to, would and the past simple here. Set these exercises for homework.
- LS Language summary: Unit 2 SB p.128

KEEP TALKING!

That was amazing!

READING and LISTENING





JAMIE CAVER & THE WONDERS 25 NOVEMBER **BIGHAM STADIUM**

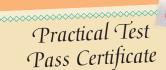
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CONGRATULATIONS You compe<mark>ted in this year's</mark> dance challenge. Well done!

See you next year.





THIS IS TO CERTIFY THAT

Name: Jo Johnson



Sunday 12th May

Go to our website for more information and to see the route: www.run10Ktoday.com

JOBS-R-US.COM

Your Profile

Jobs

Baristas wanted for new local café

Email your CV and a covering letter to: www.coffeehut.com

APPI Y NOW!

ears old, male, black and white Last seen in Green Road yesterday morning. We miss him and want him back.

If you have any information, call **Joel** on 07777 111 222 or email: joelcharlie@mycat.com THANK YOU

- 1 Match the pictures above with the events or situations (1-7).
 - 1 a concert
- 4 a lost family pet
- 2 a dance
- 5 a graduation
- competition 3 a driving test
- 6 a job advert a race
- 2 0 2.6 Listen to four people speaking. Which of the events or situations in Exercise 1 does each person talk about?
 - Jessica
- 3 Michelle
- 2 David
- 4 Adam

- 3 (1) 2.6 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 Jessica completed the race in under an hour.
 - 2 Jessica isn't a very experienced runner.
 - David and Kelly won the dance competition.
 - 4 David and Kelly spent a lot of time practising the dances.
 - 5 Michelle had seen the band play live before.
 - Michelle doesn't want to go to any of their gigs in the future.
 - One of Adam's neighbours saw Charlie yesterday morning.
 - 8 Adam gets some good news in the end.
- 4 Which of the events or situations in Exercise 1 have you experienced? In pairs, discuss.



That was amazing!

READING and LISTENING

Sts read some adverts, posters and certificates related to the topic of success, focus on understanding them in detail and answer some true/false questions. They then learn how to give and respond to personal news. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise giving and responding to personal news.

WARMER

Give some examples of successes you have experienced in your life, e.g. The successes I'm most proud of are graduating from university and running a marathon. Puts sts into pairs to discuss what successes they are proud of and why. Ask pairs in turn to tell the class their ideas. Ask: What successes do you hope to experience in the next five years? Elicit a few ideas, e.g. get good exam results, perform in a concert, etc.

1 Read through the events and situations with the class and check that sts understand them all. Sts then match the pictures with the events and situations. Weaker sts could work in pairs for this. Check answers.

Answers 1 b 2 e 3 c 4 g 7 d а

2 1 2.6 Tell sts they will hear four people talking about the events in Exercise 1. Read out the question, then play the audio track. See TG page 275 for audio script. Check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

- Jessica d
- David e
- 3 Michelle b
- 4 Adam g

3 (1) 2.6 Allow sts time to read through the sentences. Check they understand them all. Play the audio again for them to listen and decide if the sentences are true or false and correct the false sentences. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

- F She completed the race in one hour and ten
- 2 Т
- 3 F They finished second from last.
- 5 T
- F Her ambition is to see them perform abroad. 6
- F They checked with all the neighbours, but they hadn't seen him.
- 8 T
- 4 Sts discuss in pairs which of the events or situations in Exercise 1 they have experienced. Encourage them to ask each other questions to learn more. For feedback, ask some sts to tell the class about some of their partner's experiences.



EXTRA PRACTICE

Say: I've got my driving test next week. I'm really nervous. What advice can you give me? Elicit some advice from the class, e.g. try to relax, practise a lot, get plenty of sleep. Put sts into pairs. Tell them to imagine they are going to take part in one of the events on page 24 soon. Ask them to prepare and practise a conversation in which they ask their partner for advice. Tell sts to remember the advice for being successful that they read and heard about earlier in the unit. They can then swap roles and practise again with a different event. Monitor and help while sts are working, then ask some sts to tell the class what useful advice their partner gave them.

SPEAKING Giving and responding to personal news

I can give and respond to personal news.

1 02.7 Listen and read, What's Leo's news?

Leo: Hi, Abbi. Guess what?

Abbi: What?

Leo: I passed my driving test yesterday!

Abbi: Congratulations!

Leo: I know. I can't believe it. Third time lucky!

Abbi: So it all went OK then?

Leo: Well, I made a couple of mistakes. **Abbi:** Really? And you still passed?

Leo: Yes, it's OK to make a couple of minor mistakes.

Abbi: Wow! That's brilliant! Well done! **Leo:** So do you want a lift home today?

Abbi: Cool - thanks, Leo!

2 ① 2.8 Listen and repeat the **Useful language**. Which phrases are used in Exercise 1?

Useful language

Giving news

Guess what?

I've got something to tell you.

I've got some good news.

I'm afraid ... / Unfortunately, ...

Something awful has happened.

Responding to good news

Wow! That's amazing!

Congratulations! / Well done!

Responding to bad news

Oh, no! / Poor you! / That's awful!

That's really bad luck.

Never mind.

I'm sorry to hear that.

Expressing surprise

No way! / You're joking! / Really?

3 Complete the dialogue with words from the Useful language box. Then work in pairs and practise the dialogue.

Mel: You know that barista job I applied for?

Karl: In that new café? Yes. How did it go?

Mel: Unfortunately, I didn't get it.

Karl: Oh, no! I'm 1... to hear that. What happened?
 Mel: They said I didn't have enough experience.
 Karl: You're 2...! You've worked in a café before.
 Mel: Yes, but I was a waitress in my last job.

Karl: 3... you! That's really bad 4....

Mel: I know, I can't believe it.

Karl: Never 5.... You'll find another job.



- 4 Work in pairs. Prepare a dialogue giving and responding to news. Choose one of the situations below. Follow the steps in the **Speaking plan**.
 - Your friend looks happy. He/She won first prize in a photography competition.
 - You're feeling upset. You didn't do well in your endof-term tests.
 - Your friend is excited. He/She managed to get tickets to see his/her favourite band.
 - You're annoyed. Your team lost an important football match.

Speaking plan

Prepare

- > Work in pairs.
- > Choose a situation for your dialogue.
- Make notes for your dialogue.

Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- Act out your dialogue without notes.

Reflect

- Did you respond to your partner's news appropriately?
- How can you improve next time?



FAST FINISHER

Make a list of any good, bad or surprising news you have been given recently. How did you respond?

LS Language summary: Unit 2 SB p.128

SPEAKING Giving and responding to personal news

1 ② 2.7 Ask: Do you have any exciting news this week? Have you done well at something? Have you got something new? Elicit responses from individual sts.

Focus on the question. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

Answer

He passed his driving test.

2 ① 2.8 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Sts then find the phrases in the dialogue in Exercise 1. Check answers.

Answers

Guess what?

Congratulations!

Really?

Wow!

Well done!

3 Ask sts to copy the dialogue into their notebooks and complete it with the correct words. Check answers. Put sts in pairs to practise the dialogue.

Answers

- 1 sorry
- 2 joking
- 3 Poor
- 4 luck
- 5 mind
- 4 Sts follow the steps in the Speaking plan to practise giving and responding to personal news.

Speaking plan

Prepare

Sts work in pairs to choose a situation. You could brainstorm some ideas with the class. They then make notes about the situation, what happened and how they feel.

Speak

Sts choose their roles and create a dialogue, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations. When they finish, they swap roles and make a new dialogue about a different event.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about 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

Fast finishers can practise the useful language further. They write a list of any good, bad or surprising news they have been given, and how they responded to it. Weaker sts could write two possible pieces of news and phrases and respond to them.

- S Speaking practice: WB p.19
 Sts will find more practice for giving and responding to personal news here. Set these exercises for homework.
- LS Language summary: Unit 2 SB p.128

REAL O CULTURE!

Sport and success

I can compare the importance of sport in schools in Jamaica and in my country.

The sprint factory

- What do sprinters Usain Bolt, Yohan Blake, Elaine Thompson and Shelly-Ann Fraser-Pryce have in common? They're all world-famous Jamaican Olympic medal winners. Since the 1948 London Olympics, Jamaican athletes have won over 60 medals, almost all of them in athletics. How does an island of 2.9 million inhabitants produce so many top-class athletes?
- It starts in school. Track and field is an important part of the curriculum and promising young athletes receive high-quality training from a young age at school. Then there are the Inter-Secondary Schools Championships (known as Champs) – one of the biggest and most popular athletics events in the country and regarded as one of the foundations of Jamaica's unique sporting culture. A hundred and twenty high school teams with young athletes aged twelve to nineteen compete in this annual nationwide competition. Like most Jamaicans, the competitors take athletics very seriously and are determined not just to do their best, but to win every time. Each year more than 30,000 enthusiastic fans including Olympic stars past and present, come to watch the five-day event live and thousands more watch it on TV. Jamaican athletes believe Champs is vital in preparing them for bigger events like the Olympics.
- Another reason is the establishment of US-style college athletic programmes in Jamaica. A former Jamaican sprinter, Dennis Johnson, is widely regarded as the architect of Jamaica's success in athletics. In the 1960s, he won an athletics scholarship to study and train at a university in California. When he left, his dream was to use what he had learned there to develop a similar athletics programme in Jamaica. The sports programme he set up at the University of Technology in Kingston in 1971 gives young athletes the opportunity to study and train in their home country.







DRecipe for success

TRAINING »

Training on grass reduces stress-related injuries.

DIET »

It contains lots of fruit and vegetables with

little processed food.

CLIMATE

Athletes can train outdoors all year round.

TERRAIN »

The island's hilly surroundings ensure young athletes develop excellent stamina.

INVESTMENT »

There is continuous investment in facilities, coaching and equipment.

SCHOOLS »

They provide high-level training and regular athletics competitions

from a young age.

ATHLETICS CULTURE >>

Athletics is a well-respected, extremely popular spectator sport.



Sport and success

Sts learn about the importance of athletics in schools in Jamaica and the annual Inter-Secondary Schools Championships, which has helped develop some worldfamous athletes such as Usain Bolt. They compare the importance of sport in schools in Jamaica and in their country. They study different kinds of compound adjectives and match some compound adjectives in the text to the correct types. They research a sporting success story and give a short presentation on it to the class. Finally, they read some opinions about being successful and discuss which ones they agree with.

This lesson features an optional culture video about how to improve your performance in sport: see SB page 27.

WARMER

Put sts into pairs. Give them two minutes to write the names of as many famous athletes as they can. Elicit their ideas, and elicit what sts know about each of the athletes, then ask: What has made these people so successful? Encourage sts to express their opinions.

BACKGROUND INFORMATION

Usain Bolt (born 1986) was a Jamaican sprinter who is considered by many to be the greatest sprinter of all time. He is the world record holder in the 100 metres, 200 metres and 4 x 100 metres relay. His achievements earned him the nickname "Lightning Bolt".

Yohan Blake (born 1989) is a Jamaican sprinter who runs in 100 metre and 200 metre races. He is the second fastest man ever over 100 metres and 200 metres.

Elaine Thompson (born 1992) is a Jamaican sprinter who won gold medals for the 100 and 200 metres at the 2016 Olympics.

Shelly-Ann Fraser-Pryce (born 1986) is a Jamaican sprinter who competes in the 60 metres, 100 metres and 200 metres. She has won two Olympic gold medals and one silver.

The Champs began in 1910 as an athletics competition between the main high schools in Jamaica. It is now an annual five-day event which features thousands of young Jamaican athletes. Numerous students who have competed at the Champs have gone on to achieve great success in the athletics world.

1 Put sts into pairs to look at the pictures and the questions. Discuss the answers as a class.

Answers

- 1 The people are all athletes, including Usain Bolt, a famous athlete.
- 2 They are all from Jamaica.
- 3 They are involved in athletics, particularly sprinting.

2 1 2.9 Check that sts understand sprint and sprinter. Play the audio for sts to read and listen to the text. They then find the numbers and years in the text and note down which facts they refer to. Check answers, eliciting the part of the text which confirms each answer.

Answers

- 1 Jamaican athletes have won over 60 medals in athletics since 1948.
- The island of Jamaica has 2.9 million inhabitants.
- 3 120 high school teams take part in the Champs each year.
- 30,000 fans go to watch the Champs each year.
- 5 In the 1960s, Dennis Johnson won a scholarship to study and train at a university in California.
- In 1971, Dennis set up a sports programme at the University of Technology in Kingston.
- 3 (1) 2.9 Allow sts time to read the questions, then play the audio for sts to read and listen again and match the questions to the correct part of the text. Check answers, discussing what each part of the text is about to confirm the answers.

Answers

- С
- 2 Α
- 3 В
- D 4 5 D
- 21st Century skills

© COMPARE CULTURES

Ask: Do you do sport at school? What sports do you do? Does your school take part in competitions? Does your school take sport seriously? Elicit answers from individual sts. Then put sts into pairs to compare sport in their school with sport in schools in Jamaica. Monitor and help while sts are working, then ask pairs in turn to tell the class their ideas. If sts think that sport is not as important in their country, ask: Do you think it should be more important? Why?

2

- 1 Look at the pictures on page 26 and discuss the questions in pairs.
 - 1 Who are the people in the pictures?
 - 2 What country are they from?
 - 3 What sport are they involved in?
- 2 ① 2.9 Read and listen to the text. Which facts do these numbers and years refer to?

 1
 60
 4
 30,000

 2
 2.9 million
 5
 1960s

 3
 120
 6
 1971

3 ① 2.9 Read and listen again. Choose the correct part of the text (A-D) for each question.

Which part ...

- 1 explains how one person used his own experience to help others?
- 2 talks about the achievements of Jamaican athletes in the Olympic Games?
- 3 describes the popularity of athletics in Jamaica?
- 4 mentions that people in Jamaica have a lot of respect for athletics?
- 5 makes a link between physical fitness and the geography of the country?
- 4 © COMPARE CULTURES How important is sport in the curriculum of schools in your country? Discuss with your partner.
- Word Power A compound adjective is an adjective with two or more words. You often put a hyphen between the two words before a noun, e.g. top-class athlete. Find seven more compound nouns on page 26.

- 6 GET CREATIVE Work in pairs or small groups. Choose a sportsperson from the panel below. Research his/her sporting success story and present it to the class. Include:
 - who the person is
 - what he/she achieved
 - · how he/she achieved it
 - · what challenges he/she faced
- 7 Read the opinions about being successful. Which opinions do you agree with? In pairs, discuss.
 - 1 Top-class athletes are born, not made.
 - 2 Athletes are born with the ability to be successful.
 - You can't be successful unless you're happy and you love what you're doing.
 - Success is all about hard work and perseverance. Everyone can be successful.
 - 5 No one can be successful unless they have failed.
 - 6 Sporting success is 80% mental and 20% physical.
- Now watch the culture video.

FAST FINISHER

What does success mean to you? Write three sentences.



REAL CULTURE!

5 Word Power Read out the information about compound adjectives. Sts could work in pairs to find the adjectives in the text. Check answers, and check that sts understand all the words. With weaker classes, you could read out each compound adjective in the text in turn and ask: What part of speech is the first word in the compound? What about the second part? Elicit the answers in this way.

Answers

world-famous, high-quality, five-day, US-style, stress-related, high-level, well-respected



Ask sts in pairs to write three sentences on the topic of sport, using some of the compound adjectives in Exercise 5. Ask pairs in turn to read their sentences to the class. Ask other sts if they agree with the sentences.

21st Century skills



GET CREATIVE

Put sts into pairs or small groups and read out the task. Sts could do the research part of the task for homework if you prefer, then prepare and give their presentation in the next lesson. You could brainstorm a few ideas of sporting success stories with the class first, using the pictures to give them ideas. Monitor and help while sts are preparing their presentations. Encourage them to include some pictures in their presentations, and organize the presentation so they all take part.

Before groups present, remind them of some tips for presenting, e.g. speak slowly and clearly, look at the audience, etc. Ask pairs or groups in turn to give their presentations to the class. When all sts have presented, discuss as a class which story is the best and why. End with a vote to decide the best story.

7 Ask individual sts to read out each of the quotes. Check sts understand the meaning of each quote. Put sts into pairs to discuss the quotes and decide which they agree with. Ask sts to tell the class which quote they agreed with and why.

O Culture video

This lesson features an optional culture video about how to improve your performance in sport. 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 Shey: *Up your game* on TG pages 299 and 311.

FAST FINISHER

Sts write three sentences about what success means to them. Weaker sts could work in pairs and write two sentences about what success means to them.

School news

WRITING An article

I can write an article about a news story for a student magazine.

1 Read the article title and look at the picture. What school event is the article about?

Student Life magazine



Reaching the high notes!

by Ana Toms

Our choir had only been singing together for a few months before we entered the local schools competition. We started the choir in September and, to begin with, we were terrible! However, everyone made a huge effort to improve. The week before the competition, we practised for two hours every day! But would our singing impress the judges?

When we arrived at the theatre, we were all feeling very excited. Unfortunately, we were the last choir to sing so we had to wait a long time, which made everyone feel quite anxious. Once the others had finished, it was our turn. After we'd been singing for about thirty seconds, we all forgot the words! Luckily, the judges let us start again. In the end, we left the stage smiling and everyone said how much they'd enjoyed our performance.

When it was all over, the judges announced the results. We came sixth out of eleven schools. We didn't win a prize, but we were absolutely delighted. It was a brilliant result for a beginner choir. Since we started singing together in September, we've learned a lot. Who knows what we'll achieve next? Perhaps we'll win the competition next year if we work hard enough!

- 2 Read the article and answer the questions.
 - 1 How many paragraphs does Ana include?
 - 2 What information does she include in each paragraph?
 - 3 Which tenses does she use?
 - 4 Which words and expressions does she use to indicate the order of events?

3 Look at the **Useful language** box. Find examples of the words and expressions in the article.

Useful language

Time clauses

When / As soon as we arrived ... Once that had happened ...

Since we started singing ...

Adverbs

Fortunately, ... / Luckily, ... / Unfortunately, ...

Sequencing expressions

At first, ... / To begin with, ... After that, ... / After a while, ... Finally, ... / Eventually, ... /

In the end, ... / When it was all over, ...

4 Study the Look! box and find examples of after, before and until in the article. When do we use a comma?

Look!

after, before, until

We use after or before to sequence two events. I left **before** she arrived. = **After** I left, she arrived. We use until to mean 'continuing up to a time'. I stayed until she arrived.

5 Write an article for Student Life magazine. Follow the steps in the Writing plan.

Writing plan

Prepare

- > Decide which event you will write about.
- > Plan what information each paragraph will include.

Write

- > Write about your event for the student magazine, using all your ideas from the plan.
- > Give your story an interesting title.
- Say what people felt and thought as well as what happened.
- > Use expressions from the **Useful language** box.

Reflect

- Check your grammar: narrative tenses and used to/would.
- Check that you have used a variety of language, including verb collocations.

28

School news

WRITING An article

Sts read an article about a successful choir. They learn words for introducing time clauses and also some adverbs and sequencing expressions to use in an article. They then follow the steps in the Writing plan to write their own article.

Writing

An article

Useful language

Time clauses (When / As soon as ..., Once ..., Since ...);
Adverbs (Fortunately, ..., Luckily, ..., Unfortunately, ...);
Sequencing expressions (At first, ... / To begin with, ...,
After that, ... / After a while, ..., Finally, ... / Eventually, ... /
In the end, ... / When it was all over, ...)

Look!

after, before, until

WARMER

Ask: Where can you read articles about news stories? Elicit that you can read them in newspapers, on online news websites or on social media. Ask: Where do you usually find out about the news? Elicit answers from individual sts, then ask: What kinds of news stories do you enjoy reading? Elicit answers from individual sts. You could discuss important stories that have been in the news recently in the students' country.

1 Focus on the picture and read out the title of the article. Elicit a few ideas from sts, then ask them to read the first sentence of the article to check the answer. Check the answer with the class.

Answer

It is about a school choir competition.

2 Ask sts to read the article. They could then work in pairs to answer the questions. Check answers.

Answers

- 1 3
- 2 Paragraph 1: background information, and information about before the event; Paragraph2: the details of the main event; Paragraph 3: information about after the event.
- 3 She uses narrative tenses: past simple, past continuous and past perfect.
- 4 to begin with, the week <u>before</u> the competition, <u>when</u> we arrived at the theatre, <u>once</u> they <u>had</u> <u>finished</u>, after, in the end, when it was all over
- **3** Read the Useful language box with sts and discuss how to say these expressions in their first language. Sts find examples in the article. Point out that we use the past simple after *When*, *As soon as* and *since*, but we use

- the past perfect after *once*. Point out that the adverbs express our own feelings, and are usually used at the beginning of a sentence. Point out the use of commas after adverbs and sequencing expressions.
- 4 Read the Look! box with sts. Sts find examples of the words in the article. Elicit when we use a comma.

Answer

We use a comma at the end of the first clause in a sentence, when *after, before* or *until* are used at the beginning of the sentence.

5 Sts write an article about a news story following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals and make notes for their article. Monitor and help with vocabulary if necessary. Remind them to include information about before the main events, the main events, and what happened after the main events.

Write

Explain that sts should organize their article into paragraphs. Refer back to Ana's article and remind sts of what Ana includes in each paragraph. Sts write their article using Ana's article as a model. Encourage them to use words and expressions from the Useful language box and also narrative tenses and used to/would. They should also use a variety of language, including collocations with do, make and take.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts work in pairs. They swap stories with a partner and give feedback on the use of narrative tenses, words and phrases in the Useful language box and verb collocations. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

- Writing practice: WB p.20
 Sts will find more practice for writing here. Set these exercises for homework.
- Writing summary: WB p.85
- **Exam: Unit 2 SB** p.119
- LS Language summary: Unit 2 SB p.128

In the media

Vocabulary: Media and news; Verbs + prepositions

Grammar: be/get used to; get; Question forms

Speaking: Giving and asking for opinions

Writing: A formal email of enquiry

VOCABULARY Media and news



I can talk about different types of media and how they deliver the news.

1 Look at the pictures. How often do you use these forms of media to get the news?



- 2 (1) 3.1 Match the words in the pictures with the definitions below. Listen and check.
 - 1 messages to persuade people to buy products
 - 2 someone who saw a crime or accident happen
 - 3 often untrue reports about people's private lives
 - 4 the title of a written piece of news
 - an important topic being discussed in the news
 - 6 the work of gathering and reporting the news
 - 7 a social media page that shows the latest news
 - 8 the person who reads the news on TV or radio
 - 9 the person or organization that supplies a piece
 - 10 a news report about something that has happened
 - 11 the most recent information about a piece of news
 - 12 the people who watch TV or online videos

3 Discuss the questions in pairs.

- 1 What headline would you like to see in tomorrow's newspapers?
- 2 Do you enjoy reading reading gossip about celebrities?
- 3 Is the advertising on social media relevant to you?
- Do you prefer news stories or friends' updates in your newsfeed?
- 4 IND OUT Which issues are in the news at the moment? What are the biggest news stories for each issue?
 - Now watch the vlog.

>>> FAST FINISHER

Choose four of the media and news words in Exercise 2. Include each word in a sentence.

LS Language summary: Unit 3 SB p.129

In the media

UNIT 3 OVERVIEW: The topic for this unit is news and the media. Sts read an article about social media news. They read an interview with an online influencer, then listen to four extracts from online videos and podcasts. They learn vocabulary for media and news, and some verbs + prepositions. They then read an infographic about the history of immigration in the USA. Finally, they read an email enquiring about a creative writing course at a summer school and write their own email of enquiry to a summer school. They also watch a vlog about someone who became part of the news and a culture video about a person who takes part in a social media detox.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Media and news; Verbs + prepositions	be/get used to; get for change; Question forms	Intonation in tag questions	Using reference words to understand text organization	Identifying the speakers' main purpose	Agreeing as a group	A formal email of enquiry

VOCABULARY Media and news

Sts learn 12 words related to the media and news. They learn these in context by using them to complete captions on pictures, then personalise the vocabulary by discussing their own opinions of the different aspects of the media and news.

Vocabulary

Media and news (advertising, eyewitness, gossip, headline, issue, journalism, newsfeed, presenter, source, story, update, viewers)

Vlog

Erika: My experience in the news



WARMER

Ask: What social media sites do you use? Elicit the ones that sts most typically use, then ask: Do you get information about the news on these sites? What kinds of news stories do you learn about? Elicit a few answers and prompt sts with more questions if necessary, e.g. About sport? Famous people? Elicit a few answers from individual sts.

- 1 Put sts into pairs to look at the pictures and discuss the question. Discuss their answers as a class.
- 2 ① 3.1 Focus on the pictures and words. Sts could work in pairs to match the words and definitions. Play the audio track for sts to listen and check answers.

See Answers for audio script. Go through the answers with the class and check that sts understand all the words. Play the audio again, pausing for sts to repeat.

Anguara

Λ ΙΙ	SWEIS				
1	advertising	5	issue	9	source
2	eyewitness	6	journalism	10	story
3	gossip	7	newsfeed	11	update
4	headline	8	presenter	12	viewers

3 Read out the guestions and check that sts understand everything. You could elicit one or two examples of recent celebrity gossip. Put sts into pairs to discuss the questions. Ask them to note down ideas they agree about, e.g. they would both like to see a headline about sport. Ask pairs in turn to tell the class some of the ideas they agree about.

21st Century skills



Q FIND OUT

Read out the questions. Set this exercise for homework if you prefer. Sts can report back on their findings in the next lesson.



This lesson features an optional vlog in which a vlogger talks about her experience when she became part of the news. 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 307.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing four sentences using some of the media and news words in Exercise 2. Weaker sts could work in pairs and write three sentences.

- Vocabulary practice: WB p.22 Sts will find more practice of vocabulary for the media and news here. Set these exercises for homework.
- LS Language summary: Unit 3 SB p.129

The changing news

READING

can use reference words to understand text organization.

1 Look at the social media post in the article. Why are the daisies deformed?

SOCIAL MEDIA NEWS

CAN YOU TRUST YOUR NEWSFEED?

Many older people are used to traditional news media, such as newspapers and TV news shows. They're still getting used to the informal, 'sharing' world of social media, and they prefer it when the news is reported by professional journalists. However, for many younger people, social media is the most convenient and enjoyable way to keep up with what's happening in the world. 1.... It all depends on your attitude towards social media.

On the one hand, social media has made the news more accessible, as anyone with a phone and internet access can post live news updates and videos in real time. 2... . What's more, these eyewitness reports sometimes seem more trustworthy and reliable, because they come directly from the scene.

Some people also believe that social media news is more balanced, because it is free from editorial bias. In the past, big media organizations decided what kind of news was and wasn't 'important'. Some stories were given a lot of coverage. 3.... Similarly, only certain opinions on a particular subject were ever included in newspapers or on news programmes. On social media, everyone can express their views on any topic.

However, social media stories can be inaccurate, because users accidentally share wrong information or don't check their posts for mistakes. Worryingly, sometimes users deliberately spread false stories online, in the hope of influencing how we think, behave, or vote. 4... . In 2010, the expression '**fake** news'

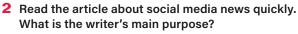
didn't exist. In 2018, Twitter identified an astonishing ten million fake news accounts.

Social media has changed our news-reading habits. We've got used to reading more quickly on our smartphones, and now we tend to focus more exciting, sensational

headlines and images, while we miss important details. In one Stanford University experiment, researchers showed students a post from someone who claimed that daisies had been contaminated by the accident at a nuclear power plant in Japan. They asked: 'Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant?' The students weren't used to questioning news sources. 5... . The correct answer is 'no.' The post had come from an unreliable source!

In any case, social media is here to stay. It complements more traditional journalism, but will never replace it. Happily, the Stanford researchers also suggested a few tips to help us distinguish between real news and fake news. 6... . What's the source? Is the story **biased** or unfair? Can you check the facts elsewhere? Always trust your own critical instincts first, and your newsfeed second!





- a to convince the reader that you can't believe news stories you read on social media
- b to discuss the advantages and disadvantages of getting your news from social media
- c to give advice on how to become a social media news journalist
- 3 Match sentences a-f with gaps 1-6 in the article. Use the reference words in bold to help.
 - a As a result, over 80% of them struggled to answer.
 - b Their advice is to ask questions.
 - Others, however, were completely ignored.
 - So, which way is the best way?
 - This means we can find out about a news story as soon as it happens.
 - **These** are often called 'fake news' stories.

- 3.2 Read and listen to the article. Check your answers to Exercise 3.
- Word Power Match the news adjectives in bold in the article with the definitions.

not real fake

- dramatic or shocking
- 2 not correct
- 3 fair, objective
- 4 not fair, subjective
- can be trusted or believed
- can't be trusted or believed
- 6 THINK CRITICALLY Which news sources in your country do you think are reliable? What makes a news source reliable?

The changing news

READING

Sts read an article about the news on social media newsfeeds and focus on using reference words to understand text organization. They see examples of *be/get used to*, and *get* for change in context, then discuss their own opinions about reliable news sources.

Reading text

An article about the news on social media newsfeeds

Reading skill

Using reference words to understand text organization



Ask: How did people learn about the news in the past? Elicit some ideas, e.g. newspapers, radio, etc. Ask: How do most people learn about the news today? Elicit the idea of social media newsfeeds. Ask: How do you think the news is different on social media? Elicit a few ideas and ask more questions to prompt sts, e.g. Are articles longer in a newspaper or on social media? Where will you find more details? Do they report the same kinds of news? Discuss the questions as a class.

- 1 Read out the article title and the social media post. Put sts into pairs to look at the picture and the post to answer the question. Discuss the question as a class, encouraging sts to give reasons for their answers. Ask if they think the facts in the post are true but don't go into detail at this stage.
- 2 Read out the task and the rubric. Elicit the key words in the three possible answers (convince the reader, discuss advantages and disadvantages, give advice). Ask sts to read the article quickly to identify the writer's purpose. Check the answer.

Answer

b

3 Using reference words to understand text organization Point out the gaps in the article, and then focus on sentences a–f and point out the bold words. Explain that in a text, writers often use reference words to refer back to something that has already been mentioned. Tell sts they need to understand reference words in order to understand the text. Focus on sentence a, and point out the bold word them. Ask: Who does this refer to? Ask sts to read paragraph 5 again and focus on the gap. Ask: Does sentence a fit here? (yes). Who does 'them' refer to? (students). Sts read the article again and match the sentences with the gaps. Do not check answers at this stage.

4 ① 3.2 Sts read and listen to the article to check their answers to Exercise 3.

Check answers eliciting what each of the bold words refers to.

Answers

- 1 d (which way = traditional news media or social media)
- e (this = the fact that anyone with a phone can post news updates)
- 3 c (others = other stories)
- 4 f (these = false stories)
- 5 a (them = the students)
- 6 b (their = the Stanford researchers)
- 5 Word power Sts find words in the article and match them with the definitions. Weaker sts could work in pairs for this. Check answers, and check understanding of the words. You could also model pronunciation of words that are difficult, e.g. biased.

Answers

- 1 sensational
- 2 inaccurate
- 3 balanced
- 4 biased
- 5 trustworthy
- 6 unreliable

21st Century skills



6 THINK CRITICALLY

Read out the question and brainstorm a few ideas of news sources in the sts' own country. Write these on the board for sts to refer to. Put sts into pairs and ask them to discuss the news sources on the board and note down the ones they think are reliable. They can then look at their list to help them discuss what makes a news source reliable. Ask pairs in turn to tell the class their ideas. See if the class can agree which sources are reliable and why.

Reading practice: WB p.23
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR be/get used to

I can use be used to, get used to and get to talk about changing states.

- Now watch the grammar animation.
- Copy and complete the rules in the grammar box with be used to and get used to.

be / get used to

Many older adults are used to traditional news media. Older people are still getting used to social media. The students weren't used to questioning news sources.

We've got used to reading more quickly.

We use 1... + noun or the -ing form of a verb to say we are accustomed to something. We don't find it new or strange.

We use 2 ... + noun or the -ing form of a verb to say we are becoming accustomed to something. It was new or strange at first, but now it is becoming normal.

We can use be used to and get used to with different tenses.

Choose the correct answers to complete the blog.



Ariana Grande, Kanye West, Selena Gomez and other celebrities have recently done social media detoxes. They struggled at first, but eventually they got / were used to it!

I'm a social media addict, and 11 used / I'm used to getting nearly all my news and celebrity gossip from social media. 21 can get / Can I get used to living without it for a whole month?

Day 5

This is impossible! I'm not 3used / use to spending so long without checking my social media. I'm not sure I'll ever *getting / get used to not knowing what's going on in the world ...

DAY 20

5I'm used / I'm not used to having so much free time! I'm ⁶getting / being used to finding alternative sources of entertainment, like digital radio. 7I'm getting used to not / I'm not getting used to listening to the news on the radio though, it's great for music, but I prefer to read the news.

Day 30

Well, I made it, and now I don't want to go online! ⁸I haven't got used to / I've got used to not checking social media several times an hour. Apparently, I can survive taking a break from it! What challenge should I try next?

3 Complete the sentences with the correct affirmative or negative form of be/get used to.

- Today's teenagers ... checking the news on their phones.
- My grandma ... online banking yet. She still prefers to go to the bank in person.
- I ... internet shopping. I've been doing it since I was a teenager.
- 4 When I moved to the UK, I quickly ... driving on the left.
- 5 I ... reading newspapers. I usually get the news online.
- Paolo's Italian, but now he lives in Scotland. He loves it, but he can't ... the weather.

4 Work in pairs. Take turns to tell your partner about something that you ...

- are used to doing every day.
- 2 aren't used to doing very often.
- 3 weren't used to when you were younger, but you're used to now.
- 4 haven't got used to and never will!
- 5 are gradually getting used to doing these days.
- think we'll all need to get used to doing in the future.

get for change

5 Read the grammar box. What other uses of get do you know?

get for change

Let's go home now. It's getting dark. Hurry up and drink your coffee. It's getting cold. He'll get tired if he doesn't have a break soon. Is your cold getting better? Get well soon! They're getting engaged / married / divorced. After we left the motorway, we got lost.

Rules

get + adjective means 'become.'

We use *get* + past participle in certain common expressions when our circumstances change.

6 Write questions with get and the word in brackets. Then ask and answer in pairs.

- you / ever / while travelling? (lost)
- 2 why / some people / about celebrity weddings? (excited)
- 3 you / would like / one day? (married)
- 4 what time / it / in winter? (dark)
- 5 what time / it / in winter? (light)
- 6 when / be / the last time you / after reading the news? (upset)

FAST FINISHER

What kind of things do you have to get used to when you get married?

LS Language summary: Unit 3 SB p.129

GRAMMAR be/get used to



This lesson features an optional animated presentation of the grammar in context called You'll get used to it quickly!, including the form and use of be/get used to and get for change. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 314 for animation script.

1 Read the example sentences in the grammar box. Ask sts to copy and complete the rules. Point out that the example sentences are from the article on page 30. Sts could look at these to help them do the exercise. Check answers.

Answers

1 be used to

2 get used to

Focus on the examples again. Point out to sts that they shouldn't confuse this with used to, which is for past habits, e.g. I used to live in London. / I didn't use to like swimming. Explain that with be/get used to, the only part that changes is be and get, e.g. I am used to using social media. My parents aren't used to it. In the past, people weren't used to it.

Ask questions to check concept.

Concept check questions: I'm used to reading newspapers – am I accustomed to it? (yes). Can you make a similar sentence about my brother? (My brother is used to reading newspapers). My gran is getting used to shopping online – is she accustomed to it? (no – she's becoming accustomed). Can you make the sentence negative? (My gran isn't getting used to shopping online). My gran used to read the newspapers – does this mean she's accustomed? (No, it means she did it in the past).

2 Read out the title of the blog and teach the meaning of detox (= when you give something up that is bad for you). Go through the example with the class. Sts read the blog and write the correct verb forms in their notebooks. Check answers.

Answers

- 1 I'm used
- 2 Can I get
- 3 used
- 4 get

- 6 get
- 7 I'm not getting used to
- 8 I've got used to not
- 5 I'm not used
- **3** Read out the first sentence and elicit the correct verb forms as an example. Ask sts to write the completed sentences in their notebooks. Check answers.

Answers

- 1 are used to
- 4 got used to
- 2 isn't used to
- 5 'm not used to
- 3 'm used to
- 6 get used to

4 Allow sts time to read the sentence prompts and prepare their answers, then put them into pairs to tell their partner. Monitor and help while sts are working and correct mistakes in a feedback session at the end.

get for change

5 Read the example sentences in the grammar box, then read out the rules. Put sts into pairs to think of other uses of *get* that they know. If sts struggle to think of different uses, read out the sentences in the Sample answers below and elicit the meaning of each use.

Sample answers

Buy: I want to get some new shoes. Receive: Did you get lots of presents? Arrive: What time did you get home? Do something: I got dressed quickly.

Point out to sts that with this use of *get*, the verb is followed by an adjective: *get cold*, *get angry*, etc. Point out that in some other uses, it is followed by a noun, e.g. *get a present*. Remind them that *get* is irregular in the past simple (got).

Ask questions to check concept.

Concept check questions: I'm getting bored – which meaning? (become). Shall we get an ice cream? – which meaning? (buy). What time do you get to school – which meaning? (arrive).

6 Ask sts to write the questions. Check these, then put sts into pairs to ask and answer them. Ask some sts to tell the class something about their partner.

Answers

- 1 Have you ever got lost while travelling?
- 2 Why do some people get excited about celebrity weddings?
- 3 Would you like to get married one day?
- 4 What time does it get dark in winter?
- 5 What time does it get light in winter?
- 6 When was the last time you got upset after reading the news?

FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about the things you have to get used to when you get married. Weaker sts could write some sentences based on their answers in Exercise 4.

- G Grammar practice: WB p.24
 Sts will find more practice of be/get used to and get for change here. Set these exercises for homework.
- LS Language summary: Unit 3 SB p.129

Social media stars

VOCABULARY and LISTENING Communication: verbs + prepositions

I can identify the speaker's main purpose in different types of videos and podcasts.

1 Look at the pictures. How can young people become famous online?









- 2 (1) 3.3 Read the interview on the right and choose the correct answers. Listen and check.
- 3 Complete the questions with prepositions. Then ask and answer in pairs.
 - 1 When was the last time you commented ... a post or webpage? What did you say?
 - 2 When was the last time you wanted to complain ... a website or video? Why?
 - 3 Do you always respond quickly ... friends' online messages? Why/Why not?
 - 4 Would you rather write a blog that reports ... music, film or sports news? Why?
- 4 (1) 3.4 Listen to extracts from four different online videos and podcasts. Match extracts 1-4 with a-d.
 - a a product promotion
 - b a celebrity interview
 - c an instructional video
 - d a review
- 5 ① 3.4 Listen again and choose the best answers.
 - 1 What will Keelie miss most about vlogging?
 - a replying to messages
 - b creating the vlogs
 - c making money
 - 2 What does Mia like most about her phone?
 - a the video camera
 - b the microphone
 - c the phone stand
 - 3 What doesn't Arlo include in his omelette?
 - a milk
 - b butter
 - c pepper
 - 4 What does Dan Owen do?
 - a He makes documentaries.
 - b He makes vlogs.
 - c He's a comedian.



The first YouTube video appeared in 2005. It showed YouTube cofounder Jawed Karim with some elephants at a zoo!

How to become an online influencer

Q&A with blogger Tyson Sullivan

Q1 Could you explain who 'online influencers' are?

They're social media stars with the most popular vlogs, blogs, podcasts or digital radio shows. They have specialized knowledge, talents or opinions which they **share** ¹ for / with their followers. On my blog, I **report** ² about / on the London music scene.

Q2 Which subjects work best?

Anything you genuinely care about. What do you have to say that's useful, funny or original? I usually **warn** beginners ³against / for copying other influencers. Be yourself, or people will **criticize** you ⁴ with / for not being original.

Q3 Do I need professional media training?

No - most of us learn as we go along! If you make a mistake, just be honest and **admit** ⁵about / to it. Most followers are pretty understanding. But never **blame** others ⁶ for / against your own errors.

Q4 How do I get popular?

Hopefully, some people will **react** ⁷to / about your blog and write a comment. It's a good idea to **respond** quickly ⁸ for / to any posts you receive. Also, visit other sites and **comment** ⁹ on / against other influencers' posts and uploads.

Q5 It's an easy way to get rich, isn't it?

Companies sometimes pay me to **refer** ¹⁰ to / on a product on my blog, in the hope I'll 'influence' fans to buy it. However, you're more likely to hear me complain ¹¹ on / about how hard I work, than boast to / about how rich I am! I blog for love first, and money second.

LS Language summary: Unit 3 SB p.129

Social media stars

VOCABULARY and LISTENING

Communication: verbs + prepositions

Sts read an interview with an online influencer and practise matching verbs with prepositions. They then listen to four extracts from online videos and podcasts and practise identifying the speakers' main purpose.

Vocabulary

Communication: verbs + prepositions (admit to, blame someone for, boast about, comment on, complain about, criticize someone for, react to, refer to, report on, respond to, share with, warn someone against)

Listening text

Extracts from four online videos and podcasts

Listening skill

Identifying the speaker's main purpose in different types of videos and podcasts

WARMER

Ask: Do you watch videos online? What kinds of videos do you like? Fitness videos? Fashion videos? Put sts into pairs to discuss the kinds of videos they like watching online. Discuss their ideas as a class and find out which kinds of videos are the most popular with the class.

1 Put sts into pairs to look at the pictures and discuss the question. Discuss their ideas as a class. Ask: Do you watch any videos like these ones? Do you ever upload videos?

Suggested answers

- a giving advice about make-up
- b writing a blog
- c videoing themselves doing stunts
- d playing music or singing
- 2 ① 3.3 Read out the interview title and explain the meaning of Q&A (questions and answers). Read out the questions in the interview, then ask sts to read the interview quickly to find Tyson's answers. Discuss the answers as a class. Point out the verbs in bold and check sts understand them all. Explain that the verbs are all followed by certain prepositions. Ask sts to read the interview again and choose the correct prepositions. Play the audio for sts to check answers. Remind sts that it is important to learn which prepositions are used with different verbs.

Answers

1	with	7	to
2	on	8	to
3	against	9	on
4	for	10	to
5	to	11	about
6	for	12	about

3 Sts copy the questions into their notebooks and complete them with the correct prepositions. Check answers, then put sts into pairs to ask and answer the questions.

Answers

- 1 on
- 2 about
- 3 to
- 4 on
- 4 ① 3.4 Identifying the speaker's main purpose in different types of videos and podcasts Explain to sts that they are going to listen to four extracts from online videos and podcasts. Read out each description in turn and elicit what kinds of words and phrases you might hear for each one, e.g. a product promotion: It's really good, It's the best, etc; a celebrity interview: What are your plans?; a 'how to' video: First you ... Then you ...: a review: It was really good, I loved it. Play the audio for sts to listen and complete the matching task. See TG page 275 for audio script. Allow sts to compare their answers in pairs, then check answers, playing the audio again if necessary, and pausing to confirm the answers.

Answers

- 1 b
- 2 a
- 3 c 4 d
- **5** ① 3.4 Allow sts time to read through the questions and possible answers, then play the audio again for them to listen and choose the correct answers. Audio script as above. Check answers with the class, playing the audio again and pausing to confirm the answers.

Answers

- 1 c
- 2 a
- 3 b
- 4 b
- Encourage sts to read this fun fact for pleasure. You could suggest they find this video online and watch it. They might be interested to know that YouTube publishes a list each year of the most popular videos on the site. Sts might like to search for the list and view some of the popular viral videos.
- V L Vocabulary and Listening practice: WB p.25
 Sts will find more practice for listening, and practice of communication verbs + prepositions here. Set these exercises for homework.
- LS Language summary: Unit 3 SB p.129

GRAMMAR Question forms

I can use a variety of question forms accurately.

- Now watch the grammar animation.
- Read the grammar box and match the examples with rules 1-5.

Question forms

Did you use a professional video camera to make it? Which influencers do you follow?

Which influencers follow you?

You haven't messed up, have you?

Could you tell us why you've stopped vlogging? Can you tell us **if/whether this is** the end?

Rules

- 1 We use tag questions to check information or make a comment.
- 2 We use indirect questions to sound polite. They start with a phrase, e.g. Can you tell me if / when ... The subject and main verb follow in the same order as an affirmative sentence.
- 3 We use object questions to ask about the object of a sentence.
- We use subject questions to ask about the subject of a sentence. We don't use an auxiliary verb in a subject question.
- 5 We use Yes/No questions to get an answer that starts with Yes or No.
- 2 Write questions for the information in **bold** in the answers. Use Yes/No questions, subject questions and object questions.

Are you interested in vlogging?

Yes, I'm interested in vlogging.

- 1 I post new comments three or four times a day.
- 2 I've got **three** different social media accounts.
- 3 My best friend recommended that podcast.
- 4 No, I've never written a blog before.
- 5 I usually watch make-up and fashion vlogs.
- 6 **My sister** helped me to create my new website.
- 3 PRONUNCIATION Intonation in tag questions
 - 3.5 Listen. Which question is checking information? Which is making a comment?
 - 1 You're a radio presenter, aren't you? >
 - 2 It's a beautiful day, isn't it?
- 4 (1) 3.6 Listen and repeat.
 - 1 We're going to be late, aren't we?
 - 2 You bought some bread, didn't you?
 - 3 It's a really long queue, isn't it?
 - 4 The parcel has been delivered, hasn't it?

5 Complete the sentences with the correct question tags.

This video isn't very funny, is it?

- She hasn't updated her page for ages, ...?
- 2 He writes a music blog, ...?
- 3 Social media can get annoying sometimes, ... ?
- 4 We're meeting at 8.30, ...?
- 5 You didn't enjoy that podcast, ...?
- Rewrite the museum visitor's questions to make them sound more polite. Would you like to visit this museum?



When does the New Media Museum shut?

- → Could you tell me when the New Media Museum shuts?
- 1 Is there a section about online gaming?
 - → Do you know ... ?
- 2 Where's the room with 20th-century computers?
 - → Can you tell me ... ?
- 3 Are we allowed to take photos in here?
 - → Do you know ...?
- 4 Where are the toilets, please?
 - → Would you mind telling me ... ?
- 5 When does the History of Video Games exhibition start? → Could you tell me ... ?
- 7 Work in pairs. Imagine that it is your first day at this school. Ask your partner questions, then swap roles.

Could you tell me wh- ...?

Can you tell me if ...?

The ... starts at ... , doesn't it?

Which teacher ... ?

8 GET CREATIVE Prepare a 2-minute vloq about a topic that interests you. Present your vlog in small groups. Then answer one follow-up question from each person in the group.

FAST FINISHER

Imagine you are a famous vlogger and you are being interviewed. Write the dialogue of the interview. Include five questions.

LS Language summary: Unit 3 SB p.129

GRAMMAR Question forms



This lesson features an optional animated presentation of the grammar in context called *Who's playing tonight?*, including a range of different question forms. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 314 for the animation script.

1 Read the grammar box examples. Sts read the rules and match the examples with the rules. Point out that one rule matches two questions. Check answers.

Answers

- 1 You haven't messed up, have you?
- 2 Could you tell us why you've stopped vlogging? Can you tell is if/whether this is the end?
- 3 Which influencers do you follow?
- 4 Which influencers follow you?
- 5 Did you use a professional video camera to make it?

Point out that Yes/No questions do not use a question word, e.g. Do you live in London? (yes/no). Explain that in tag questions, we use a negative tag for a positive verb, and a positive tag for a negative verb, e.g. You live in London, don't you? You don't live in London, do you? Point out that the answer to a subject question is the subject of a verb, e.g. Who follows you? Sam follows me. The answer to an object question is the object of a verb, e.g. Who do you follow? I follow Sam. Point out that the word order in indirect questions is the same as for statements, e.g. Do you know where he is? NOT Do you know where is he?

Ask questions to check concept.

Concept check questions: Who's coming to the party? – a yes/no question? (no). You don't like parties – can you add a tag? (do you). Who called you last night? – subject or object question? (subject). Why do we use indirect questions? (to sound polite). Is the word order the same as a normal question? (no – it's the same as for a statement).

2 Read out the task and the example. Sts then write the questions. Check answers.

Answers

- 1 How often do you post new comments?
- 2 How many different social media accounts have you got?
- 3 Who recommended that podcast?
- 4 Have you ever written a blog before?
- 5 What kinds of vlogs do you usually watch?
- 6 Who helped you to create your new website?

3 PRONUNCIATION (1) 3.5

Play the audio, pausing after each line. See TG page 276 for audio script. Elicit which question is checking information and which is making a comment.

Answer

1 is checking information, 2 is making a comment

4 PRONUNCIATION ① 3.6

Play the audio, pausing after each question for sts to repeat. As an extension, you can ask sts if each item is checking information or making a comment.

Answers

- 1 making a comment2 checking information3 making a comment4 checking information
- **5** Sts copy the questions and complete them with the correct question tags. Check answers.

Answers

- 1 has she 2 doesn't he 3 can't it 4 aren't we 5 did you
- **6** Read out the task and the example answer. Sts write the indirect questions in their notebooks. Check answers.

Answers

- 1 if/whether there's a section about online gaming?
- 2 where the room with 20th-century computers is?
- 3 if/whether we are allowed to take photos in here?
- 4 where the toilets are, please?
- 5 when the History of Video Games exhibition starts?
- **7** Put sts into pairs and allow them time to write their questions. Sts ask and answer the questions.

21st Century skills



8 GET CREATIVE

Sts work individually or in pairs to prepare a short vlog. Sts can plan their vlogs, then use their phones to film them. Put them into small groups to present their vlogs to each other. Encourage sts to ask each presenter a follow-up question.

FAST FINISHER

Sts who finish early can practise the grammar further by imagining they are a vlogger and writing an interview dialogue, using the question forms in the grammar box. Weaker sts could work in pairs to do the same task.

- G Grammar practice: WB p.26
 Sts will find more practice of question forms here.
 Set these exercises for homework.
- LS Language summary: Unit 3 SB p.129



What's in the news?

READING and LISTENING

I can understand news headlines.

1 Match news topics 1-9 with headlines a-i.

- Arts
- Entertainment
- 3 Fashion
- 4 Food

- 6 International
- Money and business
- 8 Politics
- Sport

Look!

Newspaper headlines

We usually omit articles and possessive adjectives in headlines.

We use the present simple for past events and the infinitive for future events.

We omit the verb be in passive verb constructions.

2 Match six of the headlines in Exercise 1 with the sentences below. Then rewrite the other three headlines as complete sentences.

- Tickets for the exhibition of paintings by Picasso in New York have sold out very quickly.
- 2 The Canadian Embassy in Australia has sent its staff home after more of its employees fell ill with an unknown illness.
- 3 The British government is going to discuss whether to lower the age people can vote to 16.
- Vanessa Watson, the famous chef, is going to open a new vegetarian restaurant in Oxford.
- 5 Lots of people have been sharing videos on social media of a very popular new type of dance.
- 6 A teenage British model, who no one has seen or heard of before, starred at the Paris Fashion Week.

3 (1-4) with four of the headlines in Exercise 1.

4 (1) 3.7 Listen again and choose the correct answers.

- 1 The grandma couldn't call anyone as
- a her phone had run out of battery.
 - b her phone had no signal.
 - c she'd lost her phone.
- 2 The boys found out about the news story from ...
 - a social media.
 - b the radio.
 - c a friend.
- 3 The man is worried about the situation at the embassy because he ...
 - a knows a lot of the people there.
 - b is waiting for a travel document.
 - c works there.
- 4 The celebrity chef wants people ...
 - a to watch her on TV.
 - b to become vegetarians.
 - c not to eat meat on Mondays.

5 Work in pairs. Discuss the questions.

- 1 What do you think makes a good news story?
- What kind of news stories do you prefer? Why?
- 3 Tell your partner about a news story you have read recently.



Canadian Embassy in Australia sends staff home after

Europe hit by recession as EU economies struggle

Celebrity chef to open new vegetarian restaurant in Oxford

mystery illness strikes again

34



What's in the news?

READING and LISTENING

Sts read some news headlines and match them to the correct topics. They study the features of news headlines, then match some full sentences to the headlines and rewrite the remaining headlines as full sentences. They then learn how to agree as a group. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise agreeing as a group.

WARMER

With books closed, say: I'm a journalist. There's a big news story this week. Someone posted a video of a new kind of dance, and it's become really popular – millions of people have watched it online – it's gone viral. I need to write an article about this. What do you think my headline might be? Elicit a few suggestions and write them on the board. Ask sts to open their books on page 34 and find the correct headline in Exercise 1 (New dance craze goes viral). Compare it to the sts' headlines.

Sts could work in pairs to match the headlines with the topics. Check answers.

Answers

1	d	2 c	3	е	4	h	5	b
6	a	7 i	8	а	9	е		

Read the Look! box with the class about newspaper headlines. Ask sts to find examples of the different features mentioned in the headlines in Exercise 1, e.g. The British government ... , to help his sick grandmother, exhibition sold sells out, British government will discuss to discuss, footballing sensation is signed.

2 Read out the first sentence and elicit which headline it matches (c). Ask sts to match the remaining sentences. Check answers. Sts could then work in pairs to rewrite the remaining three headlines as full sentences.

Answers

- b A six-year-old boy walked 3km in freezing temperatures to help his sick grandmother.
- An 18-year-old Italian footballing sensation has been signed by United.
- Europe has been hit by a recession and EU economies are now struggling.

3 (1) 3.7 Tell sts they will hear four conversations about some of the news stories in Exercise 1. Read out the task, then play the audio track. See TG page 276 for audio script. Check answers with the class, playing the audio again if necessary and pausing to confirm answers.

Answers

- 1 b
- 2 f
- 3 g
- 4 h

4 ① 3.7 Allow sts time to read through the questions and possible answers. Check they understand everything. Play the audio again for them to listen and choose the correct answers. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

- 1 c
- 2 a
- 3 b
- 4 С

5 Sts discuss in pairs what makes a good news story and what kinds of stories they enjoy reading. For feedback, ask some sts to tell the class about some of the things they discussed.



EXTRA PRACTICE

Ask sts in pairs to imagine a news event in their area. You could brainstorm a few ideas with the class first, e.g. the local football team has won a competition, a new cinema is going to open in the city centre. Ask them to write a sentence explaining the details of their story, then write a headline for it. Monitor and help while they are working. Ask pairs in turn to read their full sentence to the class first. See if the class can guess the headline before they read it out!

SPEAKING Agreeing as a group



1 (1) 3.8 Listen and read. Which story do they choose?

Anya: So, we need a good story for the website. Which one shall

we choose?

Karl: In my opinion, this one is good: the dance craze story.

Anya: What are your thoughts on that one, Tom?

Tom: It's funny, but a lot of people won't be interested in a silly

dance craze, will they?

Anya: You're probably right.

Tom: What do you think of this story about the football transfer?

Anya: I'm not sure. It's sport and not everyone likes reading about

sport. What's your view, Karl?

Karl: I reckon it's a good choice and it's a human interest story.

Anya: But it's a sports story, isn't it?

Tom: Yes, it is, but it's about a teenager fulfilling his dreams.

Anya: I like it! Let's go with that.



2 ① 3.9 Listen and repeat the **Useful language**. Which phrases are used in Exercise 1?

Useful language

Giving your opinion

I reckon ... / It seems to me (that) ...

In my opinion/view, ... / As I see it, ... / To my mind, ...

For me, ... / From my point of view, ...

Personally (speaking), I ...

Asking for opinions

What do you think of ... ? / What are your thoughts on ... ?

What's your opinion/view?

Which one shall we choose?

Making a final choice

Let's go with that. / So, we all agree that ...

3 Choose the correct answers. Then work in pairs and practise the dialogue.

Andy: We need a good story for the *Student Times* this week.

¹Let's go with that. / Which one shall we choose?

Ben: ²It seems to me / Personally, I like this one about

the Picasso exhibition.

Andy: ³As I see it, / What's your view on that, Emma?

Emma: ⁴What's your opinion? / From my point of view, that's

not right for our audience. You know, people like us.

Andy: OK. There's the story about lowering the voting age.

⁵What's your opinion, / From my point of view, Ben?

Ben: That's a good one, isn't it? It's very current and it

affects us directly.

Andy: OK. ⁶Which one shall we choose? / Let's go with

that. The Picasso exhibition or the voting age?

Emma: ⁷What do you think? / To my mind, definitely the

voting age story.

Ben: I agree with you.

Andy: Me, too. ⁸For me, / So, we all agree that the voting

age story goes on the front page. Great!

Work in groups. You are journalists at a national daily newspaper. Prepare a new dialogue. Follow the steps in the Speaking plan.

Speaking plan

Prepare

Student A: You are leading the discussion. **Students B and C:** You are contributing and helping to choose the story.

- Choose a story from page 34 that you think should be the main story.
- **)** Discuss your choices. Remember to ask the others for their opinions.
- Decide together which one will be your main story.
- Make notes for your dialogue.

Speak

- Practise your dialogue.
- Use phrases from the Useful language box.
- Act out your dialogue without notes.

Reflect

- How can you improve next time?
- Did you give your opinion and ask others for theirs?



FAST FINISHER

Find three headlines in today's English-language newspapers. Write them in full sentences.

LS Language summary: Unit 3 SB p.129

SPEAKING Agreeing as a group

1 ① 3.8 Focus on the question. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

Answer

the story about the football transfer

2 ① 3.9 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Sts then find the phrases in the dialogue in Exercise 1. Check answers.

Answers

I reckon ...
In my opinion, ...
What do you think of?
What are your thoughts on ...?
Which one shall we choose?
Let's go with that.

3 Ask sts to copy the dialogue into their notebooks, choosing the correct answers to complete it. Check answers. Put sts in pairs to practise the dialogue.

Answers

- 1 Which one shall we choose?
- 2 Personally, I like
- 3 What's your view on that
- 4 From my point of view,
- 5 What's your opinion
- 6 Which one shall we choose?
- 7 To my mind,
- 8 So, we all agree that

4 Sts follow the steps in the Speaking plan to practise agreeing as a group.

Speaking plan

Prepare

Sts each choose a news story from Exercise 1 on page 34. They then choose their roles and prepare a dialogue, discussing their choices and asking other group members for their opinion, then deciding together which should be the main story. They make notes for their dialogue.

Speak

Sts can practise with and then without notes, using phrases from the Useful language box. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations. When they finish, they could choose two more news stories and practise their dialogue again.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about 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

Fast finishers can practise the language for headlines further. They find three headlines in today's Englishlanguage newspapers and write them in full sentences. Weaker sts could do the same task in pairs.

- S Speaking practice: WB p.27
 Sts will find more practice for agreeing as a group here. Set these exercises for homework.
- LS Language summary: Unit 2 SB p.129



Immigration in the USA



I can compare immigration in the USA and in my country.

Moving to the



The USA is a nation of immigrants and every year, about 800,000 immigrants enter the USA legally. Descendants of immigrants continue to celebrate the cultural heritage that their ancestors brought with them.

The Irish Potato Famine

A serious famine in Ireland meant Irish people wanted to escape hunger and poverty. In the 1840s, half of US immigrants were from Ireland alone. By 1930, 4.5 million Irish people had emigrated to the USA.



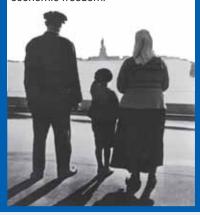
California Gold Rush

Over 300,000 people from the rest of the USA and from abroad, particularly from China, arrived in California. They were hoping to get rich by finding gold.

Gadsden Purchase

Tens of thousands of Mexicans became US citizens overnight following the USA's acquisition of a part of Mexico - an area now part of Arizona and New Mexico.

Between 1880 and 1930, more than 27 million immigrants from Europe entered the USA from Italy, Austria, Hungary and Russia. They were seeking political, religious and economic freedom.



Chinese Exclusion Act

Chinese immigration became illegal and Chinese labourers were banned from coming to the USA from 1882.

Ellis Island

Ellis Island became an official immigration station. Twelve million new arrivals entered through Ellis Island between 1892 and 1954



Mexican revolution

By 1930, there were 600,000 Mexican immigrants living in the USA, compared with 200,000 in 1910.



End of Vietnam War

It had begun in 1955, but after it ended, immigrants began to arrive again from Vietnam and other parts of Asia, like Korea and China.



The majority of immigrants came from Asia and Latin America. Between 1965 and 2000, the highest number of immigrants to the USA came from Mexico.

CULTURE! Immigration in the USA

Sts learn about the history of immigration in the USA, from the 1800s to today. They answer comprehension questions, then study nouns ending in the suffix -ion. They discuss immigration in the USA and in general, then compare immigration in the USA with immigration in their own country.

This lesson features an optional culture video about Mon, who has emigrated from Portugal to Norway and is taking part in a social media detox: see SB page 37.

WARMER

Ask: What do you know about the history of the USA? Elicit what students know. If they mention immigration, ask: When did people start to move to the USA? Where did they go there from? If sts do not mention immigration, introduce the idea by asking: Where do the people who live in the USA come from originally? Elicit the idea that they have moved there from other countries.

BACKGROUND INFORMATION

Settlers from Europe began arriving in what is now the USA, following the voyage by Christopher Columbus to the continent in 1492. Before the Europeans arrived, the only inhabitants were the Native Americans, who had lived there for around 15,000 years. Since the time of the first settlers, immigrants have continued to arrive in the USA from all over the world, often as a result of difficulties in particular countries at particular times.

The Irish potato famine occurred in the 1840s and 50s, when the potato crop over the whole country failed repeatedly due to blight, a serious potato disease. A lot of poorer people depended on potatoes as their staple food, and there was widespread hunger and starvation. It is estimated that around one million people died, and many more emigrated to the USA.

Immigrants have often been unpopular, especially when there are economic problems and not enough jobs for everyone. In the 1880s in the USA, there were economic problems, and many people believed it was due to Chinese immigrants, who were often willing to work for lower pay than American workers. The US government therefore passed the Chinese Exclusion Act in 1882, which limited Chinese immigration.

Ellis Island is an island in New York Harbour, where new immigrants were processed before being allowed to enter the United States. Between 1892 and 1924, around 12 million immigrants were processed there. It now forms part of the Statue of Liberty National Monument.

Draw sts' attention to the title and read the introduction together. Put sts into pairs to discuss the questions. Check that sts understand the words immigrate/emigrate and the related words immigrant/emigrant, immigration/ emigration. Check answers as a class. Write sts' suggestions for question 3 on the board.

- 1 The Statue of Liberty. It's located on Liberty Island in New York harbour.
- 2 Suggested answer: People believe it welcomes them to America as a land of opportunity.
- 3 Sts' own answers
- 2 ① 3.10 Play the audio for sts to read and listen and answer the question.

Answer

Ireland, China, Mexico, Italy, Hungary, Russia, Vietnam, Korea

3 (1) 3.10 Allow sts time to read the questions, then play the audio for sts to read and listen again and answer the questions. Check answers, eliciting the part of the text which confirms each answer.

Answers

- because of the potato famine
- because the USA bought a part of Mexico
- because they were looking for political or religious
- 5 because a law prevented them from coming
- processing new immigrants 6
- Mexico
- Vietnam, Korea and China



Encourage sts to read this fun fact for pleasure. They might be interested to know that most Spanish speakers in the USA originally come from Puerto Rico, Cuba, El Salvador and Mexico.

- 1 Look at the pictures and the introduction to the text on page 36. Discuss the questions in pairs.
 - 1 What is the name of the statue you can see in the pictures? Where is it?
 - 2 Why do you think the statue is relevant to immigration in the USA?
 - 3 Which countries have immigrants to the USA come from? Make a list.
- 2 ① 3.10 Read and listen to the text. Which countries from your list are mentioned?
- 3 3.10 Read and listen again. Answer the questions.
 - 1 Why did so many people from Ireland emigrate to the USA in the 1840s?
 - 2 What attracted immigrants to California in the middle of the 19th century?
 - 3 Why did thousands of Mexicans become American citizens in 1854?
 - 4 Why did a large number of Europeans emigrate to the USA between 1880 and 1920?
 - 5 Why did Chinese people stop emigrating to the USA in 1882?
 - 6 What was Ellis Island used for in the first half of the 20th century?
 - 7 Which continents did most immigrants to the USA come from in the second half of the 20th century?
 - 8 Which country did a large number of immigrants to the USA come from after 1975?
- 4 Word Power Find the names of two continents in the text on page 36. In pairs, make a list of the other five continents. What are the noun and adjective forms?

- 5 Work in pairs. Discuss the questions.
 - 1 Would you like to live in the USA? Why/Why not?
 - 2 How far would you travel to find a better life? Would you go even if the journey was dangerous?
 - 3 How do you think immigrants can benefit the countries they move to?
- 6 Many American icons were created by immigrants and their descendants. Complete the Iconic USA! fact file with words from the box.

Canadian Danish Dutch English German (x2) Irish

7 © COMPARE CULTURES How does immigration affect your country? What are the main immigrant communities? How do immigrants benefit your country?



Now watch the culture video.

FAST FINISHERS

Imagine you are emigrating to a new country. It's the end of your first day. Write a short blog post about how you feel. What is the same? What is different?



99% of Americans are immigrants or the descendants of immigrants and there are more than 400 different languages spoken today in the USA.

ICONIC USA!



Many iconic American dishes such as apple pie were introduced by 17th century 1... immigrants. 'As American as apple pie' is a well-known phrase used to suggest that something is all-American.

Internationally known as a symbol of American fast food, the origin of the hamburger is unknown, but probably comes from the 'hamburg steak', a sandwich made popular by ²... immigrants.



An iconic symbol of the USA, Mount Rushmore was sculpted by 4 ...-American Gutzon Borglum and features the heads of former presidents, including Theodore Roosevelt, who was of 5 ... descent.

Jeans were first manufactured in the United States by Levi Strauss, a ⁶... immigrant who arrived in California during the Gold Rush. He heard the miners needed durable trousers, and Levi's Jeans was born.





Although the basic set of rules was first developed in American universities in the mid-19th century, American football has its origins in early versions of English and ³... soccer and rugby.



Walt Disney, creator of American icons including Mickey Mouse and Disneyland, is of ⁷... descent. His grandparents emigrated from Ireland as children.

REAL CULTURE!

4 **Word Power** Read out the information about nouns and adjectives. Sts find two continents in the article and list the other five. Check answers, then ask sts to work in pairs to write the noun and adjective forms.

Answers

In the article: Europe and Asia.

Five more continents: Africa, Antarctica, Australia,

North America, South America

To make the adjective form we add -n or -an, e.g.

European

- 5 Allow sts time to read the questions and prepare their answers individually, then put them into pairs to discuss them. Discuss the questions briefly as a class.
- 6 Draw sts' attention to the pictures in the fact file. Elicit what each picture shows. Ask sts to read the fact file and complete it with words from the box. Allow sts to check answers in pairs before checking answers with the whole class. Alternatively, this exercise could be set for homework to allow time for sts to research the answers.

Answers

- 1 English
- 2 German
- 3 Canadian
- 4 Danish
- 5 Dutch
- 6 German
- 7 Irish

21st Century skills



7 © COMPARE CULTURES

Ask: Are you or any of your friends immigrants? If sts are immigrants themselves or have friends who are immigrants, encourage them to tell the class where they are from and how long they have lived in the country. If they do not know any immigrants, ask some general questions about how many immigrants there are in their country, where they are from and what jobs they do. Read out each question in turn and discuss it as a class. Encourage as many sts as possible to express their opinions, but you may need to be careful to avoid the expression of negative opinions that could be offensive.

Oulture video

This lesson features an optional culture video about Mon, who has emigrated from Portugal to Norway and is taking part in a social media detox. 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 Mon: Social media detox on TG pages 300 and 311.

FAST FINISHER

Sts imagine they are emigrating to a new country and write a blog post about how they feel after their first day. Weaker sts could work in pairs and write one or two sentences about how they feel.

Could you tell me ...?

WRITING A formal email of enquiry

I can write a formal email of enquiry.

1 Read the advert. Would you like to study here?

Sydney International **Summer School**



We offer 1- or 2-week courses in:

- * Performing arts (singing, dancing, acting)
- **★ Film-making ★ Music ★ Photography**
- * Creative writing and journalism
- * Social media skills
- * Game and web design



2 Read Javier's email and answer the questions.

- 1 Which course is Javier enquiring about?
- 2 Why is he interested in taking this course?
- Which three things would he like to have more information about?

infocourse@siss.au

Subject: Creative writing course

Dear Sir / Madam,

I am writing to enquire about your creative writing course which I read about on your website. I am hoping to study creative writing and journalism at university, so your course sounds like excellent preparation. I am especially interested in developing my broadcasting skills as I would love to be a TV or radio presenter one day.

I would be very grateful if you could provide me with some further information about the course. First of all, could you tell me if you have any places available in August? Secondly, can you give me more details about the accommodation? Would it be possible for me to stay with an Australian family? I would welcome the opportunity to learn more about the local culture and to improve my English. Finally, I would like to know more about the free-time activities.

I look forward to hearing from you.

Yours faithfully,

Javier Carbo

- W Writing summary WB p.86
- R Review: Units 1-3 SB pp.100-101
- P Project: Units 1-3 SB pp.106-107

3 Look at the Useful language box. Find examples of the expressions in the email.

Useful language

Polite expressions in a formal email

Dear Sir / Madam / Mr Robinson (opening) Yours faithfully, / Yours sincerely, / Regards, (closing) I am writing to enquire about ...

I am especially/particularly interested in ...

Thank you in advance for your help.

I look forward to hearing from you.

Polite questions and requests

I would be (very) grateful if you could ... Would it be possible (for me) to ... ?

I would like to know (more) about ...

Study the Look! box. Find an example of an indirect question in Javier's email.

Look!

Polite language

In formal emails, we use:

- full forms, not contractions, e.g. I would (not I'd)
- formal words and phrases, e.g. enquire, provide, I would like ... , many thanks
- polite request forms with would or could: I would be grateful if you could ...
- indirect questions: Can/Could you tell me if ... ?
- 5 Write an email of enquiry to the summer school. Follow the steps in the Writing plan.

Writing plan

Prepare

- > Decide which course you're interested in and why you would like to take it.
- > Think of three questions to ask.

Write

> Write your email. Use the plan below. Paragraph 1: Explain why you are writing. Paragraph 2: Ask three guestions. Paragraph 3: End your message.

- > Check your grammar: polite request forms; indirect
- Check your register: have you used polite, formal language throughout your email?
- Literature: Units 1-3 SB pp.112-113
- **E Exam: Unit 3 SB** p.120
- LS Language summary: Unit 3 SB p.129

Could you tell me ...?

WRITING A formal email of enquiry

Sts read an advert for a summer school, then study an email enquiring about a course at the school. They learn some polite expressions for a formal email and learn about the features of polite language. They then follow the steps in the Writing plan to write their own formal email of enquiry.

Writing

A formal email of enquiry

Useful language

Polite expressions for a formal email (Dear Sir / Madam / Mr Robinson, Yours faithfully / Yours sincerely / Regards, I am writing to enquire about ..., I am especially / particularly interested in ..., Thank you in advance for your help. I look forward to hearing from you. Polite questions and requests: (I would be (very) grateful if you could ..., Would it be possible (for me) to ...? I would like to know (more) about ...)

Look!

Polite language

WARMER

Ask: Have you ever been to a summer school? If any sts in the class have been to a summer school, encourage them to tell the class what they studied there. If no sts have experience of summer schools, ask: What can you study at a summer school? Elicit that you can study languages, creative subjects such as music or dance or skills such as business skills. Explain that a lot of young people go to summer school because they want to study subjects that they cannot study at school, or they want to prepare for a university course.

- 1 Ask sts to read the advert, then put them into pairs to discuss what they would like to study at the summer school. Discuss their answers as a class.
- **2** Ask sts to read the email. They could then work in pairs to answer the questions. Check answers.

Answers

- 1 the creative writing course
- 2 because he wants to study creative writing and journalism at university
- 3 He wants to know if there are any places available on the course. He also wants to know about the accommodation and the free-time activities.
- 3 Read the Useful language box with sts and discuss how to say these expressions in their first language. Sts find examples in the email. Explain that we use Yours faithfully after Dear Sir or Dear Madam and we use Yours sincerely if we use someone's name, e.g. Dear Mr Robinson. Point out the use of commas after Dear Sir / Madam and after Yours sincerely / Yours faithfully.

4 Read the Look! box with sts. Sts find an example of an indirect question in the email.

Answer

Could you tell me if you have any places available in August?

5 Sts write a formal email of enquiry following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals to decide which course they would like to take and think of three questions to ask. Monitor and help with vocabulary if necessary.

Write

Explain that sts should organize their emails into paragraphs. Refer back to Javier's email and point out that it follows the plan that is detailed here. Sts write their email using Javier's email. Encourage them to use expressions from the Useful Language box, polite language and indirect questions.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap emails with a partner and give feedback on the use of polite requests, indirect questions and polite, formal language. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

- 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
- Review: Units 1-3 SB pp.100-101
- P Project: Units 1-3 SB pp.106-107
- Literature: Units 1-3 SB pp.112-113
- **Exam: Unit 3 SB** p.120
- LS Language summary: Unit 3 SB p.129

My style

Vocabulary: Adjectives for clothes and appearance

Grammar: Obligation, necessity, advice; Ability and permission; *let* and *make*

Speaking: Returning an item to a shop

Writing: An opinion

VOCABULARY Clothes: adjectives

can describe clothes and personal style and discuss my attitude to fashion.

1 Look at the pictures. In pairs, discuss what the people are wearing. Whose 'look' or style do you like the best?

FASHIONblog.com

LATEST POSTS

What's your look? Do you have a favourite piece of clothing? Share your photo and story with us: #MyLookMyStyle!



Sam. Canada WHAT? My feel-good retro hat WHY? I love hats. I think they suit me and, for some reason, people seem to smile at me more when I'm wearing a hat. Maybe it shows I've got the confidence to be

This hat is in a classic style, so it'll never look unfashionable. I buy lots of second-hand clothes, partly because I think fashion should be sustainable and not harmful to the environment. Plus, used clothes are super-cheap!

unconventional?



WHAT? My 'Hollywood' heels WHY? I like to dress up and look smart, and these shoes make me feel like a Hollywood star. I admit they aren't very practical, though. I'm really into fashion and I always try to look stylish. I'd love to be able to afford more designer clothes, but buying the latest trendy clothes can cost a fortune. I guess I'm going to need to get a well-paid job when I finish studying!



Luis, Mexico

WHAT? My all-purpose sweater

WHY? Because it's so comfy. It's warm, it fits perfectly (not too tight or loose), and it's ideal for chilling out, playing football, or whatever I want to do. I've had it for ages. I suppose I have a fairly eco-friendly wardrobe -I keep stuff for ever!

My style's quite conventional and casual. I wear a lot of sporty clothes and trainers. As you can tell, I don't tend to wear fashionable clothes, so I have absolutely no idea what's in fashion right now!

4.1 Read the blog. Match the adjectives in **bold** with the definitions. Listen and check.

- 1 made by a famous fashion company
- 2 suitable for doing sports in
- 3 not casual; well-dressed
- 4 sensible and suitable for the situation
- 5 previously owned by another person
- 6 comfortable
- 7 different from other people
- 8 always in fashion
- elegant and fashionable
- not in fashion
- in fashion at the moment
- 12 informal

- 3 Work in pairs. Ask and answer the questions. Use some of the adjectives from Exercise 2.
 - 1 Is your attitude to fashion similar to any of the attitudes in the blog?
 - 2 How would you describe your look?
 - 3 Do you try to look fashionable? Why/Why not?
 - Whose style do you admire? Why?
 - Now watch the vlog.

FAST FINISHER

Write about your own favourite piece of clothing for the What's your look? blog.

LS Language summary: Unit 4 SB p.130

My style

UNIT 4 OVERVIEW: This unit focuses on the topic of fashion and style. Sts read an article about green fashion. They read an article on the best places to take a selfie, then listen to a podcast on photo-friendly visitor attractions. They learn adjectives for describing clothes and appearance. They then read a web page about festivals in the four countries of the UK. Finally, they read an opinion essay on taxing non-sustainable clothing and write their own essay giving their opinion on whether school uniforms should be compulsory. They also watch a vlog about sustainable outfits for autumn and a culture video about a man who expresses his cultural identity through his choice of hairstyle.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Clothes: adjectives; Appearance: adjectives	Modals of obligation, necessity and advice; Modals of ability and permission; <i>let</i> and <i>make</i>	Elision of final /t/ before consonants	Predicting key topic vocabulary before reading	Identifying specific information	Returning an item to a shop	An opinion

VOCABULARY Clothes: adjectives

Sts learn 12 adjectives to describe clothes. They learn these in context by reading them in a fashion blog, then check understanding by matching them to definitions. They personalise the vocabulary by describing the kinds of clothes they enjoy wearing and their attitude to fashion.

Vocabulary

Clothes: adjectives (casual, classic, comfy, designer, practical, second-hand, smart, sporty, stylish, trendy, unconventional, unfashionable)

Vlog

Tally: Some autumnal outfits



Tell sts you are going to test how observant they are. Give them 30 seconds to look at what their classmates are wearing, then ask them to close their eyes. Ask: What am I wearing today? See if they can describe your clothes without opening their eyes. Repeat this with the names of individual sts, e.g. What is (Maria) wearing today? As they say words for clothes, write these on the board. Stop the activity after three or four sts and focus on the words on the board. Brainstorm more words for clothes.

1 Put sts into pairs to look at the pictures and describe what the people are wearing. Elicit a description of each person from the class, then use a show of hands to see which style sts like the best.

Suggested answers

Sam is wearing a white T-shirt, a yellow shirt and a brown hat.

Gabriella is wearing a light blue top, black leggings, grey shoes and sunglasses.

Luis is wearing a grey hoodie.

2 Q 4.1 Pre-teach the words *heels* and *sustainable*. Ask sts to read the blog through quickly. Ask a few questions to check comprehension, e.g. Who would like to spend lots

of money on clothes? (Gabriella). Who doesn't buy many clothes? (Luis). Who cares about the environment? (Sam). Ask sts to read the blog again and match the adjectives in bold with the meanings. Play the audio for sts to listen and check. Check that sts understand all the adjectives.

Answers					
1	designer	7	unconventional		
2	sporty	8	classic		
3	smart	9	stylish		
4	practical	10	unfashionable		
5	second-hand	11	trendy		

12 casual

3 Read out the questions and check that sts understand everything. Allow sts time to prepare their answers individually and think about which adjectives they can use, then put them into pairs to discuss the questions. Ask them to note down their partner's answers. Ask some sts to tell the class something about their partner, then ask some sts to tell the class about someone whose style they admire.



6 comfy

This lesson features an optional vlog in which a vlogger talks about her outfits for autumn and her goal to buy fewer new clothes. 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 308.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing about their own favourite piece of clothing for the *What's your look?* blog. Weaker sts could write three sentences about the kinds of clothes they like wearing.

- Vocabulary practice: WB p.32
 Sts will find more practice of adjectives to describe clothes here. Set these exercises for homework.
- LS Language summary: Unit 4 SB p.130

Eco-fashion

READING

can predict key topic vocabulary before reading an article.

1 Which words do you think will be in this article about 'green' fashion?

Why green is the new black

According to designer Eileen Fisher, clothing is second only to oil as the least eco-friendly industry in the world. It consumes huge amounts of natural resources, releases toxic chemicals into the environment, and creates shocking amounts of waste. So what clothes should ecoconscious consumers buy?

In the past, we had to choose between stylish clothes or eco-friendly ones. Sustainable clothing was considered unfashionable and it tended to be dull and colourless. But eco-fashion is finally becoming stylish and there is now a growing number of celebrity fashion influencers that are determined to make green the new black.



Pharrell Williams

A style icon with a taste for colourful clothes, the US musician also co-owns a sustainable denim brand, G-Star RAW. Shocked to discover how much plastic waste is polluting the world's oceans, Williams wanted to make a difference. G-Star RAW now makes designer jeans using recycled plastic bottles collected from the sea. When you buy a pair of these trendy jeans, you play a small role in cleaning up our oceans, and you don't need to get your feet wet!

Emma Watson

Everything that British actress Emma Watson wears on the red carpet is stylish and sustainable, from second-hand, vintage pieces to cruelty-free fake fur. Anyone who's into fashion ought to check out her social media feeds, too. Emma regularly uploads images of herself modelling ethical brands, such as Veja, who make ecofriendly, fair-trade trainers. ('Fair-trade' means that the people who make them must receive a fair wage for their work and have good working conditions.) Demand for these comfy trainers is huge!



Dave 'Rasta' Rastovich

All surfers know they mustn't leave litter on the beach, but what else can they do to help the planet? Dave 'Rasta' Rastovich found fame as an Australian surf film star, and now promotes beachwear with a conscience. Wetsuits and other specialist sports clothes are typically made from non-recyclable materials. However, Dave supports socially responsible companies like Patagonia, who produce eco-friendly sportswear that lasts longer. Patagonia also organizes 'Worn Wear Tours' to repair damaged gear, for free!

- 2 0 4.2 Read and listen to the article. Check your answers to Exercise 1.
- 3 (1) 4.2 Read and listen again. Are the sentences true (T), false (F) or doesn't say (DS)?
 - 1 The clothing industry causes more environmental damage than any other industry.
 - 2 In the past, people thought that sustainable clothing was generally unattractive.
 - G-Star RAW jeans are eco-friendly because you can recycle them.
 - Emma Watson wears environmentally-friendly clothing at all times.
 - Emma Watson thinks that people who work in the fashion industry should be treated well.
 - Dave Rastovich became a celebrity when he started promoting sustainable sports clothing.

Word Power Complete the table with adjectives from the article.

Adjective suffix	Examples	Meaning
-ed	shock → shocked	describes how somebody feels
-ing	shock → 1	describes the thing that causes the feeling
-ful	colour → 2	full of; very
-less	colour → 3	without
free	cruelty → 4	without

5 THINK CRITICALLY Work in pairs. Choose a celebrity who promotes good causes, and discuss why he/she is inspiring.

Eco-fashion

READING

Sts read an article about 'green' fashion and focus on predicting key topic vocabulary before they read. They see examples of modals of obligation, necessity and advice in context, and discuss celebrities who promote good causes.

Reading text

An article about 'green' fashion

Reading skill

Predicting key topic vocabulary before reading an article



Ask: What do you think about when you buy clothes? The style? The price? How fashionable it is? Put sts into pairs and ask them to note down four things they think about when they buy clothes. Elicit their ideas. If some sts mention environmental concerns, encourage them to say more about this. If no sts mention it, ask: What about the environment? Are some clothes better for the environment than others? Why? Discuss as a class.

- 1 Predicting key topic vocabulary before reading an article Read out the article title and elicit or explain that 'green' here means 'good for the environment' and 'the new black' refers to the fact that black has always been a popular and fashionable colour. Read out the task and explain that predicting the vocabulary in an article before you read can help you understand the article better when you read it. Put sts into pairs to brainstorm words that they think will be in the article. Bring their ideas together on the board.
- **2 () 4.2** Play the audio for sts to read and listen to the article. Ask them to notice which words on the board are included in the article. Discuss as a class which of the words they predicted were included, and ask sts whether thinking about the topic and vocabulary before they read the article helped them understand it better.
- 3 ① 4.2 Read out the task. Point out to sts that for a sentence to be true, it must be stated in the article, and for it to be false, this must be stated in the article. Focus on the first sentence. Elicit the answer and ask sts to find the evidence in the first paragraph which shows it is false (clothing is second to oil as the least eco-friendly industry). Play the audio. Sts read and listen to the article again and complete the rest of the task. Check answers with the class, eliciting the part of the article which confirms each answer.

Answers

- 1 F It's second to the oil industry.
- 2 T
- 3 F They're made from recycled plastic bottles.
- 4 DS She wears environmentally-friendly clothing on the red carpet.
- 5 DS It's implied that she does, but it's not stated.
- 6 F He found fame as a surfer.
- 4 Word Power Focus on the table and point out that the suffix endings are used to form adjectives from other words. Ask sts to copy the table into their notebooks. They could then work in pairs to find words in the article and complete the table. Go through the answers with the class and make sure sts understand all the adjectives. You could elicit one or two more examples for each suffix (see answers in brackets below). Elicit which adjective includes a hyphen.

Answer

- 1 shocking (embarrassing, entertaining)
- 2 colourful (painful, fearful)
- 3 colourless (painless, fearless)
- 4 cruelty-free (meat-free, sugar-free)

Cruelty-free includes a hyphen.

21st Century skills



5 🔛 THINK CRITICALLY

Read out the task and, as a class, brainstorm some celebrities that sts know who promote good causes. If sts cannot think of any examples, they could either do some research for homework, or they could use one of the celebrities in the article to talk about. Put sts into pairs to discuss the celebrity they have chosen and why they find this person inspiring. If time allows, ask sts to make notes as they discuss, then use their notes to prepare a short presentation. Tell them their presentation should include some facts about what good causes the celebrity supports, and why they find this person inspiring. Monitor and help while they are working. Ask pairs in turn to give their presentations to the class. You could end with a class vote to decide which celebrity sts find the most inspiring.

Reading practice: WB p.33
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Modals of obligation, necessity and advice

I can give advice and talk about obligation and necessity.

- Now watch the grammar animation.
- Read the grammar box and complete the rules with the words in the box.

advice prohibited obligatory necessity

should(n't), ought(n't) to

What clothes **should** eco-conscious consumers **buy**? You ought to check out her social media feeds.

had better (not)

You'd better hurry if you want a pair!

You'd better not wear red with pink. It looks awful!

must, have to, need to; mustn't

Workers **must receive** a fair wage.

You had to choose style or sustainability.

You need to wear smart clothes.

Surfers mustn't leave litter on the beach.

don't have to, don't need to

You don't have to pay anything for the service. (NOT You mustn't pay anything ...)

You don't need to get your feet wet! (NOT You mustn't get your feet wet!)

Rules

We use should(n't) and ought(n't) to to give 1...

We use had better (not) to give strong advice or a warning.

We use must, have to and need to for 2 ... or obligation.

We use mustn't when something is 3....

We use don't have to or don't need to when something isn't necessary or isn't 4....

Complete the sentences with the verbs in the box. Use each verb only once.

'd better not don't need to have to must mustn't should shouldn't

You have to wear (wear) a helmet when you ride a motorbike in the UK. It's the law.

- 1 People ... (wear) their sunglasses indoors. They don't look as cool as they think!
- 2 At the Wimbledon tennis tournament it says in the rules that the players ... (wear) white.
- 3 I think I ... (buy) Kate a new umbrella. After all, I broke hers!
- 4 You ... (take) photos in the museum! Look there are signs everywhere!
- 5 You ... (wear) smart clothes for the party. You can wear whatever you like.
- 6 I've just washed the floor, so you ... (come) in here with those dirty shoes!

3 PRONUNCIATION Elision of final /t/ before consonants

4.3 Listen and repeat. Notice how the underlined letters aren't pronounced.

- You don't need to dress smartly.
- 2 You shouldn't put this in the washing machine.
- 3 You must get some new clothes.
- 4 We mustn't be late for the wedding!
- 5 They'd better not forget their swimming costumes.

Write advice for the situations below.

Your cousins are coming to stay with you and you want to make sure they enjoy their stay.

You ought to take them to a football match. And you should go to the beach with them at the weekend.

- 1 You're going on a skiing holiday, but you don't know what to pack.
- 2 You're going to a wedding, but you don't know what kind of outfit to wear.
- You want to change your 'look', but you don't know where to start.
- 4 You want to make a good impression in a job interview or academic interview.
- 5 Work in pairs. You are organizing a party to raise money for an environmental charity. Complete the sentences with your ideas.
 - All guests must wear a costume.
 - 2 Everyone has to ...
 - Guests don't have to ..., but ...
 - 4 They mustn't ..., but they can ...
 - 5 To advertise the party, we should ...
 - 6 We'd better not forget to organize ...
 - 7 We oughtn't to ...
 - 8 We don't need to ...



6 Tell the class about your party. Which party do you think would be the best? Why?

FAST FINISHER

What do you think teenagers should do to help to protect the environment? Write some sentences with your ideas. Use the verb forms in the grammar box.

LS Language summary: Unit 4 SB p.130

GRAMMAR Modals of obligation, necessity and advice



This lesson features an optional animated presentation of the grammar in context called *We ought to shop around!*, 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 a computer or tablet, 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 example sentences in the grammar box. Point out that the example sentences are from the article on page 40. Sts could look at these to help them do the exercise. Read out the words in the box and check that sts understand what they mean. Ask sts to copy and complete the rules. They could work in pairs for this. Check answers.

Answers

- 1 advice
- 2 necessity
- 3 prohibited
- 4 obligatory

Focus on the examples again. Point out to sts that *must*, have to and need to have a similar meaning (something is necessary or obligatory), but *mustn't* has a different meaning to don't have to/don't need to: You mustn't sit here = it is prohibited; You don't have to/don't need to sit here = it isn't necessary. Point out also that we can use different tenses with have to/need to, but not with must: We must/have to/need to leave soon = it is necessary or obligatory; We had to/needed to leave = it was necessary or obligatory. Explain that should and ought to are both used for advice. Point out that the negative form of ought to is ought not to. Explain that 'd better is a phrase which is also used to give advice.

Ask questions to check concept.

Concept check questions: We have to arrive early – Is it necessary? (yes). We must arrive early – same meaning? (yes). You mustn't wear a hat – not allowed or not necessary? (not allowed). You don't have to wear a hat – meaning? (not necessary). You should buy eco-friendly clothes – obligation? (no, advice). You ought to wear eco-friendly clothes – same meaning? (yes). You should be careful, You'd better be careful – which is stronger advice? (you'd better).

2 Sts read the sentences and write the correct verb forms in their notebooks. Allow sts to compare their answers in pairs, then go through them with the class, referring back to the rules to explain the answers.

Answers

- 1 shouldn't
- 2 must
- 3 should
- 4 mustn't
- 5 don't need to 6 'd better not

3 PRONUNCIATION ① 4.3

Read out the pronunciation point and explain that when we elide a sound, we don't pronounce it. Ask sts to find examples in the sentence of a /t/ sound at the end of a word, followed by a consonant sound (don't need, shouldn't put, must get, etc.). Play the audio once for sts to listen and notice how the /t/ sound is not pronounced. Play the audio again, pausing for sts to repeat.

4 Read out the task and the example answers. Sts read the situations and write the advice. Weaker sts could work in pairs. To check answers, invite individual sts to suggest their advice for each situation.

Suggested answers

- You should take sunscreen. You ought to pack warm clothes.
- 2 You ought to wear smart clothes. You shouldn't wear jeans.
- 3 You should find pictures of 'looks' you like. You ought to try a new hair style.
- 4 You ought to wear a suit. You mustn't be late.
- 5 Sts work in pairs to complete the sentences about their party. Encourage them to use their imagination to make their party fun! Monitor and help while they are working.
- 6 Ask pairs in turn to tell the class about their party. Ask sts which party they think would be the best and why. You could hold a class vote to decide. Correct any language errors that sts made.

FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about what they think teenagers should do to protect the environment. Weaker sts could work in pairs.

- G Grammar practice: WB p.34
 Sts will find more practice of modals of obligation, necessity and advice here. Set these exercises for homework.
- LS Language summary: Unit 4 SB p.130

Fashion rules

VOCABULARY and LISTENING Appearance: adjectives

I can identify specific information in a radio programme.

WHAT'S YOUR FAVOURITE PLACE TO SNAP A SELFIE?

So you want to look good in a photo to put on social media? Great outfit? Check. Great hair? Of course! But if you really want to look like a star, you need the perfect location, too. Step away from that bathroom mirror or pale, colourless bedroom wall (yawn!). Try going out for a more striking and original shot. We guarantee you'll look even more gorgeous than usual!



Cake goes with everything

If you want a casual, chilled look, try a café shot. Wear **relaxed**, informal clothes. A smart dress or fancy suit might be super chic and glamorous, but either would look weird and wrong in this context. You don't want to look as though you're trying too hard! Save the elegant clothes for nights out, or posh restaurants.

Museums are cool. No, really!

For a more interesting, eye-catching image, pose with a **striking** exhibit or artwork. Check out this bizarre (but very cool!) visitor shot at the selfie-friendly Museum of Ice Cream in San Francisco. Fashion tips? Frankly, in this case, wear what you like. You're on a unicorn!



Nature is beautiful, of course, and natural light makes every shot look stunning. Avoid wearing dull, neutral colours like grey or brown if you can. Bright, vivid colours stand out better against green grass or blue sea. Vibrant pinks, yellows and reds can look gorgeous

- Look at the pictures. Which would get the most likes on social media? Why?
- 2 (1) 4.4 Read and listen to the article. Then match the pairs of synonyms 1-7 with definitions a-g.
 - 1 vibrant, vivid
 - 2 chilled, relaxed
 - eye-catching, striking
 - 4 elegant, glamorous
 - 5 dull, neutral
 - bizarre, weird
 - stunning, gorgeous
- a unusual, attractive
- b beautiful
- c bright and colourful
- d very strange
- e not bright or colourful
- smart and stylish
- g casual

- 4 (1) 4.5 Listen again. For each question, write IC (the Museum of Ice Cream) or L (the Louvre). Which museum do the speakers say ...
 - allows photography with selfie sticks?
 - 2 is fun to visit with friends?
 - 3 is educational?
 - 4 is too expensive?
 - is easy for visitors to explore?
 - will always be in fashion?
- GET CREATIVE Invent a museum for your town. What will be on display? Present your ideas to the class

3 (1) 4.5 Listen to the radio programme. Which two 'photo-friendly' museums are mentioned?



LS Language summary: Unit 4 SB p.130

Fashion rules

VOCABULARY and LISTENING

Appearance: adjectives

Sts read an article on the best places to take a selfie. They then listen to a podcast on photo-friendly visitor attractions and practise identifying information in a radio programme.

Vocabulary

Appearance: adjectives (bizarre/weird, chilled/relaxed, dull/neutral, elegant/glamorous, eye-catching/striking, stunning/gorgeous, vibrant/vivid)

Listening text

A podcast on photo-friendly visitor attractions

Listening skill

Identifying specific information in a radio programme



Ask: How often do you take selfies? Every day? Once a week? Find out by a show of hands who in the class takes a lot of selfies. Tell the class about your favourite selfie, e.g. My favourite selfie was last year, when I was on holiday. I was on the top of a mountain! Ask: Do you have a favourite selfie? Where were you when you took it? Put sts into pairs to talk about their favourite selfies. Ask some sts to tell the class about their partner's favourite selfie.

1 Put sts into pairs to look at the pictures of selfies and discuss which would get the most likes and why. Discuss their ideas as a class, and elicit the idea of being in an interesting place, or having an interesting background for a selfie.

Suggested answer

the picture of the girl in a museum, because it has the most interesting setting and background

2 ① 4.4 Play the audio for sts to read and listen to the article. Point out the adjectives in bold in the article and explain that there are fourteen adjectives, seven pairs of synonyms. Explain the meaning of synonym if necessary. Sts could then work in pairs to look at the bold adjectives and match the pairs of synonyms with the definitions. Check answers with the class, and check that sts understand all the adjectives. You could play the audio again, pausing to focus on the pronunciation of the adjectives.

Ar	swers	•		
1	С		5	е
2	g		6	d
3	а		7	b
4	f			

3 **Q 4.5** Point out that the museum in the article is described as *selfie-friendly*. Elicit that in some museums you aren't allowed to take photos, whereas other museums are 'photo-friendly'. Read out the question, then play the audio for sts to listen for the answer. See TG page 277 for audio script. Check the answer with the class.

Answer

the Museum of Ice Cream in San Francisco and the Louvre in Paris

4 4.5 Identifying information in a radio

programme Explain to sts that sometimes when they listen they need to hear exact information in order to answer a question. Read through the questions with the class. Explain that the information they need might use the same words as the questions, or might use different words. Read out the first question and ask: How might the audio give this information? Elicit some ideas, e.g. You can use a selfie stick. Put sts into pairs to read the remaining questions and think about how the information might be given. Discuss their ideas as a class. Then play the audio for sts to listen and answer the questions. Allow sts to compare their answers in pairs, then play the audio again if necessary for them to complete their answers. Check answers with the class, playing the audio again and pausing to confirm how the information is given for each answer. Elicit which information is given using the same words, and which is given using different words.

21st Century skills



5 GET CREATIVE

Put sts into pairs or small groups to invent a museum for their town. You could brainstorm a few ideas for museums first, e.g. a museum of food, sport, music, fashion. Encourage sts to use their imagination to make their museum fun and interesting, and also good for taking selfies. Monitor and help while sts are working. They then present their museums to the class. Ask sts which museums sound the most fun, and which would be the best for taking selfies and why.

- V L Vocabulary and Listening practice: WB p.35
 Sts will find more practice for listening, and practice of adjective synonyms for describing appearance here. Set these exercises for homework.
- LS Language summary: Unit 4 SB p.130

GRAMMAR Modals of ability and permission

I can talk about ability and permission and use let and make.



Now watch the grammar animation.

Read the grammar box and complete the rules with the words in the box.

be allowed to

couldn't

managed to

Ability and permission

You can take a great selfie here! I was lucky I managed to get a ticket.

(NOT I was lucky I could get a ticket.)

Were you able to get a selfie with the Mona Lisa? I couldn't get close enough to take a selfie.

You aren't allowed to use a selfie stick any more.

Rules

We use 1..., could or be able to to talk about ability. We use was able to or 2... to talk about a specific time in the past when we achieved something. (We can't use could.)

We use wasn't able to, didn't manage to or ³... to talk about a specific time in the past when we failed to achieve something.

We use can, could or 4... to talk about permission.

2 Choose the correct answers.

- 1 You aren't able / allowed to take photos in this art gallery. Photography isn't permitted in here.
- my old phone - the camera was rubbish!
- 3 She's a very good driver. She could / managed to pass her driving test first time.
- 4 | didn't manage / wasn't allowed to walk to school by myself when I was ten years old.
- 5 I'm not sure I'll be able / allowed to get you a ticket for the show. They'd almost sold out yesterday.
- 6 Sure, you can / could go to the party. Just don't be late back!
- 3 Copy and complete the sentences so that three are true for you and three are false. Can you guess which of your partner's sentences are true?

A: When I was ten, I wasn't allowed to play Fortnite. B: I think / don't think that's true.

- 1 My parents used to be very strict. When I was ten, I ... (permission)
- 2 Now, my parents are more relaxed. I ... (permission)
- 3 When I was only five years old, I ... (ability)
- 4 Yesterday, I ... for the first time! (ability)
- 5 When I'm 18, I ... (permission)
- 6 I ..., but I'd really like to learn. (ability)

let and make

Read the grammar box and complete the rules with let or make.

let and make

They let visitors take photos without a flash. My parents didn't use to let me eat sweets. Our teacher made us work hard.

The exhibits will make you smile.

Rules

We use 1... to talk about permission.

We use 2... to talk about forcing someone to do something.

We use 3... to talk about causing someone to do something or to feel a certain way.

let and make are followed by the object and the infinitive without to.

5 Complete the text. Use the correct form of let or make and the words in brackets.

My life in fashion

FAVOURITE COLOUR

Wearing the colour yellow 1... happy (me, feel). It's a very positive colour!

WORST CHILDHOOD MEMORY

I remember getting upset because my mum didn't ²... (me, wear) my Spiderman costume to school!

MOST EMBARRASSING MOMENT

My sister 3... (me, dress) in a pink outfit for her wedding. It 4... (me, look) like a doll!

FASHION RULES

My school doesn't 5... (students, wear) jeans to school. We all have to wear a uniform - I hate it!

MY FASHION 'HATE'

One thing I would never, ever wear is flip flops. They don't 6... (anyone, look) good!

- 6 Choose the correct answers to complete the questions. Work in pairs. Think of a museum, gallery or exhibition that you visited recently. Take turns to ask and answer the questions.
 - What are people able / made to see and do here?
 - 2 Are visitors allowed / let to take photos inside?
 - Could you / Did you manage to buy any interesting souvenirs?
 - Does the museum make / let visitors touch any of the exhibits?
 - 5 How did this place make you feel / to feel? Why?

FAST FINISHER

Write about your own 'life in fashion'.

GRAMMAR Modals of ability and permission



This lesson features an optional animated presentation of the grammar in context called *Let me show you what I found!*, including modals of ability and permission, and *let* and *make*. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 315 for the animation script.

1 Read the grammar box examples. Sts then copy and complete the rules with the correct words. Weaker sts could work in pairs. Check answers.

Answers

- 1 can2 managed to
- 3 couldn't
- 4 be allowed to

Explain that we use can and could for permission: You can park here. We could park anywhere. Point out that we can use be allowed to in any tense: You are/were/will be allowed to Explain that we can use be able to for ability in any tense: She is/was/will be able to swim. Point out if we are talking about a specific time in the past, we use was/were able to or managed to, but not could: We managed to/were able to catch our flight. In negative sentences, all three are possible: We weren't able to/didn't manage to/couldn't catch our flight.

Ask questions to check concept.

Concept check questions: We weren't allowed to go inside – ability or permission? (permission). Present or past? (past). Were you able to you speak Italian when you were five? –a general ability or a specific time? (general ability). Past or present? (past.) Could you speak Italian? – correct? (yes). We were able to escape through the window – general ability or a specific time? (specific time). We could escape – correct? (no). We weren't able to escape / We couldn't escape – both possible? (yes).

2 Sts read the sentences and write the correct verb forms in their notebooks. Weaker sts could work in pairs for this. Check answers.

Answers

- 1 allowed
- 4 wasn't allowed
- 2 couldn't
- 5 able
- 3 managed to
- 6 can
- 3 Sts copy the sentences and complete them about themselves, so three are true and three are false. Put them into pairs to read their sentences to each other and guess which are true. Get feedback on how many sts guessed correctly.

let and make

4 Read the grammar box examples. Sts then copy and complete the rules with the correct words. Weaker sts could work in pairs. Check answers.

Answers

1 let

2 make

3 make

Explain that we use *let* to talk about permission. Point out the similarity in meaning between *They let us take* photos and *We were allowed to take photos*. Explain that we use *make* to talk about obligation, and point out the similarity in meaning between *They made us pay* and *We had to pay*. Point out that *let* and *make* are followed by the infinitive without to: *They let me take a photo*, NOT *They let me to take a photo*.

Ask questions to check concept.

Concept check questions: They made us pay the full price – did they give us permission? (no, they forced us). The sun lets me feel happy – correct? (no – it makes me feel happy).

5 Sts read the text and write the correct verb forms in their notebooks. Allow sts to compare their answers in pairs, then check with the class.

Answers

- 1 makes me feel
- 4 made me look
- 2 let me wear
- 5 let students wear
- 3 made me dress
- 6 make anyone look

6 Ask sts to choose the correct words to complete the questions first. Check these, then put sts into pairs to ask and answer the questions about a museum, gallery or exhibition they visited regularly. Monitor and help while sts are working, then ask some sts to tell the class about their experiences.

Answers

- 1 able
- 2 allowed
- 3 Did you manage to
- 4 let
- 5 feel

FAST FINISHER

Sts who finish early can practise the grammar further by writing about their own 'life in fashion', like the text in exercise 5. Weaker sts can write three sentences about the museum they talked about in exercise 6.

G Grammar practice: WB p.36
Sts will find more practice of modals of ability and permission, and *let* and *make* here. Set these exercises for homework.

LS Language summary: Unit 4 SB p.130



I'd like a refund, please.

READING and LISTENING



GOODSTUFF.COM

Bluetooth headphones by **EarSoundz**

Product description

- 35 hours of battery life
- Quick charge for 60 minutes plavback
- · Audio cable for wired connection
- Voice-assistant compatible
- One-touch connection

Second-hand; good as new Price: £29.99

Colourful, fair-trade unisex backpack

Product description

- Non-toxic, ecofriendly materials
- Waterproof
- Ideal for carrying books, laptops and school supplies
- Perfect for students of all ages
- Comes in 20 vibrant colours

Price: £40.00

Haowao S13 smartphone

Product description

- GPS and map services
- · Face recognition
- 32 GB storage
- Front-facing camera for super selfies
- Hands-free mode

2-year guarantee included Price: £179.99

Loose-fit, casual denim jacket

Product description

- Colour: blue
- Fabric: 100% sustainable cotton



Price: £39.99

Recycled tyre belt

Product description

- Made from recycled bike tyres
- Square silver buckle
- Each one is unique and individual with its own story
- Sizes: S-M: 28-34 inches; M-L: 30-38 inches

Price: £50.00

Eco-friendly, cruelty-free vegan boots

Product description

- Classic style; look good with everything
- Available in cherry red and black
- Upper: 100% vegan
- Sole: 100% PVC

Price: £124.99

1 Look at the products for sale. Put them in the following categories.

- Clothing and footwear
- Accessories
- Electrical items

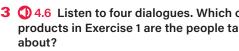
2 Read the product descriptions. Which one ...

- 1 comes with a quality assurance?
- 2 is available in two colours?
- 3 mentions its informal style?
- 4 used to be something else?
- 5 is suitable for boys and girls?
- 6 is not brand new?

3 (1) 4.6 Listen to four dialogues. Which of the products in Exercise 1 are the people talking about?

4 Discuss the questions in pairs.

- 1 Do you have any products like those on the coolstuff.com website? Which ones?
- 2 Which ones would you like to have?
- 3 Do you prefer shopping online or in shops? Why?





I'd like a refund, please.

READING and LISTENING

Sts read a website with products for sale and practise understanding product descriptions in detail by finding specific information in them. They listen to people and match the people to the products they are talking about. They then learn how to return an item to a shop. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise returning an item to a shop.

(WARMER

Ask: Do you sometimes buy things online? Elicit the kinds of things that sts buy online, then ask: How do you choose what to buy when you can only see a picture of it? Elicit the idea that you have to read the description of the product. Ask: Do you have to read the description carefully? Why? Elicit the idea that it is important to read the description carefully. If sts have any experience of not doing this, and ordering something which turns out to be not suitable, encourage them to tell the class.

Read out the task and check that sts understand accessories. Sts could work in pairs to look at the products and decide which category they are in. Check answers.

Answers

Clothing and footwear: jacket, boots Accessories: backpack, belt

Electrical items: headphones, smartphone

2 Sts read the product descriptions and answer the questions. Check answers, eliciting the part of each description which confirms each answer.

Answers

- smartphone
- boots
- 3 jacket
- 4 belt
- 5 backpack
- headphones

3 4.6 Tell sts they will hear four conversations about some of the products. Read out the task, then play the audio track. See TG page 277 for audio script. Sts listen and match the conversations to the products. Check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

- backpack
- smartphone
- boots
- 4 headphones
- 4 Sts discuss the questions in pairs. For feedback, ask some pairs which of the products they both have, and which they would like to have.



EXTRA PRACTICE

Ask sts in pairs to write a product description of another product they would both like to buy. Tell them they should describe it in detail and add the price. In their pairs, give sts a budget to spend (around the cost of three of the products on page 44). Then ask sts in turn to read their descriptions to the class. Ask other sts to take notes about the products and the prices. In their pairs, they then discuss which products they would like to buy with their budget. Ask pairs in turn to tell the class what they would like to buy and why.

SPEAKING Returning an item to a shop



I can ask for a refund or an exchange.

1 (1) 4.7 Listen and read. What does Max want to return? Why?

Assistant: Hello. How can I help you?

I'd like to return this smartphone, please.

Assistant: Of course. What's wrong with it?

It isn't working properly.

Assistant: Oh, dear. I'm sorry about that. Would you like a

refund or an exchange?

Max: I'd like a refund, please.

Assistant: OK, but we need proof of purchase before we can

offer a refund. Do you have your receipt?

Max: Yes, I do. Here it is.

Assistant: Thanks. Did you pay with cash or by card?

Max:

Assistant: OK, if you just put your card into the machine. The

refund should be in your account in a few days.

Max: That's great. Thanks for your help.

> 4 Work in pairs. Prepare a dialogue between a shop assistant and a customer. Follow the steps in the Speaking plan.

2 (1) 4.8 Listen and repeat the Useful language. Which phrases are used in Exercise 1?

Useful language

Returning an item to a shop

Assistant

Hello. How can I help you? What's wrong with it?

Would you like a refund or an exchange?

Customer

I'd like to return this ...

Could I exchange this ...?

It's broken/faulty.

It isn't working properly.

It's too big / damaged.

They've shrunk.

I'd like a refund, please.

I'd like to exchange it, please.

- 3 Put the dialogue in the correct order. Then work in pairs and practise the dialogue.
 - a I'd like to return these jeans, please.
 - b Yes, we do. I'll just get some for you.
 - c I'm sorry. That's the problem. I can't find it anywhere.
 - d Good morning. How can I help you?
 - e They're damaged.
 - f Oh, dear. I'm sorry about that. We need proof of purchase before we can offer a refund. Do you have your receipt?
 - g OK. Do you have another pair of jeans like these?
 - h I'm afraid I can't give you a refund without the receipt. You can exchange them, though.
 - Great, thanks.
 - Of course. What's wrong with them?

Speaking plan

Prepare

- **)** Work in pairs.
- Choose one of the products on page 44.
- Make notes for your dialogue.

Speak

- Practise your dialogue.
- > Use expressions from the **Useful language** box.
- Act out your dialogue without notes.
- > Swap roles and choose a different product.

Reflect

- **> Assistant**: Were you polite and helpful?
- Customer: Did you manage to explain the problem?
- How can you improve next time?

Now play Keep moving!

FAST FINISHER

What other products do you think would sell well on coolstuff.com?

SPEAKING Returning an item to a shop

1 **Q** 4.7 Check that sts understand return, refund and exchange. Focus on the question. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

Answer

A smartphone. It isn't working properly.

2 Q 4.8 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Sts then find the phrases in the dialogue in Exercise 1. Check answers.

Answers

Assistant:

Hello. How can I help you?

Would you like a refund or an exchange?

Customer:

I'd like to return this ...

It isn't working properly.

I'd like a refund, please.

3 Ask sts to copy the dialogue into their notebooks, putting it in the right order. Check answers. Put sts in pairs to practise the dialogue.

1A	nswers		
1	d	6	С
2	а	7	h
3	j	8	g
4	е	9	b
5	f	10	i

4 Sts follow the steps in the Speaking plan to practise returning an item to a shop.

Speaking plan

Prepare

Sts work in pairs to choose one of the products on page 44, then choose their roles and prepare a dialogue. They make notes for their dialogue.

Speak

Sts can practise with and then without notes, using phrases from the Useful language box. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their dialogues. When they finish, they could choose a different product, swap roles and practise their dialogues again.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about 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

Fast finishers can practise further by listing other products that they think would sell well on COOLSTUFF. COM. Weaker sts could do the same task in pairs.

- S Speaking practice: WB p.37
 Sts will find more practice for returning an item to a shop here. Set these exercises for homework.
- LS Language summary: Unit 4 SB p.130



Festivals in the UK and Ireland

I can compare festivals in the UK and Ireland and festivals in my country.

HOME

PLACES TO VISIT

PLACES TO STAY

воок

ravelBritain.com





Scotland

Don't miss the Highland games. They've been part of Scotland's culture and heritage for hundreds of years, dating as far back as the 11th century. As well as the traditional Highlands athletics events, there are music and dancing competitions. You can watch strong men tossing a six-metre long log called a 'caber' – it's like throwing a tree – and listen to bands playing the traditional Scottish bagpipes. While you're there, you should take the time to admire the Scottish national dress. The tartan kilt, a traditional woollen skirt, is worn by both men and women.



England

Visit England on the first Monday in May and you'll be able to join in the May Day celebrations. In many English villages and towns you can watch people dancing around a tall pole with ribbons or crowning a May Queen and presenting her with flowers. On May Day you can also see performances of Morris dancing in many places. Morris dancers wear plain white shirts with colourful ribbons and belts, black or white trousers and **flowery** hats. They wear bells on their knees and they wave handkerchiefs or small sticks when they dance.



Ireland

You should visit Ireland in August and go to the Fleadh Cheoil – an Irish festival of music, singing and dancing. It's one of the younger festivals – the first one was held in 1951 - but it's increasing in popularity and in 2018, more than 500,000 people attended the event. It takes place in a different location each year so you should make sure you know where it's going to be held before you book your trip to Ireland. One of the highlights of this festival is the feis (pronounced 'fesh') – the Irish dance competition. The female dancers wear beautiful dresses with embroidered patterns and curly wigs on their heads.



Wales

On 1 March, you can celebrate St David's Day in Cardiff city centre and watch the parades, complete with the national symbols of daffodil flowers and the Welsh dragon. Alternatively, visit Wales at the beginning of August and spend some time at the eight-day National Eisteddfod. There is traditional music and dancing, and there are poetry and singing competitions, which are always held in Welsh. At both festivals you will see men and women wearing the striking Welsh national dress. The women will be wearing tall black hats, white blouses, dark skirts and black-and-white checked or striped aprons. The men wear outfits in similar colours.

REAL

CCULTURE! Festivals in the UK and Ireland

Sts learn about some traditional festivals in the UK and Ireland. They answer comprehension questions, then study some adjectives for describing patterns. They research a traditional festival in their own country and give a presentation on it.

This lesson also features an optional video about a man who expresses his cultural identity through his choice of hairstyle: see SB page 47.



WARMER

Ask: What do you know about the UK? How many different countries form the UK? Elicit what students know. If they mention Scotland, Wales or Ireland, elicit what they know about these countries, e.g. Do they have their own language? Do they have their own government? Get across the idea that the UK is made up of four very different countries, each with their own traditions and customs.

BACKGROUND INFORMATION

The United Kingdom is made up of four different countries: England, Scotland, Wales and Northern Ireland. The four countries are all governed by the UK government in London, but they have their own separate, devolved parliaments to deal with issues specific to each country. For example, education is governed by the devolved parliaments, so the education system is slightly different in the four countries, with students taking different exams.

Each of the four countries of the UK has its own culture and traditions. The Highland Games (named after a mountainous area in the north of Scotland) involve competitions of strength and speed, such as tossing the caber (throwing a huge log) and the stone put (throwing a large stone). The language of Scotland, Gaelic, is still spoken in some parts of the country.

Wales has always been known for its poetry and singing, and is famous for its many choirs, especially malevoice choirs. The Welsh language had almost died out in some parts of Wales, but it has been successfully brought back by being introduced as a subject that all children now learn at school.

Northern Ireland is part of the UK, but the Republic of Ireland is an independent country. The Irish language is only spoken and understood by a minority of people in Northern Ireland, but it is an official language in the Republic of Ireland. Traditional music and dance have always been an important part of life in Northern Ireland and the Republic of Ireland. Traditional Irish dancing involves a lot of fast footwork and creating rhythms with the feet.

Morris dancing is traditional in all parts of England, although it is mainly associated with rural areas now. Teams of morris dancers have their own distinctive costumes and styles of dancing, and these vary from region to region within England. May Day is a festival to mark the beginning of summer.

- Put sts into pairs to look at the website and match the festivals to the countries they take place in. Elicit some possible answers, but don't confirm them at this stage.
- 2 4.9 Play the audio for sts to read and listen and check their answers to exercise 1. Check answers with the class and elicit what else sts can remember about the four festivals.

Answers

- 1 d
- 2 c
- 3 b
- 4
- 3 (1) 4.9 Allow sts time to read the questions and possible answers, then play the audio for sts to read and listen again and choose the correct answers. Check answers, eliciting the part of the text which confirms each answer.

Answers

- 1 b
- 2 С
- 3 b
- 4 b
- 5

21st Century skills



Q FIND OUT

Set this exercise for homework if you prefer. Sts can report back on their findings in the next lesson. The answer to the question is: the United Kingdom is made up of England, Scotland, Wales and Northern Ireland; Great Britain is just the main island of Britain, made up of England Scotland and Wales; the British Isles include Great Britain and the whole of Ireland, including Northern Ireland and the Republic of Ireland.

- 1 Scan the website and match the festivals (1-4) with the countries (a-d) in which they take place.
 - 1 the National Eisteddfod
- a Ireland

2 May Day

- b Scotland
- 3 the Highland Games
- c England
- 4 the Fleadh Cheoil
- d Wales
- 2 Q 4.9 Read and listen to the text and check your answers to Exercise 1.
- 3 ① 4.9 Read and listen again. Choose the correct answers.
 - 1 At the Highland games ...
 - a there are only sporting competitions.
 - b there is Scottish music, dancing and sport.
 - c everyone has to wear a kilt.
 - 2 May Day always takes place ...
 - a on 1 May.
 - b in the middle of May.
 - c on the first Monday of May.
 - 3 The Fleadh Cheoil ...
 - a takes place in the same place every year.
 - b has taken place every year since 1951.
 - c isn't a very popular event.
 - 4 The National Eisteddfod of Wales lasts for ...
 - a a week.
 - b more than a week.
 - c one day.
 - 5 You can see people wearing traditional Welsh clothes ...
 - a only at the St David's Day parade.
 - b only at the Eisteddfod.
 - c at the St David's Day parade and at the Eisteddfod.
- 4 Q FIND OUT Look at the map below. What is the difference between the United Kingdom, Great Britain and the British Isles?



Word Power The six adjectives in bold in the texts all describe patterns. Match the adjectives with the pictures.



6 Rewrite the <u>underlined</u> parts of the sentences with an adjective from Exercise 5. Make any other changes necessary.

My football team wears shirts with vertical blue and white lines on them.

My football team wears blue-and-white striped shirts.

- 1 Do you like the shirt with the small squares in different colours?
- 2 I love wearing dresses with lots of flowers on them.
- 3 Joe's going to wear a shirt without a pattern on it for his job interview.
- 4 I got a scarf <u>with horizontal and vertical stripes</u> <u>on it</u> for Christmas.
- 7 4.10 Listen to Joe and Tara. Answer the questions.
 - 1 Which of the festivals from the webpage are they talking about?
 - 2 How old is the tradition of Irish dancing?
 - 3 What is unusual about the dancers' hair?
 - 4 What is the complete outfit?
 - 5 How does Tara feel about dancing now?
- 8 © COMPARE CULTURES Research a traditional regional or national festival in your country. Find out as much as you can and prepare a short presentation to give to the class. Use photos or illustrations. Include information about:
 - what it's called
 - when it takes place
 - · why people celebrate it
 - what people wear
 - what people do at the festival (e.g. singing, dancing)
 - any other interesting information



> FAST FINISHER

How many different patterns are you wearing on your clothes today? What's your favourite pattern?

REAL CULTURE!

Word Power Ask sts to find the adjectives in the text, then match them with the pictures. They can use a dictionary to help if necessary. Check answers, and check that sts understand all the words.

Answers

- 1 striped
- 2 checked
- 3 tartan
- 4 plain
- 5 flowery
- 6 embroidered
- **6** Sts rewrite the sentences in their notebooks, using adjectives from Exercise 5. Check answers.

Answers

- 1 Do you like the checked shirt?
- 2 I love wearing flowery dresses.
- 3 Joe's going to wear a plain shirt for his job interview.
- 4 I got a tartan scarf for Christmas.
- 7 ② 4.10 Allow sts time to read the questions, then play the audio for them to listen and answer the questions. See TG page 278 for audio script. Allow sts to compare their answers in pairs, then play the audio again if necessary. Check answers with the class, playing the audio again and pausing to confirm the answers.

Answers

- 1 the Fleadh Cheoil
- 2 centuries old
- 3 they wear big wigs
- 4 dress, wig, hair decoration, white socks or black tights, black shoes
- 5 She misses it.

21st Century skills



8 © COMPARE CULTURES

Ask: What do you know about traditional festivals in your country or region? Elicit the names of festivals that sts know, and elicit what they know about them. If some sts have attended or taken part in festivals, encourage them to tell the class about their experiences. Explain to sts that they are going to find out about a traditional festival in their country or region and prepare a presentation on it. Sts could work individually or in pairs. They could do the research in class if they have access to computers, or for homework. Ask them to make notes on the different kinds of information listed in the task, then prepare a short presentation on the festival. Sts could give their presentations to the class, or they could give them to their classmates in groups then choose one to give to the class. Discuss with the class which festivals they enjoyed learning about and why, and which ones they would like to go to in the future.

Culture video

This lesson features an optional culture video about a man who expresses his cultural identity through his choice of hairstyle. 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 Marc: London dreadlocks on TG pages 301 and 312.

FAST FINISHER

Sts note down how many different patterns they are wearing today, and what their favourite pattern is. Weaker sts could work in pairs and write one or two sentences about the patterns that they or their classmates are wearing.

In my opinion ...

WRITING An opinion essay

I can express my opinion on an issue in the news.

- 1 Read Tom's essay and answer the questions.
 - 1 Is Tom for or against the clothing tax?
 - 2 What are the two main arguments he uses to support his opinion?
 - 3 Do you agree with Tom? Why / Why not?

Should there be a tax on non-sustainable clothing?



by Tom Lebowski

Today, the fashion industry produces new clothes more quickly and cheaply than ever before. As a result, it is easy for fashion-conscious shoppers to buy the latest trendy clothes. However, the planet is suffering due to the pollution and waste created by the 'fast fashion' industry. Therefore I believe we should make retailers pay a tax on every item of non-sustainable clothing that they sell.

It seems clear to me that a clothing tax is necessary in order to make companies behave more responsibly. If there was an extra tax, clothing companies would be more likely to produce eco-friendly clothes so that they would not have to pay it.

Furthermore, this tax could also change consumers' shopping habits. If we had to pay extra, we would think more carefully before buying new clothes. We would be more likely to swap clothes with our friends or buy second-hand clothes. In addition, we would probably mend old clothes instead of throwing them away. Consequently, we would create much less waste.

The planet is already changing because of climate change, so we must do all we can to prevent further damage. In my view, a tax on fast fashion would definitely help us to protect the environment.

2 Look at the **Useful language** box. Find examples of the connectors in Tom's essay.

Useful language

Giving a reason

as a result of ... because of ... due to ...

owing to ... due to the fact that ...

Expressing purpose

to ... / in order to ... so (that) ...

Giving a result

for this reason, ... as a result, ... consequently, ... therefore ...

so ...

3 Read the Look! box. Which other connector can be followed by of?

Look!

because vs because of

We use because before a subject and a verb. I agree with the tax **because** I care about the planet. We use because of before a noun or a noun phrase. I agree with the tax because of my concern for the planet.

4 Choose the correct answers.

- Students should be able to express themselves. For this reason, / As a result of I am against school
- 2 I think students should wear school uniforms in order to / so that create a sense of community.
- 3 Uniforms are a sensible choice because / because of they are more practical.
- 4 Students deserve respect. Due to the fact that / Therefore they should have the right to make their own decisions about what to wear to school.
- 5 Some parents object to school uniforms because / because of how much they cost.
- 6 Teachers want pupils to wear uniforms so that / in order to they'll look smarter and neater.
- 5 Work in pairs. Is each statement in Exercise 4 for or against school uniforms?
- 6 Write an essay with the title Should school uniforms be compulsory? Follow the steps in the Writing plan.

Writing plan

Prepare

- **>** Brainstorm arguments to support your opinion.
- > Choose your two best ideas.

Write

- Paragraph 1: Summarize the issue and give your
- **> Paragraph 2:** Give your first main argument. Include reasons to support your ideas.
- **> Paragraph 3:** Give your second main argument. Include reasons to support your ideas.
- > Paragraph 4: State your opinion again in different words and end your essay.

Reflect

- > Check your grammar: modal verbs.
- > Check your use of connectors.







E Exam: Unit 4 SB p.121



LS Language summary: Unit 4 SB p.130

In my opinion ...

WRITING An opinion essay

Sts read an opinion essay making the case for a tax on non-sustainable clothing. They learn some connectors that are useful for expressing reasons, results and purpose, and study the difference between *because* and *because* of. They then follow the steps in the Writing plan to write their own opinion essay.

Writing

An opinion

Useful language

Connectors: Giving a reason (as a result of ..., because of ..., due to ..., due to the fact that ..., owing to ...)
Expressing purpose (to ..., in order to ..., so (that))
Giving a result (as a result, ..., consequently, ..., for this reason, ..., so ..., therefore ...)

Look!

because vs because of

WARMER

Express an extreme opinion, e.g.: I think students should come to school seven days a week. Do you agree? Elicit some answers, then ask: If I want to convince you that I'm right, what do I need to do? Elicit a few ideas, then write on the board: Purpose, Reasons and Results. Elicit that in order to persuade someone, you need to explain the purpose of your idea, the reasons for your opinion and the results of doing what you suggest. As a class, brainstorm what the purpose of this change could be (to help sts do better in exams), what reasons might support it (sts waste a lot of time at home playing on computers, etc.) and what the results might be (better exam results). Ask: Does the opinion seem stronger now? (yes). Tell sts they are going to practise writing their opinions, using these ideas.

1 Ask sts to read the essay and answer the questions. Check answers with the class.

Answers

- 1 for
- 2 the planet is suffering because of fast fashion; having a tax would make companies more responsible, and would change consumers' shopping habits
- 2 Read the Useful language box with sts and discuss how to say these expressions in their first language. Sts find examples in the essay. Point out as a result of, because of, due to and owing to are followed by a noun, but the other connectors are followed by a subject and a verb, e.g. For this reason, I believe that
- 3 Read the Look! box with the class about because and because of. Say one or two more sentences using either because or because of, and elicit how they could be expressed using the other form, e.g. I didn't buy the shoes because they were too expensive. (I didn't buy them because of the price) We didn't go shopping because of the bad weather (We didn't go shopping because the weather was

bad). Ask sts to look at the connectors in Exercise 2 again and decide which one can be followed by of (as a result of).

Answer as a result

4 Sts could work in pairs to read the sentences and choose the correct answers. Check answers with the class.

Answers

1 For this reason,

4 Therefore

2 in order to

5 because of

3 because

6 so that

5 Sts work in pairs to look at the sentences in Exercise 4 again and decide which are for and against school uniforms. Check answers.

Answers

For: 2, 3, 6

Against: 1, 4, 5

6 Sts write an essay giving their opinion on school uniforms, following the steps in the Writing plan.

Writing plan

Prepare

Sts could work in pairs or groups to help each other brainstorm ideas to support their opinions. Alternatively, you could do this as a whole class and make notes on the board.

Write

Explain that sts should organize their essays into paragraphs. Refer back to Tom's essay and point out that it follows the plan that is detailed here. Sts write their essay using Tom's essay as a model. Encourage them to use connectors from the Useful language box and also modal verbs from this unit.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap essays with a partner and give feedback on the use of modal verbs and connectors. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

W Writing practice: WB p.38

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

W Writing summary: WB p.87

Exam: Unit 4 SB p.121

LS Language summary: Unit 4 SB p.130

Urban issues

Vocabulary: City compound nouns; Phrasal verbs

Grammar: Future continuous, perfect and time clauses; *will* vs *would*; Conditionals

Speaking: Apologizing and rearranging plans

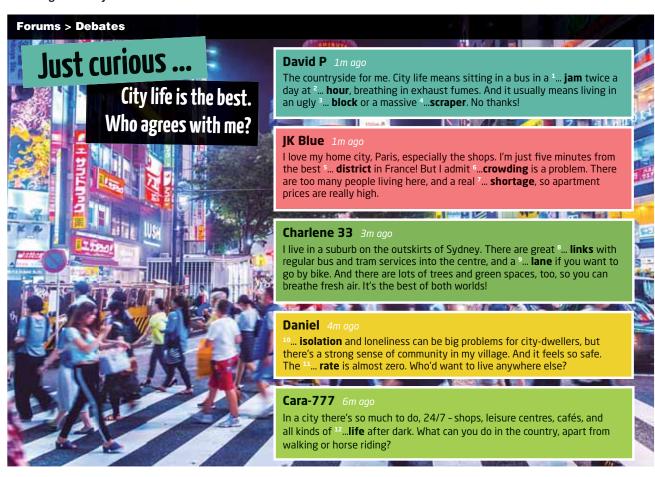
Writing: A balanced essay



VOCABULARY City living: compound nouns

I can use compound nouns to talk about different aspects of city living.

1 Read the title of the debate below. Do you agree or disagree? Why?



5.1 Complete the compound nouns in the forum debate in bold with the words in the box. Listen and check.

apartment crime cycle housing night over shopping sky social traffic transport

3 Read the Look! box. Look at your answers to Exercise 2. Which structure is the most common: A, B, C or D?

Look!

We form a compound noun with two or more words, e.g.

- A noun + noun (pedestrian zone)
- **B** -ing form + noun (parking space)
- C adjective + noun (inner city)
- **D** preposition + noun (*underground*)

- 4 Work in small groups. What do you think are the three biggest advantages and disadvantages of living in your city or town?
- Now watch the vlog.

>>> FAST FINISHER

Write your own comment for the forum debate in Exercise 2. Include at least three compound nouns.

LS Language summary: Unit 5 SB p.131

Urban issues

UNIT 5 OVERVIEW: The focus for this unit is cities. Sts read an article about life in cities in 2050. They read a blog post with tips for visitors to New York and listen to two people who are visiting that city. They learn compound nouns and phrasal verbs related to city life, and read some travel information. They then read an article about Montreal. Finally, they read a balanced essay about graffiti in cities and write their own balanced essay about whether cars should be banned in city centres. They also watch a vlog about a Canadian living in London and a culture video about Jon, who makes animated films about London.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
City living:	Future continuous and	Future perfect	Recognizing	Identifying the	Apologizing	A balanced
compound	future perfect; Future		synonyms and	main purpose		essay
nouns; phrasal	time clauses; will vs		paraphrases in	of short		
verbs	would; Conditionals		a text	conversations		

VOCABULARY City living: compound nouns

Sts learn 12 compound nouns related to city living. They learn these by completing them in context, then personalise the vocabulary by discussing the advantages and disadvantages of living in their city or town.

Vocabulary

City living: compound nouns (apartment block, crime rate, cycle lane, housing shortage, nightlife, overcrowding, rush hour, shopping district, skyscraper, social isolation, traffic jam, transport links)

Vlog

Ben: On London



Ask: What places can you find in cities? Elicit one or two ideas, e.g. office buildings, cinemas, theatres, car parks. Put sts into pairs and give them two minutes to brainstorm as many more words as they can. Elicit their ideas and write them on the board. Focus on the ideas on the board and ask: What are the best things about cities? Elicit a few ideas, then ask: What problems are there in cities?

- 1 Read out the title of the debate. Explain the meaning of curious if necessary. Put sts into pairs to discuss whether they agree or disagree, and why. Ask pairs in turn to tell the class their ideas.
- 2 ① 5.1 Check sts understand that compound nouns are nouns formed by joining together two other words, e.g. city life. Ask sts to read the forum debate and complete the compound nouns with the correct words. Allow sts to compare their answers in pairs, then play audio track 5.1 for them to listen and check their answers. See Answers for audio script. Check answers. You could play the audio again, pausing for sts to repeat. Point out that skyscraper, overcrowding and nightlife are usually written as a single word, but the others are usually written as two words.

Answers						
1	traffic	7	housing			
2	rush	8	transport			
3	apartment	9	cycle			

sky 10 Social shopping 11 crime over 12 night

3 Read the Look! box with the class, then put sts into pairs to look at the compound nouns again and decide which structure is the most common. Check answers

Answer

- A (traffic jam, apartment block, skyscraper, transport links, cycle lane, crime rate, nightlife)
- B (shopping district, housing shortage
- C (social isolation, rush hour)
- D (overcrowding)
- 4 Put sts into groups to discuss the question and note down the three advantages and disadvantages they agree on. Ask groups in turn to tell the class their ideas and reasons.



This lesson features an optional vlog in which a Canadian vlogger talks about living in London. 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 308.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing their own comment for the forum debate. Weaker sts could work in pairs and write three sentences saying which opinions in the forum debate they agree with.

- Vocabulary practice: WB p.40
 Sts will find more practice of vocabulary for the media and news here. Set these exercises for homework.
- LS Language summary: Unit 5 SB p.131

The human city

READING

can recognize synonyms and paraphrases in a text.

5.2 Read and listen to the vodcast descriptions. Which episode looks the most interesting?



HEART CITIES

In 2050, around 68% of us will be living in cities. By then, many urban issues like pollution, housing shortages and crime will have intensified.

In the Cities with Heart vodcast series we explore ideas for making our cities more liveable - and loveable.



Episode 1: Wild buildings

The urban landscape is often unattractive, with a shortage of parks or other green spaces. Does Singapore have the answer? Here, 'vertical gardens' beautify many skyscrapers, hiding ugly grey walls with plants and flowers. As well as absorbing the exhaust fumes from the traffic, the greenery also attracts wildlife, helping to create one of the world's most biodiverse megacities. This trend is now going global. Will the city of 2050 be a breath of fresh air?





Episode 2: Reclaim the streets

Twenty years ago, Bogotá city council decided to widen pavements, pedestrianize roads, and create new zones for walking, cycling, or simply relaxing. Every Sunday morning, large areas of Bogotá are off-limits to cars, and over a million residents take to the streets on bikes or on foot! A few years from now, perhaps we won't be taking cars into city centres at all.

Episode 3: Come to my co-house

When you leave home, where will you live? In big cities, apartments have become prohibitively expensive, and the situation probably won't have improved by 2050. In response, affordable 'co-housing' apartment blocks are becoming popular in cities such as

Barcelona, Stockholm and London. Residents have their own flats, but share some communal facilities with their neighbours, such as large dining rooms, kitchens and laundry rooms. Studies suggest co-housing can also reduce social isolation and strengthen people's sense of community.



Episode 4: Clean up, rise up

Some urban issues may have surprising solutions.



The crime rate in some districts of Philadelphia dropped by almost a third when community teams removed litter and graffiti! It's thought that clean streets send a signal that neighbourhoods are cared for, which motivates residents and visitors to behave more responsibly. Today, the social media #Trashtag challenge is even making litter-picking cool. Clean up a local area, and post 'before' and 'after' photos.

2 Read the text again. Answer the questions. The underlined words are paraphrased in the text.

- When will over two-thirds of us live in cities?
- 2 <u>In addition</u> to reducing air pollution, how else are the gardens helping the environment?
- 3 What do more than 1,000,000 city-dwellers do once a week in Bogotá?
- 4 What kind of accommodation may decrease loneliness in cities?
- 5 How did cleaning up street art help some neighbourhoods in Philadelphia?
- 6 What online trend has made removing rubbish more fashionable?

3 Word Power Make verbs with the suffixes -ate, -en, -ify, and -ize. Check your answers in the text.

human → humanize

1 intense → ... 4 pedestrian → ...

2 beauty → ... 5 strong → ...

3 wide → ... 6 motive → ...

4 COMPARE CULTURES Compare and contrast the initiatives to humanize your city to those mentioned in the vodcasts.

The human city

READING

Sts read a vodcast about city life in 2050 and focus on recognizing synonyms and paraphrases in a text. They see example of the future continuous, future perfect and future time clauses in context, and compare their city with the one in the vodcast.

Reading text

An article about city life in 2050

Reading skill

Recognizing synonyms and paraphrases in a text



Ask: What do you think cities will be like in the future? How will they change? Elicit a few ideas and ask more questions if necessary to prompt them, e.g. What will people's homes be like? How will people travel around cities? Will cities be safe? Will they be polluted? Will there be green spaces? Write on the board homes, transport, pollution, green spaces, crime. Put sts into pairs and ask them to think about what changes there will be related to the ideas on the board. Ask pairs in turn to tell the class their ideas.

- 1 ① 5.2 Read out the article title, then read out the question. Play the audio for sts to read and listen. Ask individual sts to say which episode they think looks the most interesting and why.
- Recognizing synonyms and paraphrases in a text Give one or two examples of synonyms, e.g. happy/ delighted, sad/upset, then give one or two examples of paraphrases, e.g. feel lonely/suffer from social isolation, a lack of accommodation/housing shortage. Ask: Why do you need to recognize synonyms and paraphrases when you do a reading task? Elicit or explain that comprehension questions often use synonyms or paraphrases rather than using the exact words that are in the text. Read out the first question and ask sts to read the introduction to the text and find the paraphrase of two-thirds (around 68%). Sts then read the text again and answer the questions. Allow sts to compare their answers in pairs, then check answers with the class. Elicit the paraphrases for the underlined words (in brackets in the answer key).

Answers

- 1 In 2050 (68%)
- 2 They attract wildlife. (As well as, the greenery)
- 3 They take to the streets on foot on or bikes. (over a million residents)
- 4 Co-housing can decrease loneliness. (reduce social isolation)
- 5 It motivated residents and visitors to behave more responsibly. (graffiti, districts)
- 6 The #Trashtag challenge has made it more fashionable. (litter-picking, cool)
- Word Power Read out the example answer and point out that we can form verbs from other words by using the suffixes listed. Sts could work in pairs to find the verbs in the text. Check answers, and check that sts understand all the verbs. Write the verbs on the board and elicit which ones have had other spelling changes, e.g. beauty → beautify, strong → strengthen.

Answers

- 1 intensify
- 2 beautify
- 3 widen
- 4 pedestrianize
- 5 strengthen
- 6 motivate

21st Century skills



Ask: Which initiatives in the article do you think will improve city life? Why? Discuss the question with the class. Then ask sts if they know of any initiatives in their city which are trying to improve city life. Elicit a few initiatives that they know about. If they are struggling for ideas, help them by giving them details of some initiatives in their city. Put them into pairs or small groups to compare initiatives in their city with the ones in the text. Discuss their ideas as a class.

Reading practice: WB p.41
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Future time clauses

I can talk about the future using future time clauses, the future continuous and the future perfect.

Now watch the grammar animation.

Read the grammar box and complete the rules.

Future time clauses

As smart technologies **develop** in the coming decades, cities will become more efficient. When you leave home, where will you live?

Rules

We don't use future forms in clauses that refer to the future after words and phrases like after, 1..., as soon as, before, by the time, once, until, 2... and while.

We usually use the ³... tense in the future time clause.

Copy and complete the sentences with the correct form of the verbs in the box.

finish forget get have travel

- 1 As soon as the game ..., I'm going to go home.
- 2 I'll listen to a podcast while I ... home on the bus.
- 3 It'll be 6.30 by the time I ... back home tonight!
- 4 After I ... dinner, I'm going to play my guitar.
- 5 I'll book the concert tickets tonight before I ...!
- 6 I probably won't start my homework until it ... nearly time for bed.

Future continuous and future perfect

3 Read the grammar box. Copy and complete the rules with will, won't, be or have.

Future continuous

In 2050, around 68% of us will be living in cities. A few years from now, perhaps we won't be taking our cars into city centres.

Future perfect

By then, many urban issues will have intensified. The situation won't have improved by 2050.

We use the future continuous to predict an action or situation that will be in progress at a certain point in the future.

We form the future continuous with will or 1... (negative) $+ ^{2}... + the -ing$ form.

We use the future perfect to predict an action or situation that will be completed before a certain point in the future. We often specify the time with by or by

We form the future perfect with 3... or 4... (negative) + 5... + past participle.

PRONUNCIATION Future perfect

5.3 Listen and repeat. Notice how have is pronounced.

- 1 By 2050, life will have changed in many ways.
- 2 Some cities will have doubled in size.
- 3 We won't have stopped climate change by then.
- 5 Complete the quiz questions with the future continuous or the future perfect form of the verb in brackets. Then do the quiz.

the future Can you guess what futurologists are predicting? In the year 2100, what percentage of the world's population ... (live) in cities? a 70% h 80% c 90% By 2030, which city ... (grow) into a megacity with over 10 million residents? a La Paz c London 3 By 2030, which city ... (become) the biggest city in the world? a New Delhi c New York b Tokuo 4 You probably ... (not sunbathe) in Sudan in 2100! How hot will the average temperature be there in summer? a 44.1°C 6 42.9°C c 40.2°C 5 We ... (not solve) every urban issue by 2050, but interactive technology will make cities more efficient. What do we call this technology? a clever b knowledgeable 6 In which year ... the first 'space cities' ... (circle) the Earth? a 2050 Ь 2100 c 3000

- 6 Work in pairs. How will your life be different in 2050? Discuss the ideas below.
 - What things will have changed?
 - What things won't have changed?
 - What kind of place do you think you'll be living in?
 - What will you be doing?

FAST FINISHER

Write sentences about your plans and predictions for next weekend.

GRAMMAR Future time clauses



This lesson features an optional animated presentation of the grammar in context called *Jake and Anna will be performing in concerts!*, including the form and use of future time clauses, the future continuous and the future perfect. You can watch this in class if you have time and access to a computer or tablet, 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 example sentences in the grammar box. Ask sts to copy the rules into their notebooks and complete them with the correct words. Check answers.

Answers

- 1 as
- 2 when
- 3 present

Focus on the examples again. Point out to sts that the sentences refer to things that will happen in the future, so they might expect all the verbs to be in a future form. Reinforce the point that after a future time clause we use a present tense, even though we are talking about a time in the future.

Ask questions to check concept.

Concept check questions: When I move to Madrid, I'll live with my cousin – am I moving to Madrid now or in the future? (in the future). Will I live with my cousin in the future? (yes). Which verb uses a future form? (I'll live). Which uses a present form? (I move). Why? (because it is in a future time clause with when). I'll get home and then I'll phone you – is this in the future? (yes). As soon as I will get home, I'll phone you – correct? (no – as soon as I get home, I'll phone you).

2 Sts copy the sentences into their notebooks and complete them with the correct form of the verbs in the box. Check answers with the class, referring back to the rules to confirm the answers.

Answers

- 1 finishes
- 2 travel/'m travelling
- 3 get
- 4 have
- 5 forget
- 6 's/is

Future continuous and future perfect

3 Read the example sentences in the grammar box. Sts then copy the rules into their notebooks and complete them with the correct words. They could work in pairs for this. Check answers with the class.

Answers

1 won't 2 be 3 will 4 won't 5 have

Ask questions to check concept.

Concept check questions: At eight o'clock this evening I'll be having dinner – will dinner be in progress at eight? (yes). Will it be finished? (no.) Next Friday I'll have done my exams – will they be in progress next Friday? (no.) Will they be finished? (yes). The bank closes at six o'clock. At seven o'clock the bank will be closing – correct? (no – the bank will have closed).

4 PRONUNCIATION ① 5.3

Play the audio for sts to listen to the sentences. Elicit that *have* is pronounced with a weak vowel /həv/ or /əv/. Play the audio again, pausing for sts to repeat the sentences.

5 Teach the meaning of futurologist (someone whose job is to make predictions about the future). Ask sts to read the quiz and complete the questions with the correct verb forms. Weaker sts could work in pairs. Check the questions, then ask sts to do the quiz in pairs. Point out that the answers are based on what futurologists are predicting. Check answers to the quiz and see who got the most answers right. Ask sts which prediction they find the most surprising and why.

Answers

- 1 will be living b
- 2 will have grown c
- 3 will have become a
- 4 won't be sunbathing a
- 5 won't have solved c
- 6 will ... be circling b
- 6 Put sts into pairs to discuss the questions. Ask them to note down their predictions for each question, then ask pairs in turn to tell the class. See which predictions other sts agree and disagree with, and why.

FAST FINISHER

Sts who finish early can practise the grammar further by writing about their plans and predictions for next weekend. Weaker sts could work in pairs and write some sentences based on their answers in exercise 6.

- G Grammar practice: WB p.42
 Sts will find more practice of future time clauses, the future continuous and future perfect here. Set these exercises for homework.
- LS Language summary: Unit 5 SB p.131

City dos and don'ts

VOCABULARY and LISTENING

City living: phrasal verbs

I can identify the main purpose of everyday conversations.

- 1 Look at the pictures in the blog. Which city is it?
- 2 0 5.4 Complete the blog with the phrasal verbs in the box. Listen and check.

break down drop off get around get away hang around head for hold up hurry up leave behind look around pick up



Here are my five DON'Ts for visitors to the Big Apple:

Don't hire a car! There's too much traffic already! A taxi can 1 ... you ... from the airport and 2 ... you ... anywhere you like.

Don't walk so slowly! Of course we hope you enjoy ³... our awesome city, but could you 4... a bit, please? When you ⁵... us ..., you make us late and grumpy!

Don't stand in groups on the sidewalk! So you're spending a day with friends, or maybe you unexpectedly ⁶... some friends while you're out. And now you want to take a group selfie, or just 7... and chat. Could you move out of the way? We don't want to have to walk in the street!

Don't block subway doors! Move down the carriage, please! And can you take off your backpack? When you knock into us and spill our coffee, it really spoils our day! And please don't 8 ... it ... when you get off the train. Unattended luggage can cause security incidents, which make us all late.

Don't spend all your time in Manhattan! It's easy to 9. New York, and public transport is pretty reliable. (The trains rarely 10 ... and they usually run on time.) The city has so much to offer. Why don't you 11 ... from the crowds and 12. Brooklyn or the Bronx?



- 3 Discuss the questions in pairs.
 - What's the best way for tourists to get around your city?
 - Which areas of the city would you recommend tourists head for to get away from the crowds?
 - 3 Which is the prettiest area to look around?
 - 4 What other travel tips would you give tourists? Think of at least two.
- 4 (1) 5.5 Listen to two cousins talking in five different situations. Match each dialogue 1-5 with its main purpose a-e.
 - a making plans
 - imagining a hypothetical situation
 - c asking for information
 - d offering to help
 - recommending something
- 1 5.5 Listen again and complete the travel guide to New York with the correct information. Write one word in each gap.





New York is the largest city in the USA, and home to many talented people. Credit cards, ice cream cones, toilet paper and hip hop were all invented here!

LS Language summary: Unit 5 SB p.131

City dos and don'ts

VOCABULARY and LISTENING

City living: phrasal verbs

Sts read a blog post with tips for visitors to New York and practise using phrasal verbs. They then listen to two people who are visiting that city and practise identifying the main purpose of short conversations. They also hear examples of using will and would in different situations.

Vocabulary

City living: phrasal verbs (break down, drop off, get around, get away, hang around, head for, hold up, hurry up, leave behind, look around, pick up, run into)

Listening text

Five short conversations related to cities in different situations

Listening skill

Identifying the main purpose of everyday conversations

WARMER

Ask: What do tourists usually do when they visit a city? Elicit a few ideas, e.g. visit well-known monuments, go to museums, go shopping, etc. Ask: What cities have you visited? What did you do there? Put sts into pairs to compare their experiences. Ask some sts to tell the class. If more than one student has visited the same city, encourage them to compare their experiences. Ask: What can visitors to your city do? Elicit a list of tourist attractions in their own city, or their nearest city.

- 1 Put sts into pairs to look at the photos and discuss the question. Discuss their ideas as a class, and confirm that the city is New York.
- 2 ① 5.4 Focus on the text and explain that it is a blog post for visitors to New York. Read out the title and explain that the Big Apple is a nickname for New York. Ask sts to read the blog post and complete it with the correct phrasal verbs. They could work in pairs for this. Play the audio for sts to listen and check their answers. Go through the answers with the class, reading out each phrasal verb in its context and using the context to teach the meaning, e.g. a taxi can pick you up from the airport it can collect you.

Answers

- 1 pick ... up
- 2 drop ... off
- 3 looking around
- 4 hurry up
- 5 hold ... up
- 6 run into
- 7 hang around
- 8 leave ... behind
- 9 get around
- 10 break down
- 11 get away
- 12 head for
- 3 Put sts into pairs to discuss the questions and note down their answers. Ask pairs in turn to tell the class their ideas. See if, as a class, sts can agree on the top five dos and don'ts for visitors to their city.

4 ① 5.5 Identifying the main purpose of everyday conversations Explain to sts that Maxwell is visiting New York and they are going to listen to five different conversations that he has with different people while he is there. Read out the task and the five situations. Ask: How will you know if he is making plans in a conversation? How will he behave towards the other person (friendly, polite, etc.]? What might he say? Elicit that he will be friendly, and he might make some suggestions, e.g. Let's go to Put sts into pairs to discuss how Maxwell might behave in the remaining situations, and what he might say. Discuss some of their ideas, but don't confirm them. Play the audio for sts to listen and match each conversations with its main purpose. See TG page 278 for audio script. Check answers, playing the audio again and pausing to discuss how Maxwell behaves in each situation, and what he and the other person says which shows the purpose.

Answers

1 c 2 d 3 a 4 e 5 b

5 ① 5.5 Allow sts time to read through the travel guide. You could elicit the kind of information or word that is missing in each gap. Then play the audio again for sts to listen and write the correct answers in their notebooks. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

Answers

- 1 102
- 2 bigger
- 3 40
- 4 pizza
- 5 longest

Encourage sts to read this fun fact for pleasure.
Ask what else they know about New York. They might also be interested to know that over 800 different languages are spoken in New York, so it is one of the most diverse cities in the world. For homework, sts might like to find out one or two more interesting facts about New York. They can share them with the class in the next lesson.

- V L Vocabulary and Listening practice: WB p.43
 Sts will find more practice for listening, and practice of phrasal verbs for city living here. Set these exercises for homework.
- LS Language summary: Unit 5 SB p.131

GRAMMAR will vs would with future use

I can talk about the future and describe present and future real and unreal conditions.

Now watch the grammar animation.

1 Read the grammar box. Copy and complete the examples with the words in the box.

I won't Would You'll 1'11 would

will

Predictions: ¹... **love** this pizza I've made for you! **Instant decisions**: There isn't any sugar left. ²... **go** to the shop and get some.

Offers: I'll take you to the train station in my car, if vou like.

Promises: I promise ³... **be** late this time!

would

It 4... be amazing to see a celebrity.

⁵... you **like** me to take the photo?

6... rather (not) walk.

Rules

We use will to make predictions, instant decisions, offers and promises.

We use would to talk about imaginary or unlikely events. We use would to sound more polite, especially in certain polite expressions e.g. I would like/hate/love/prefer ...; I would rather

2 Complete the sentences with will or would and the verbs in the box.

not ask be never break love take win

- 1 'How are you getting home?' ' ... the train.'
- 2 In an ideal world, buses ... down.
- 3 Don't be late, or Mum ... angry!
- 4 Yes, please. I ... a coffee.
- 5 I think Brazil ... the World Cup.
- 6 I... her for directions. She looks like a tourist!
- 3 Complete the sentences with the correct form of will or would and your own ideas.
 - 1 It's going to be sunny this weekend. I think I ...
 - 2 In ten years' time, I ...
 - 3 'Can I get you anything to drink?' 'Yes, please. I ... '
 - 4 'I'm so sorry, I'm going to be late!' 'That's OK. We ... '
 - 5 Imagine if all cities were car-free. For one thing, ...
 - 6 'Do you want to go away this weekend or spend time relaxing at home?' 'I think I ... '
 - 'Would you like to try these fried insects?' 'No, ... '

Zero, first and second conditionals

4 Copy and complete the examples with the correct form of the verbs in the box.

ask take be not get have rain

Zero conditional

If you take the subway, it only 1... about 10 minutes. When you 2... ready, press here.

First conditional

If it 3..., we won't play tennis this afternoon. If you don't stand closer, I 4... you all in the picture! Second conditional

If I ⁵... a bike, I'd cycle to school. **If** I **met** Donald Glover, I ⁶... him for a selfie.

We use the zero conditional to describe general truths or to give instructions.

We use the first conditional to talk about possible future events or situations and their consequences.

We use the second conditional to talk about unreal or unlikely events or situations in the present or future and their consequences.

- 5 Complete the sentences with the correct form of the zero, first or second conditional. Use contractions where possible.
 - There ... (be) usually less traffic if you ... (set) off after 9.00.
 - 2 If I ... (live) nearer the station, I ... (get) to work more quickly.
 - 3 When you ... (be) in the city centre, ... (not walk) in the cycle lanes.
 - 4 If I... (have) £30,000, I... (buy) a new car.
 - 5 The streets ... (not be) so dirty if people ... (put) their rubbish in the bins.
 - 6 We ... (not reduce) air pollution over the next five years unless we ... (ban) cars from the city centre.
- 6 Complete the questions with the correct form of the verb in brackets. Ask and answer in pairs.
 - What do you usually do when you ... (be) on a long car journey?
 - 2 If you could change one thing about your city, what ... (you, change)?
 - 3 If you get good exam results next year, how ... (you, celebrate)?
 - 4 If you won a holiday to New York for two people, who ... (you, take) with you? Why?

FAST FINISHER

Write six travel dos and don'ts for visitors to your own city. Begin each sentence with If or When.

If you come to Barcelona, visit the Picasso museum.

GRAMMAR Will vs would with future use



This lesson features an optional animated presentation of the grammar in context called You won't need your sunglasses today!, including a contrast between will and would, and zero, first and second conditionals. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 315 for the animation script.

1 Read the rules with the class. Sts then copy the examples into their notebooks and complete them with the correct words. Weaker sts could work in pairs. Go through the answers with the class, matching each example with one of the rules.

Ar	nswers				
1	You'll	2	1'11	3	I won't
4	would	5	Would	6	I'd

Point out that will is usually contracted to 'll, and would is often contracted to 'd when it is used with a pronoun.

Ask questions to check concept.

Concept check questions: Don't worry, I'll be there on time – a promise or a prediction? (promise). I'll help you carry your bag – an offer or an instant decision? (an offer). We're going to watch a film together – make a prediction about it. (e.g. You'll enjoy it; it'll be exciting.) We might get free tickets – that will be amazing or that would be amazing? (would – it is an imaginary or unlikely event). Will you like a coffee or would you like a coffee? (would). I'd like to go to the museum or I'll like to go ...? (I'd like to go ...)

2 Sts copy the sentences into their notebooks and complete them with will or would and the correct verbs. Weaker sts could work in pairs for this. Check answers, referring back to the grammar box to explain them.

3 Read out the first sentence beginning and elicit a few possible answers, e.g. *I think I'll invite some friends for a barbecue*. Sts then write the sentence beginnings in their notebooks and complete them with the correct form of will or would and their own ideas. Weaker sts could work in pairs. Check answers by inviting individual sts to read out some of their completed sentences. Ask if other sts have similar sentences.

Zero, first and second conditionals

4 Read the rules in the grammar box. Sts copy the examples into their notebooks and complete them with the correct form of the verbs in the box. Check answers.

Ar	nswers				
1	takes	2	are	3	rains
4	won't get	5	had	6	'd ask

Point out that all three conditionals have an *if* clause and a second clause, but they use different tenses and have different meanings. Point out the comma between the two clauses. Remind sts that the other clause can come first, in which case there is no comma, e.g. We won't play tennis this afternoon if it rains.

Ask questions to check concept.

Concept check questions: If we have enough time, we'll go to a museum – a possible future event or an unlikely event? (possible future event). Which conditional? (first.) If I was rich, I'd buy an apartment in New York – possible future event or imaginary event? (imaginary). Which conditional? (second.) If there are too many people in the lift, it doesn't work – possible future event or general truth? (general truth). Which conditional? (zero).

5 Sts copy and complete the sentences. Check answers. Check that sts understand that *unless* in sentence 5 means 'if not', e.g. We'll reduce air pollution ... if we ban cars

Answers						
1	is, set	4	had, 'd buy			
2	lived, 'd get	5	wouldn't be, put			
3	're, don't walk	6	won't reduce, ban			

6 Ask sts to complete the questions with the correct verb forms first. Check these, then put sts into pairs to ask and answer the questions. Ask some sts to tell the class one of their partner's answers, e.g. (Ana) usually reads when she's on a long car journey.

Answers	6		
1 're		3	will you celebrate
2 would	d you change	4	would you take

FAST FINISHER

Sts who finish early can practise the grammar further by writing six dos and don'ts for visitors to their city, using conditionals. Weaker sts could work in pairs and change some of the sentences in Exercise 5 so they relate to their city.

- G Grammar practice: WB p.44
 Sts will find more practice of will vs would and zero, first and second conditionals here. Set these exercises for homework.
- LS Language summary: Unit 5 SB p.131



When's the next train?

READING and LISTENING

I can understand travel information.





Departures 1 of 2

09:00 Manchester Cancelled

3



16-25 Railcard

Number: 05608375098 Name: Jessica Ali Issue date: Feb 2019 Valid until: Feb 2028

Must be carried on all rail journeys.



1 Match the pictures (1-5) with the words (a-e).

- a young person's discount travel card
- b travel app
- c train timetable
- d train tickets
- e departures board

2 Read the information. Answer the questions.

- 1 How much is the train ticket from London to Manchester?
- 2 What happened to the 09.00 train?
- 3 What time are the next two trains to Manchester Piccadilly after 9 a.m.?
- 4 Who does the railcard belong to?
- 5 What time does the train to London King's Cross leave Manchester Piccadilly?
- 6 When is the next tram to Etihad Stadium?

3 ① 5.6 Listen and complete the table with the times Jess and Tom mention.

Journey	Times
Departed from London King's Cross	1
Arrived at Manchester Piccadilly	2
Catch tram to Etihad Stadium	3
Arrive at Etihad Stadium	4
Depart from Manchester Piccadilly	5

4 (1) 5.6 Listen again. Answer the questions.

- 1 What problem was there on the 9.20 train?
- 2 What are they going to do in Manchester?
- 3 How long will it take to walk to the stadium?
- 4 What's the quickest way to get there?
- 5 How do they decide to get there in the end?
- 5 Q FIND OUT Can you get a train direct from London to Paris? If so, how?



When's the next train?

READING and LISTENING

Sts read some travel information and listen to a conversation about travel and focus on understanding travel information. They then learn how to apologize and give reasons. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise apologizing.

WARMER

With books closed, ask: Do you sometimes travel by train or bus? When? Ask individual sts to tell the class when they travel by train or bus. Ask: Are there often problems? What kinds of problems? Discuss with the class what problems there can be, e.g. trains or buses can be delayed or cancelled, or they can be overcrowded. Encourage sts to talk about their own experiences of using trains or buses and the problems they have encountered. You could also tell them about problems you have encountered.

Sts could work in pairs to match the pictures with the words. Check answers, and check that sts understand all the words

Answers

1 d

BACKGROUND INFORMATION

The Etihad Stadium is the football ground of Manchester City, one of Manchester's two main football teams. The other team, Manchester United, is better known worldwide.

2 Sts read the information and answer the questions. Allow sts to compare their answers in pairs, then check with the class.

Answers

- 1 £21.80
- 4 Jessica Ali
- 2 It was cancelled.
- 5 18.35
- 3 9.20 and 9.40
- 6 in two minutes

EXTRA PRACTICE

Ask sts in pairs to look at the information again and find words and phrases with the meanings below.

- 1 the date a travel card officially starts
- 2 one part of a train where people sit
- 3 a ticket in one direction only, which you buy before you travel
- 4 you cannot get your money back
- 5 something is officially acceptable

Answers

- 1 issue date (on the railcard)
- coach (on the rail ticket)
- advance single (on the rail ticket)
- not refundable (on the rail ticket)
- 5 valid (on the rail ticket and the railcard)
- 3 **(1)** 5.6 Tell sts they will hear a conversation between Jess and Tom. Read through the table with the class and check that sts understand depart (leave). Play the audio track. See TG page 279 for audio script. Sts listen and write the times. Check answers with the class, playing the audio again if necessary and pausing to confirm answers.

Answers

- 1 9.20
- 2 11.46
- 3 11.59
- 12.16 4 18,35
- **4 ① 5.6** Allow sts time to read through the questions. Check they understand everything. Play the audio again for them to listen and answer the questions. Allow sts to

compare answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

- 1 It was very crowded.
- They are going to watch a football match.
- 3 It will take about 35 minutes.
- 4 A taxi is the quickest way.
- 5 They decide to take the tram.

21st Century skills



Q FIND OUT

Set this exercise for homework if you prefer. Encourage sts to find out as much information as they can about the journey from London to Paris. Sts can report back on their findings in the next lesson. The answer to the question is: It is possible to get a train direct from London to Paris on the Eurostar train. It travels through the Channel Tunnel and takes about two hours.

SPEAKING Apologizing

I can apologize, give reasons, accept apologies and rearrange.

1 (1) 5.7 Listen and read. Answer the questions.

- 1 Where is Lily? Where is Noah?
- 2 What has happened?

Noah: Lily. Hi. Where are you?

Noah ... I'm so sorry. I'm still at the bus stop.

Noah: What happened?

I'm afraid I missed the bus. I didn't know there

was a different timetable at the weekend.

Noah: Don't worry.

I am worried. The film starts at 7.45. Lily:

Noah: It's no big deal. What time's the next bus?

Erm ... hang on ... it gets here in ten minutes. If I get that one, I'll be there in half an hour.

Noah: That's fine. So, you'll be here by 8.00.

Lily: Is there a later film? Noah: Yes, it's on at 9.15, too.

Lily: OK, why don't we go to that one, instead?

Noah: Perfect. If you get here at 8.00, we can have a pizza

before the film.

Great idea. See you in a bit. Lily:



4 Work in pairs. Prepare a new dialogue. Follow the steps in the Speaking plan.

1 5.8 Listen and repeat the **Useful language**. Which phrases are used in Exercise 1?

Useful language

Apologizing and giving reasons

I'm really sorry. / I'm so sorry.

I'm afraid I missed the bus.

I didn't know/realize that ...

My train has broken down / been cancelled.

I've got / My bike's got a puncture.

The traffic's awful. / I'm in a traffic jam.

Accepting apologies and rearranging

No problem. / No worries.

Don't worry (about it). / Never mind.

It's OK / no big deal / fine.

It isn't your fault.

What about ... ? / Why don't we ... ?

If I ... , I'll ... / If you ... , we can ...

3 Complete the dialogue. Then work in pairs and practise the dialogue.

- A: I'm really 1..., I'm going to be late. I'm 2... my train has been 3
- B: 4... worries. It isn't your 5....
- A: If I get the next train, 6... be there in half an hour.
- **B:** OK. 7... don't we meet in the library?
- A: Great. See you there.

Speaking plan

Prepare

> Student A: You're going to meet Student B. Something has happened and you're going to be late. Phone and apologize. Explain what's happened.

Student B: You're waiting for Student A to arrive. Accept his/her apology and make a new arrangement together.

Choose a situation and make notes.

Speak

- Use phrases from the Useful language box.
- Act out your dialogue without notes.
- > Swap roles and choose a different situation.

Reflect

Student A: Did you successfully explain why you were going to be late?

Student B: Did you sound sympathetic and were you able to make a new arrangement?



Now play Keep moving!

> FAST FINISHER

When was the last time you apologized? Who did you apologize to? Why?

LS Language summary: Unit 5 SB p.131

SPEAKING Apologizing

1 ① 5.7 Read out the questions and point out the photos of Lily and Noah. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check answers.

Answers

- 1 Lily is at the bus stop and Noah is at the cinema.
- 2 Lily has missed the bus.
- 2 ① 5.8 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Sts then find the phrases that are used in the dialogue in Exercise 1. Check answers.

Answers

I'm so sorry.

I'm afraid I missed the bus.

I didn't know ...

Don't worry.

It's no big deal.

Why don't we ... ?

If you ..., we can ...

3 Ask sts to copy the dialogue into their notebooks and complete it with the correct words. Check answers with the class, then put sts in pairs to practise the dialogue.

Answers

- 1 sorry
- 2 afraid
- 3 cancelled
- 4 No
- 5 fault
- 6 I'll
- 7 Why

4 Sts follow the steps in the Speaking plan to practise apologizing.

Speaking plan

Prepare

Sts work in pairs to decide on their roles, then choose a situation and make notes for their dialogue. You could choose a situation and brainstorm a dialogue with the class first, to give sts ideas.

Speak

Sts can practise with and then without notes, using phrases from the Useful language box. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their dialogues. When they finish, they swap roles and choose a different situation, then practise again.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language or using intonation to emphasize how sorry they are. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about 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

Fast finishers can explore the topic further by thinking about the last time they apologized and why. They could prepare a short dialogue based on their own situation. Weaker sts could work in pairs and discuss the last time they apologized and why.

- S Speaking practice: WB p.45
 Sts will find more practice for apologizing here. Set these exercises for homework.
- LS Language summary: Unit 5 SB p.131



Escaping the big freeze!

can compare the climate in Canada with the climate in my country.



GOING UNDERGROUND

Montreal is in the province of Quebec and is Canada's second-largest city, after Toronto. It's one of the most bilingual cities in Canada. Almost 60% of the population are able to speak both French and English, although French is the official language. Montreal experiences temperatures of up to 30°C in the summer, while during its **severe** winters, temperatures often drop as low as -20°C! As well as these freezing temperatures in winter, there's always a lot of snow. So, how do Montrealers escape the heat of summer or the cold of winter?

Under Montreal there are 32 km of tunnels, some of which have been there for over 50 years. This network of tunnels connects two ice-skating rinks, three museums, four universities, six concert halls, ten hotels, over 200 restaurants, more than 2,000 shops, and 10,000 indoor parking spaces. If you want to travel from one place to another, you can walk, take a bus or hop on the metro. The underground city is also home to banks, 1,000 offices, apartment blocks, 40 cinemas and the world's largest underground art gallery. More than 500,000 people use it every day. What's it like? Here are the contrasting views of two young Montrealers.



You can escape from the scorching summer heat and the freezing winter temperatures down here. The best thing about the underground city is not having to go outside at all on the way to

college or to the Bell Centre stadium. I'm a massive ice hockey fan and it's the home of my team, the Montreal Canadiens. If I were a tourist, I'd always use the maps on my phone to help me get around because it's very easy to get lost! Everyone should head for the Cours Mont-Royal. It used to be a 1,100-room hotel, but now it's one of the most beautiful shopping malls in North America.'

> 'What's the point of going underground when there's a whole world above ground with incredible outdoor activities? It's packed with people down there every day, especially during the rush hour. I

find it really oppressive and it makes me feel rather claustrophobic. When I want to get away from the crowds, I head for the mountains, where I can go skiing or snowboarding. It feels unnatural to me to be underground when I could be outdoors in the fresh air.

Amelie

56

CULTURE! Escaping the big freeze!

Sts learn about the underground city in Montreal, Canada. They answer comprehension questions, then learn some extreme adjectives. They discuss the advantages and disadvantages of living in a bilingual city, then work creatively to design their own underground city.

This lesson features an optional culture video about Jon, who makes animated films about London: see SB page 57.

WARMER

Ask: What do you know about Canada? Elicit what students know and ask more questions if necessary to prompt them, e.g. Where is it? What are the main cities? What languages do people speak there? What's the weather like? Explain to sts that they are going to learn about Montreal. You can share the background information with them after they have done the prediction task in Exercises 1 and 2.

BACKGROUND INFORMATION

Canada is a country in the northern part of North America. It is the second largest country in the world by area, although it has a relatively small population. Its border with the USA is the longest land border in the world. The capital city is Ottawa, and other important cities are Toronto, Vancouver and Montreal. Settlers from Europe began arriving in Canada in the sixteenth century and different parts of Canada became colonies of Britain and France. It gradually broke off its links with both France and Britain, beginning in the eighteenth century and ending with full legal independence in 1982. Because of its history, Canada has two official languages - English and French.

Montreal is in the south east of Canada. Summers can be very warm, and winters can be extremely cold, with temperatures as low as -20°.

- 1 Put sts into pairs to read the sentences and guess the correct answers. Ask some sts to tell the class their ideas and reasons for choosing them, but don't confirm them.
- 2 Ask sts to read the first paragraph of the article to check their answers to Exercise 1. Go through the answers with the class and find out who guessed all the answers correctly.

A	nswers					
1	b	2	С	3	а	

3 (1) 5.9 Play the audio for sts to read and listen to the article. Then ask them to read the sentences and decide if they are true or false, or if the article doesn't say. Remind them that, for a sentence to be true, the article must state the same information as in the sentence. although it might be in different words. For a sentence to be false, the article must explicitly state something which shows it is false. If information is not explicitly given, they should choose DS (doesn't say). Allow sts to compare their answers in pairs, then check answers with the class, eliciting the part of the article which confirms each true and false answer.

Ar	nswers
1	Т
2	F
3	DS
4	Τ
5	F
6	Т

4 Word Power Read out the information about extreme adjectives. Elicit or explain that extreme adjectives have a stronger meaning than other adjectives. Give one or two examples if necessary, e.g. $good \rightarrow amazing$, $bad \rightarrow terrible$. Sts then find the adjectives in bold in the article and match them with the definitions. Check answers, and check that sts understand all the adjectives.

Answers

- freezing
- 2 scorching
- massive
- incredible
- packed

1 Work in pairs. Before you read the article, complete the sentences with the correct alternative.

- 1 Montreal is a(n) ... city.
 - a American b Canadian c French
- 2 The biggest city in Canada is ...
 - a Vancouver. b Montreal. c Toronto.
- 3 The official language of Montreal is ...
 - a French. b English. c Spanish.

2 Read the first paragraph of the article and check your answers to Exercise 1.

3 ① 5.9 Read and listen to the article. Are the sentences true (T), false (F) or doesn't say (DS)?

They don't usually have very cold winters in Montreal. *F*

- 1 The people that live in Montreal are called Montrealers.
- 2 The tunnels under Montreal were all built recently.
- 3 There are a lot of French restaurants in the underground city.
- 4 From where Jacques lives you can get into the underground city without going into the street.
- 5 It's easy to find your way around the underground city without a map.
- 6 Amelie thinks it's more natural to be outdoors than underground, even in winter.

4 Word Power There are six extreme adjectives in bold in the article. Match them with the definitions.

very intense and extreme (Paragraph 1) severe

- 1 extremely cold (Paragraph 1)
- 2 extremely hot (Paragraph 3)
- 3 extremely big (Paragraph 3)
- 4 extremely good (Paragraph 4)
- 5 very crowded (Paragraph 4)

5 Complete the sentences with the extreme adjectives in Exercise 4.

There's a *severe* weather warning for tomorrow. There's going to be a storm.

- 1 The new football stadium is It can hold more than 100,000 spectators.
- 2 I'll wait for the next bus. This one is ... nearly everyone's standing up.
- 3 They're expecting ... temperatures this weekend between 35 and 40 degrees!
- 4 It's ... today. I can't get warm. I need to buy some gloves and a scarf.
- 5 The views from the top of the tower are You can see for miles!



Canada has more lakes than the rest of the world combined. It is estimated that there are more than two million lakes!

6 THINK CRITICALLY Discuss the questions in pairs.

1 Look at the two signs below. Where would you see them? How are they different to signs in your country?





2 Make a list of the advantages and disadvantages of living in or visiting a bilingual city.

Advantages	Disadvantages

7 QGET CREATIVE Design and plan an underground city. Draw a plan and write a short description. Include the following information:

- amenities: shops, cafés, restaurants, etc.
- transport
- schools and universities
- offices and houses/flats
- culture and entertainment

Present your design to the class. Vote for the best one.



FAST FINISHER

In 30 seconds, write down as many words as you can for things in the natural world.

REAL CULTURE!

5 Sts read the sentences and write the correct extreme adjectives in their notebooks. Check answers.

Answers

- 1 massive
- 2 packed
- 3 scorching
- 4 freezing
- 5 incredible



Encourage sts to read this fun fact for pleasure. They might be interested to know that the largest lake in Canada is Great Bear Lake, which is over 31 km².

21st Century skills



6 THINK CRITICALLY

1 Allow sts time to read the questions individually and prepare their ideas. Teach the meaning of bilingual if necessary. Then put sts into pairs to discuss the questions. For feedback, focus on the signs first and elicit that they are in two different languages.

2 Ask sts, in pairs, to write a list of advantages and disadvantages of living in or visiting a bilingual city. Elicit an example for each and write them on the board. Then ask pairs in turn to tell the class their ideas about the advantages and disadvantages of bilingual countries. Ask other sts if they agree or disagree.

21st Century skills



7 Q GET CREATIVE

Put sts into pairs or groups to design and plan their underground city. Read through the instructions with the class first. You could brainstorm a few ideas for each category of information with the class first, to help give sts ideas. Encourage sts to use their imaginations and make their city as interesting and fun as possible. Monitor and help while sts are working. Ask pairs or groups in turn to present their designs to the class. Encourage other sts to ask questions about each design, then end with a class vote to choose the best one.

Culture video

This lesson features an optional culture video about Jon, who makes animated films about London. 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 Jon: Animating the city on TG pages 302 and 312.

FAST FINISHER

Sts time themselves and write down as many words for things in the natural world as they can in 30 seconds. Weaker sts could work in pairs and do the same task.

For and against

WRITING A balanced essay

I can write a balanced essay and make points for and against an argument.

- 1 Look at the photos. Do you think graffiti improves a city or makes it worse? Why?
- 2 Read the essay. In which paragraph (1-4) does Eva ...
 - a make points for the argument?
 - b summarize the argument?
 - c give her own opinion on the argument?
 - d make points against the argument?

'Graffiti enhances the appearance of our cities. Discuss'.

- In many cities, graffiti is illegal, and local councils spend lots of money cleaning it up. Nevertheless, the issue of graffiti is controversial. Although many people believe it is vandalism, others think it can improve the appearance of a city.
- 2 On the one hand, colourful street art can disguise unattractive buildings and brighten up a city. What's more, despite the fact that most people do not regard graffiti as art in the traditional sense, it can attract tourists. When districts become famous for their street art, more people want to visit them. In some cities, graffiti tours have become very popular.
- 3 On the other hand, not all graffiti is beautiful. Even though some people create very artistic graffiti, others simply write their names. If we don't clean up this type of graffiti, places quickly look ugly and dirty. In addition to this, the presence of graffiti can cause the crime rate in an area to go up.
- All in all, I feel it would be a good idea to allow graffiti in some areas. In spite of being amateurs, some street artists are very talented and their work can improve the appearance of our cities. However, in my view, not all types of graffiti should be allowed in our cities because some of it isn't very attractive.



3 Look at the **Useful language** box. Add one more word or phrase to each category.

Useful language

Expressing contrast

Nevertheless, ... On the one/other hand, ... In my view, ... Despite the fact that ...

In spite of ... Even though ... **Giving your opinion**

All in all, I feel ...

Adding ideas

What's more, ... In addition (to this), ...

4 Read the Look! box. Find examples in the essay.

Look!

although / even though vs in spite of / despite

We use although / even though before a subject

Even though it brightens up the city, it also attracts crime.

We use in spite of / despite before a noun, pronoun, or the -ing form.

Despite being amateurs, some street artists are very talented.

We use in spite of the fact that / despite the fact that before a subject and a verb.

In spite of the fact that many councils dislike graffiti, it can benefit local businesses.

5 Write an essay with the title 'Cars should be banned in city centres. Discuss.' Follow the steps in the Writing plan.

Writing plan

Prepare

- > Think of points for and against.
- > What is your own opinion?

Write

Organize your ideas into paragraphs.

Paragraph 1: Summarize the issue.

Paragraph 2: Make two points for.

Paragraph 3: Make two points against.

Paragraph 4: Explain your own opinion. > Use phrases from the **Useful language** box.

Reflect

- > Check your grammar and spelling.
- > Check your use of phrases to express contrast, give your opinions and add ideas.







E Exam: Unit 5 SB p.122



LS Language summary: Unit 5 SB p.131

For and against

WRITING A balanced essay

Sts read an essay discussing whether graffiti improves a city or makes it worse. They learn some words and phrases for expressing contrast, giving your opinion and adding ideas and learn about although, even though, in spite of and despite. They then follow the steps in the Writing plan to write their own balanced essay.

Writing

A balanced essay

Useful language

Expressing contrast (Nevertheless, ... On the one/other hand, ... Despite the fact that ... In spite of ... Even though ...); Giving your opinion (All in all, I feel ... In my view, ...); Adding ideas (What's more, ... In addition (to this), ...)

Look!

although / even though vs in spite of / despite

WARMER

Tell sts an improvement you would like to see in your city, e.g. There aren't enough green spaces in my city. I think parks and green spaces improve a city. Ask: What do you think could improve your city? Elicit ideas from individual sts. Prompt them with more questions if necessary, e.g. What about transport? What about pollution? What about crime? What about amenities? Encourage as many sts as possible to join in and express their opinions.

- 1 Read out the question and teach the meaning of *graffiti* if necessary. Put sts into pairs to discuss the question, then discuss it briefly with the class. Encourage sts to give reasons for their opinions.
- 2 Ask sts to read the essay. They could then work in pairs to answer the questions. Check answers and point out that this is a balanced essay because it presents points both for and against the argument, and does not express the writer's own opinion until the final paragraph.

Answers

- a paragraph 2 c paragraph 4 b paragraph 1 d paragraph 3
- 3 Read the Useful language box with sts and discuss how to say these words and phrases in their first language. Point out that they are all connectors, because they connect ideas together in a text. Point out that we often use On the one hand, ... at the beginning of one paragraph, and On the other hand, ... at the beginning of the next paragraph, to present a contrasting point of view. Sts could then work in pairs to add one more word or phrase to each category, either from the essay or words and phrases they already know. For feedback, write the three categories on the board and elicit words and phrases to add to each one.

Suggested answers

Expressing contrast: although ... However, ... but ... Giving your opinion: In my opinion, ... I think ... Adding ideas: and ... also ... as well (as) ... Moreover, ...

4 Read the Look! box with sts. Sts find examples of the words and phrases in the essay.

Answers

Although many people believe it is vandalism, ... despite the fact that most people do not regard graffiti as art ... Even though some people create very artistic graffiti, ... In spite of being amateurs, ...

5 Sts write a balanced essay following the steps in the Writing plan.

Writing plan

Prepare

Sts could work in pairs to think of two points for the argument and two against, then decide on their own opinion. Alternatively, you could brainstorm points for and against the argument with the class and make notes on the board. Sts can then refer to the notes to help them decide on their opinion.

Write

Explain that sts should organize their essay into paragraphs and follow the paragraph plan. Refer back to the essay in Exercise 2 and point out that it follows the plan that is detailed here. Sts write their essay using the essay in Exercise 2 as a model. Encourage them to use words and phrases from the Useful Language box and also although, even though, in spite of and despite.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap essays with a partner and give feedback on the use of phrases to express contrast, give your opinions and add ideas. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

- Writing practice: WB p.46
 Sts will find more practice for writing here. Set these exercises for homework.
- W Writing summary: WB p.88
- **Exam: Unit 5 SB** p.122
- LS Language summary: Unit 5 SB p.131

Taking risks

Grammar: Modals of deduction; Third conditional; Regrets and wishes Speaking: Making an emergency phone call Writing: An informal email

VOCABULARY Accident and emergency

I can talk about accidents and emergency situations.

1 Read the Fun Fact. Why can visiting Yellowstone National Park be dangerous? Would you like to go there? Why/Why not?



Yellowstone, USA, the world's first national park, is beautiful but dangerous. As well as grizzly bears and wolves, the park sits on a supervolcano and contains 10,000 geothermal features (water in the famous 'Old Faithful' geyser can reach 100°C!).

- 2 Do the quiz in pairs.
- 6.1 Match the words below from the guiz with the definitions. Listen and check.

bleed breathe crash into injure lose conciousness run over rescue take precautions treat trip over

- 1 do something to protect someone from danger
- 2 when an insect makes a small hole in your skin
- 3 touch someone/something with force
- 4 lose blood
- 5 use a remedy on someone
- 6 move air in and out of your lungs
- 7 suddenly appear to go to sleep (after an injury)
- 9 hit and drive over someone/something
- 10 lose your balance or fall (after hitting your foot on something)
- 11 hit an obstacle or another vehicle
- 12 save someone (from a dangerous situation)
- 4 Work in pairs or small groups. Choose a national park or other wild location from your country. What five safety tips would you give visitors?





Write safety tips for the following situations: climbing a mountain, swimming in the sea, exploring the jungle.

Yellowstone Park



What causes the most emergencies in the park?

- a the weather accidents often happen when it's very hot, very cold or stormy.
- dangerous animals some visitors have been injured in bear, wolf and bison attacks.
- road accidents drivers may crash into a fallen tree or run over an animal.

0.2

What kind of colours should you wear if you don't want to be bitten by mosquitoes?

- bright
- Ь light
- dark

0.3

At a picnic site, you burn yourself on a hot camping stove. What should you treat the injury with?

- a water
- ice
- **3** oil

0.4

Your friend trips over and hits his/her head on a rocky path. Head injuries can be serious! What should you do if he/she loses consciousness?

- Check for injuries. Is his/her head bleeding?
- b Check whether he/she's breathing normally.
- Call the emergency services on 911.

What should you do if you come across wolves on the path?

- a Run away immediately you're in great danger!
- **b** Call 911, then stay where you are until you can be rescued.
- **3** Walk slowly backwards, looking directly at the wolves.

Follow official park advice at all times and take sensible precautions, like staying away from dangerous animals and carrying a first aid kit.

LS Language summary: Unit 6 SB p.132

Taking risks

UNIT 6 OVERVIEW: Unit 6 is all about danger and risk. Sts read an article about the danger of getting distracted by your phone. They read a website advertising day trips from Cape Town and listen to someone talking about their experiences on the trips. They learn vocabulary for accident and emergency, and nature. They then read an article about the British nurse Florence Nightingale. Finally, they read an informal email with travel advice and write their own informal email giving advice and making suggestions. They also watch a vlog about working as a hospital volunteer and a culture video about police officers at work.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Accident and emergency; Nature and the outdoors	Modals of deduction; Third conditional; Regrets and wishes; Other uses of <i>I wish</i>	I wish and If only	Using connectors to understand text organization	Listening for detail	Making an emergency phone call	An informal email
	and If only					

VOCABULARY Accident and emergency

Sts learn 12 words and phrases related to accidents and emergencies. They learn these in context by reading them in a safety quiz and matching them to meanings, then sts practise using them by writing some safety tips.

Vocabulary

Accident and emergency (bite, bleed, breathe, crash into, hit, injure, lose consciousness, rescue, run over, take precautions, treat, trip over)

Vlog

Chelsie: What working in a hospital is like

WARMER

Say: Imagine you are going to the beach for a day with your family. What activities will you do? Elicit a few ideas, e.g. swim in the sea, play football on the beach, sunbathe. Ask: What dangers do you think there might be? Elicit a few ideas, e.g. you might swim too far from the shore, you might fall while you are playing on the beach, you might get sunburnt. Ask: Do you think about dangers before you do something? Do you think you should? Why?

1 Fun fact Put sts into pairs to read the fun fact and discuss the questions. Discuss their ideas as a class, and check they understand *grizzly bears, wolves, volcano, supervolcano* and *geyser*. Sts might also be interested to know that Yellowstone National Park was created in 1872 and is the oldest National Park in the USA.

Answers

There are bears and wolves, it is on a supervolcano and has natural hot water geysers which can be extremely hot.

2 Check that sts understand *emergency* and *injury*. Put sts into pairs to do the quiz. Check answers with the class and see which pair got the most answers right.

Answers

1 c 2 b 3 a 4 c 5 c

3 ① 6.1 Ask sts to match the words from the quiz with the definitions. Encourage them to find the words in the quiz and read them in context to try to work out the meanings first, then choose the definition which best matches each one. Play the audio for sts to listen and check their answers. Check answers with the class.

Answers

1	take precautions	7	lose consciousness
2	bite	8	injure
	and the second s		

3 hit 9 run over
4 bleed 10 trip over
5 treat 11 crash into
6 breathe 12 rescue

4 As a class, brainstorm some national parks and other wild areas in the sts' own country. Elicit what sts know about each one, and elicit a few ideas about what dangers there might be in each one. Sts then work in pairs to choose one and write five safety tips for it. Encourage them to use words from Exercise 3 in their tips. Ask pairs in turn to read their tips to the class. You could discuss with the class which tips are the most useful and why.



This lesson features an optional vlog in which a vlogger talks about what working in a hospital is like. 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 308.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing safety tips for the different situations. Weaker sts could work in pairs and choose one of the situations to write some safety tips for.

- Vocabulary practice: WB p.48
 Sts will find more practice of accident and emergency vocabulary here. Set these exercises for homework.
- LS Language summary: Unit 6 SB p.132

Be careful!

READING

I can use connectors to understand text organization.

>> The Art of Living magazine • Issue 917 <<

iones down heads u

Today most of us take our phones everywhere, and we're constantly multitasking. 1... We check messages while we're studying – and then we **get stressed** because it takes us twice as long! You might even be multitasking right now! But are there times when getting distracted by technology could be dangerous?

We've all laughed at videos of phone users who walk into walls or doors while they're looking at their screens. They must feel pretty stupid afterwards. ²... In the USA, the number of pedestrians killed in traffic accidents has increased by 41% since 2008. Many of these people were using a phone when a vehicle ran them over. Could 'distracted walking' have caused their deaths? If they'd paid more attention to their surroundings, they might have been more aware of the traffic.

Even listening to music can be dangerous for road users. 3... In 2010, a cyclist in Melbourne, Australia, got injured when he cycled in front of a tram. He can't have noticed the tram – even though it was huge and noisy! The police said that if the cyclist hadn't been listening to music, the accident wouldn't have

happened. In some countries, it's now illegal to wear headphones or use a phone when you're cycling.

Distractions can be dangerous in other everyday situations, too. You might not think you're in much danger of being injured when you get pizza. Yet, if you don't concentrate, it could be as risky as doing an extreme sport! In 2017, hospitals treated 2,300 Americans for pizza-related injuries. 4... Some people burned their mouths badly when they are pizza before it had cooled; others tripped over things while they were getting a takeaway. If these people had taken just a few basic precautions, they would have been fine. I wonder how many of them were also using technology at the same time?

This is not an anti-technology rant, and I'm not saying we need to **get rid of** our phones. Modern technology is amazing, and I'm not sure how I'd cope without it. I just want to get the message across that you shouldn't risk losing your life just in order to stay connected!

Maybe there are times when we need to put our phones down, and keep our heads up. Especially when we're using roads. 5...

- 1 Look at the picture. What is happening? Why might this be a bad idea?
- 2 Read the article, ignoring the gaps. Answer the questions in pairs.
 - 1 What is 'distracted walking'?
 - 2 In which two ways can you injure yourself getting pizza?
 - 3 What is the writer's main message?
- 3 Match sentences a-e with gaps 1-5. Use the connectors in **bold** to help you.
 - a (In the same year, there were similar numbers of sky-diving accidents!)
 - b However, in busy cities, being distracted can have tragic consequences.
 - c And perhaps also when eating pizza!
 - d That's because the tunes distract you from the sights and sounds around you.
 - e For example, we stream films while we're eating dinner.

- 4 0 6.2 Read and listen to the article to check your answers to Exercise 3.
- 5 Word Power get has many uses. Copy and complete the table with the infinitive form of the phrases in **bold** in the text.

use of get	example
+ noun phrase, meaning 'obtain'	1
+ adjective, meaning 'become'	2
+ past participle, with passive meaning	3
in phrasal verbs	4 = 'communicate'
in expressions	5 = 'throw away'

6 THINK CRITICALLY Work in pairs. Should it be illegal for cyclists and pedestrians to use headphones? Think of some arguments for and against and then give your own opinion.

Be careful!

READING

Sts read an article about the danger of getting distracted by your phone and not concentrating on what you are doing. They focus on using connectors to understand text organization. They see examples of modals of deduction and the third conditional in context, and discuss their own opinions about whether it should be illegal to use headphones in some situations.

Reading text

An article about the danger of getting distracted by your phone and not concentrating on what you are doing

Reading skill

Using connectors to understand text organization



Ask: When you do use your phone? Give a few examples, e.g. at home, on the bus, in bed, at meal times? Put sts into pairs and ask them to make a list of all the different times and places they use their phones. Elicit ideas from students in turn and build up a list on the board. Point to the list and ask: Do you think it might be dangerous to use your phone in any of these situations? Why?

1 Read out the questions and discuss with the class why it might be a bad idea to use your phone in this situation.

Suggested answer

You might not pay attention to the traffic.

2 Pre-teach the words distract, distracted and distracting. Ask sts to read the article quickly. Tell them to ignore the gaps for now. Put sts into pairs to answer the questions. Discuss the answers with the class.

Answers

- 1 It is walking without paying attention to what is happening around you.
- You can eat the pizza while it is too hot and burn your mouth, or you can fall over while you are buying a takeaway pizza.
- 3 You shouldn't look at your phone while you are doing something else.
- **3 Using connectors to understand text organization** Read out the five sentences a–e. Point out that the bold connectors and time expressions link back to an idea that has already been expressed. Read out the sentence before the first gap in the text. Ask sts to read sentences

a-e again and decide which one follows on (e). Elicit that the connector *for example* links back to the idea that we are constantly multi-tasking. Sentence e gives an example of this. Ask sts to read the sentence after the gap and check that sentence e makes sense with that too. Sts then look at the remaining gaps and choose the correct sentences to complete them.

4 () 6.2 Play the audio for sts to listen and check their answers. Go through the answers with the class, eliciting or explaining how each connector or time expression links back to an idea before the gap.

Answers

- 1 e
- 2 b
- 3 d
- 4 a
- 5 0

Word Power Ask sts to copy the table into their notebooks. They then find the uses of *get* in bold in the article and add them to the table. Weaker sts could work in pairs for this. Check answers, and check understanding of the uses of *get*.

Answers

- 1 getting a takeaway
- 2 get stressed
- 3 got injured
- 4 get across
- 5 get rid of

21st Century skills



6 THINK CRITICALLY

Read out the question, then write the headings for and against on the board. Elicit a few ideas to add under each heading, e.g. for: if you're listening to music, you aren't paying attention to what is around you, you might get hurt; against: most people can still look where they are going if they are wearing headphones. Put sts into pairs to brainstorm more ideas, then decide on their opinions. Ask pairs in turn to tell the class their opinions and their reasons. You could end with a class vote to find out if most sts think it should be illegal or not.

Reading practice: WB p.49
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Modals of deduction



I can make deductions about the present and the past and imagine an alternative past.

Now watch the grammar animation.

Read the grammar box and complete the rules with present, past, infinitive and past participle.

Modals of deduction

Present

She speaks French, so she **may be** Belgian. The lights are on. He **must be** home.

Sally can't be in bed yet - it's only eight o'clock!

Joe still hasn't arrived. He **might have missed** the bus. I can't find my phone. I **must have left** it at home. Sara looks disappointed. She can't have passed her driving test.

Rules

We use may, might, could, must and can't + 1... to make deductions about the 2....

We use may, might, could, must and can't + have + 3 ... to make deductions about the 4....

Look!

Continuous form of present deductions

We use may, might, could, must and can't + be + -ing to speculate about something that is (not) happening at this moment.

It might be snowing at the moment in Scotland. He can't hear me. He must be listening to music on his headphones.

He can't be doing homework - I can hear the TV.

- Complete the sentences with present or past modals of deduction and the correct form of the verb in brackets.
 - 1 'My uncle competes in triathlons.' 'Wow! He ... (be) very fit!'
 - 2 He looks really happy. His football team ... (win) the match last night.
 - 3 Look they're wearing scarves and gloves. It ... (be) cold in New York today.
 - 4 Tom ... (not talk) to Anna on the phone she's having a shower upstairs at the moment.
 - 5 Sam didn't eat any of the fish. He ... (be) allergic to fish. Or maybe he prefers meat.
 - 6 David only started his homework five minutes ago. He ... (not finish) yet.
 - 7 You ... (not feel) tired already we've only been running for five minutes!

Third conditional

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

Third conditional	
Situation	Result
If they had taken just a few basic precautions,	they would have been fine.
If the cyclist hadn't been listening to music,	the accident wouldn't have happened.
If they'd paid more attention,	they might have been more aware of the traffic.

Rules

We use the third conditional to talk about imaginary situations and their results in the ¹present / past.

We use if + ²past simple / past perfect for the situation and would have + past participle for the result.

We can also use the past perfect continuous in the situation clause.

We can use might have or could have instead of would have in the result clause.

4 Complete the third conditional sentences with the correct form of the verbs in brackets.

This is why I'm not playing computer games at the moment:



On Monday, I didn't finish playing my favourite computer game until after midnight.

If I hadn't gone (not go) to bed so late on Monday night, I'... (not feel) so sleepy yesterday morning. If 12... (not be) so tired yesterday morning, $1^3...$ (wake up) when I heard the alarm.

14... (not miss) the 8.15 bus to school if 1 5... (get up) on time. If $1^6...$ (not miss) my bus, 17... (not arrive) an hour late for school.

My teacher 8... (not phone) my mum if 19... (get) to school on time. If my teacher 10 ... (not call) my mum, she"... (not confiscate) my games console!

>>> FAST FINISHER

Choose a situation from this week. Imagine it had been different. What would the results have been?

GRAMMAR Modals of deduction



This lesson features an optional animated presentation of the grammar in context called *It must be taking photographs!*, including the form and use of modals of deduction and the third conditional. You can watch this in class if you have time and access to a computer or tablet, 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 example sentences in the grammar box. Ask sts to copy and complete the rules. They could work in pairs for this. Check answers.

Answers

1 infinitive

3 past participle

2 present

4 past

Focus on the examples again. Point out that *may*, *might*, *could* + *be* all have a similar meaning of uncertainty: *That might be Joe* = it's possible. Point out also that *must* and *can't* both express certainty: *That must be Joe* = I'm sure it's Joe; *That can't be Joe* = I'm sure it isn't Joe. Point out that the meanings of the modals are similar in the past forms: *They may/might/could have been late* = maybe they were; *They must have been late* = I'm sure they were late; *They can't have been late* = I'm sure they weren't late.

Ask questions to check concept.

Concept check questions: He might be a policeman – present or past? (present). Am I certain or uncertain? (uncertain). Their car must be new – present or past? (present.) Certain or uncertain? (certain). What if I'm certain their car isn't new? (Their car can't be new). She must have forgotten her purse – present or past? (past). Certain or uncertain? (certain.) What if I'm not certain? (She may/might/could have forgotten her purse).

Read the Look! box with the class. Say a few sentences using continuous tenses and elicit the present deductions, e.g. *I'm sure she's working*. She ... (must be working). It's possible that it's raining. It ... (may/might/could be raining).

2 Ask sts to read the sentences and write the correct present and past modals in their notebooks. Weaker sts could work in pairs for this. Check answers with the class, referring back to the grammar box as necessary.

Answers

- 1 must be
- 2 must have won
- 3 must be
- 4 can't be talking
- 5 may/might/could be
- 6 can't have finished
- 7 can't be feeling

Third conditional

3 Read the example sentences in the grammar box, then read out the rules and elicit the correct words to complete them. Elicit which examples use the past perfect, and which use the past perfect continuous.

Answers

- 1 past
- 2 past perfect

Point out to sts that, as with other conditionals, either clause can come first in the third conditional, e.g. If he had looked where he was going, he wouldn't have fallen. / He wouldn't have fallen if he had looked where he was going. Point out that when the if clause comes first, we use a comma between the two clauses.

Ask questions to check concept.

Concept check questions: If you had asked me, I would have helped – am I talking about the present or past? (past). A real situation or an imaginary one? (imaginary – you didn't ask me, so I didn't help). If he had paid attention, he wouldn't have had an accident – Did he pay attention? (no). Did he have an accident? (yes). She missed the bus, so she was late. If she ... (hadn't missed the bus, she wouldn't have been late).

4 Read out the title of the text and the introductory sentence. Teach the word *confiscate*. Ask sts to write the third conditional sentences in their notebooks. Check answers with the class, referring back to the grammar box if necessary to explain the answers.

Answers

- 1 wouldn't have felt
- 2 hadn't been
- 3 would have woken up
- 4 wouldn't have missed
- 5 had got up
- 6 hadn't missed
- 7 wouldn't have arrived
- 8 wouldn't have phoned
- 9 had got
- 10 hadn't called
- 11 wouldn't have confiscated

FAST FINISHER

Sts who finish early can practise the grammar further by writing third conditional sentences about their own experiences this week. Weaker sts could work in pairs. They could use the sentence beginnings in Exercise 4 and write their own endings.

- G Grammar practice: WB p.50
 Sts will find more practice of modals of deduction and the third conditional here. Set these exercises for homework.
- LS Language summary: Unit 6 SB p.132

Go wild?

VOCABULARY and LISTENING Nature and the outdoors

I can listen for detail.

1 Read the website advertising day trips from Cape Town. Which activity would you like to try?

HOME ABOUT PACKAGES

DAY TRIPS

REVIEWS

BOOK

Cape Town is the perfect destination for thrill-seekers who also like to admire the scenery. Stunning natural features include spectacular coastlines, green, rolling hills and magnificent mountains. Have the adventure of a lifetime in some of the most beautiful wild landscapes in the world!



False Bay is a pretty, horseshoe-shaped bay, popular with tourists - and sharks! View them close-up while scuba-diving in a cage! Back on the shore, enjoy the amazing beach.



Enjoy spectacular views from the **summit** of Table Mountain, the most famous peak in the whole Cape Fold mountain range. Hike up walking trails to the top, or take the cable car!



Take a guided quad-bike ride along a trail into the mountains, past still lakes and rushing **streams**. Then take a break to swim in a natural pool under a cascading waterfall.



Go on safari in South Africa's 'bush'. In one of the locally managed nature reserves you can explore the natural habitats of the lions. elephants and rhinos who live there.

- 2 0 6.3 Complete the sentences with the correct form of the nouns in **bold** on the website. Listen and check.
 - The Andes is a ... of mountains in South America that runs from Venezuela to Chile.
 - 2 The largest ... in the world is on the Iguazu River between Brazil and Argentina.
 - 3 A ... is a small, narrow river.
 - 4 The highest point of a mountain is called the ... or
 - 5 We walked along the sea ... from one side of the ... to the other.
 - The Amazon rainforest is the most famous ... in Brazil.
 - 7 Let's go for a drive by the lake so we can admire the spectacular
 - 8 The ... in this part of Canada consists of mountains, forests and lakes.
 - There's a ... in Florida called the Everglades where you can see alligators in their natural
- 3 Discuss the questions in pairs.
 - 1 What's the scenery like near your town or city?
 - 2 What are the most interesting natural features?

- 4 0 6.4 Martha went on each of the four day trips on the website in Exercise 1. In what order did she go on them?
 - a Shark-diving
- c Quad-biking
- b Table Mountain
- d Safari Adventure
- 5 0 6.4 Listen again. Which four things happened to Martha on holiday?
 - She got sunburned.
 - She walked to the top of Table Mountain.
 - 3 She went quad-biking in the sand dunes.
 - 4 She swam under a waterfall.
 - 5 She took a photo of a baby giraffe.
 - 6 She stayed the night at the nature reserve.
 - She had a minor accident on a boat.
 - 8 She saw sharks in the ocean.
- FIND OUT Near Cape Town you can also visit Robben Island. What is the name of the Nobel prize-winner who spent 18 years in prison there?

LS Language summary: Unit 6 SB p.132

Go wild?

VOCABULARY and LISTENING

Nature and the outdoors

Sts read a website advertising day trips from Cape Town and listen to someone talking about their experiences on the trips. They practise listening for detail.

Vocabulary

Nature and the outdoors (bay, habitat, landscape, natural feature, nature reserve, peak, range, scenery, shore, stream, summit, waterfall)

Listening text

A conversation about a day trip on holiday

Listening skill

Listening for details



Ask: What do you enjoy doing on holiday? Elicit a few ideas from individual sts, e.g. going to the beach, going on bike rides. Then ask: What new experiences can you try on holiday? Give an example if necessary of something you have tried on holiday, e.g. I once tried parasailing at the beach. Ask sts to share with the class any unusual or exciting activities they have tried on holiday.

- 1 Put sts into pairs to read the website and discuss which activity they would like to try and why. Discuss their ideas as a class. Find out which activity is the most popular and why.
- 2 ① 6.3 Point out words in bold on the website. Ask sts in pairs to read the words again in context and try to work out the meanings. Read out the first sentence of Exercise 2 and elicit the correct word to complete it. Sts then read the sentences and complete them with the correct words. Play the audio for sts to listen and check their answers. See Answers for audio script. Go through the answers with the class and check that sts understand all the words. You could model pronunciation of difficult words, e.g. scenery.

Answers

- 1 range
- 2 waterfall
- 3 stream
- 4 summit, peak
- 5 shore, bay
- 6 natural feature
- 7 scenery
- 8 landscape
- 9 nature reserve, habitat

- **3** Sts discuss the questions in pairs. Discuss their ideas as a class. Ask more questions if necessary, to prompt them to use more of the new vocabulary, e.g. Are there any waterfalls near here? Where can you see animals in their natural habitat? Do you know any nature reserves in your country?
- 4 ① 6.4 Explain to sts that they are going to listen to someone talking about their experience of going on the day trips in Exercise 1. Read out the question, then play the audio for sts to listen and note down the order in which Martha went on the day trips. See TG page 279 for audio script. Allow sts to compare their answers in pairs, then check answers, playing the audio again if necessary, and pausing to confirm the answers.

Answers

1 b 2 c 3 d 4 a

5 ① 6.4 Listening for details Read out the task, then allow sts time to read through all the possible answers. Check they understand them all. Point out that in order to decide which things happened to Martha, sts must listen very carefully, to hear the details. For example, tell sts that Martha might mention that someone else got sunburned, or that she didn't quite get to the top of Table Mountain. Play the audio again for sts to listen and choose the four things that happened to Martha. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

Answers

4, 5, 7 and 8.

21st Century skills



6 Q FIND OUT

Set this exercise for homework if you prefer. Encourage sts to find out as much as they can about Robben Island and the famous person who spent time in prison there. Sts can report back on their findings in the next lesson. The answer to the question is: Nelson Mandela.

- V L Vocabulary and Listening practice: WB p.51
 Sts will find more practice for listening, and practice of vocabulary for nature and the outdoors here. Set these exercises for homework.
- LS Language summary: Unit 6 SB p.132

GRAMMAR Regrets and wishes

I can express regrets and wishes.

Now watch the grammar animation.

Read the grammar box and complete the rules with past participle, past perfect or past.

Regrets and wishes

should(n't) have

I should have walked up. (But I didn't.) I shouldn't have taken the photo. (But I did.)

I wish / If only

I wish I hadn't been so impatient. (But I was.) If only we'd had more time! (But we didn't.)

We use should(n't) have, I wish or If only to express a regret about the 1....

Should(n't) have is followed by the $^2...$ I wish and If only are followed by the 3...

Express past regrets with should have or shouldn't have and the words in the box.

eat / so much ice cream check / the map pack / so many clothes set off / earlier sunbathe / all day use / insect repellent

holiday problems

regrets

My bag is so heavy!

I shouldn't have packed so many clothes.

- 1 I've been bitten.
- 1... He ...
- 2 He got sunburned. 3 We're lost.
- We ...
- 4 I feel sick.

- 1...
- 5 She missed the train. →
 - She ...
- 3 Complete the rewritten sentences.

I didn't enjoy staying in that awful hotel! If only I hadn't stayed in that awful hotel!

- 1 It's a shame you didn't come with us. I wish you ...
- 2 We should have booked our flights earlier. If only we ...
- 3 I regret not going surfing. I wish I ...
- 4 I spent so much money on souvenirs and regret it. If only I ...
- 5 It rained every day of our holiday. I wish it ...
- 6 It's a pity we couldn't stay longer. If only we ...
- 4 What regrets do you have about the things below? In pairs, discuss.
 - 1 your last holiday
 - 2 something you said to a friend
 - 3 something you didn't say to a relative
 - 4 something you bought
 - 5 something you didn't buy

Other uses of I wish and If only

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

Other uses of I wish and If only

I wish I lived near the sea. (But I don't.) I wish the sun was shining today. (But it isn't.) If only I was / were still there! (But I'm not.) I wish / If only it would stop raining. (It's so annoying.)

I wish / If only you would drive more slowly. (It's dangerous.)

Rules

We can use I wish and If only + the ¹present / past simple or continuous to express a wish for the present or future. We can use I wish and If only + ²will I would to talk about something we would like to change, especially something which annoys or worries us.

- 6 Choose the correct answers.
 - 1 If only the summer holidays are / were longer.
 - 2 I wish you'd stop / you stop complaining about everything!
 - 3 If only I'd been / I were on holiday right now.
 - 4 I wish we didn't / wouldn't have to leave tomorrow.
 - 5 If only she wouldn't talk / won't talk all the time!
 - I wish you were / you'd be here with me now.

7 PRONUNCIATION I wish and If only

① 6.5 Listen and repeat. Notice the sentence stress on wish and only.

- 1 I wish I were a better surfer.
- 2 If only it would snow!
- 3 I wish we didn't have Maths today.
- 4 If only you'd told me it was your birthday!
- 8 Write two examples for 1-4, using I wish or If only. Tell your partner about your wishes. How many of your wishes were the same as your partner's?
 - 1 two things you wish you didn't have to do today. I wish I didn't have to study today. Then I could go to the beach instead!
 - 2 two things you wish were different about your life right now.
 - 3 two things you wish you had (or hadn't) done yesterday or last week.
 - 4 two annoying things you wish other people would stop doing.

FAST FINISHER

Write six sentences about things you'd like to change about the past or the present. Use all of the different verb patterns on this page.

GRAMMAR Regrets and wishes



This lesson features an optional animated presentation of the grammar in context called *I shouldn't have been so impatient!*, including regrets and wishes and *I wish* and *if only*. 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 the animation script.

1 Read the grammar box examples with the class. Sts read the rules and complete them with the correct words. Weaker sts could work in pairs. Check answers.

Answers

- 1 past
- 2 past participle
- 3 past perfect

Explain that *I* wish and *If* only have a similar meaning, but *If* only expresses a stronger regret. Point out that with *I* wish and *if* only we use the past perfect, e.g. *I* wish *I* had taken my phone. NOT I wish I took my phone.

Ask questions to check concept.

Concept check questions: I should have taken some money – Did I take money? (no). Do I regret it? (yes). I ate all the cake and I regret it. I shouldn't ... (have eaten all the cake). We didn't go quad-biking. If only we went quad-biking – correct? (no – if only we had gone quad-biking).

2 Read out the task and the example answer. Sts then write the sentences. Weaker sts could work in pairs for this. Check answers, referring back to the grammar box if necessary to explain them.

Answers

- 1 I should have used insect repellent.
- 2 He shouldn't have sunbathed all day.
- 3 We should have checked the map.
- 4 I shouldn't have eaten so much ice cream.
- 5 She should have set off earlier.
- **3** Sts complete the rewritten sentences using *I* wish or *If* only. Weaker sts could work in pairs. Check answers.

Answers

- 1 had come with us.
- 2 had booked our flights earlier.
- 3 had gone surfing.
- 4 hadn't spent so much money on souvenirs.
- 5 hadn't rained every day of our holiday.
- 6 could have stayed longer.
- 4 Allow sts time to prepare their ideas individually, then put them into pairs to discuss their regrets. Ask some sts to tell the class about their regrets.

Other uses of I wish and If only

5 Read the example sentences in the grammar box, then read out the rules and elicit the correct words to complete them.

Answers

- 1 past
- 2 would

Point out to sts that when we talk about regrets about the present, we use the past simple or past continuous, e.g. It's raining – I wish it **wasn't** raining. NOT I wish it isn't raining. Point out that we use I wish I was or I wish I were, e.g. I wish I were taller.

Ask questions to check concept.

Concept check questions: I wish I had a car – a present wish or a past one? (present). I wish Jack would stop talking! – what do I want? (I want Jack to stop talking). Is he annoying me? (yes).

6 Sts read the sentences and choose the correct answers to complete them. Allow sts to compare their answers in pairs, then check with the class.

Answers

- 1 were
- 2 you'd stop
- 3 I were
- 4 didn't
- 5 wouldn't talk
- 6 you were

7 PRONUNCIATION ① 6.5

Play the audio once for sts to listen and notice the stress on wish and only. Play the audio again, pausing for sts to repeat.

8 Sts write their sentences individually. With weaker classes, you could brainstorm one or two examples for each situation with the class first. Ask some sts to read out some of their sentences. Correct any mistakes. Sts then work in pairs and tell their partner about their wishes. Ask pairs to tell the class which of their wishes were similar.

FAST FINISHER

Sts who finish early can practise the grammar further by writing six sentences using all the verb patterns on the page. Weaker sts could work in pairs and write two sentences about the past and two about the present.

- G Grammar practice: WB p.52
 Sts will find more practice of regrets and wishes and other uses of *I wish* and *If only* here. Set these exercises for homework.
- LS Language summary: Unit 6 SB p.132



Help!

READING and LISTENING

I can understand safety signs and notices.

Healthcare.com

Home

Work



disposable sterile gloves

plasters

dressings

bandages

pins or clips

In an emergency situation, you may have to act quickly. It's important to be familiar with the first aid kit in your workplace and to know what to use.

A basic workplace first aid kit should contain:

- - scissors

and expected time of return with someone.

of snacks.

- sticky tape

tweezers

- wipes
- painkillers

FIRE BLANKET • KITCHEN FIRES **INSTRUCTIONS FOR USE**



- Hold blanket by tapes, cover burning material completely by placing centrally over fire.
- Leave covered until
- Throw away blanket after use.

Dominion Housing Group

tav sate 3 BEFORE YOU SET OFF ... plan your route carefully. take a map and compass. check the weather. leave details of your route

WHILE YOU ARE HIKING ...

eat well before you start and take lots be prepared to turn back if the weather gets worse and make sure your group always stays together. if you have an accident or you come across an injured hiker, dial 112.

Don't panic. If you call the rescue team, stay safe and stay where you are!

Earthquake Safety Tips BEFORE

- Choose a safe place.
- Get under a table or a desk where nothing can fall on you.
- Practise drop, cover and hold on!

DURING

- Drop, cover and hold on!
- 🔉 Stay away from windows.

AFTER

- Check for injuries.
- 🔉 Inspect your home for damage.
- 🔉 Eliminate fire hazards: turn off the gas.
- Expect aftershocks. If you feel

- one, drop, cover and hold on.

1 Look at the information. Where would you find signs and notices 1-4? Choose from the places in the box.

apartment block forest house workplace kitchen mountain

- 2 Complete the information 1-4 with sentences a-d.
 - a Stay indoors until the shaking stops.
 - b Charge your phone.
 - Switch off heat.
 - d It may also be useful to have a first aid manual or instruction booklet.

- 3 0 6.6 Listen to the dialogues. Are the sentences true (T) or false (F)? Correct the false sentences.
 - If Ruby had checked the chips earlier, the frying pan wouldn't have caught fire.
 - Sam's grandma has experienced earthquakes
 - 3 While Sam and his grandma are talking, the building starts to move.
 - Mandy felt ill before she came to work this
 - 5 Harry gives her two painkillers to take.
- Have you ever been in an emergency situation? Tell your partner what happened.

64



Help!

READING and LISTENING

Sts read some signs and safety notices and do comprehension exercises to focus on understanding them in detail. They then learn how to make an emergency phone call. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise making an emergency phone call.

WARMER

With books closed, write a range of different activities on the board, e.g. cooking, hiking in the mountains, playing sport, playing computer games, sailing. Put sts into pairs and ask them to think of three dangers for each activity. Add their ideas to the board. Then ask: When you try a new activity or go to a new place, how can you learn about the dangers and what to do if things go wrong? Elicit the idea of looking at safety notices.

Sts could work in pairs to decide where you would find the signs and notices. Check answers, eliciting the parts of each notice which suggest where you would find it.

Suggested Answers

- 1 workplace
- 2 kitchen
- mountain
- apartment block
- **2** Point out the gaps in the notices. Ask sts to read the notices again and complete them with the missing sentences. Allow sts to compare their answers in pairs, then check with the class.

Answers

- 1 d
- 2 C
- 3 b
- 4

3 (1) 6.6 Tell sts they will hear three conversations about emergency situations. Play the audio once for sts to listen to the dialogues. See TG page 280 for audio script. Then ask them to read the sentences. Check they understand all the vocabulary in the sentences, e.g. frying pan, painkillers. Sts decide if the sentences are true or false, and correct the false sentences. Allow sts to compare their answers in pairs, then play the audio again for them to check their answers. Check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

- 1 T
- 2
- F They discuss an imaginary situation. 3
- 4 F She felt ill after she got to work.
- 4 Sts work in pairs and discuss their own experiences of emergency situations. Be aware that some sts may have difficult memories of emergency situations. Tell sts that they don't have to talk about any situations they feel uncomfortable about, and be prepared to step in and move sts into larger groups if some sts look uncomfortable, so some sts can just listen and not contribute. For feedback, ask some sts to tell the class about some of the situations they discussed.

EXTRA PRACTICE

There is a lot of useful vocabulary on the signs and notices. Read through them again as a class and check understanding of all the vocabulary in detail. Encourage sts to make a note of useful vocabulary in their notebooks. You could then ask them in pairs to make a safety notice for their classroom. You could discuss different emergency situations that might happen, e.g. someone falls or there is a fire. They can choose a situation for their notice. Ask pairs in turn to read their safety notice to the class.

I can ask the emergency services for help.

1 (1) 6.7 Listen and read. What has happened?

Operator: Hello, which service do you require?

Phil: Mountain Rescue, please. **Operator:** Where are you calling from?

Phil: I'm near the top of Mount Snowdon.

Operator: What's happened?

Phil: My friend tripped over and fell. I think

she's broken her leg.

Operator: Is she conscious and breathing?

Phil: Yes, she is.

Operator: OK, don't try to move her. Keep her comfortable

and warm. The Mountain Rescue team are on

their way. Stay calm and don't panic.

Phil: Thanks.



2 (1) 6.8 Listen and repeat the Useful language. Which phrases are used in Exercise 1?

Useful language

Operator

Which service do you require?

Where are you calling from?

What's happened? / What's the problem?

Has anybody been injured? Is he conscious and breathing?

A police car / an ambulance / a fire engine is

on its way.

Caller

My friend has fallen in the sea / hit his head / hurt his leg / burned his arm.

There's been a car crash / an accident / a burglary. / The house is on fire.

She's unconscious.

She's in a lot of pain.

He isn't breathing.

3 Complete the dialogue with the operator's questions and responses. Then work in pairs and practise the dialogue.

Operator: Which service do you require?

Sara: The ambulance service.

Operator: 1...

Sara: 14, Alfred Terrace, AF1 4QT.

Operator: 2...

Sara: There's been a car crash outside my

house.

Operator: 3...

Yes, the woman in the car. Sara:

Operator: 4...

Sara: Yes, she is, but she's in a lot of pain.

Operator: 5... Stay calm. Don't panic.

Work in pairs. Prepare a dialogue between a caller and an emergency services operator. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- Choose your roles and decide what the emergency situation is.
- Use the dialogues in Exercises 1 and 3 to help you.
- Make notes for your dialogue.

Speak

- Practise your dialogue.
- **)** Use phrases from the **Useful language** box.
- Act out your dialogue without notes.
- > Swap roles and choose a different emergency situation.

Reflect

- Did you clearly explain the situation to the operator?
- Did the operator ask the right questions and send the correct emergency service?
- How can you improve next time?
- 5 © COMPARE CULTURES What's the emergency number in your country? Find out the emergency numbers in the USA, Canada, the UK and Australia.





Write five skills or qualities that an emergency operator should have

SPEAKING Making an emergency phone call

Answer

Phil's friend has broken her leg.

2 ① 6.8 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Sts then find the phrases in the dialogue in Exercise 1. Check answers.

Answers

Which service do you require?
Where are you calling from?
What's happened?
My friend has broken her leg.
Is she conscious and breathing?
The Mountain Rescue team are on their way.

3 Ask sts to copy the dialogue into their notebooks, completing it with the correct questions and responses. Check answers, then put sts into pairs to practise it. Before sts practise, you could play audio track 6.8 again and ask: How does the operator sound? Calm or worried? Elicit that the operator remains very calm, and point out to sts that they should do the same when they practise.

Answers

- 1 Where are you calling from?
- 2 What's happened?
- 3 Has anybody been injured?
- 4 Is she conscious and breathing?
- 5 An ambulance is on its way.

4 Sts follow the steps in the Speaking plan to practise making an emergency phone call.

Speaking plan

Prepare

Sts work in pairs to choose their roles, and decide on the emergency situation. They then make notes for their dialogue.

Speak

Sts can practise with and then without notes, using phrases from the Useful language box. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their dialogues. When they finish, they could choose two more situations and practise their dialogues again.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language or speaking faster or more fluently. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve their dialogues 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

Fast finishers can practise the topic further. They write five skills or qualities an emergency operator should have. Weaker sts could do the same task in pairs.

- S Speaking practice: WB p.53
 Sts will find more practice for making an emergency phone call here. Set these exercises for homework.
- LS Language summary: Unit 5 SB p.132



The Lady with the Lamp

I can talk about advances in medicine.

FLORENCE NIGHTINGALE (1820-1910)

As a child, Florence Nightingale loved Maths and Science and she had a passion for recording and organizing information. This was evident from the careful and precise tables and lists the young Florence drew to record her collection of shells and coins.

By 1844, Florence had decided that she wanted to become a nurse. At first, she was unable to do so as her parents had strong objections to her choice of career. They considered nursing inappropriate for a young woman of Florence's class so they refused to let her go and train as a nurse. They wanted her to get married. Eventually, her father realized that his daughter was unlikely to get married so he allowed her to travel to Germany to train as a nurse. In 1853, she began working as a nurse in a women's hospital in London.

Later that year, the Crimean War broke out and newspapers were full of stories of the inhumane conditions in British army hospitals. Florence was chosen to take a team of 38 nurses to care for soldiers in a military hospital in Scutari, Turkey. When she arrived, she was shocked by the inadequate conditions there. There weren't enough beds, blankets or basic supplies like soap and bandages and there were rats and flies everywhere. Soldiers were dying from preventable diseases caused by bad sanitation, rather than from the wounds they had suffered in battle.

When Florence realized that there was a direct connection between the soldiers' deaths and these unhygienic conditions, her immediate reaction was to do everything she could to improve the hygiene in the wards. Her

team of nurses cleaned the wards thoroughly and she insisted that all the nurses washed their hands before coming into contact with the patients to reduce the transmission of infections. She made sure the patients ate well and had clean bandages, sheets and clothes and that they were treated with dignity and respect. At night, she would walk through the wards carrying a lamp, talking to them and making sure that they were comfortable. This led to a significant reduction in the death rate at

the hospital. When the war ended in 1856, she returned to London a

national heroine and she persuaded the British government to set up a special investigation into the health and well-being of soldiers. They discovered that 16,000 of the 18,000 deaths were not due to injuries sustained in battle but were caused by preventable diseases spread by poor sanitation. She worked with statisticians to analyse a huge amount of complex data. In her report she used an innovative 'rose diagram' to show how the death rate in the army had fallen by 99% in just one year.

Four years after the Crimean War ended, she set up the Nightingale Training School for Nurses at St Thomas' Hospital in London. Florence Nightingale is considered to be the mother of modern nursing. The foundation of her school marked the beginning of nursing as an organized profession in Great Britain. She is still celebrated in modern times, and in 2020, a number of large-scale temporary hospitals built in response to the Covid-19 pandemic were named after her.



CULTURE! The Lady with the Lamp

Sts learn about the pioneering British nurse, Florence Nightingale, and her contribution to medicine. They answer comprehension questions, then study some opposite adjectives that use the prefixes un- and in-. They discuss general questions relating to Florence Nightingale and her work, then do their own research on another medical advance.

This lesson features an optional culture video about police officers at work: see SB page 67.

WARMER

Ask sts to think about what medical treatments were like 100 years ago. Ask: In what ways were they different? Sts could work in groups to brainstorm ideas. Bring their ideas together into a class discussion. Elicit that there were no painkillers or anaesthetics at this time. If sts don't mention antibiotics, introduce this as an idea and point out that there were no antibiotics, so if a wound became infected, there was no way of treating it.

BACKGROUND INFORMATION

The Crimean War was a conflict that took place from 1853 to 1856, between Russia and the combined forces of the Ottoman Empire (modern Turkey), the UK and France. The Crimea is an area in Eastern Europe that is currently administered by Russia but is claimed by Ukraine.

- 1 Put sts into pairs to discuss the questions. Discuss the answers as a class.
- **2 (**0 **6.9** Pre-teach the word sanitation (cleanliness). Play the audio for sts to read and listen to the text. They could then work in pairs to look at the text again and complete the key facts about Florence Nightingale's life. Check answers with the class, eliciting the part of the text which confirms each answer.

Answers

1844: She decided she wanted to become a nurse.

1853: She started working as a nurse.

1856: The war ended and she returned home.

1860: She set up the Nightingale Training School for Nurses.

1910: She died.

2020: Temporary hospitals called Nightingale Hospitals were built in Britain in response to the Covid-19 pandemic.

3 (1) 6.9 Allow sts time to read the questions, then play the audio for them to read and listen to the text again and answer the questions. Check answers, eliciting the part of the text which confirms each answer.

Answers

- 1 They didn't think it was a suitable job for someone of her class.
- There weren't enough beds, blankets or other basic supplies. There were rats and flies everywhere and soldiers were dying from preventable diseases due to the poor sanitation.
- 3 She got her team of nurses to clean the wards, and she insisted that nurses should wash their hands. She made sure the patients ate well and had clean bandages.
- 4 Far fewer soldiers died.
- 5 She worked with statisticians to analyse data about the death rate in hospitals.
- 6 She turned nursing into a modern, organized profession.
- **4 Word Power** Read out the positive adjectives and check that sts understand them all. Then read out the example opposite adjective. You could elicit one or two more opposite adjectives that sts know with the two suffixes, e.g. unhappy, incorrect. Sts then copy the table into their notebooks and complete it with the negative adjectives. They could work in pairs for this. Allow them time to check their answers in the text, then check answers with the class and check that sts understand all the negative adjectives.

Answers

- unable
- inappropriate
- 3 unlikely
- inhumane 4
- inadequate
- 6 unhygienic

- 1 What can you see in the pictures?
- 2 What job do you think the 'Lady with the Lamp' is doing?
- 3 Do you think it looks like a difficult job? Why?

2 0 6.9 Read and listen to the text. Complete the timeline with the key facts about Florence Nightingale's life.



3 **Q** 6.9 Read and listen to the text again. Answer the questions.

- 1 Why did Florence Nightingale's parents not want her to become a nurse?
- 2 What were the problems in the army hospital in Scutari?
- 3 What did Florence do to deal with the problems in the hospital?
- 4 What was the result of her actions?
- 5 Why did she work with statisticians after she returned to London?
- 6 What impact did Florence Nightingale have on nursing in Great Britain?
- 4 Word Power Write the opposite adjectives using the negative prefixes *un* and *in*-. Check your answers in the first column of the text.

Verb		Noun
1	able	unable
2	appropriate	
3	likely	
4	humane	
5	adequate	
6	hygienic	

5 Discuss the questions with your partner.

- 1 Why was Florence's childhood passion useful to her after the Crimean War?
- 2 Imagine you were in hospital and the wards and equipment were dirty. How would you feel? What could happen?
- 3 Why is there an important connection between statistics and medicine, in your opinion?
- 6 GET CREATIVE Work in pairs or small groups.
 Research information about one of the following medical advances. Use the questions below to help you. Then prepare a short presentation to give to your class.

anaesthetics CT and MRI scanners defibrillators organ transplants penicillin prosthetic limbs vaccinations X-rays

- What was the breakthrough?
- Who discovered/invented it?
- When did they make the discovery?
- How did they make it?
- What impact has it had on healthcare?







Now water

Now watch the culture video.

FAST FINISHER

What's the worst illness you have had? How did medicine help you get better? Tell your partner.

REAL CULTURE!

5 Allow sts time to read the questions and prepare their answers individually, then put them into pairs to discuss them. Discuss the questions briefly as a class.

21st Century skills



6 GET CREATIVE

Put sts into pairs or small groups and read out the task. Read through the list of medical advances in the box with the class and make sure sts understand them all. Then read out the prompts for the presentation, and check that sts understand everything. Allow sts to choose what they want to research. You might want to check that not too many pairs or groups have chosen the same thing to research. You might prefer to allocate different medical advances to different pairs or groups, to ensure a spread across the class. Sts then do their research and prepare their presentation. They can do the research in class if they have access to the internet, or they can do it for homework. Ask pairs or groups in turn to give their presentation to the class. Encourage other sts to ask questions at the end of each presentation, to find out more. When all sts have given their presentations, you could discuss with the class which advance has made the biggest difference to medicine and to people's lives.

Culture video

This lesson features an optional culture video about police officers at work. 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 *Cops on the job* on TG pages 303 and 312.

FAST FINISHER

Sts discuss in pairs the worst illness they have had and how medicine helped them get better. Weaker sts can do the same task.

Travel tips

WRITING An informal email

I can write an informal email to give travel advice.

- 1 Look at the photo of people doing the world's highest outdoor tower walk. Would you want to try this? Why/Why not?
- 2 Read Tom's email to Adam. Which four activities does Tom recommend?



Hi Adam.

Great to hear from you!

I'm so excited you're coming to Toronto with your family next weekend! Do you fancy meeting up on Sunday afternoon? If you like, we could go to the aguarium. You'll love all the sharks! I wish you'd told me you were coming earlier, though. If I'd known, I could have got us some tickets to see the Toronto Raptors against the Boston Celtics. (I know you're a big basketball fan.)

If you love adventure, you absolutely must do the EdgeWalk around the top of the CN Tower (356 metres above the ground!). It must be the most terrifying thing I've ever done in my life! Do get a photo - you'll definitely want to show your friends. If only I'd been braver when I did it. I think I must have kept my eyes closed most of the time!

Another thing you should do is visit the Elora Gorge the scenery there is absolutely stunning. If you want, you could go tubing - you float down the river on a giant rubber donut! Just don't forget to bring insect repellent. The last time my brother went he must have been bitten, like, a hundred times! Oh, and you might also want to check out the Wonderland theme park. Don't miss the SlingShot ride. It will throw you into the air at over 100 kilometres per hour! My top tip - don't eat first!

Anyway, can't wait to see you!

Tom

3 Look at the **Useful language** box. Find examples of the expressions in Tom's email.

Useful language

Do you fancy (going / meeting) ...?

If you want/like, we can/could ...

If you like/love ... , you (absolutely) must ...

Another thing you should do is ...

You might also want to check out ...

Don't miss ...

Do visit / take / try / get ... (use Do for emphasis) Just don't forget to ... (use *Just* for emphasis)

Read the Look! box.

Look!

Informal language

In informal emails we use:

- colloquial expressions and phrasal verbs How are things? Do you fancy meeting up?
- informal connectors for writing 'as we think' Anyway, ... Oh, and ... By the way, ...
- contractions (I'm, it's)
- exclamation marks (!) and dashes (-)
- short or incomplete sentences Can't wait to see you!
- 5 Imagine that an English-speaking friend is coming to your city. Write an email, following the steps in the Writing plan.

Writing plan

Prepare

> Think of three exciting local activities for your visitor.

- Organize your ideas into paragraphs.
 - Paragraph 1: Suggest when to meet and what you could do together.
 - Paragraph 2: Make your first recommendation.
 - Paragraph 3: Make two more recommendations.
- > Use suitable opening and closing expressions.
- > Use the expressions in the **Useful language** box.

Reflect

- > Check your grammar: modal forms, conditionals, regrets and wishes.
- Check you have used informal language.

- W Writing summary: WB p.89
- R Review: Units 4-6 SB pp.102-103
- P Project: Units 4-6 SB pp.108-109

- Literature: Units 4-6 SB pp.114-115
- E Exams: Unit 6 SB p.123
- LS Language summary: Unit 6 SB p.132

EXTRA PRACTICE Workbook page 54; photocopiable activities for Unit 6: vocabulary, grammar and skills

Travel tips

WRITING An informal email

Sts study an informal email with travel advice. They learn some useful language for making suggestions and recommendations and learn about informal language. They then follow the steps in the Writing plan to write their own informal email making suggestions and recommendations for a trip to their city.

Writing

An informal email

Useful language

Informal suggestions and recommendations (Do you fancy (going / meeting) ...? If you want/like, we can/could ... If you like/love ..., you (absolutely) must ... Another thing you should do is ... You might also want to check out ... Don't miss ... Do visit / take / try / get ... (use Do for emphasis) Just don't forget to ... (use Just for emphasis)

Look!

Informal language



WARMER

Ask: What activities can visitors to your city do? Put sts into groups and give them two minutes to brainstorm ideas. Ask groups in turn to tell the class their three best ideas and explain why people will enjoy them.

- 1 Ask sts to look at the photo. Elicit a description of what the people are doing, then ask: How do you think they feel? Ask for a show of hands to see who would like to do it. Ask some sts to explain why they would like to. Then ask some sts who didn't put their hands up to explain why they wouldn't want to do it.
- 2 Ask sts to read the email and note down the four activities that Tom recommends. Check answers, and check that sts understand all the activities.

Answers

Go to the aquarium, do the EdgeWalk, visit the Elora Gorge, go to the Wonderland theme park.

- 3 Read the Useful language box with sts and discuss how to say these expressions in their first language. Sts then find examples in the email.
- 4 Read the Look! box with sts. Sts could then find examples of informal language in the email.



EXTRA ACTIVITY

Focus on the beginning and ending of the email and point out that it uses informal phrases: Hi Adam, Great to Hear from you! Remind sts that this is very different to formal emails, where we use formal greetings and endings such as Dear Sir, Yours faithfully, etc. Elicit or teach some more informal beginnings and endings, e.g. Hi there, How are things? See you soon! Take care!



EXTRA ACTIVITY

Ask sts in pairs to look at Tom's email again and find examples of modals for deduction, third conditionals and wishes and regrets. Go through these with the class, and encourage sts to use some of these structures when they write their own email.

5 Sts write an informal email following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals to decide which activities they are going to include. Monitor and help with vocabulary if necessary.

Write

Explain that sts should organize their emails into paragraphs. Refer back to Tom's email and point out that it follows the plan that is detailed here. Sts write their email using Tom's email as a model. Encourage them to use expressions from the Useful language box and also informal language.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap emails with a partner and give feedback on the use of modal forms, conditionals, regrets and wishes and informal language. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

- 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
- Review: Units 4-6 SB pp.102-103
- Project: Units 4-6 SB pp.108-109
- Literature: Units 4-6 SB pp.114-115
- Exam: Unit 6 SB p.123
- LS Language summary: Unit 6 SB p.132

Watch this!

Vocabulary: Film and TV; Opinion adjectives: opposites

Grammar: Relative clauses; Reduced relative clauses: active verbs; Verb patterns (2)

Speaking: Agreeing and disagreeing

Writing:

VOCABULARY Film and TV



I can talk about films and TV programmes.

1 Do the quiz with your partner.

The Big Film and TV Trivia

Round 1: Actors

A British actress Millie Bobby Brown plays a girl with supernatural powers in the fantasy drama, Stranger Things. What's her character's name?



B Two original members of the cast from the first Star Wars film also appear in The Last Jedi. They are Mark Hamill and ...?

Round 3: Places

 $oldsymbol{\mathsf{A}}$ In $oldsymbol{\mathsf{e}}\mathsf{pisode}$ 1 of the very first series of Friends, Monica meets her friend Rachel wearing a wedding dress in 'Central Perk'. What kind of place is Central Perk?

B Alfonso Cuarón directed and wrote the script for the Oscarwinning Spanish-language film Roma (2018). Which Latin American megacity is the setting for this film?

Round 2: Music

A The main themes of Mamma Mia (and its sequel Mamma Mia! Here We Go Again) are love, hope – and feel-good music! Which band wrote the songs?

f B Which famous singer stars in the concert film Homecoming and wrote all the songs used in the soundtrack, including 'Crazy in Love' and 'Single Ladies'?

Round 4: Kids (and big kids!)

A Frozen tells the story of two unusual princesses, Elsa and Anna. At a key moment in the plot, what kind of weather does Elsa accidentally create in Arendelle?

B In a famous scene from Harry Potter and the Prisoner of Azkaban, Harry is shown flying over a lake on Buckbeak. The **special effects** in this scene are amazing. What kind of creature is Buckbeak? Part eagle and part ...



- 2 1 7.1 Match the nouns in **bold** in the quiz with the definitions. Listen and check.
 - 1 all of the actors in a film or programme
 - 2 the words spoken by the actors
 - 3 the story in the film or programme
 - 4 a second film to follow the first
 - the topics in a film or programme
 - 6 all of the music in a film
 - 7 a person in a story
 - 8 computer-generated images in a film
 - 9 where a story happens
 - 10 a part of a programme (e.g. 45 minutes long)
 - 11 all parts of a programme made that year
 - 12 a part set in one place (e.g. 5 minutes long)

- 3 In pairs, recommend films and TV programmes. Why are they good?
 - Jaws is my favourite film ever. It has a great plot and soundtrack.
- 4 GET CREATIVE Create your own film and TV quiz. Choose different categories.
- Now watch the vlog.



Write a paragraph about your favourite film or TV programme.

LS Language summary: Unit 7 SB p.133

Watch this!

UNIT 7 OVERVIEW: The focus for Unit 7 is film and TV. Sts read a blog about bingewatching TV series and listen to a review podcast about two films that challenge stereotypes. They learn vocabulary for film and TV, and opinion adjectives and their opposites. They read some social media posts about films and TV series. They then read about two famous British authors and talk about famous writers in their country. Finally, they read a film review and write their own film review. They also watch a vlog about favourite childhood movies and a culture video about Lily, a young artist who makes podcasts.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Film and TV; Opinion adjectives: opposites	Relative clauses; Reduced relative clauses: active verbs; Verb patterns (2)		Matching statements with comments in a blog	Identifying speakers' opinions	Agreeing and disagreeing	A film review

VOCABULARY Film and TV

Sts learn 12 words related to film and TV. They learn these in context by reading them in a film and TV trivia quiz, then personalise them by recommending films and TV programmes they like. They then create their own film and TV quiz.

Vocabulary

Film and TV (cast, character, episode, plot, scene, script, series, sequel, setting, soundtrack, special effects, themes)

Vlog

Regal: My favourite childhood movies



Tell sts about a good film that you saw recently and why you liked it. Then ask: What's your favourite film? Put sts into pairs to tell each other their favourite films and make a list of three that they both like. Ask pairs in turn to tell the class their ideas.

1 Put sts into pairs to do the quiz. Encourage them to guess the answers if they don't know them for certain. Check answers.

Answers

- 1 A 11; B Mark Hamill and Carrie Fisher
- 2 A Abba; B Beyonce
- 3 A a coffee shop; B Mexico City
- 4 A Icy weather, she freezes Arendelle; B horse
- **2 ① 7.1** Ask sts to match the words from the quiz with the definitions. Encourage them to find the words in the quiz and read them in context to try to work out the meanings. Play the audio for sts to listen and check their answers. Check answers.

Ar	nswers				
1	cast	5	themes	9	setting
2	script	6	soundtrack	10	episode
3	plot	7	character	11	series
4	sequel	8	special effects	12	scene

3 Read out the task and the example answer. Remind sts that there are some English names of films on the board. Encourage sts to use vocabulary from the quiz to say why they like the films. Sts then work in pairs. Ask some sts which films their partner recommended and why.

21st Century skills



4 GET CREATIVE

Put sts into pairs or small groups and read out the task. Elicit some different categories that sts could choose for their quiz, e.g. Heroes, Thrillers, Science Fiction etc. Ask them to prepare two questions for each category. Sts then work in their pairs or groups to create their quiz. If they need to do research to complete their quiz, they could use their phones or tablets in class or do the research for homework. Ask pairs or groups to read their quiz to the class. Other sts can try to answer the questions. See which pair or group has the best film and TV knowledge!



This lesson features an optional vlog in which a vlogger talks about his favourite childhood movies. 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 309.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing a paragraph about their favourite film or TV programme. Weaker sts could work in pairs and write three sentences using some of the vocabulary in the quiz.

- Vocabulary practice: WB p.58
 Sts will find more practice of Film and TV vocabulary here. Set these exercises for homework.
- LS Language summary: Unit 7 SB p.133

Personal obsessions

READING

can match statements and opinions to different comments in a blog.

binge-watcher

We've all done it. You start watching episode one of a new show, then suddenly it's hours later, and you're incapable of switching off! Surveys suggest that over 60% of us regularly binge-watch TV series and movie franchises, with 30% of us admitting to sometimes losing sleep after a marathon viewing session.

What was the last thing you binge-watched, and why was it so addictive?



Crime dramas are normally more my thing, but my sister, whose taste in TV is usually pretty good, recommended it. I was hooked right away! This high-school musical has a sharp script and characters who feel alive. In my opinion, it's much better than the overrated Glee, which I really disliked! It's an Argentinian series with English subtitles, so anyone learning Spanish should check it out. You can pretend you're studying!

Conor (Ireland) - Harry Potter

After streaming the first Harry Potter film, I felt so impatient to see more, I watched all seven sequels in one weekend! Sure, the plot is ridiculous at times, and the rules of Quidditch make absolutely no sense. But the cast are all excellent and the cinematography is just amazing!

- 1 Read the first paragraph of the blog and look at the picture. Work in pairs. Which TV programmes or films have you 'binge-watched' recently?
- 2 17.2 Read and listen to the whole blog. Answer the questions.

Which person ...

- 1 is critical of some aspects of this programme/film?
- 2 doesn't usually watch this type of programme/film?
- 3 has started a new hobby since watching this programme/film?
- 4 is embarrassed about recommending this programme/film?
- 5 regrets deciding to binge-watch this programme/film?



Li Min (Canada) - Blue Planet

I binge-watched series one a few weeks ago, when I should have been finishing a big project. And then I rewatched it more slowly, and wow! I think we often underestimate how astonishing nature is, but Blue Planet really opened my eyes. It's a programme which has a really powerful environmental message. I just wish I'd discovered it sooner. I might have got better grades!

Kai (Australia) - Stranger Things

I missed a party to finish series one, but it was worth it! Stranger Things is so stylish - it looks like a remake of an eighties show, only with much better special effects! The soundtrack has even inspired me to take up keyboard lessons. But the ending was unexpected! And what was the monster living in the Upside-Down? Time to stream series two.

José (Brazil) - Bake Off

I'm not sure I should admit to binge-watching a reality TV show about cake-baking. It's not exactly cool, is it?! But this is the perfect show for winding down after a hard week. The people making the cakes are so serious and competitive, it's hilarious. Top tip: watch with snacks, as it will make you hungry!

Word Power We can add prefixes to some adjectives, verbs and nouns to form new words with a special meaning. Copy and complete the table with examples from the blog.

Prefix	Meaning	Examples
re-	again, another	1 (v.) – watch again 2 (n.) – new version of older programme/film
over-	too much	3 (adj.) – considered better than it really is
under-	not enough	4 (v.) – consider something less skilful, important, etc. than it really is
dis-	negative/opposite	⁵ (v.) – don't like

4 PIND OUT How many episodes were there in the first series of Blue Planet? Which episode features scenes of polar bears and penguins?

Personal obsessions

READING

Sts read a blog about binge-watching and focus on matching statements and opinions to different comments in a blog. They see examples of relative clauses and reduced relative clauses in context, then study prefixes and research the TV series Blue Planet.

Reading text

A blog about binge-watching

Reading skill

Matching statements and opinions to different comments in a blog

WARMER

Say: It's a Sunday afternoon and it's winter. It's raining outside. You don't have any homework to do, and you aren't going out. What do you do? Elicit a few ideas from individual sts. Write the word binge-watch on the board and ask sts to guess the meaning. If they are struggling, explain that to binge usually means to eat a lot all at once. Ask if they can guess what binge-watch means. Elicit or teach the meaning (to watch a lot of episodes of a series all at once).

- 1 Teach the word *movie franchise* (a collection of related films in a series). Ask sts to read the first paragraph of the blog and look at the picture. Then put them into pairs to discuss the question and make a list of TV shows or movie franchises they have binge-watched recently. Ask pairs in turn to tell the class their ideas.
- 2 17.2 Matching statements and opinions to **different comments in a blog** Play the audio for sts to read and listen to the whole blog. When they have listened, point out that the blog consists of several different comments and opinions. Ask them to read the questions, then elicit that they ask sts to match the people with the comments and opinions. Ask: Do you think the blog will use the same words as in the questions? Elicit that the blog will use different words to express the same ideas. Read out the first question and ask sts to read the blog comments again and find one in which the person is critical of some aspects (Conor – the plot is ridiculous; the rules of Quidditch make absolutely no sense). Sts then complete the task. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the blog which matches each question.

Answers

- 1 Conor
- 2 Lucy
- 3 Kai
- 4 losé
- 5 Li Min

Word Power Ask sts to copy the table into their notebooks. Read through the prefixes and meanings with the class. You could elicit or give an example of each prefix that sts already know, e.g. rewrite, oversleep, underpaid, disallow (a goal). Sts then find the words in the blog and add them to the table. Weaker sts could work in pairs for this. Check answers, and check understanding of the words.

Answers

- 1 rewatch
- 2 remake
- 3 overrated
- 4 underestimate
- 5 dislike



Ask some questions using some of the words in Exercise 3, e.g. Which films or series have you rewatched? Do you know any remakes of films? Which TV series do you think are overrated? Which films do you dislike? Elicit answers from individual sts.

21st Century skills



Set this exercise for homework if you prefer. Encourage sts to find out as much as they can about the *Blue Planet* series. Sts can report back on their findings in the next lesson. The answer to the question is: The first series of *Blue Planet* had eight episodes. The episode featuring polar bears and penguins was *Frozen Seas*.

Reading practice: WB p.59
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Relative clauses

- I can use relative clauses to add information to a sentence.
- Now watch the grammar animation.
- Read the grammar box and choose the correct options to complete the rules.

Defining relative clauses

The actor who/that plays Dracula is Danish. It's a film which/that has a powerful message. I've just read the book which/that won the award. I've just read the book (which/that) Tom recommended.

Non-defining relative clauses

My mum, who doesn't usually enjoy wildlife documentaries, watched the whole series. That new detective series, which Julian strongly recommends, is set in Tokyo.

The book is from my sister, whose taste in books is usually pretty good.

Rules

We use a defining relative clause to add ¹essential / extra information about someone or something.

We can omit the relative pronoun who, which or that in a defining relative clause when it refers to the object of the relative clause.

We use a non-defining relative clause to add ²essential / extra information about someone or something. Without this clause, the sentence still makes sense.

2 Complete the sentences with relative pronouns and your own ideas. Read your sentences to your partner. Do you have similar tastes?

PERSONAL TASTES

- 1 A TV show ... makes me laugh out loud is ...
- 2 An actor ... I really like is ...
- 3 A singer ... music really moves me is ...
- 4 A place ... you can always get great food is ...
- 5 A film ... I've seen more than once is ...
- 6 A band ... I'd love to see in concert is ...
- 7 A book ... is simply unforgettable is ...
- 8 A film director ... films I always love is ...
- 3 Look at your answers to Exercise 2. In which three sentences can we omit the relative pronoun? Rewrite the sentences without the relative pronoun.

4 Join the sentences using a non-defining relative clause that refers to the words in **bold**. Which sentences are true for you?

> Non-fiction is about real-life facts and events. It interests me more than fiction.

Non-fiction, which is about real-life facts and events, interests me more than fiction.

- My best friend likes similar things to me. She often recommends great TV shows.
- My sister's taste is very different to mine. She can't stand my music!
- 3 Playing video games is something I do most days. It helps me to relax.
- 4 I usually watch films at home. There's more space and better snacks!
- 5 I found an old DVD. I watched it immediately.

Reduced relative clauses: active verbs

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

The people **making** (= who are making) the cakes are so serious and competitive.

What was the monster living (= which lived) in the Upside-Down?

Anyone **learning** (= that's learning) Spanish should check it out.

Rules

We can reduce a defining relative clause when it refers to the ¹subject / object of the sentence.

We omit the relative pronoun and replace the verb with the ²-ing form / past participle of the verb.

Look!

We can't reduce a relative clause when we can omit the relative pronoun.

The last film (that) I saw was amazing. NOT The last film I seeing was amazing.

- 6 Rewrite four of the sentences with reduced relative clauses. There is one sentence you can't reduce.
 - People that talk in the cinema are so annoying!
 - 2 People who wanted tickets were disappointed.
 - 3 What's the name of the song that's playing in the background?
 - 4 The man who he met at the party is an actor.
 - 5 This is the film which is showing at 8.30.

FAST FINISHER

Write a comment about a series you've binge-watched for the blog on page 70. Use relative clauses.

GRAMMAR Relative clauses



This lesson features an optional animated presentation of the grammar in context called *The pizza you made was delicious!*, including the form and use of relative clauses and reduced relative clauses. You can watch this in class if you have time and access to a computer or tablet, 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 example sentences in the grammar box. Ask sts to copy and complete the rules. They could work in pairs for this. Check answers.

Answers

- 1 essential
- 2 extra

Read out one of the sentences from the first section but without the defining relative clause, e.g. *I've just read the book*. Elicit that it doesn't make sense because we don't know which book. Point out that the information in the relative clause is essential. Then do the same with a sentence with a non-defining relative clause, e.g. *My mum watched the whole series*. Elicit that this still makes sense, so the information in the relative clause is extra. Point out that we use commas around non-defining relative clauses.

Ask questions to check concept.

Concept check questions: He's an actor that I love – what's the relative clause? (that I love). Defining or non-defining? (defining). This actor, who is American, is my favourite – what's the relative clause? (who is American). Defining or non-defining? (non-defining). A film which is very popular is Jaws – can we omit the relative pronoun? (no – it's the subject). A film which I love is Jaws – can we omit the relative pronoun? (yes, – it's the object).

- 2 Ask sts to write the sentences in their notebooks, completing them with relative pronouns and their own ideas. Put sts into pairs to compare their ideas, then ask some sts to read their sentences to the class. Ask which pairs have similar tastes and why.
- **3** Sts could work in pairs to look at the sentences in Exercise 2 again and decide in which sentences you can omit the relative pronoun. Check answers.

Answers

Sentences 2, 5 and 6

4 Read out the task and the example sentence. Sts write the sentences in their notebooks. They could work in pairs for this. Check answers.

Answers

- 1 My best friend, who likes similar things to me, often recommends great TV shows.
- 2 My sister, whose taste is very different to mine, can't stand my music.
- 3 Playing video games, which is something that I do most days, helps me to relax.
- 4 I usually watch films at home where there's more space and better snacks!
- 5 I found an old DVD which I watched immediately.

Reduced relative clauses: active verbs

5 Read the example sentences in the grammar box, then read out the rules and elicit the correct words to complete them.

Answers

1 subject 2 -ing form

Point out that we use the same -ing form in the reduced relative clause for all tenses, e.g. The people (who are) **watching** the film are happy. / The people (who were) **watching** the film were happy.

Ask questions to check concept.

Concept check questions: The film which is showing at the cinema is very good – can you reduce the relative clause? (yes – the film showing at the cinema – because it refers to the subject). The film which we are watching is very good – can you reduce the relative clause? (no, because it refers to the object: we are watching the film).

Read the Look! box with the class. Point out that we can omit the relative pronoun when the relative clause relates to the object, but we can only use a reduced relative clause when the clause relates to the subject.

6 Sts could work in pairs to reduce the relative clauses and write the sentences in their notebooks. Point out that there is one sentence they can't reduce. Check answers.

Answers

- 1 People talking in the cinema are so annoying!
- 2 People wanting tickets were disappointed.
- 3 What's the name of the song playing in the background?
- 4 (can't reduce)
- 5 This is the film showing at 8.30.

FAST FINISHER

Sts who finish early can practise the grammar further by writing a comment about a series they have watched, using relative clauses. Weaker sts could work in pairs and find more examples of relative clauses and reduced relative clauses in the blog on page 70.

- G Grammar practice: WB p.60
 Sts will find more practice of relative clauses and reduced relative clauses: active verbs here. Set these exercises for homework.
- LS Language summary: Unit 7 SB p.133

Something different

VOCABULARY and LISTENING Opinion adjectives: opposites

I can identify opinions expressed in a film review.

Work in pairs. Read the summary of the podcast. Do you enjoy superhero films? Why/Why not? What do you know about these two films?

>> THE FILM SHOW PODCAST <<



Episode 14: Superheroes

In this episode, we look at two hugely successful superhero films which challenged stereotypes: Wonder Woman and Black Panther. But are they worth seeing? Critics Frank Anderson and Ivy Brockley give their verdicts ...

- 7.3 Listen to the podcast. Which film do the critics like best?
- 10 7.3 Listen again and complete the summaries of the film reviews.

Wonder Woman

- Frank and Ivy agree that the dialogue is very ¹natural / funny.
- Ivy thinks the film is quite ²moving / violent.
- Ivy thinks the action scenes are very exciting / boring.
- Frank ⁴agrees / disagrees with Ivy about the action scenes
- Frank rates this film as 5three stars /
- Ivy rates this film as ⁶two stars / four stars.

Black Panther

- Frank and Ivy agree that the acting is very bad / good.
- Frank thinks the dialogue is ⁸very clever / a bit boring.
- Some of the scenes in the film made ⁹lvy / Frank and Ivy emotional.
- They agree the film has a positive message about ¹⁰peace / co-operation.
- Frank rates this film as ¹¹four stars /
- Ivy rates this film as 12three stars / five stars.
- 4 Work in pairs. Answer the questions.
 - 1 In your opinion, are the critics Ivy and Frank good at their job? Why/Why not?
 - Do their reviews make you want to watch either of the films, or avoid them?

1.4 Rewrite each sentence with an adjective in the box that has the opposite meaning of the adjectives in bold. Listen and check.

forgettable poor predictable feel-good tedious unfunny unrealistic weak

- The final fight scene was **thrilling**.
- 2 There are lots of very **convincing** fight scenes.
- 3 The ending is particularly **outstanding**.
- 4 The plot is **original**.
- 5 The script is **powerful**.
- 6 There were some hilarious jokes.
- 7 The dialogue is **memorable**.
- 8 It's a dark film.
- 6 Work in pairs. Think of five more adjectives you can use to describe films.
- 7 Work in pairs. Take turns to describe the last film you saw. Use a variety of adjectives.
 - 1 What did you like about it? Why?
 - 2 What didn't you like about it? Why?
 - 3 Would you give the film a five-star rating? Why/ Why not?
- 8 THINK CRITICALLY Which three super powers would you like to have? Compare your ideas in pairs, giving your reasons. Then decide together which power would be the most useful.



LS Language summary: Unit 7 SB p.133

Something different

VOCABULARY and LISTENING

Opinion adjectives: opposites

Sts read a summary of a review podcast, then listen to the podcast about two films that challenge stereotypes. They practise identifying opinions in a film review and describe a film they have seen.

Vocabulary

Opinion adjectives: opposites (convincing, dark, feel-good, forgettable, hilarious, memorable, original, outstanding, poor, powerful, predictable, tedious, thrilling, unfunny, unrealistic, weak)

Listening text

A podcast about two films that challenge stereotypes

Listening skill

Identifying opinions expressed in a film review



Say: I'm a character in a film. I'm a journalist and I work for a newspaper called the Daily Planet. But I'm also something else. I'm a superhero. I can fly, and I fight crime. My name as a journalist is Clark Kent. Who am I? Elicit the name Superman. Ask: What other superheroes do you know?

- 1 Pre-teach the meaning of stereotype. Put sts into pairs to read the summary of the podcast and discuss the questions. Discuss their ideas as a class.
- 2 07.3 Identifying opinions expressed in a film **review** Explain to sts that they are going to listen to the podcast they have read about. Read out the question and point out that it asks about the critics' opinions. Ask: What do you think they will say about the films? How will they express their opinions about them? Elicit that they might use verbs like I like ... or I love ..., or they might use adjectives like amazing, great, terrible. Play the audio for sts to listen and answer the question. See TG page 280 for audio script. Allow sts to compare their answers in pairs, then check answers, playing the audio again, and pausing to confirm how the critics express their opinions.

Answers Black Panther

Check they understand everything. Play the audio again for sts to listen and choose the correct words to complete the summaries. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing to confirm the answers.

Answers

1 funny 9 Frank and Ivy 5 four stars 10 co-operation 2 violent 6 two stars 11 five stars 3 boring 7 good disagrees 8 a bit boring 12 five stars

- 4 Allow sts time to read the questions and prepare their ideas individually, then put them into pairs to discuss the questions. Discuss their ideas as a class.
- **5 1 7.4** Read through the adjectives in the box with the class and elicit or teach the meanings. Read out the first sentence and elicit the correct opposite adjective (tedious). Sts then rewrite the sentences using the opposite adjectives. Check answers, and check that sts understand all the adjectives.

Answers

- 1 tedious
- 5 weak

7

- unrealistic
- unfunny
- poor
- forgettable
- predictable
- 8 feel-good
- **6** Sts work in pairs to think of five more adjectives for describing films. Bring their ideas together onto the board and check that sts understand all the adjectives.
- 7 Read out the task and give sts time to think about the last film they saw and prepare how they can describe it using some of the adjectives in Exercise 5. Then put them into pairs to talk about the films. Ask pairs in turn to tell the class which films they discussed and what they agreed about them.

21st Century skills



8 THINK CRITICALLY

> Read out the question, then elicit some possible superpowers, e.g. being able to fly, having extra strength, being invisible. Ask sts mention different superpowers, ask: Why is this useful? Elicit how each superpower could help you. Ask sts to list their three superpowers individually, then put them into pairs to compare their ideas and agree on the most useful. Ask pairs in turn to tell the class which superpower they chose and why.

Encourage sts to read this fun fact for pleasure. Sts might also be interested to know that Amber Miller ran the Chicago Marathon in 2011 and then gave birth almost immediately afterwards, And Jacinda Ardern became the Prime Minister of New Zealand in October 2017, the same month that she found out she was pregnant. She was the first world leader to be pregnant while in office.

- Vocabulary and Listening practice: WB p.61 Sts will find more practice for listening, and practice of opinion adjectives: opposites here. Set these exercises for homework.
- LS Language summary: Unit 7 SB p.133

GRAMMAR Verb patterns (2)

I can use the correct verb pattern after adjectives, prepositions, nouns and certain expressions.



Now watch the grammar animation.

Read the grammar box and complete the rules with -ing form or to + infinitive.

She isn't afraid of getting into a fight.

He keeps on surprising you.

Did you have more fun watching Black Panther? It was hard not to laugh at her costume.

It was easier to watch this film.

There was **no need to have** so much violence. It was the **first** superhero **film to star** a woman.

Rules

We use ¹... after prepositions and phrasal verbs.

We use 2... after certain expressions, such as have fun, have trouble, have a problem, can't help, and it's worth, there's no point, it's no use, and spend/waste time.

We use 3... after most adjectives, including comparatives and superlatives.

We use 4... after certain nouns, such as ability, attempt, decision, need, opportunity, plan, reason and way.

We use 5... after first, last, etc. + noun.

We put *not* before the *-ing* form or *to* + infinitive to make

- 2 Rewrite the sentences, making the phrases in **bold** negative.
 - 1 We made the decision **to move** house.
 - 2 It was difficult to leave.
 - 3 I'm looking forward to **getting up** early.
 - 4 He's used to **having** a coffee after dinner.
 - 5 I'm having so much fun working!
- 3 Complete the sentences with a verb so they are true for you. Use the -ing form or to + infinitive.

I often waste time playing video games when I should be studying.

- 1 I often waste time ...
- 2 I've recently made the decision ...
- 3 I don't find it easy ...
- 4 I usually feel really happy after ...
- 5 I think it's better not ... than ...
- 6 I'm looking forward to ... this weekend.

4 PRONUNCIATION Verb patterns

1 7.5 Listen and repeat.

- 1 I'm worried about missing the start of the film.
- 2 He gave us permission to take photos in the museum.
- 3 In my view, it isn't worth seeing the sequel.
- 4 I'm not prepared to lend him another £10.
- 5 He's worried about not arriving on time.

5 Choose the correct answers to complete the blog post.

Breaking stereotypes

Do you have an interest or hobby that surprises people?

Tell us what you have fun 'doing / to do!

Boys are often surprised ²discovering / to discover I'm really into ³playing / to play video games, like Final Fantasy. I don't know why – lots of girls like playing video games, too! And being a girl certainly doesn't affect my ability 4scoring / to score points.

Cooper

As well as ⁵being / to be captain of the school football team, I also really enjoy dancing! In fact, I've just started going to a Latin dance class. I still find it much easier ⁶to play / playing football than to dance the tango, but I'm having a good time ⁷to learn / learning.

I'm really into vintage style, and I love spending time ⁸watching / to watch black-and-white movie classics, like Casablanca and Bicycle Thieves. Some people think it's strange for a teenager to like this old stuff, but I don't worry about ⁹ following / to follow the crowd. Be yourself – it's the only way 10 living / to live your life!



6 In pairs, ask and answer the questions. Use the correct form of the verb in brackets. Give a reason for your recommendation.

Can you recommend ...

- 1 an unusual film that's really worth ... (see)?
- 2 a hobby you're passionate about ... (do)?
- 3 a computer or board game that's fun ... (play)?
- 4 the best TV show ... (watch) at the moment?
- 5 an activity that families can have a good time ... (do) together?
- 6 a book or comic that makes an attempt ... (challenge) stereotypes?

FAST FINISHER

Write about an unusual or interesting hobby for the blog post in Exercise 5. Use the -ing form and to + infinitive.

LS Language summary: Unit 7 SB p.133

GRAMMAR Verb patterns (2)

• Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I just want to keep on playing!*, including verb patterns (2). 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 the animation script.

1 Read the grammar box examples with the class. Sts read the rules and complete them with the correct words. Weaker sts could work in pairs. Check answers.

Answers

- 1 -ing form
- 2 -ing form
- 3 to + infinitive
- 4 to + infinitive
- 5 to + infinitive

Point out the negative forms of the infinitive: *I was* happy **not to go** with them and the -ing form: *We were* afraid of **not getting** home on time.

Ask questions to check concept.

Concept check questions: Anyone can swim – it's easy ... (to swim). I don't want to swim. I'm not keen on ... (swimming). She's worried about not to get home on time – correct? (no – She's worried about not getting home on time). I made the decision don't go to university – correct? (no – I made the decision not to go to university).

2 Read out the first sentence and elicit the negative form as an example. Sts then write the sentences in their notebooks, making the words in bold negative. Check answers with the class.

Answers

- 1 not to move
- 2 not to leave
- 3 not getting up
- 4 not having
- 5 not working
- 3 Sts write the sentences in their notebooks, completing them so they are true for them. Put sts into pairs to compare their sentences, then ask some sts to tell the class something true about their partner.

4 PRONUNCIATION ① 7.5

Play the audio once for sts to listen and notice the pronunciation. Play the audio again, pausing for sts to repeat.

5 Read out the title of the blog post and the introductory question. Ask: What hobbies do people expect teenagers to have? Elicit a few ideas, e.g. playing video games, doing sport, fashion, music, etc. Ask sts to read the blog post quickly, ignoring the gaps, to find out what hobbies Leah, Cooper and Milo have (playing video games, dancing, watching old movies). Ask them to read the blog post again and choose the correct verb forms to complete it. Check answers.

Answers

- 1 doing
- 6 to play
- 2 to discover
- 7 learning
- 3 playing4 to score
- 8 watching9 following
- 5 being
- 10 to live
- 6 Ask sts to complete the questions with the correct verb forms first. Check these, then allow sts time to read the questions and prepare their answers individually. Put them into pairs to ask and answer the questions. Remind them to give a reason for their recommendations. Ask some pairs to tell the class which of their answers were similar, and which were the most different.

Answers

- 1 seeing
- 2 doing
- 3 to play
- 4 to watch
- 5 doing
- 6 to challenge

FAST FINISHER

Sts who finish early can practise the grammar further by writing about an unusual or interesting hobby for the blog post. Weaker sts could work in pairs and write some sentences about themselves, using their ideas from Exercise 6.

- G Grammar practice: WB p.62
 Sts will find more practice of verb patterns (2) here.
 Set these exercises for homework.
- LS Language summary: Unit 7 SB p.133



What do you think?

READING and LISTENING



can identify key information in social media posts.



Luke Taylor

Have you been watching Money Heist, Julia? It's about a gang of criminals that take over the Royal Mint of Spain so they can print 2.4 billion euros. Their leader is a guy called 'The Professor'. It's really exciting! Here's the trailer.



Yes! Can't wait to see the last episode tonight!

leoni.sanchez I'm really into Rebelde at the moment. It's SO good, even though it was made years ago. The band is amazing! Give them a listen now. Would recommend – 100%! @rebeldewithoutacause



rosie-perez Is that the Mexican remake of the Argentinian soap opera? I've heard of it, but never seen it! Thanks for the tip.

Animal Kingdom @animal_king_dom



I loved last night's Our Planet. That baby gorilla was so cute, wasn't it?





Love My Planet

@animal_king_dom I've just watched that, too. lt's an amazing documentary series, isn't it? What I really like about it is how it discusses the effects on the animals of climate change.

Who watched the final of America's Got Talent? I was a bit disappointed with this year's winners. I think they were overrated. I wanted the magician to win, not another music act. What did you think?



I don't think that's fair. How can you say that? I loved this year's winners. The dancing dog was funny and the magician was pretty cool too, but they definitely didn't deserve to win. The band was the best. I can't believe they were playing in a garage and at school proms a few weeks ago.

1 Read the conversations and answer the questions.

Which conversation is about ...

- 1 a nature programme?
- 2 a talent show?
- 3 a series originally made for another country?
- 4 a crime drama?

2 07.6 Listen to the dialogue. Which of the conversations above does it continue?

3 07.6 Listen again. Answer the questions.

- 1 Why are Luke and Julia tired?
- 2 What was the character Nairobi responsible for?
- 3 What did Julia think of the story?
- 4 What are they going to do tonight?
- 5 What does Julia have to do after school?

4 Work in pairs. Take turns to ask and answer.

- Have you watched any of these TV series?
- 2 Which TV series are you watching at the moment?
- 3 What's your favourite series? Why do you like it?
- 4 Which types of social media do you use most?



What do you think?

READING and LISTENING

Sts read some social media posts, then listen to a conversation that follows on from one of the posts and practise identifying key information. They then learn how to agree and disagree. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise agreeing and disagreeing.



Ask: How often do you post things on social media? How many times a day? Ten? Twenty? Fifty? Ask sts to think about their answers individually and write a number. Put them into pairs to compare their answers. Find out who in the class uses social media the most and least. Ask: What kinds of things do you usually post about? Elicit a few ideas.

1 Ask sts to read the conversations and answer the questions. Allow them to compare their answers in pairs, then check with the class.

Answers

- 1 c
- 2 d
- 3 b
- 4 a
- **2 ① 7.6** Tell sts they will hear a conversation that follows on from one of the online conversations. Read out the question, then play the audio. See TG page 281 for audio script. Allow sts to discuss the answer in pairs, then check with the class, playing the audio again if necessary and pausing to confirm the answer.

Answer

а

3 ① 7.6 Allow sts time to read the questions. Check they understand everything. Play the audio again for them to listen and answer the questions. Allow sts to compare their answers in pairs, then check with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

- 1 They couldn't sleep because they were both thinking about the last episode of the series.
- 2 She was responsible for printing the money.
- 3 She thinks it is unusual because it is about criminals, but you end up liking them.
- 4 They are going to watch the last episode again.
- 5 She has a music exam.
- 4 Allow sts time to read the questions and prepare their ideas individually, then put them into pairs to discuss the questions. Encourage them to give longer answers by adding reasons and expressing their opinions.



Ask sts to write a social media post on a piece of paper about a TV series they have watched recently. Then put them into groups. They pass the posts around and add their own comments to each one, agreeing or disagreeing or expressing their opinions.

SPEAKING Agreeing and disagreeing

I can agree and disagree with someone else's opinion.

17.7 Listen and read. Who enjoyed watching Rebelde the most: Liz or Joe?

Liz: So, what did you think of Rebelde?

Joe: Overall, I found it a bit disappointing, actually, apart from the amazing music.

Liz: Really? I don't agree. I was so sad when it ended!

Joe: It all just ended up feeling so predictable, which is a shame.

Liz: I know what you mean. But it shows teenage life really well.

Joe: I'm not sure about that. It's about a group of students in a very particular type of school.

Liz: True, but it deals with themes like friendships, family and other normal teenage stuff.

Joe: Yes, you're right. Good point. I hadn't thought of that. **Liz:** And the storylines were quite funny, weren't they?

Joe: Yes, I suppose so, although sometimes I found the humour a bit childish. Don't you think it got a bit silly at times?

Liz: Absolutely not. I thought the humour was one of the best things about the series.

Joe: So, would you recommend it to other people?

Liz: Yes, definitely! I really enjoyed it.

2 17.8 Listen and repeat the Useful language. Which phrases are used in Exercise 1?

Useful language

Agreeing

dialogue.

You're right. Good point. Absolutely./Exactly.

I suppose so.

I know what you mean. Yes, I (totally) agree. I couldn't agree more.

Disagreeing

I don't agree. I (totally) disagree.

Absolutely not.

I'm not sure about that.

3 Complete the dialogue with words from the **Useful** language box. Then work in pairs and practise the

Ana: So, what did you think of the final of America's Got Talent last night?

Sam: I was a bit disappointed, actually. I wanted Roxy to win. I think she was the best singer.

Ana: I totally 1.... She sang well last night, but some of her earlier performances weren't that great.

Sam: 12... so, but she got better every week.

Ana: Yes, I³..., but all of Jamie C's performances were amazing. And he's got such a powerful voice.

Sam: You're 4..., but Roxy's more passionate than Jamie C when she sings. Don't you agree?

Ana: 5... not! One of the judges cried after Jamie C sang

in the final!

Sam: I'm not 6... that. She just had something in her eye. Ana: Oh, well. At least those two crazy magicians didn't

win - they were terrible!

Sam: 17... more!

Work in pairs. Prepare a new dialogue about something you have both seen. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- Decide on a TV series or film.
- Make notes about it: Which TV series/film was it? What did you think of it? Why did you like/dislike it?

Speak

- Practise your dialogue.
- Use phrases from the **Useful language** box.
- Act out your dialogue without notes.

Reflect

- Did you agree or disagree?
- Did you give reasons to justify your opinions?
- How can you improve next time?

Now play Keep moving!

FAST FINISHER

Write another dialogue about a different TV series or film.

LS Language summary: Unit 7 SB p.133

SPEAKING Agreeing and disagreeing

Answer Liz

2 ① 7.8 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Sts then find the phrases in the dialogue in Exercise 1. Check answers.

Answers

I don't agree.

I know what you mean.

I'm not sure about that.

Yes, you're right. Good point.

I suppose so.

Absolutely not.

3 Ask sts to copy the dialogue into their notebooks, completing it with the correct words. Check answers, then put sts into pairs to practise the dialogue.

Answers

- 1 disagree
- 2 suppose
- 3 agree
- 4 right
- 5 Absolutely
- 6 sure about
- 7 couldn't agree

4 Sts follow the steps in the Speaking plan to practise a dialogue about something they have both seen.

Speaking plan

Prepare

Sts work in pairs to decide on a TV series or film and make notes on it, answering the questions.

Speak

Sts can practise with and then without notes, using phrases from the Useful language box. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their dialogues. When they finish, they could choose another film or TV series and practise again.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language or giving more reasons for their opinions. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve their dialogues 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

Fast finishers can practise the topic further. They write another dialogue about a different TV series or film. Weaker sts could work in pairs. They take turns to give an opinion about a film or TV series. Their partner responds by agreeing or disagreeing.

S Speaking practice: WB p.63
Sts will find more practice for agreeing and disagreeing here. Set these exercises for homework.

REAL OCULTURE!

Famous writers

I can compare writers in my country with writers in the UK.



Jane Austen (1775 - 1817)



Fortunately, although Jane's father was not wealthy, he had a library consisting of over 500 books, which was unusual

200 years ago as books were so expensive. She read extensively and admired popular male and female writers who wrote gothic and romantic **prose**, poetry and drama.

B She wrote about social class and moral problems using her own background and experience. She was one of the first women to write with sharp wit, humour and intelligence. She highlighted the frustrations and limitations experienced by young women at that time and she chose everyday subjects that people thought were not worth writing about. Most of her novels are about strong female characters and the choices they have to make. One key theme which preoccupied her was how women depended on marriage for social standing and economic security.

She wrote six works of **fiction** which were all published anonymously because writing was not regarded as a suitable profession for women in the 1800s. She financed the publication of her first novel, Sense and Sensibility, herself in 1811 and it was an immediate success. Her most famous novel, Pride and Prejudice, was published in 1813. She did not become a best-selling author until the 20th century.

Her novels are still popular today because she mer novels are sun popular and writes about friendship, dysfunctional families and the relationships between men and women. Her books have been translated into 35 different languages and adapted for both the cinema and television



George Orwell

(1903 - 1950)



Early years

He always wanted to write and knew from the age of five or six that he wanted to be a writer. His first published work was a poem which he had written at school that appeared in a local newspaper.



He was fascinated by society and social injustice. The first book he published was a work of **non-fiction**, Down and Out in Paris and London, a memoir that describes poverty in the two cities. He was a man who lived by his beliefs - in both cities, he lived a life of poverty,

found low-paid jobs and came close to starvation at one point. He felt he could not understand the poor or the unemployed without experiencing how they lived their lives.

Literary output

He wrote six novels and he started using the name George Orwell because he did not want to embarrass his family after

spending time living in poverty while he was researching his first novel. His most famous novels are Animal Farm and 1984, but he also wrote hundreds of essays, book reviews and poetry.



His work still remains influential in popular and political culture. Today, a lot of people are reading 1984, a novel which is set in an imaginary totalitarian state where every aspect of its citizens' lives is constantly being monitored by the government. They feel the novel is still relevant today in the 21st century. Both Animal Farm and 1984 have sold more than 50 million copies. Various films, **plays**, TV series and radio shows have been based on these novels.



REAL **CULTURE!** Famous writers

Sts learn about two well-known British writers: Jane Austen and George Orwell. They answer comprehension questions, then study some words for types of writing. They discuss what they know about some more wellknown British writers, and discuss famous writers from their own country.

This lesson features an optional culture video about Lily, a young artist who makes podcasts about London: see SB page 77.

WARMER

Ask: What British writers do you know about? Elicit a few ideas, and prompt sts with more questions if necessary, e.g. Who wrote the Harry Potter books? Who wrote 'The Lord of the Rings'? Who wrote 'Charlie and the Chocolate Factory'? Encourage sts to share what they know about British writers and their books.

- 1 Put sts into pairs to discuss the questions. Discuss the answers as a class.
- **2** Read out the questions and check that sts understand influenced (= had an effect on). Ask sts to read the text about Jane Austen and match the questions to the paragraphs. Check answers.

Answers

- 1 C
- 2 B
- 3 A
- 4 D
- 3 Ask sts to read the text about George Orwell and answer the questions. Allow sts to compare their answers in pairs, then check with the class. When you check answers, explain the meaning of down and out (= with no money), in the title of Orwell's book Down and out in Paris and London.

Answers

- 1 Paris and London
- 2 Animal Farm and 1984
- 3 more than 50 million

4 (1) 7.9 Allow sts time to read the questions, then play the audio for them to read and listen to both texts and answer the questions. Check answers, eliciting the part of the text which confirms each answer.

Answers

- 1 B
- 2 JA
- GO
- 4 GO
- 5 JA
- 6 GO
- 7 B
- **5 Word Power** Sts match the bold words in the text with the meanings. Encourage them to read the words carefully in context to help them work out the meanings. Allow sts to compare their answers in pairs, then check answers with the class and check that sts understand all the words.

Answers

- 1 novel 2 prose
- 5 fiction
- 6 non-fiction
- 3 poetry

memoir

essay play

2 Read the text about Jane Austen. Match questions 1-4 to paragraphs A-D.

- 1 How many books did she write?
- 2 What did she write about?
- 3 Who influenced her work?
- 4 Why is she still popular today?

3 Read the text about George Orwell and answer the questions.

- 1 In which two cities is his first book set?
- 2 What are the names of his two most famous novels?
- 3 How many copies of his most famous novels have been sold?

4 ① 7.9 Read and listen to both texts and answer the questions. Write JA (Jane Austen), GO (George Orwell) or B (Both).

- 1 Who wrote his/her observations about the society in which he/she lived?
- 2 Who wrote about subjects that people did not think were important?
- 3 Whose real name did not appear on his/her books?
- 4 Who felt it was necessary to experience things himself/herself in order to write about them?
- 5 Who often used strong female characters in his/ her novels?
- 6 Who wrote both fiction and non-fiction books?
- 7 Who died in his/her forties?

5 Word Power The words in bold in the texts refer to types of writing. Match the words with the definitions.

- 1 a long written story about imaginary characters and events
- 2 written language in its normal form, i.e. not poetry
- 3 writing that is often in short lines which rhyme
- 4 a written account of someone's personal experiences
- 5 stories or books that describe people or events that are not true
- 6 stories or books that describe people or events that are true
- 7 a short piece of writing that deals with one subject
- 8 a piece of writing that actors perform in a theatre
- 6 Work in pairs. Look at the names of the writers in the box and answer the questions.

Agatha Christie Roald Dahl William Shakespeare Mary Shelley

- 1 Have you heard of the writers before? If so, what books did they write?
- 2 Look at the film posters in the panel on the right. Match the writers in the box with the film versions of their books.
- 3 Have you read any of the books or seen the films? Is the film better than the book?



7 Work in pairs. Discuss the questions.

- 1 What type of writing do you prefer to read? Why?
- 2 Who is your favourite writer? Why?
- 3 Do you like film versions of books? Why/Why not?
- 8 © COMPARE CULTURES Who are the most famous writers from your country? Which of their books are also films? How do they represent your country and culture?



FAST FINISHER

Imagine a friend asks you to recommend a book. Which book would you recommend and why?

OCULTURE!

6 Put sts into pairs to discuss the four authors and answer the questions. Discuss the answers with the class.

Answers

Agatha Christie Murder on the Orient Express Roald Dahl Charlie and the Chocolate Factory William Shakespeare Romeo and Juliet Mary Shelley Frankenstein

BACKGROUND INFORMATION

Agatha Christie (1890-1976) was an English writer known for her detective novels. She created the fictional detectives Hercule Poirot and Miss Marple. Many of her novels, including Murder on the Orient Express, have been made into successful films.

Roald Dahl (1916-1990) was a British novelist and shortstory writer. He is especially well-known for his many children's books, including Charlie and the Chocolate Factory, Matilda, The Witches and The BFG. Many of his children's stories have been made into films.

William Shakespeare (1564-1616) was an English playwright and poet who is considered to be the greatest writer in the English language. He wrote both comedies and tragedies. His best-known tragedy, Romeo and Juliet, has been made into many successful films.

Mary Shelley (1797-1851) was an English novelist who wrote the novel Frankenstein, which has become a classic of horror films.

7 Sts discuss the questions in pairs. If you have sts in your class who do not read books for pleasure, they could talk about their favourite films and actors instead. Ask some pairs to tell the class about their discussions.

21st Century skills



8

COMPARE CULTURES

Sts could work in pairs or small groups to discuss the questions. If they are struggling for ideas, brainstorm some names of well-known authors in their country with the class first. Ask pairs or groups to tell the class about their discussions, and discuss as a class how the different writers mentioned represent the sts' country and culture.

Culture video

This lesson also features an optional culture video about Lily, a young artist who makes podcasts about London. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See Lily: Portrait of a podcast on TG pages 304 and 312.

FAST FINISHER

Fast finishers think about which book they would recommend to a friend and why. Weaker sts could work in pairs and do the same task, or think about which film they would recommend and why.

Arts review

WRITING A film review

I can write a review and make recommendations.

- 1 What do you want to know when you read a film review? Choose three answers.
 - a personal opinions and recommendations
 - b a full description of the plot from start to finish
 - c basic information about the story and the themes
 - d reasons why some aspects of the film are good / bad
 - e a complete list of the cast and the characters
- 2 Read the review. Which aspect of the film is the reviewer most critical of?

the cast the special effects the soundtrack the plot

3 Look at the **Useful language** box. In pairs, think of three other useful phrases for film reviews.

Useful language

Describing films

It's about ... / It tells the story of ... It's set in ...

- ... stars as (the hero).
- ... plays (the character of) ...

Emphasizing opinions with adverbs

- ... are utterly/totally/incredibly convincing.
- ... is particularly/especially brilliant.

I'd strongly/highly/thoroughly recommend ...

It was so moving (that) I almost cried!

Read the Look! box. Then find three examples in the review.

The Culture Magazine

FILM REVIEWS >>>>

The Lion King

The Lion King (2019) is a remake of a classic Disney animation with some changes to the story, characters and songs. It's such a feel-good movie it will make you smile and possibly even start singing!

The film, which is set in a fictional African country, tells the story of a young lion, Simba. Simba hopes



to grow up to be like his father, King Mufasa. But the king's evil brother Scar kills Mufasa, and sends Simba away. Will Simba be able to return and become king? This is a family movie about self-discovery and friendship, and the plot is fairly predictable. However, there are so many great scenes that it hardly matters. There's comedy, action, and some powerfully emotional moments, too. I found one particular scene so moving I almost cried!

It's well worth watching this on a big screen because the special effects are stunning, and utterly convincing. The cast also do a great job of making the animal characters come to life. Donald Glover, starring as Simba, and Beyoncé, playing his friend Nala, are especially memorable. Beyoncé also sings on the incredible soundtrack.

I'd highly recommend The Lion King to anyone who loves heart-warming family movies. It was such fun I've decided to go and see it again!

Look!

so / such (... that)

We can use so and such to add emphasis. We can add a that clause afterwards to show a consequence.

so + adjective or adverb phrase

The film is so slow (that) I got bored!

so + much / many / little / few

There was so much violence (that) I couldn't watch.

such + noun phrase / noun

It's such a funny script (that) I laughed out loud.

5 Choose a film or TV series and write a review. Follow the steps in the Writing plan.

Writing plan

Prepare

- > What did you like about the film or TV series?
- > What didn't you like about it?

Write

- > Paragraph 1: Introduce the film or TV series and give your general opinion.
- **> Paragraph 2:** Give basic details about the plot. Explain what you liked or didn't like, giving reasons.
- > Paragraph 3: Say what else you liked or disliked.
- > Paragraph 4: Make a personal recommendation.

Reflect

- > Check your relative clauses and verb patterns.
- > Check that you've used a variety of interesting language, including adverbs and so / such (... that).



W Writing summary WB p.90



E Exam: Unit 7 SB p.124



LS Language summary: Unit 7 SB p.133

Arts review

WRITING A film review

Sts study a film review of The Lion King. They learn some useful language for describing films and emphasizing their opinions with adverbs. They also learn how to use so and such. They then follow the steps in the Writing plan to write their own film review.

Writing

A film review

Useful language

Describing films (It's about ... / It tells the story of ..., It's set in ..., ... stars as (the hero). ... plays (the character of ...); Emphasizing opinions with adverbs (... are utterly/totally/ incredibly convincing, ... is particularly/especially brilliant, I'd strongly/highly/thoroughly recommend ... , It was so moving (that) I almost cried.)

Look!

so / such (... that)



WARMER

Ask: When new films come to the cinema, how do you decide which ones to watch? Elicit the idea that they can look at posters or see adverts on TV. Ask: Do you ever read film reviews? Where can you read film reviews? Elicit that you can read them online on review websites or on cinema websites.

- Tell sts to imagine they are going to see a new film and they don't know much about it. Say: You can read a review to find out about it. What do you want to know? Put sts into pairs to read the question and choose three options. Ask pairs in turn to tell the class which three options they chose and why.
- 2 Focus on the review and ask who in the class has seen The Lion King. Ask if they enjoyed it and why, and encourage them to share their opinions with the class. Read out the questions and the possible answers, then ask sts to read the review and answer the question. Check the answer with the class.

Answer the plot

3 Read the Useful language box with sts and discuss how to say these expressions in their first language. Sts could find examples of the phrases in the review, to read them in context. As a class, brainstorm more useful phrases for film reviews.

Suggested answers

My favourite scene is ...

There are some amazing special effects. The ending is completely unexpected.

4 Read the Look! box with sts. Sts then find examples of so and such in the review. Point out that so and such have a similar meaning, but they are used in slightly different ways: The film was so good! It was such a good film! I enjoyed it so much!

EXTRA ACTIVITY

Ask sts to read the review again and find examples of more useful words and phrases they can use in their own review, e.g. It will make you smile. This is a family movie. It's well worth watching this on a big screen. Remind sts that they should not copy the model writing task, but they can use it as a resource for useful language, to improve their own writing.



EXTRA ACTIVITY

Ask sts to read the review again and find examples of relative clauses and verb patterns. Check with the class, and encourage sts to use relative clauses and verb patterns with to + infinitive or the -ing form in their own review.

5 Sts write their own film review following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals to decide which film or TV series they are going to write about and think about what they liked and didn't like about it.

Write

Explain that sts should organize their reviews into paragraphs. Refer back to the review in Exercise 2 and point out that it follows the plan that is detailed here. Sts write their review using the review in Exercise 2 as a model. Encourage them to use expressions from the Useful language box and also so and such.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap reviews with a partner and give feedback on the use of relative clauses and verb patterns, and also so and such. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

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

Exam: Unit 7 SB p.124

LS Language summary: Unit 7 SB p.133

Discover

Vocabulary: Science and inventions; *time* phrases

Grammar: Active and passive; Reduced relative clauses: passive; *have/get something done*

Speaking: Instructions Writing: A report



VOCABULARY Science and inventions



can talk about science and discuss important inventions and discoveries.

Amazing inventions

Writing

Archaeological exploration has uncovered evidence of writing from more than 5,000 years ago!

Did you know ...?

The discovery of 40,000-year-old bone and ivory flutes in Germany is **proof** that music is much older than writing!

3200 BC

Paper

Paper was first made in China. Other early writing materials included animal skin, leaves and stone.

Did you know ...?

Paper has always inspired creativity. The ancient Chinese also invented wrapping paper, banknotes, and toilet paper!

200 BC

The printing press

Johannes Gutenberg's new design of printing press enabled the mass **production** of books in

Europe, and led to the transformation of European culture.

Did you know ...?

Today, we can also 3D-print cars, body parts, and even food



The telephone

Scottish scientist Alexander Graham Bell received the first patent for a telephone in the USA

Did you know ...?

Bell also developed biofuels, and in 1917 he also made an astonishingly accurate prediction of global warming!

1876



The internet

A breakthrough in the development of the internet came in 1989, with the creation of the world wide web by Tim Berners-Lee.

Did you know ...?

In 1843, Ada Lovelace wrote the first computer program!

1989



The smartphone

IBM launched the first smartphone model onto the market in 1994

Did you know ...?

The battery in the first smartphone lasted one hour. Thankfully, progress has been made since then!

1994

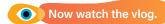


- 1 Read the text. Discuss the questions in pairs.
 - Which two inventions do you think are the most important? Why?
 - 2 What other 'communication inventions' do you think are important?
- 2 0 8.1 Copy and complete the table with ten of the nouns in **bold** in the text. Listen and check.

Verb →	Noun
create	¹ creation (action) ² (ability)
design	3
develop	4
discover	5

Verb →	Noun
explore	6
predict	7
produce	8
prove	9
transform	10

- 3 Match the four remaining science and invention nouns in **bold** with the definitions.
 - proof (synonym)
 - physical substance with a special purpose
 - dramatic and important discovery
 - 4 improvement of skills and knowledge
- 4 Work in pairs. What are the five most important scientific inventions or discoveries that we couldn't live without? Why?





Write short descriptions of other inventions that are still important today. Include science and invention words.

LS Language summary: Unit 8 SB p.134

Discover

UNIT 8 OVERVIEW: Unit 8 focuses on the topic of knowledge and discoveries. Sts read about some accidental scientific discoveries and listen to a podcast about a teenage inventor. They learn vocabulary for science and inventions and time phrases. They read some adverts for tech festivals, then read about the history of US space exploration. They also watch a vlog about a fermentation experiment and a culture video about an artificial surf park in Wales. Finally, they read a report about a visit to a museum and write their own report about a local attraction in their area.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Science and	Active and passive;	Stress in	Using	Listening to a	Instructions	A report
inventions; time phrases	Reduced relative clauses; passive; have/ get something done	passive sentences	connectors to understand text organization	narrative and putting the events in order	and clarification	

VOCABULARY Science and inventions

Sts learn ten nouns and verbs to do with science and inventions. They learn these in context by reading a text about amazing inventions, adding them to a table and matching them with definitions. They personalize the vocabulary by discussing their opinions on the most important scientific inventions and discoveries.

Vocabulary

Science and inventions (create, creation, design, develop, development, discover, discovery, explore, exploration, predict, prediction, produce, production, prove, proof, transform, transformation)

Vlog

Maiku: Fermentation station



Ask: What machines and gadgets have you used today? Elicit a few ideas, then ask more questions to prompt sts, e.g. Did you switch a light on this morning? Did you use a shower? What about a kettle? As sts mention different gadgets and machines, write them on the board. Explain that these things are all inventions. Ask: Do you know who invented any of them?

- 1 Focus on the text and explain that all the inventions it discusses are to do with communication. Ask sts to read the text, then put them into pairs to discuss the questions. Discuss their ideas as a class.
- 2 ① 8.1 Ask sts to copy the table into their notebooks, then read through the verbs in the table with the class and check that sts understand them all. Sts then complete the table with the nouns in bold in the timeline. Allow sts to compare their answers in pairs, then play the audio for them to listen and check.

Answers

2 creativity 5 discovery 8 production 3 design 6 exploration 9 proof 4 development 7 prediction 10 transformation 3 Point out to sts that there are four more words in bold in the timeline which don't fit in the table. Sts could work in pairs to find these words and match them with the definitions. Encourage sts to read the words carefully in context and try to work out the meanings first, then choose the correct meanings. Check answers, and check that sts understand the words.

Answers

- 1 evidence 3 breakthrough 2 material(s) 4 progress
- 4 Put sts into pairs to discuss different inventions and decide on the five most important which we couldn't live without. Ask them to note down their answers and their reasons. Ask pairs in turn to tell the class their ideas. See if, as a class, sts can agree on their top five inventions overall.



This lesson features an optional vlog in which a vlogger demonstrates a fermentation experiment. 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 309.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing descriptions of other inventions that are still important today. Weaker sts could work in pairs and write some example sentences using some of the science and invention words.

- Vocabulary practice: WB p.66
 Sts will find more practice of vocabulary for science and discoveries here. Set these exercises for homework.
- LS Language summary: Unit 8 SB p.134

Lucky discoveries

READING

I can use sequencing words and connectors to understand text organization.

DISCOVERED BY CHANCE

Science often seems very methodical and logical. 1... . Here are some incredible accidental discoveries from three different fields.

A MEDICINE: X-RAYS

The discovery of X-rays led to the transformation of medicine. 2... . If you've ever been through airport security, you've been scanned by X-rays! Yet X-rays were discovered by chance on 8 November 1895, when German physicist Wilhelm Röntgen noticed a mysterious green light in his laboratory.

At the time, Röntgen was studying cathode rays in a covered tube. The tube had been wrapped in thick black paper. So how had the light escaped? At once, Röntgen became obsessed with studying this strange new ray, which he called an 'X-ray' ('X' for 'unknown'). 3... . His wife was one of the first people he invited in. The first human X-ray photo shows her hand.



The microwave oven is without doubt one of the best-loved kitchen inventions. But it was also invented by accident.

In 1946, US engineer Percy Spencer was working on a design for a microwave-based military gadget when he made an annoying discovery. The peanut bar in his pocket had turned into goo! Spencer wanted to know if the bar had been melted by the microwaves. 4.... The first food he microwaved on purpose was an egg. Unfortunately, it exploded in Spencer's face! 5.... Only a year later, the first microwave ovens went into production.

ARCHAEOLOGY: THE LASCAUX CAVE PAINTINGS

In archaeology, accidental discoveries are often the norm. 6.... For instance, Lascaux Cave in France wasn't discovered until 1940, when it was first explored by four teenagers.

The teenagers came across a hole while they were walking in the woods one day. They decided to investigate, hoping to find buried treasure! 7.... Then, they lowered themselves down. At the bottom, they found one of the most significant prehistoric art collections in existence. The walls of Lascaux Cave are covered in stunning pictures of animals, evidence of astonishing skill and creativity. Experts believe they were painted 17,000 years ago!







- 1 Read the text quickly. Who made each discovery?
- 2 (1) 8.2 Read the text again. Match gaps 1-7 in the text with sentences a-g. Use the sequencing words and connectors in **bold** to help. Listen and check.
 - a **As a result**, he hardly left his laboratory for six weeks!
 - b **Next**, he microwaved some popcorn.
 - c Yet luck often plays a major role in breakthroughs.
 - d **So** he brought in more foods to test.
 - e **First**, they dropped stones to test the depth of the hole.
 - f They're **also** widely used outside hospitals.
 - g What's more, they're often made by ordinary people.

- **3 Word Power** Complete the expressions from the extract with the missing prepositions.
 - by chance/accident = accidentally
 - 2 ... once = immediately
 - 3 ... doubt = certainly
 - 4 ... purpose = deliberately
 - 5 ... instance = for example
 - 6 ... existence = that exists
- 4 FIND OUT What else was discovered by chance?

Lucky discoveries

READING

Sts read a text about some important scientific discoveries that were made by chance. They see examples of active and passive verbs in context, study expressions with prepositions and research other chance discoveries.

Reading text

A text about chance scientific discoveries

Reading skill

Using sequencing words and connectors to understand text organization

WARMER

Ask sts to imagine a scientist working on an amazing new technology that will change the world. Ask: What can you see? Where is the scientist? What are they wearing? What are they doing? Are there other people around? Elicit answers from the class and build up a collective picture of a scientist at work. Ask: What do you think they have to do to make the final discovery? Elicit a few ideas, e.g. work hard, do experiments, keep detailed notes, etc. Tell sts they are going to read about three discoveries that were made in very different ways.

1 Focus on the pictures and teach the words *X-rays*, *microwave oven* and *cave paintings*. Read out the question, then ask sts to read the text quickly to find the answers. Check answers.

Answers

X-rays: Wilhelm Röntgen Microwave oven: Percy Spencer Lascaux cave paintings: four teenagers

2 (1) 8.2 Using connectors and time words to understand text organization Read out the first sentence of the text, then point out the gap and explain that a sentence is missing. Read out the sentence after the gap, then focus on the sentences in Exercise 2. Ask sts in pairs to decide which sentence fits the gap. To do this, suggest that they read each sentence in turn in the gap and see if it makes sense. Elicit the correct answer (c), then focus on the word in bold (yet). Ask: How does this help you decide if the sentence fits? Elicit or explain that the first sentence of the text explains the idea of science being very logical. The sentence after the gap introduces the idea of discoveries that are made by accident. The missing sentence forms a 'bridge' between the two ideas by using the connector yet, to introduce a contrast. Sts then read the rest of the text and match the gaps with the remaining sentences. Play the audio for sts to read and listen to the whole text to check answers. Check answers with the class, eliciting in each case how the connector or time word in bold helps you decide if the sentence fits.

Answers

- 1 c
- 2 f
- 3 a
- 4 d 5 b
- 6 g
- 7 e
- **Word Power** Ask sts to find the expressions in the text and complete them with the correct prepositions. Check answers, and check that sts understand all the expressions.

Answers

- 1 by
- 2 at
- 3 without
- 4 on
- 5 for
- 6 in



Ask sts in pairs to choose three expressions from Exercise 3 and write example sentences for them. Ask pairs in turn to read their sentences to the class.

21st Century skills



Set this exercise for homework if you prefer. Encourage sts to find examples of other discoveries that were made by chance and find out as much as they can about them. Sts can report back on their findings in the next lesson. Some possible answers are: penicillin, insulin, Velcro and Super Glue.

Reading practice: WB p.67
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Active and passive

I can use the active and passive in different tenses.

Now watch the grammar animation.

1 Read the grammar box and complete the rules.

Active

We often use microwaves to cook snacks. Four French teenagers discovered the cave.

Passive

Microwaves are often used to cook snacks.

The cave was discovered by four French teenagers.

You've been scanned by X-rays at airport security.

The bar had been melted by the microwaves.

X-rays can be used to diagnose many injuries.

Your passport will be checked before you get on the plane.

You might be asked to provide proof of your age. I think they **should be invited** to the wedding.

Rules

We form the passive with the correct form of the verb be and the ¹*infinitive / past participle*.

We use ²active / passive sentences to focus on the person or thing that does the action.

We use ³active / passive sentences to focus on the person or thing that receives the action.

We can use ⁴ from / by after the passive to specify the agent, i.e. the person or thing that performs the action.

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

- 1 What amazing things ... (invent) in the next 50 years?
- 2 Smartphones ... (can, use) to buy things online.
- 3 You ... (might, give) some money for your birthday.
- 4 These days most tea ... (grow) in sub-tropical countries in Asia.
- 5 Penicillin ... (discover) by Alexander Fleming in 1928.
- 6 That bank ... (rob) three times since 2016.
- 7 The crime ... (investigate) at the moment by police.
- 8 The parcel ... (must, deliver) to my home address.

3 PRONUNCIATION Stress in passive sentences

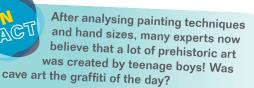
1 8.3 Listen and repeat. Notice where the sentence stress is.

- 1 The new plane is powered by electricity.
- 2 A new drug has been developed by scientists.
- 3 That planet can't be seen from the Earth.
- 4 Faster space rockets will be invented.
- 5 Is a space station going to be built on another planet?

4 Rewrite the active sentences in the passive. Only include by + agent when it is essential.

Nobody had used the Lascaux Cave for thousands of years.

- → The Lascaux Cave hadn't been used for thousands of years.
- The artists only painted one picture of a human. → Only one picture of a human ...
- 2 You can see over 2,000 images on the walls.
- → Over 2,000 images ...
- 3 Contaminants have damaged some of the art. → Some of the art ...
- 4 Thousands of people visit a replica of the cave every year. → A replica of the cave ...
- 5 We must do everything possible to preserve the cave art. → Everything possible ...
- 6 Archaeologists might cover the paintings with protective glass. → The paintings ...



5 In pairs, take turns to talk about the topics below, using active and passive sentences. Can you speak for two minutes?

> My favourite food It's made ...

> > My favourite museum ... can be seen here.

A discovery that changed the world was discovered ...

> A brilliant invention ... Was invented

A prediction for the future will be developed / discovered / invented that will ...

>>> FAST FINISHER

Write a short text about an archaeological discovery that showed what life was like in the past in your country. Use active and passive sentences.

LS Language summary: Unit 8 SB p.134

GRAMMAR Active and passive



This lesson features an optional animated presentation of the grammar in context called *The best game might be published!*, including active and passive verb forms. You can watch this in class if you have time and access to a computer or tablet, 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 example sentences in the grammar box. Ask sts to copy the rules and choose the correct words to complete them. They could work in pairs. Check answers.

Answers

- 1 past participle
- 2 active
- 3 passive
- 4 by

Ask questions to check concept.

Concept check questions: Alexander Graham Bell invented the telephone – active or passive? (active). Does the sentence focus on the person who does the action? (yes). The telephone was invented in Scotland – active or passive? (passive). Does the sentence focus on the thing that received the action? (yes – the telephone). The telephone was invented from Alexander Graham Bell – correct? (no – was invented by Alexander Graham Bell).

2 Ask sts to write the sentences in their notebooks, completing them with the correct passive verb forms. Tell them they can use the examples in the grammar box to help with the form of the different passive tenses. Allow sts to compare their answers in pairs, then check answers with the class, referring back to the rules if necessary to explain the answers.

Answers

- 1 will be invented
- 2 can be used
- 3 might be given
- 4 is grown
- 5 was discovered
- 6 has been robbed
- 7 is being investigated
- 8 must be delivered

3 PRONUNCIATION (1) 8.3

Play the audio once for sts to listen and notice the stress in the passive sentences. Play the audio again, pausing for sts to repeat.

4 Read out the task and the example sentence. Point out to sts that they should use the same tense in the passive sentence as is in the active sentence. Sts then write the sentences in their notebooks. Weaker sts could work in pairs for this. Check answers, discussing why by + agent is essential in some of the sentences.

Answers

- 1 was painted.
- 2 can be seen on the walls.
- 3 has been damaged by contaminants.
- 4 is visited by thousands of people every year.
- 5 must be done to preserve the cave art.
- 6 might be covered with protective glass.

Encourage sts to read this fun fact for pleasure.
Sts might also be interested to know that some of the graffiti that was preserved by the volcanic eruption that destroyed the ancient cities of Pompeii and Herculaneum is also believed to have been produced by teenagers.

5 Read out the task, then allow sts time individually to think about the topics and prepare some ideas. Encourage them to think about how they can use passive verbs. You could brainstorm a few ideas for each topic with the class first. Sts then work in pairs and take turns to talk about the topics and try to speak for two minutes while their partner times them. Monitor while sts are working and correct any mistakes with passive verbs in a feedback session at the end. For feedback, ask who managed to talk for two minutes, and ask which topic sts found the most difficult to talk about.

FAST FINISHER

Sts who finish early can practise the grammar further by writing a short text about an archaeological discovery in their own country, using active and passive verbs. Weaker sts could work in pairs and write some active and passive sentences based on the things they talked about in Exercise 5.

- G Grammar practice: WB p.68
 Sts will find more practice of active and passive verb forms. Set these exercises for homework.
- LS Language summary: Unit 8 SB p.134

Problem solved ...

VOCABULARY and LISTENING Phrases with time

can listen to a narrative and put the events in order.

- 1 Are you good at solving problems? Why/Why not? Discuss with your partner.
- Read the quiz. What kind of problem solver are you?

What kind of problem solver

THE CREATIVE THINKER

You focus on the big picture, and you don't waste time on insignificant details. You hate having to do things **one at a time** and you often find schedules frustrating. Your motto is 'Just do it!'

Your weakness: Sometimes you forget to plan. Planning can save time by preventing future mistakes.

Famous example: Elon Musk, the technology entrepreneur who has innovated with electric cars, AI, and space travel.

THE EXPERT COLLABORATOR

In your experience, teams working together can solve problems in no time, so you always make time for other people's help and advice. In the meantime, sharing worries reduces your stress levels!

Your weakness: **At times** you lack self-confidence. Do things your way when you need to!

Famous examples: Marie and Pierre Curie, two Nobelprize-winning scientists who spent many years working full-time together on radioactivity.

THE DEDICATED ANALYST

You think about a problem **for some time** in order to understand it, and you like to take your time deciding what to do. You don't mind working hard or doing time-consuming research in

order to find the best solution.

Your weakness: You can get stressed, or overthink things! Always **set a time** to stop.

Famous example: Ada Lovelace, the Victorian mathematician who created the first computer program.



0 8.4 Match the phrases in **bold** in the guiz with the definitions. Listen and check.

- for quite a long time
- 2 very quickly
- 3 sometimes
- 4 individually
- 5 while something else is happening
- 6 spend less time
- 7 not to use the time well
- 8 fix a time to do something
- 9 make sure there is enough time
- 10 not to hurry
- 11 working for the whole of the working week
- 12 taking a lot of time

Look at the picture below from a film about William Kamkwamba's life. Work in pairs and discuss the auestions.

- 1 What kind of structure is William climbing?
- 2 Why do you think William is climbing it?
- 3 Which country do you think it might be in?
- 4 Why do you think a film was made about William?
- 5 The film is called *The* Boy Who Harnessed the Wind. Why do you think it is called this?



5 (1) 8.5 Listen to a podcast about William. What was the most impressive thing about his achievement?

- a He created the world's most eco-friendly windmill.
- b He learned about engineering on his own
- c He became an inventor while he was a full-time student.

1 8.5 Listen again and put these events from William's life in order (1-6).

- a He built a windmill that pumps water.
- b He used the internet for the first time.
- c He started a radio repair business.
- d He left school.
- e He wrote a book.
- He built a windmill that created electricity.
- THINK CRITICALLY Work in pairs. What kind of problem solver was William? Give reasons for your answer.

LS Language summary: Unit 8 SB p.134

Problem solved ...

VOCABULARY and LISTENING

Phrases with time

Sts read a quiz about different kinds of problem solvers, then listen to the podcast about a teenage inventor. They practise listening to a narrative and putting the events in order.

Vocabulary

Phrases with time (at times, for some time, full-time, in no time, in the meantime, make time, one at a time, save time, set a time, take your time, time-consuming, waste time)

Listening text

A podcast about the teenage inventor William Kamkwamba

Listening skill

Listening to a narrative and putting the events in order

WARMER

Hold up your phone and elicit that it is an example of modern technology. Ask: What problems are there with it? How could we improve it? Elicit a few ideas, e.g. it runs out of battery, the memory fills up, it breaks if you drop it. Ask: Who can solve these problems? How do you think they find solutions? Elicit a few ideas, e.g. discuss ideas, brainstorm different possibilities, do experiments, etc.

- 1 Put sts into pairs to discuss the question. Ask pairs in turn to tell the class their ideas. You could ask some of them to tell the class about a problem they have solved and how they did it.
- 2 Ask sts to read the quiz and decide what kind of problem solver they are. Allow sts to compare their ideas in pairs, then ask some sts to tell the class which kind they are and why.

Answers

- 1 for some time
- 2 in no time
- 3 at times
- 4 one at a time
- 5 in the meantime
- 6 save time
- 7 waste time
- 8 set a time
- 9 make time
- 10 take your time
- 11 full-time
- 12 time-consuming
- 4 Read out the task and tell sts that the film is based on a true story, and William Kamkwamba is a real person. Put sts into pairs to discuss the questions. Elicit some possible answers, but don't confirm them.

Suggested answers

- 1 a windmill
- 2 possibly to check or repair it
- 3 Malaw
- 4 because his achievement was so amazing
- 5 because he used the wind to create electricity
- 5 ① 8.5 Play the audio for sts to listen and check their ideas in exercise 4. See TG page 281 for audio script. Check these with the class, then ask sts to choose the most impressive thing about his achievement. Check the answer, playing the audio again if necessary and pausing to confirm it.

Answer

b

6 ① 8.5 Listening to a narrative and putting the events in order Read out the task, and point out to sts that when they read or listen to a story, it is important to have a clear idea of the order in which the events happened. Ask: What words can help you understand the order? Elicit that words like First, Next, Later, Finally can help you hear the order of the events. Allow sts time to read through the events, then play the audio again for them to listen and order them. Allow sts to compare their answers in pairs, then check with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

7

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

21st Century skills



THINK CRITICALLY

Read out the question, then put sts into pairs to discuss it. Encourage them to think in detail about how William solved the problems in his village, and encourage them to look back at the quiz in Exercise 2 to see which kind of problem solver he was. Discuss the answer as a class, encouraging sts to give reasons for their answers.

Suggested answer

He was a dedicated analyst because he was prepared to work hard and do time-consuming research in order to find the best solution.

- Vocabulary and Listening practice: WB p.69
 Sts will find more practice for listening, and practice of phrases with *time* here. Set these exercises for homework.
- LS Language summary: Unit 8 SB p.134

GRAMMAR Reduced relative clauses: active and passive verbs

can use active and passive reduced relative clauses and have/get something done.



Now watch the grammar animation.

Read the grammar box. Copy and complete the rules with past participle or -ing form.

Active

Teams working (= who work) together can solve problems in no time.

He wrote a book called (= which was called) The Boy Who Harnessed the Wind. William searched for materials left (= which had been left) in rubbish dumps.

When we reduce a defining relative clause with an active verb, we replace the verb with the 1...

When we reduce a defining relative clause with a passive verb, we replace the verb with the 2....

2 Rewrite the sentences by reducing the underlined relative clause. Do you agree with these statements?

> I enjoy reading books that have been written about science.

> I enjoy reading books written about science.

- 1 I think teenagers who are living in my country are very lucky.
- 2 We should recycle all the plastic which is produced by supermarkets.
- 3 There aren't enough women who work in science.
- 4 Smartphones are the best gadgets that have ever been invented!
- A problem which is shared is a problem which is halved
- We should eat produce that is grown locally rather than food that is imported from far away.

3 Complete each sentence using the verb in brackets in a reduced relative clause.

- 1 The oldest surfboard ... was found in Peru. (ever / make)
- 2 Robots ... artificial intelligence may replace doctors by 2050. (use)
- 3 Could meat ... in laboratories save the planet? (arow)
- 4 Teenagers ... enough sleep have lower IQs. (not get)
- 5 A mushroom ... in the Amazon can eat plastic. (discover)
- Dinosaurs ... millions of years ago had feathers like birds. (live)

have/get something done

- 4 Copy and complete the rule in the grammar box with a or b.
 - a someone else does for us.
 - we do ourselves.

The villagers wanted to have electricity installed. They couldn't afford to get their radios repaired. He had his photo taken with Barack Obama.

Rule

We use *have/get* + object + past participle to talk about an action that ..., especially when we are talking about professional services.

5 Jason is a man with a lot of problems. Read his problems and write his solutions. Use have/get something done and the words in the box.



repair / my suit send / flowers clean / it deliver / pizzas make / birthday cake

Ja	ason's problems	Jason's solutions
	'My new car is really dirty.'	'I'll get it cleaned tomorrow.'
1	'I've had an argument with my girlfriend.'	'I'll to her at work this afternoon.'
2	'My washing machine is broken.'	'I'll as soon as possible.'
3	'It's my mum's birthday, but I'm away.'	'I'll for her and dad can pick it up.'
4	'My friends are coming over, but I have no food.'	'I'll when they all get here.'
5	'It's my best friend's wedding next week and I need to look smart.'	'I'll before the wedding.'

6 Work in pairs. Invent four more problems and solutions for Jason.

FAST FINISHER

How will scientific progress make life better by 2050? Suggest ideas using reduced relative clauses.

People injured in accidents will be given hi-tech robotic limbs.

LS Language summary: Unit 8 SB p.134

GRAMMAR Reduced relative clauses: active and passive verbs

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Teams working together can manage anything!*, including the form and use of reduced relative clauses: active and passive verbs and *have/get something done*. 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 the animation script.

1 Read the grammar box examples with the class. Sts read the rules and complete them with the correct words. Weaker sts could work in pairs. Check answers.

Answers

1 -ing form

2 past participle

Point out to sts that they have already studied active reduced relative clauses (in Unit 7), so they are just adding one more kind of clause to what they already know. Give a related pair of reduced relative clauses to illustrate the difference between active and passive, e.g. The boy **building** the windmill was William (he built it). The windmill **built** by William was very successful (it was built by him).

Ask questions to check concept.

Concept check questions: I met the people making the film – active or passive reduced relative clause? (active). Does it mean the people who were making the film? (yes). I loved the film made about William – active or passive? (passive). Does it mean the film that William made? (no, the film that was made about him).

2 Read out the first sentence and example. Sts write the sentences in their notebooks, reducing the relative clauses. They could work in pairs for this. Check answers.

Answers

- 1 I think teenagers living in my country are very lucky.
- 2 We should recycle all the plastic produced by supermarkets.
- 3 There aren't enough women working in science.
- 4 Smartphones are the best gadgets ever invented.
- 5 A problem shared is a problem halved.
- 6 We should eat produce grown locally rather than food imported from far away.

3 Sts complete the sentences using the correct reduced relative clauses. Allow sts to compare their answers in pairs, then check with the class.

Answers

1 ever made2 using3 grown4 not getting5 discovered6 living

have/get something done

4 Read the grammar box examples with the class. Then read out the rule and elicit the correct answer to complete it.

Answer

а

Ask questions to check concept.

Concept check questions: I painted my bedroom – did I do it myself? (yes). I had my bedroom painted – did I do it myself? (no, someone else did it for me). Someone cut my hair – I ... (had/got my hair cut).

5 Read out the situation, then read out the first problem and Jason's solution. Sts then complete the remaining solutions. Check answers.

Answers

- 1 have/get some flowers sent
- 2 have/get it fixed
- 3 have/get a birthday cake made
- 4 have/get pizzas delivered
- 5 have/get my suit repaired
- **6** Sts work in pairs to invent four more problems and solutions for Jason. You could brainstorm a few ideas for problems with the class first, e.g. his car is scratched, his hair is too long, etc. Ask pairs in turn to read one of their problems and solutions to the class.

FAST FINISHER

Sts who finish early can practise the grammar further by using reduced relative clauses to suggest ideas for how life will be better by 2050. Weaker sts could work in pairs and write some personal sentences about things they have had or got done recently.

G Grammar practice: WB p.70
Sts will find more practice of reduced relative clauses: active and passive verbs and have/get something done here. Set these exercises for homework.

LS Language summary: Unit 8 SB p.134



How does it work?

READING and LISTENING

I can identify important information in adverts.

1 Read the adverts. Which gadget would you like to own? Why?

TECH FESTIVAL

PRODUCTS AVAILABLE FOR YOU TO BUY

THIS YEAR AT THE FESTIVAL

PANOBALL 360

The Panoball 360 is designed to take high-resolution 360° panoramic photos. It's simple and easy to use. It can be thrown into the air like a ball and it will automatically



PRE-ORDER NOW

record the view at the highest point. It can also be used as a manual camera. If you want the best shots every time and the most 'instagrammable' views ever, this is the answer. This item will be released on 1 April.

NEMOS

Have you ever been swimming and wished you could listen to your music in the water? The wait is over. Nemos has arrived - a waterproof MP3 player! Audio transmission isn't made using sound waves - instead the sound is transported through your bones! How cool is that? You'll be amazed



OUT AT OUR STAND!

and it might even help you swim a little further!

DRONE RACING

A lot of people think this is the sport of the future. Virtual reality and video games are combined with the latest technology in FPV (First Person View) goggles. Just put them on and you become the pilot. Your drone is equipped with a camera so you'll see everything it sees as you race. Are you ready for an adrenaline rush like this?



RACING TODAY

SOLAPHONE

Solaphone can be charged with just a little sunlight by using its solar battery! When the sun reaches the battery, an electrical current is produced to charge your phone. It's equipped with a special indicator to tell you when your phone needs to be charged. Each phone is available in a range of attractive designs. What's not to like?



2 Read the adverts again. Answer the questions.

Which gadget ...

- 1 can't be bought yet?
- 2 is powered by the sun?
- 3 is a new sport?
- 4 uses human bones?

3 (1) 8.6 Listen and answer the questions.

- 1 When does the Tech Festival start?
- 2 Which two products does the speaker mention?
- 3 What else is being organized at the festival?

4 (1) 8.6 Listen again and complete the sentences.

- Students will be able to talk to the ... that were ... this year's most innovative products.
- In the competition students will be asked to prepare a design for a ... they think
- The winner of the competition will get the chance to work with a ... of
- The festival organizer is looking for students with ...
- **GET CREATIVE** Design a new sport or game. Write instructions for how it works and any rules it has



How does it work?

READING and LISTENING

Sts read some adverts for new gadgets, then listen to someone presenting information about a school Tech Festival. They then learn how to give instructions and clarification. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise giving instructions and clarification.

WARMER

Ask: Where can you find out about new technology? Elicit a few ideas, e.g. online, on TV programmes. Introduce the idea of a festival or exhibition where new technology is presented. Ask sts if they have heard of any events like this in their area or country. Teach the meaning of *gadget* (a clever device or small machine).

- 1 Read out the heading *Tech Festival* and explain to sts that they will read four adverts for new gadgets that are presented at the festival. Ask sts to read the adverts and decide which gadget they would like to own and why. Allow them to compare their ideas in pairs, then ask for a show of hands for each gadget, to see who would choose it. Ask some of the sts who chose each gadget to explain why they chose it.
- 2 Sts read the adverts again and answer the questions. Check answers, eliciting the part of the adverts that confirms each answer.

Answers

- 1 Panoball
- 2 Solaphone
- 3 Drone racing
- 4 Nemos
- 3 ① 8.6 Tell sts they will hear someone presenting information about the festival. Read out the questions, then play the audio. See TG page 281 for audio script. Allow sts to discuss the answers in pairs, then check with the class, playing the audio again if necessary and pausing to confirm the answers.

Answers

- 1 3.30 today
- 2 Solaphone and Panoball
- 3 a competition

4 (1) 8.6 Allow sts time to copy the gapped sentences into their notebooks. Check they understand everything. Play the audio again for them to listen and complete the sentences. Allow sts to compare their answers in pairs, then check with the class, playing the audio again and pausing to confirm the answers.

Answers

- 1 scientists, behind
- 2 new product, is needed
- 3 team, engineers
- 4 potential, creativity

21st Century skills



5 GET CREATIVE

Put sts into pairs or small groups and read out the task. You could brainstorm a few ideas for new sports or games with the class first. Give them one or two ideas if they are struggling, e.g. remote controlled tennis in which the players use an app on their phones to guide the ball. Encourage sts to be creative and think of unusual and fun ideas. You could briefly revise modal verbs for talking about rules, e.g. You have to ..., You can ..., You can't Monitor and help while sts are working. Ask pairs or groups to present their sport or game to the class. The class could vote for their favourite.

SPEAKING Instructions and clarification



I can ask for and give instructions and clarification.

1 (1) 8.7 Listen and read. What is Amy explaining to Sam?

Sam: This drone looks very complicated. How does it work?

Amy: It's very simple. First, turn on the transmitter.

Sam: Like this? Oh, yes, now the lights are

flashing.

Amy: OK, then you have to wait until the lights stop flashing. There you are.

Sam: What do you do next?

Amy: You move the stick up, like this.

Now it's ready to fly.

Sam: Oh, look, the drone's taking off. How do I get it to turn?

Amy: You move the stick right to make it go right.

Sam: Like this?

Amy: Yes, or move it to the left to make it go left. Sam: Oh, no! It's crashed! Could you show me

again, please? Amy: Sure, no problem.

2 Answer the questions.

- 1 How do you know when the drone is ready to fly?
- 2 Is Sam's first flight successful?
- 3 (1) 8.8 Listen and repeat the Useful language. Which phrases are used in Exercise 1?

Useful language

Asking for instructions

How does it work?

How do you work this (drone)?

How do I get it to ...?

Could you show me how to ...?

What do you do next?

Giving instructions

First, (turn on) the ...

Then, you have to ...

You (move the stick up), like this.

Move it to the left.

Now it's ready.

Asking for clarification

Sorry, could you explain that again, please?

Like this?

I'm sorry. I didn't (quite) get that.

4 Complete the dialogue with words from the Useful language box. Then work in pairs and practise the dialogue.

How do you 1... this camera, Lena? Lena: It's really easy. 2..., switch it on.

Phil: So, how do I do that? Lena: Press this button here.

OK. Now the screen says 'manual' or 'automatic'. What do you do 3...?

Lena: You ⁴... press the button on the right.

Sorry, I didn't quite 5... that. Could you 6... me

again, please?

Lena: Sure, no problem. OK, I've selected 'automatic'

for you.

Phil: OK, I get it now.

Lena: You're 7... to take a photo. Just point the camera and press that silver button. Phil: Great, thanks. Oh, no! That's a photo of

my foot!

5 Work in pairs. Prepare a new dialogue. Follow the steps in the Speaking plan.

Speaking plan

Prepare

Choose your roles.

Student A: You are a visitor at a tech fair and you would like to know more about one of the gadgets on page 84.

Student B: You are a designer at the tech fair. You are going to show Student A how one of the gadgets on page 84 works.

Make notes for your dialogue.

Speak

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

Reflect

- Did you ask for and give instructions successfully?
- Did you ask for and give clarifications successfully?
- How can you improve next time?



FAST FINISHER

Think of a recent situation when you have given someone instructions. What were the instructions for? Write down three of the instructions you gave that person.

SPEAKING Instructions and clarification

Answer

She is explaining how to operate the drone.

2 Put sts into pairs to read the dialogue again and answer the questions. Check answers.

Answers

- 1 It is ready to fly when the lights stop flashing.
- 2 No, because the drone crashes.
- 3 ① 8.8 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Sts then find the phrases in the dialogue in Exercise 1. Check answers.

Answers

How does it work?

First, turn on the ...

Like this?

then you have to ...

Now it's ready.

What do you do next?

You move the stick up, like this.

How do I get it to ...?

Move it to the left.

Can you show me again, please?

4 Ask sts to copy the dialogue into their notebooks, completing it with the correct words. Check answers, then put sts into pairs to practise it.

Answers

- 1 work
- 2 First
- 3 next
- 4 have to
- 5 get
- 6 show
- 7 ready

5 Sts follow the steps in the Speaking plan to practise a dialogue in which they practise asking for and giving instructions and clarification.

Speaking plan

Prepare

Sts work in pairs to decide on their roles and choose which gadget on page 84 they are going to talk about. They prepare their ideas and make notes for their dialogue.

Speak

Sts can practise with and then without notes, using phrases from the Useful language box. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their dialogues. When they finish, they could choose another gadget and practise their dialogues again.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language or giving more detail in the instructions. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve their dialogues 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

Fast finishers can practise the topic further. They think about a situation when they gave instructions to someone, and write three of the instructions they gave. Weaker sts could work in pairs and write three instructions for taking a photo on their phone.

- S Speaking practice: WB p.71
 Sts will find more practice for asking for and giving instructions and clarification here. Set these exercises for homework.
- LS Language summary: Unit 8 SB p.134

REAL CULTURE!

Space exploration



I can identify key information in a text.

IEVEMENTS

Have you ever looked up into the night sky and thought about what it would be like to travel into space?

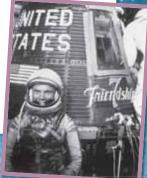
It wasn't until the late 1950s when the Soviet Union and the USA launched their first satellites into orbit that space exploration became a reality.

Below are five of the most important milestones in American space travel.

The first Americans in space

The American space agency NASA (National Aeronautics and Space Administration) was formed in 1958 and is responsible for the USA's space programme. The first American satellite,

Explorer 1, was launched in that same year and on 5 May 1961, Alan Shepard became the first American to fly into space. Nine months later, on 20 February 1962, John Glenn became the first American astronaut to orbit the Earth.



International Space Station (ISS)

that make up the universe.

Hubble Space Telescope (HST)

collaboration with the European Space Agency. It

was launched into the Earth's orbit in 1990 and

is still in operation today. It faces towards space

scientists and astronomers with important data about the planets, stars, galaxies and black holes

and uses powerful cameras to take high-resolution

images which it sends back to Earth. These provide

It is the most famous and one of the largest

space telescopes, built mainly by NASA but in

The ISS is a research laboratory which orbits the Earth at a height of around 250 miles. It began as an American project in the 1980s, but the main construction work, which began in 1998, involved five space agencies representing 15 different countries. It has been continuously occupied since November 2000 and it is serviced by a variety of spacecraft. It has been visited by over 240 people – astronauts and space tourists – from 19 different countries and is used to carry out research that could not be done on Earth. The ISS is seen as a great symbol of international cooperation.

The moon landings

On 20 July 1969, Neil Armstrong and Buzz Aldrin, two members of the Apollo 11 crew, took 'one giant leap for mankind' when they stepped out onto the surface of the moon for the very first time. The event was watched live on TV by 600 million people around

the world. Between 1969 and December 1972, five more Apollo missions were made to explore the moon. These led to the invention of the microchip!



Exploring Mars

NASA launched the Mars Pathfinder, one of its first robotic spacecraft, on 4 December 1996. It successfully landed on Mars seven months later and began mapping and analysing the planet's surface, sending back important information about one of the other planets in our solar system. Today, a number of different spacecraft are either orbiting the red planet or exploring its

surface. One of NASA's goals is the creation of a spacecraft that can send humans to Mars by the early 2030s.



86

Space exploration

Sts learn about the history of American space exploration. They answer comprehension questions, then study some nouns connected to verbs that they already know. They discuss their own opinions about space exploration and discuss whether all countries should invest in space exploration.

This lesson features an optional culture video about an artificial surf park in Wales: see SB page 87.

WARMER

Ask: What do you know about space exploration? Which countries have built rockets and sent people to the Moon? Which other planets have countries explored? Elicit what sts know about the topic. If some sts are interested in the topic and know a lot about it, encourage them to share what they know with the rest of the class.

- 1 Sts could work in pairs to check the meanings of the words in the box. Alternatively, read out the words and elicit or teach the meanings.
- 2 (1) 8.9 Play the audio for sts to read and listen to the text. Sts can then look at the text again and decide which paragraph contains the information. Encourage them to use the headings and pictures to help them with this task, rather than reading the whole text again. They could work in pairs for this. Check answers, eliciting evidence from the text to support the answers.

Answers

- a 4
- b 1
- С 2
- d 3
- 5 е

3 (1) 8.9 Allow sts time to read the statements, then play the audio again for them to listen and decide if the sentences are true or false, and correct the false sentences. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the text which confirms each answer.

- 1 F They stand for National Aeronautics and Space Administration.
- 3 F Five more Apollo missions to the moon between 1969 and 1972.
- 4 F It is one of the largest space telescopes.
- 5 T
- F A robotic spacecraft (with no astronauts on 6 board) has visited the planet.
- **4 Word Power** Ask sts to copy the table into their notebooks. Read out the first verb and ask sts to find the noun connected to it (exploration). Sts could then work in pairs to find the remaining nouns and complete the table. Check answers with the class and check that sts understand all the verbs and nouns.

Answers

- 1 exploration
- collaboration
- operation
- construction
- cooperation
- information
- creation
- invention

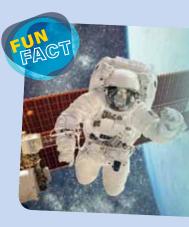
Encourage sts to read this fun fact for pleasure. Sts might also be interested to know that the Apollo 11 Lunar Module which landed on the moon in 1969 was quite small. It had a cabin space for the astronauts of only 6.6 square metres.

1 Before you read the text, check that you understand the meaning of these words.

astronaut black hole galaxy launch orbit satellite space surface telescope

- - a how different nations have worked together on a major scientific project in space
 - b the name of the first American to go into space
 - c an important event that was watched by a huge TV audience around the world
 - d a piece of equipment that provides scientists with vital information about the universe
 - e how various countries have started to explore another planet
- - 1 The letters NASA stand for North American Space Agency.
 - 2 The USA sent its first satellite into space in 1958.
 - 3 Apollo 11 was the only American space mission to the moon.
 - 4 The Hubble Telescope is the only space telescope.
 - 5 The ISS is an international project.
 - 6 American astronauts have already visited the planet Mars.
- 4 Word Power Find the nouns in the text that are connected with the verbs in the table. Copy and complete the table.

Verb		Noun
1	explore	
2	collaborate	
3	operate	
4	construct	
5	cooperate	
6	inform	
7	create	
8	invent	



The ISS is the size of an American football field and it weighs 420 tons – the same as 320 cars. It travels round the Earth 16 times every day at a speed of about 28,000 kilometres per hour.

OUT OF THIS WORLD

discussions

Would you like to have a telescope in order to look into space? What ¹... can we find out by looking through a telescope?

In your opinion, how important is ²... and collaboration between space agencies from different nations?

Space research has led to ³... such as camera phones, CAT scans and water purification systems. How important do you think these are?

Space schools are secondary schools which teach all subjects, but focus on science and technology. Would you like to go to a space school?

Do you think we should spend less money on space $^4\dots$? If so, what do you think we should spend the money on instead?

There is a widespread urban myth that the Apollo moon landing images were a Hollywood 5..., filmed in a studio. Why do you think this myth is popular?

What is your opinion of science fiction films and TV series set in space? Can you recommend one in particular?



- 6 © COMPARE CULTURES Do you think all countries should invest in space exploration?
- Now watch the culture video.

FAST FINISHER

Imagine you went into space as a tourist. Describe to a partner how you felt before, during and after your trip.

REAL CULTURE!

5 Ask sts to read the questions and complete them with nouns from Exercise 4. Check these, and check that sts understand all the questions. Put sts into pairs to discuss the questions. Discuss with the class.

Answers

- 1 information
- 2 cooperation
- 3 inventions
- 4 exploration
- 5 creation

21st Century skills



6 © COMPARE CULTURES

Sts could work in pairs or small groups to discuss the questions. If they are struggling for ideas, you could brainstorm some advantages and disadvantages of space exploration with the class first, e.g. For: people can learn a lot from it, we may have to explore space in the future to find new places to live; Against: it is expensive and takes funds away from other things. Ask pairs or groups to tell the class about their discussions, and discuss the question as a class, encouraging as many sts as possible to join in and express their opinions. Discuss with sts whether their own country invests in space exploration, and if they think it should.

Background information

Currently, the United States spends the most money each year on space exploration. Other countries that also invest in space exploration are Russia, Europe (joint investment, including France, Germany and Italy), Japan, China and India.

Culture video

This lesson also features an optional culture video about an artificial surf park in Wales. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Wave garden* on TG pages 305 and 313.

FAST FINISHER

Fast finishers work in pairs. They imagine they are space tourists and describe their feelings before, during and after their flight. Weaker sts could work in pairs. They could look at the picture of the astronaut in the Fun fact and imagine what he or she is feeling and thinking about.

Visiting a museum

WRITING A report

I can write a report and make suggestions.

- 1 Look at the picture. Would you like to visit this museum? Why/Why not?
- 2 Read the visitor feedback report and match gaps 1-5 with missing headings a-e.
 - a Negative points
 - b Introduction
 - c Suggestions for improvement
 - d Positive points
 - e Description of the museum

•••

The Natural History Museum: a visitor report



The aim of this report is to describe the Natural History Museum in London and to make suggestions for attracting more teenage visitors.

The Natural History Museum is one of the most popular museums in London. It is visited by over 5 million people every year. There are more than 80 million items relating to the natural world in the museum.

The museum offers great variety, and the dinosaur skeletons, giant squid and prehistoric art are likely to be highlights for many teenage visitors. Several exhibits are fun and interactive, such as the earthquake simulator and the dinosaur section. Furthermore, entrance to the museum is completely free.

Some displays can be quite academic, and therefore less interesting for teenagers. Moreover, many special events are intended for adults or younger children only. Finally, the cafés and gift shops are rather expensive.

On the whole, the museum has much to offer to all ages. Nevertheless, more could be done to make it more suitable for teenage visitors. Possible ideas include more lively, teenage-friendly displays, and more special events for 12-18 year olds. A student discount card for the café and the gift shop would also help teenagers on tight budgets.

3 Look at the **Useful language** box. Find examples of the words and phrases in the report.

Useful language

Stating your intention

The aim of this report is to ...

Formal connectors

Furthermore, ... / Moreover, ... / Nevertheless, ...

Summing up

All things considered, ... / On the whole, ...

Making suggestions

More could be done to ...

Possible ideas include ...

The following suggestions could improve ...

4 Read the Look! box. Find an example of a passive form in the report in Exercise 2.

Look!

Impersonal style

In a report, the reader is more interested in the ideas themselves than the person who is writing. To sound more impersonal, we can use the passive form of a verb instead of the active form. This avoids use of personal pronouns I, you, we.

5 Write a report about a local attraction in your area. Follow the steps in the Writing plan.

Writing plan

Prepare

- > Choose a local attraction you know well.
- Make notes for your report. (You may want to do some research online.)

Write

> Organize your report into paragraphs:

Paragraph 1: Introduce the report.

Paragraph 2: Describe the attraction.

Paragraph 3: Describe the positive points.

Paragraph 4: Describe the negative points.

Paragraph 5: Make suggestions for improvements.

> Use the phrases in the **Useful language** box.

Reflect

- > Check your grammar: active and passive forms and reduced relative clauses.
- > Check that you have used an impersonal style.

W Writing summary WB p.91



E Exam: Unit 8 SB p.125



LS Language summary: Unit 8 SB p.134

Visiting a museum

WRITING A report

Sts study a report on a visit to the Natural History Museum. They learn some useful language for organizing a report and learn how to write in an impersonal style. They then follow the steps in the Writing plan to write their own report about a local attraction in their area.

Writing

A report

Useful language

Organizing a report (The aim of this report is ... Furthermore, ... Moreover, ... Nevertheless, ... All things considered, ...nOn the whole, ... More could be done to ... Possible ideas include ... The following suggestions could improve ...)

Look!

Impersonal style



Ask: What attractions are there to visit in your town or city, or in your area? Elicit some ideas from the class. Encourage sts to think about a wide range of different attractions, e.g. museums, theme parks, zoos, safari parks, etc. Ask: Which of these attractions do you enjoy visiting? Put sts into pairs to talk about the attractions they enjoy visiting and why. When they have finished, ask: Do you enjoy visiting museums? What kinds of things do you enjoy seeing in museums?

- 1 Use the picture to elicit or teach the word dinosaur. Put sts into pairs to look at the picture and discuss the questions. Discuss their ideas as a class.
- 2 Focus on the report and explain that it is a report based on feedback from visitors to the museum. Ask sts to read the report and match the gaps with the missing headings. Allow sts to compare their answers in pairs, then check with the class.

Answers

1 b 2 e

- **3** Read the Useful language box with sts. Sts could work in pairs to find examples of the words and phrases in the report.
- 4 Focus on the Look! box and elicit or teach the meaning of impersonal style (a style that does not express your own opinions or feelings). To check that sts understand the difference between a personal and an impersonal style, say: I loved this museum – personal or impersonal? (personal). This museum is very popular – personal or impersonal? (impersonal). Read the Look! box with sts. Sts then find examples of the the passive form in the report in Exercise 2.

Answer

It is visited by ...

EXTRA ACTIVITY

Ask sts to read the review again and find examples of useful words and phrases they can use in their report on an attraction, e.g. ... offers great variety are likely to be highlights for many teenagers ... entrance to the museum is completely free ... the cafes and gift shops are rather expensive. Remind sts that they should not copy the model writing task, but they can use it as a resource for useful language, to improve their own writing.



EXTRA ACTIVITY

Ask sts to read the review again and find an example of a reduced relative clause (... items relating to the natural world). Encourage sts to use at least one reduced relative clause when they write their own report.

5 Sts write a report about a local attraction in their area following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals to decide which attraction they are going to write about and make notes for their report. They may need to do some research online to find detailed information about the attraction they have chosen.

Write

Explain that sts should organize their reports into paragraphs, with a heading for each paragraph. Refer back to the report in Exercise 2 and point out that it follows the plan that is detailed here. Sts write their report using the report in Exercise 2 as a model. Encourage them to use words and phrases from the Useful language box and also an impersonal style.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap reports with a partner and give feedback on the use of reduced relative clauses and the active and passive voice, and also their use of an impersonal style. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

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

Exam: Unit 8 SB p.125

LS Language summary: Unit 8 SB p.134

Life and love

Vocabulary: Personal qualities; Relationships: phrasal verbs

Grammar: Reported speech patterns (1); Reported speech patterns (2)

Speaking: A presentation

Writing: A biography

VOCABULARY Personal qualities

I can describe people's personal qualities.

1 Work in pairs. Describe the pictures below. What special events are being celebrated?







2 1 9.1 Listen to Chloe, Ben and Jessica talking about the photos. Who describes ...

- similarities to his/her parents?
- an inspirational best friend?
- a special day for his/her shy older brother?
- 3 Copy and complete the table with nouns and adjectives from the listening. Use the suffixes in brackets.

Describing personal qualities								
noun	adjective	noun	adjective					
courage	¹ courageous (-ous)	self- confidence	7 (-ent)					
determination	² (-ed)	sense	8 (-ible)					
energy	³ (-ic)	⁹ (-ity)	sensitive					
4 (-ity)	generous	¹⁰ (-ness)	shy					
imagination	⁵ (-ive)	¹¹ (-th)	strong					
passion	⁶ (-ate)	¹² (-dom)	wise					

Look!

sensible vs sensitive

He's too sensible to smoke. (= showing good judgement) She's sensitive and cares about people's feelings. (= kind)

4 0 9.2 Listen, check and repeat the words in the table above. When do the noun and the adjective form have a different main stress?

courage → courageous (stress change)

- 5 Discuss the questions in pairs. Use adjectives and nouns for describing personal qualities.
 - Describe a special moment you've shared with an important person in your life. Why is this person important to you?
 - 2 Describe one of your best friends. How does he/she inspire you?
 - 3 Describe an older relative you take after. How are you similar? How are you different?
- Now watch the vlog.

>>> FAST FINISHER

Brainstorm other adjectives and nouns for describing personal qualities. Then give examples of people you know personally who have these qualities.

LS Language summary: Unit 9 SB p.135

Life and love

UNIT 9 OVERVIEW: The focus for the final unit of the book is life and love. Sts read an article about Ed Sheeran, then do a quiz to find out how romantic they are and listen to advice from an expert on romance. They learn vocabulary for personal qualities and phrasal verbs to talk about relationships. They read some mini biographies of inspiring people and listen to two people talking about who they admire. They then read a biography of Martin Luther King. They also watch a vlog about football and a culture video about a creative partnership. Finally, they read a biography of a personal hero and write their own biography of their own personal hero.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Personal	Reported speech	Direct and	Using topic	Understanding	Giving a short	A biography
qualities;	patterns (1);	reported	sentences to help	advice given	presentation	
Relationships:	Reported speech	speech	you understand	on a radio		
phrasal verbs	patterns (2)		an article	programme		

VOCABULARY Personal qualities

Sts learn adjectives and nouns for personal qualities. They learn these in context by listening to them in a conversation, then consolidate the meaning by adding them to a table. They personalize the words by using them to talk about important people in their lives.

Vocabulary

Personal qualities (courage, courageous, determination, determined, energy, energetic, generosity, generous, imagination, imaginative, passion, passionate, self-confidence, self-confident, sense, sensible, sensitivity, sensitive, shyness, shy, strength, strong, wisdom, wise)

Vlog

Spencer: How to be a standout football player

WARMER

Ask: How would you describe yourself? Give an example, e.g. I would describe myself as cheerful, hard-working and friendly. Ask sts individually to write three words they would use to describe themselves. Allow sts to compare their ideas in pairs, then elicit adjectives from the class. Check that sts understand them all.

1 Sts work in pairs. Elicit a description of each picture, and the special event being celebrated.

Answers

- a wedding b graduation c quinceañera
- 2 ① 9.1 Tell sts they will hear three people describing the pictures. Play the audio for sts to listen and answer the questions. See TG page 282 for audio script. Check answers.

Answers

- 1 Jessica 2 Ben 3 Chloe
- **3** Ask sts to copy the table into their notebooks. Read out the example answer. Point out it uses the noun *courage* and the suffix in brackets -ous. Sts complete the table. Don't check answers yet.

- Read the Look! box with the class. Check that sts understand the meaning of the two adjectives, and point out that *sensible* may be a false friend for their language.
- 4 ① 9.2 Play the audio for sts to listen and check their answers to Exercise 3. Play the audio again, pausing for sts to repeat. Elicit for each noun and adjective whether they have the same main stress or a different main stress.

Answers

- 2 determined 6 passionate 10 shyness 3 energetic 7 self-confident 11 strength 4 generosity 8 sensible 12 wisdom 5 imaginative 9 sensitivity
- Stress changes: determination/determined, energy/energetic, generosity/generous, imagination/imaginative, sensitivity/sensitive
- **5** Put sts into pairs to discuss the questions. Ask some sts to tell the class who they talked about and how they described them.



This lesson features an optional vlog in which a vlogger talks about the qualities you need to be a standout football player. 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 309.

FAST FINISHER

Sts who finish early can practise the vocabulary further by brainstorming other adjectives and nouns for describing personal qualities and giving examples of people with these qualities. Weaker sts could do the same task using the adjectives and nouns in Exercise 3.

- Vocabulary practice: WB p.74
 Sts will find more practice of vocabulary for personal qualities here. Set these exercises for homework.
- LS Language summary: Unit 9 SB p.135

Starting out

READING

I can use topic sentences to help me understand an article.

1 Who is the musician in the picture? What do you know about him?

How a shy red-head conquered the world

- 🚺 Ed Sheeran is a multi-award-winning superstar. Famous for the beauty and sensitivity of his music, Ed first found fame as a shy 'geeky, ginger kid with spectacles' (Ed's own words!). Today, he regularly sells out stadiums and hangs out with stars like Elton John, Pharrell Williams and Bruno Mars. He's also written songs for his friends Justin Bieber and Taylor Swift.
- 2 Ed was born in England in 1991. His parents were both creative, imaginative people who were passionate about art and music, and their two sons soon followed in their footsteps. For a time, Ed and his brother Jim sang in their local church choir. However, Ed left when he was nine because he said he preferred watching *The Simpsons* cartoons on TV to choir practice! His parents also encouraged Ed to take up the guitar, and by the age of eleven he was writing his own songs.
- 3 Ed was an unusual child who was bullied by classmates. Other pupils made fun of Ed for his appearance, his shyness and his stutter (a speech problem). But Ed's passion for music and his obvious talent helped to build his self-confidence. When Ed was nine, his dad told him to listen to Eminem's 'The Marshall Mathers LP'. Soon, Ed drove his family **crazy** with his singing! Amazingly, Ed's speech started to improve, too. Later, when interviewers asked him how he had cured his stutter, Ed said that rapping along to Eminem's music had helped him to get rid of it.

- 🔱 When he was still in his teens, Ed packed a guitar and some clothes and headed to London. But his musical career didn't take off overnight, and Ed was often short of money. Ed told fans that his song 'Homeless' had been inspired by his own experience. Sometimes he asked friends if he could sleep on their floors; other times he slept on trains or in the street outside Buckingham Palace.
- 5 Yet Ed wouldn't give up on his dream. He played hundreds of gigs and worked hard on his YouTube profile, until finally his determination paid off. In 2011, his debut album '+' was an instant hit, and the world fell in love with the unlikely superstar.
- 6 Ed's message is 'Be yourself and never give up!' In 2015, actress and fellow-stutterer Emily Blunt asked Ed to speak at a gala organized by the American Institute of Stuttering. In his speech, Ed told the audience that being weird was wonderful! He said that being weird had helped him to stand out from the crowd in his career. After all, how many famous scruffy red-head singers do vou know?



- 2 Read the first sentence of each paragraph of the article. Match topics a-f to paragraphs 1-6.
 - a Ed's family background
 - b basic information about Ed
 - c leaving home
 - d Ed's advice to others
 - problems at school
 - how Ed achieved success
- 3 (1) 9.3 Read and listen. Answer the questions.
 - 1 What is Ed's relationship with Taylor Swift?
 - 2 How was Ed similar to his parents?
 - 3 How did listening to Eminem help Ed?
 - 4 What influenced the song 'Homeless'?
 - 5 How can being unusual help you to achieve success?

- 4 Word Power Match the idioms in bold in the article with the definitions.
 - annov
 - 2 laugh at (someone) unkindly
 - begin to like very much
 - be different from others
 - 5 do what someone else did
- 5 GET CREATIVE Write one verse of a song about Ed Sheeran's life.

Starting out

READING

Sts read an article about how Ed Sheeran became a famous singer and focus on using topic sentences to help them understand an article. They see examples of reported speech in context. They then work creatively to write a verse of a song about Ed Sheeran's life.

Reading text

An article about how Ed Sheeran became a famous singer

Reading skill

Using topic sentences to help you understand an article



Ask: Who are your favourite singers? Elicit a few answers from individual sts. As sts mention names, ask the class: What do you know about his/her life? Elicit what sts know about different singers. Ask: How do singers become successful and famous? Elicit a few answers, e.g. win a TV talent competition, become well-known online, do concerts, etc.

- 1 Ask sts to look at the picture and elicit that the musician is Ed Sheeran. Elicit what sts know about him and ask if they know any of his songs.
- 2 Using topic sentences to help you understand an article Pre-teach the words geeky, ginger (with red hair), weird, to bully and to stutter. Explain that the text is an article, and it is organized into paragraphs. Explain that the first sentence of each paragraph is called the topic sentence. Ask: Why do you think it is called this? Elicit or explain that the topic sentence of each paragraph tells you what the paragraph is about. Tell sts they can use topic sentences to help them understand what each paragraph in an article is about. Ask sts to read the first sentence of each paragraph, then match the topics to the paragraphs. Check answers.

Answers

- 1 b
- 2 a
- 3 е
- 4 c
- 5 f
- 6 d

3 () 9.3 Allow sts time to read the questions. Check they understand *influenced* (had an effect on). Play the audio for sts to listen and read. They then answer the questions. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the article which confirms each answer.

Answers

- 1 Ed Sheeran and Taylor Swift are friends, and Ed has written songs for her.
- 2 He was similar because he and his parents were creative and imaginative, and passionate about music.
- 3 It helped him cure his stutter.
- 4 His own experiences of not having anywhere to live influenced the song.
- 5 It can help you because you are different, so people notice you.
- 4 Word Power Ask sts to find the idioms in bold in the article and match them with the definitions. Encourage them to read the idioms carefully in context, to try to work out the meanings, then choose the best definition for each one. Weaker sts could work in pairs for this. Check answers, and check understanding of the idioms.

Answers

- 1 drive crazy
- 2 make fun of
- 3 fall in love with
- 4 stand out from the crowd
- 5 follow in someone's footsteps

21st Century skills



5 GET CREATIVE

Read out the task, then put sts into pairs to write a verse of a song. You could brainstorm a few ideas with the class first about which aspects of his life they could write about, e.g. singing in the church choir, having a stutter and being bullied at school, heading off to London and being homeless, bringing out his first album, achieving success. Monitor and help while sts are working, then ask pairs in turn to read out their verses to the class. Sts could vote for their favourite.

Reading practice: WB p.75
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Reported speech patterns (1)

I can report statements, questions, commands and requests.



Now watch the grammar animation.

1 Complete the grammar box with the correct form of the verbs. Check your answers in the article.

Direct statements	Reported statements
'Being weird is a wonderful thing.'	He said being weird ¹ a wonderful thing.
Direct questions	Reported questions
'Can I sleep on your floor?' 'How did you cure your stutter?'	He asked friends if he ² on their floors. Interviewers asked him how he ³ his stutter.
Direct commands and requests	Reported commands and requests
'Listen to Eminem's album.' 'Please speak at the gala.'	He told him ⁴ to Eminem's album. Emily Blunt asked Ed ⁵ at a gala.

Rules

We use reported speech to report what someone said. The most common reporting verbs are say, tell and ask.

In reported speech we move the tense of the verb back in time, e.g. is \rightarrow was, like \rightarrow liked, can \rightarrow could, have seen \rightarrow had seen, went \rightarrow had gone, will \rightarrow would.

In reported speech we change personal pronouns, possessive adjectives, and time expressions.

In reported questions we don't use the interrogative form of the verb.

2 PRONUNCIATION Direct speech and reported speech

1 9.4 Listen and repeat.

- 1 'I can't speak French.' → She said she couldn't speak French.
- 2 'Are you going to the party?' → He asked me if I was going to the party.
- 3 'Could you help me with my bag?' → She asked me to help her with her bag.

3 Complete the reported statements.

- 1 'I haven't seen the film yet.' → He said that
- 2 'We're going to play tennis.' → They said that
- 3 'I can't stand rap music.' \rightarrow She told me that
- 4 'Anna is meeting us at 7.45.' → I said that
- 5 'I think it will rain tomorrow,' → He told me that

4 Rewrite 1-5 as reported questions, commands or requests. Include the words in brackets.

> I → Taylor Swift: 'Are you still working with Ed Sheeran?' (asked)

I asked Taylor Swift if she was still working with Ed Sheeran.

- The journalist → Adele: 'When's your new album being released?' (asked)
- 2 My sister → me: 'Turn the music down!' (told)
- 3 I → Lewis Hamilton: 'Please give me your autograph.' (asked)
- 4 My friend → me: 'Can you recommend any good music?' (asked)
- 5 Our Maths teacher → us: 'Don't forget to bring me your homework tomorrow!' (told)
- 6 The popstar → the audience: 'You've been the best audience ever.' (said)

5 Report the sentences 1-10 in Isla and Leo's conversation. Use the verbs in brackets.

Isla: Did you enjoy the concert? (asked) Isla asked Leo if he had enjoyed the concert.

Leo: Yes, it was brilliant! ¹I love Bruno Mars. (said) ²I also met an amazing girl last night. (told)

Isla: Ooh! ³Tell me what happened! (asked)

Leo: ⁴We started chatting while we were queuing to get in. (told) ⁵After the concert, she gave me her phone number. (said) ⁶I'm meeting her for a date tonight! (said)

Isla: ⁷Where's she from? (asked)

Leo: ⁸She's Italian and she's studying English in Brighton. (said)

OK. 9Message me tomorrow! (told) 10 want to know all about it. (said)

Leo: I will!

6 Think of the people who inspired or influenced you while you were growing up. Then think of five things these people said, asked or told you.

When I was little, my mum asked me what ...

> My gran always told me to ...

One day, my dad asked me if ...

Ed Sheeran, my favourite singer, said that ...

My primary school teacher said that ...

I'll never forget the day my friend told me that ...

There's an inspirational quote from Greta Thunberg. She said ...

FAST FINISHER

Think of the conversations you have had today. Report five things people have said, asked or told you.

GRAMMAR Reported speech patterns (1)



This lesson features an optional animated presentation of the grammar in context called She told us not to take any risks!, including the form and use of reported speech patterns (1). You can watch this in class if you have time and access to a computer or tablet, 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 rules with the class and check that sts understand everything. Sts copy the grammar box into their notebooks and complete it with the correct verb forms. They could work in pairs. Check answers.

Answers

- 1 was
- 4 to listen
- 2 could sleep
- 5 to speak
- had cured

Point out that the two common reporting verbs, say and tell, are used differently, e.g. He said that he had enjoyed the concert. He **told me that** he had enjoyed the concert.

Ask questions to check concept.

Concept check questions: I like Ed Sheeran - direct speech or reported speech? (direct). What did I say? I said ... (that I liked Ed Sheeran). What has changed? (the verb tense) Sam said me that he liked Ed Sheeran - correct? (no - Sam said ... or Sam told me ...). Where do you live, (Carlos)? - What did I ask Carlos? I asked him ... (where he lived). What has changed? (verb tense, interrogative form has become statement form, and pronoun). Stand up, (Ana) - what did I tell Ana? I told her ... (to stand up). Was it a command? (yes). Do we use different tenses in commands? (no, the infinitive).

2 **PRONUNCIATION** ① 9.4

Play the audio once for sts to listen and notice the pronunciation of direct speech and reported speech. Play the audio again, pausing for sts to repeat.

3 Ask sts to write the reported speech statements in their notebooks. You could do the first one with the class as an example. Check answers, referring back to the grammar box as necessary. Point out the changes to pronouns and change of time expression in sentence 5.

Answers

- 1 he hadn't seen the film yet
- 2 they were going to play tennis
- 3 she couldn't stand rap music
- 4 Anna was meeting us at 7.45
- he thought it would rain the next day

4 Sts write the reported questions, commands or requests in their notebooks. With weaker classes, go through the prompts with the class first and elicit which are questions, commands and requests. Sts could then work in pairs to write them. Check answers, referring back to the grammar box if necessary. Point out the use of the plural pronoun *they* in sentence 6 and explain that nouns like audience that refer to groups of people often take a plural pronoun.

Answers

- 1 The journalist asked Adele when her new album was being released.
- 2 My sister told me to turn the music down.
- 3 I asked Lewis Hamilton to give me his autograph.
- 4 My friend asked me if I could recommend any good music.
- 5 Our Maths teacher told us not to forget to bring him/her our homework the next day.
- The popstar said to the audience that they had been the best audience ever.
- 5 Ask two confident sts to read out the dialogue first, so sts get a general understanding of the conversation. They then write the reported sentences in their notebooks. Check answers.

Answers

- 1 Leo said that he loved Bruno Mars.
- 2 He told Isla that he had also met an amazing girl the night before.
- 3 Isla asked him what had happened.
- 4 Leo told Isla that they had started chatting while they were queuing.
- 5 He said that after the concert she had given him her phone number.
- 6 He said that he was meeting her for a date that
- Isla asked Leo where she was from.
- 8 Leo said that she was Italian, and she was studying English in Brighton.
- Isla told Leo to message her the next day.
- 10 She said that she wanted to know all about it.
- **6** Ask sts to think of their ideas and write sentences individually. Read out each sentence beginning in turn and elicit some possible endings.

FAST FINISHER

Sts who finish early can practise the grammar further by thinking of a conversation they have had today and reporting five things people have told them or asked them. Weaker sts could work in pairs. They could think of three things the teacher has said or asked in class today, and report them.

- G Grammar practice: WB p.76 Sts will find more practice of reported speech patterns (1) here. Set these exercises for homework.
- LS Language summary: Unit 9 SB p.135

Falling in love

VOCABULARY and LISTENING Relationships: phrasal verbs

can understand advice given on a radio programme.

1 Who is your favourite celebrity couple?

QUIZ: HOW ROMANTIC ARE YOU?

- Do you think it's at all possible to fall 'for / with someone the very first time you meet?
- B What's the most romantic way to ask someone ²out / up on a date?
- What's the worst way to chat ³up / on someone you would like to date?
- Could you forgive a boy or girl who stood you *out / up on a date and left you waiting?
- Could you forgive a boyfriend or girlfriend who cheated ⁵on / with you and dated someone else?
- What do you think is the best age to settle *down / up with 'the love of your life' and plan a life together?

- After you start going on / out with someone, how soon is it OK to say 'I love you'?
- Why do you think some couples drift *by / apart and stop loving each other?
- You fall ⁹to / out with your boyfriend or girlfriend because he or she forgot it was your birthday. What's the best way to make ¹⁰up / over?
- What do you think is the best way to break "up / out with someone when you want to end a relationship?
- What do you think is the worst way to split ¹²apart / up with someone?
- 2 ① 9.5 Choose the correct answers to complete the phrasal verbs in the quiz. Listen and check.
- 3 Match the phrasal verbs in the quiz with the correct definitions.
 - 1 end a relationship (two phrasal verbs)
 - 2 be strongly attracted to someone
 - 3 argue and stop being friends
 - 4 not arrive for a date
 - 5 slowly become less friendly
 - 6 have a relationship with someone who isn't your boyfriend/girlfriend
 - 7 invite someone to go on a date with you
 - 8 have a romantic relationship
 - 9 be friendly again with someone after an argument
 - 10 start living with your boyfriend/girlfriend or get married
 - 11 start talking to someone because you are attracted to him/her
- 4 Discuss the quiz questions in pairs. What do you disagree about?

- 5 (1) 9.6 Listen to an expert on romance. What are the two main topics he gives advice about?
- 6 ① 9.6 Listen again and complete the advice. Write one or two words in each gap.

Advice for Sienna

- Eating food like ... can encourage romantic feelings.
- 2 ... is the best colour to wear if you want to feel more self-confident.
- 3 An especially good topic to discuss on a first date is

Advice for Harry

- 4 Good activities for reducing pain are jogging, cycling and
- 5 Try writing a list of all your ex's
- 6 On average, it takes ... to recover from a break-up.
- 7 THINK CRITICALLY What are the three most important ingredients for a happy relationship?



LS Language summary: Unit 9 SB p.135

Falling in love

VOCABULARY and LISTENING

Relationships: phrasal verbs

Sts do a quiz to find out how romantic they are and listen to an expert on romance giving advice. They practise understanding advice given on a radio programme and discuss what three ingredients are the most important for a happy relationship.

Vocabulary

Relationships: phrasal verbs (ask (someone) out, break up (with someone), chat (someone) up, cheat on (someone), drift apart, fall for (someone), fall out (with someone), go out (with someone), make up (with someone), settle down, split up (with someone) stand (someone) up)

Listening text

A radio interview with an expert on romance

Listening skill

Understanding advice given on a radio programme

WARMER

Tell sts you are going to write some words on the board and they must guess the connection between them. Write the following words on the board, pausing after each one for sts to guess: music, the moon, flowers, poetry, chocolates, a ring. Elicit the words love and romance. Ask: What other things do you connect with love and romance? See if sts can suggest any other words to add to the board, e.g. candlelight, dinner.

- 1 Put sts into pairs to discuss the question. Ask some pairs to tell the class their answer and their reasons.
- 2 1 9.5 Sts could work in pairs to read the quiz and choose the correct words to complete the phrasal verbs. Play the audio for sts to listen and check their answers. Go through the answers with the class.

Answers

for out up 5 on 6 down 7 out 8 apart out 10 up 11 up 12 up

3 Sts could work in pairs to match the phrasal verbs with the definitions. Encourage them to read the phrasal verbs carefully in context to work out the meaning, then choose the best definition. Check answers and check that sts understand all the phasal verbs. Point out that some of the phrasal verbs have two patterns: Jack and Eli are going out. Jack is going out with Eli. Ask sts which other phrasal verbs they think follow a similar pattern (settle down (with), go out (with), fall out (with), make up (with), break up (with), split up (with).

Answers

- 1 break up, split up
- 2 fall for
- 3 fall out
- stand someone up
- drift apart
- cheat on someone
- ask someone out
- go out
- 9 make up
- 10 settle down
- 11 chat someone up
- 4 Sts work in pairs to read the quiz questions and discuss their answers. Ask them to note down which questions they disagree about. Ask pairs in turn to tell the class about one question they disagree about and why.
- 5 **1** 9.6 Explain to sts that they are going to listen to a radio programme in which an expert gives advice on romance. Read out the question, then play the audio for sts to listen and note down the two topics he gives advice about. See TG page 282 for audio script. Allow sts to compare their answers in pairs, then check answers, playing the audio again if necessary, and pausing to confirm the answers.

He gives advice on first dates and getting over a break-up.

6 🛈 9.6 Understanding advice given on a radio **programme** Read out the task, then ask: What phrases do you think Dr Ed might use to give advice? Elicit some ideas, e.g. You should ..., you shouldn't ..., You could ..., I'd advise ..., ... is a good idea, ... can help. Play the audio again for sts to listen and complete the advice. Allow sts to compare their answers in pairs, then check with the class. Play the audio again and pause to focus on the words Dr Ed uses to give each piece of advice.

Answers

- ice cream
 - Black
- 4 roller-skating
- negative qualities
- travel 10 weeks

21st Century skills



THINK CRITICALLY

Put sts into pairs to discuss the most important ingredients for a happy relationship. You could brainstorm some ideas with the class first, e.g. having interests in common, respect, similar sense of humour, etc. Ask pairs to agree on the top three ingredients. Ask pairs in turn to tell the class their ideas and their reasons.

- L Vocabulary and Listening practice: WB p.77 Sts will find more practice for listening, and practice of phrasal verbs for relationships here. Set these exercises for homework.
- LS Language summary: Unit 9 SB p.135

GRAMMAR Reported speech patterns (2)

I can use a range of reporting verbs.

Now watch the grammar animation.

Study the examples. Complete the rules with the base form of the underlined reporting verbs.

We invited you to send us your questions.

We **promised not to use** anyone's real name on the show.

Harry's girlfriend announced that she wanted to break up with him.

She apologized for hurting him.

Rules

We use different reporting verbs with different patterns.

A verb + (that) + reported speech:

e.g. add, answer, argue, believe, boast, 1...

B verb + object + (not) to + infinitive:

e.g. advise, ask, beg, command, convince, 2...

C verb + (not) to + infinitive:

e.g. offer, prefer, refuse

OR verb + (that) + reported speech:

e.g. agree, decide, demand, expect, 3...

D verb + (object) + preposition + -ing

e.g. complain about, insist on, 4...

- 2 Rewrite the dialogue in reported speech. Do you think Toby and Rosa's love story will have a happy ending?
 - 1 Rosa: 'I'm sorry I'm late.' Rosa apologized for
 - 2 Rosa: 'I missed the bus.' She explained
 - 3 Toby: 'You're always late!' Toby accused Rosa of
 - 4 Toby: 'It's really inconsiderate.' He added
 - 5 Toby: 'You should have messaged me.' He pointed out
 - 6 Rosa: 'I won't do it again.' Rosa promised not
 - 7 Rosa: 'Please don't be so grumpy.' She begged
 - Rosa: 'Let me get you an ice cream.' Rosa offered



3 Complete the comments with the correct reporting verbs.





Yes! When my teacher ¹announced / told that we were going to study Romeo and Juliet in class, I wasn't impressed. (Shakespeare is so boring!) However, he ²insisted / encouraged us to keep an open mind, and I ³agreed / convinced to give it a chance. To my surprise, it was brilliant, and the story is still so fresh! This is a story about teenagers who 4swear / refuse to love each other until the end - and really mean it! Their parents 5 advise / threaten to ruin their happiness, but nothing can split this pair up. It's tragic, but so romantic - I 6 offer / promise that it'll make you cry!

TomasTZ

No! | 7 apologize / explain for criticizing Shakespeare, but Romeo is an idiot! Before he falls for Juliet, he *boasts / claims about loving Rosaline! All through his (short) life, he 9complains / refuses to be sensible. If he'd been less impatient, he might have 10 denied / persuaded his parents to listen. Oh, and can I 11 add / ask you to remember that he's a murderer, too? If you want a great love story with more likeable heroes, I'd 12 suggest / advise you to watch Titanic instead.

Evelyn0000

4 Work in pairs. Take turns to tell each other about a time you ...

announced something important.

I announced that I'd passed my exams!

- 1 complained about having too much to do.
- 2 invited someone to visit (and regretted it!).
- 3 swore not to do something again (and did it!).
- 4 warned someone not to do something.
- 5 predicted that something would happen.

FAST FINISHER

Think of a short conversation you've recently had with family or friends. Report the conversation using a range of reporting verbs and patterns.

LS Language summary: Unit 9 SB p.135

GRAMMAR Reported speech patterns (2)

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You've always encouraged me to keep trying!*, including reported speech patterns (2). 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 the animation script.

1 Read the grammar box examples with the class. Sts copy the rules into their notebooks and complete them with the correct reporting verbs. Weaker sts could work in pairs. Check answers.

Answers

- 1 announce
- 2 invite
- 3 promise
- 4 apologize

Point out that in the patterns with that it is necessary to change the verb form according to the rules for reported speech, e.g. It's really important > Max added that it **was** really important.

Ask questions to check concept.

Concept check questions: I'm sorry I'm late – am I apologizing or offering? (apologizing). We must go home now – am I expecting or insisting? (insisting). Please help me – am I agreeing or begging? (begging). Sam advised that I ask her out – correct? (no – Sam advised me to ask her out). Eva offered for helping me – correct? (no – Eva offered to help me). Jack insisted on go by train – correct? (no – Jack insisted on going by train).

2 Read out the task, then elicit the first reported speech as an example answer. Remind sts to think about tense and pronoun changes where necessary. Sts then rewrite the dialogue in reported speech in their notebooks. Weaker sts could work in pairs for this. Check answers, referring back to the grammar box if necessary to explain them.

Answers

- 1 being late
- 2 that she had missed the bus
- 3 always being late
- 4 that it was really inconsiderate
- 5 that she should have messaged him
- 6 to do it again
- 7 Toby not to be so grumpy
- 8 to get Toby an ice cream

3 Read out the question and ask sts what they know about the story of Romeo and Juliet. Read out the background information if necessary. Sts then read the comments and choose the correct reporting verbs. Check answers.

Answers

- 1 announced
- 2 encouraged
- 3 agreed
- 4 swear
- 5 threaten
- 6 promise
- 7 apologize
- B boasts
- 9 refuses
- 10 persuaded
- 11 ask
- 12 advise

BACKGROUND INFORMATION

Romeo and Juliet is the title of a play by William Shakespeare. It tells the story of two young people whose families are sworn enemies. They fall in love, and plan to run away together. As part of the plan, Juliet takes a potion which makes her appear to be dead. Romeo, on finding her and believing that she is really dead, kills himself. She wakes up to find him dead, and kills herself too. The families are heartbroken and vow not to argue again.

4 Allow sts time to prepare their ideas individually, then put them into pairs to discuss their experiences. Ask some sts to tell the class about their experiences.

FAST FINISHER

Sts who finish early can practise the grammar further by reporting a conversation they had recently with a friend or family member. Weaker sts could work in pairs and report some individual sentences of things that friends or family members have said to them recently.

- G Grammar practice: WB p.78
 Sts will find more practice of reported speech patterns (2) here. Set these exercises for homework.
- LS Language summary: Unit 9 SB p.135



Who's your hero?

READING and LISTENING



I can understand the key facts in mini biographies.

Who inspires you?

We asked you to tell us about the people whose strength and passion you admire and who inspire you to go that little bit further ... every time.

Michelle Obama (1964-)

She is an African American lawyer and writer. As the wife of President Barack Obama, she was the First Lady of the USA between 2009-17. Michelle used her position to encourage young people to go into higher education and to live healthy



lives. She also set up a number of international programmes to ensure that girls in developing countries have access to education. She has helped a generation of young women become more self-confident.

Leonardo da Vinci (1452-1519)

Regarded as one of the most talented and imaginative individuals in history, da Vinci is probably best known as the artist who painted the Mona Lisa and The Last Supper. Despite having no formal education, he was also an exceptionally talented

mathematician, sculptor, architect, scientist, engineer and inventor. He produced some of the first accurate drawings of the human body and created designs for helicopters, tanks and parachutes 400 years before they were invented.

Greta Thunberg (2003-)



As a passionate teenage climate activist, she began by skipping school and protesting by herself outside the Swedish Parliament. She wanted the Swedish government to take stronger action on climate change and held up a sign saying 'School Strike for the Climate'. Since then, there have been a series of strikes around the world with up to a million teenagers skipping school in protest at

their governments' lack of action on climate change. Greta knows that one person can make a huge difference.

Kylian Mbappé (1998-)

Mbappé grew up in a tough Paris suburb and, after playing for Monaco, joined Paris Saint-Germain (PSG), where he has become one of their star players. Having achieved his ambition of becoming one of the best footballers in the world, he



has used his fame and wealth to make a difference to other people. For example, after helping the French team to win the World Cup in 2018, he decided to donate all his prize money to a French children's charity.

- 1 Look at the pictures. Discuss the questions with your partner.
 - Which of the people do you recognize?
 - 2 What do you think they have in common?
- 2 Read the mini biographies. Which person ...
 - 1 feels strongly about environmental problems?
 - produced drawings of three twentieth century
 - earns a lot of money, but has used some of it to help others?
 - 4 has been particularly inspirational for young

- 3 19.7 Listen to Andy and Lola talking. Who does Lola admire?
- 9.7 Listen again. Are the sentences true (T) or false (F)?
 - 1 Lola went on a school trip to Italy last year.
 - 2 Lola has never seen the Mona Lisa.
 - 3 Lola hadn't known about da Vinci's other talents.
 - 4 Lola has never worn contact lenses.
 - 5 Leonardo da Vinci didn't eat meat.



Who's your hero?

READING and LISTENING

Sts read some short biographies of famous people and focus on understanding them in detail. They listen to someone talking about a person they admire. They then learn how to give a short presentation. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to prepare a short presentation on a person they admire.

WARMER

Tell the class about someone you admire, e.g. I admire Bill Gates because he's a very successful businessman and he uses his money to help other people, for example by paying for medical research to find cures for diseases. Ask: Who do you admire? Put sts into groups to think about famous people that they admire and why. Ask groups in turn to tell the class their ideas.

1 Sts work in pairs to look at the pictures and answer the questions. Check with the class who the people are, and elicit that they are all people that others admire.

Answers

The people are: Michelle Obama, Greta Thunberg, Leonardo da Vinci and Kylian Mbappe. They are all people that others admire for making a difference in the world.

2 Ask sts to read the biographies and answer the questions. Check answers with the class.

Answers

- 1 Greta Thunberg
- 2 Leonardo da Vinci
- 3 Kylian Mbappe
- 4 Michelle Obama

3 Q 9.7 Tell sts they will hear Lola talking about someone she admires. Pre-teach *optician*. Read out the question, then play the audio for sts to listen and note down the answer. See TG page 283 for audio script. Check the answer with the class.

Answer

Leonardo da Vinci

4 ① 9.7 Allow sts time to read through the sentences. Check they understand *contact lenses*. Play the audio again for sts to listen and decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check with the class, playing the audio again and pausing if necessary to confirm the answers.

Answers

- 1 F She went to Paris.
- 2 F She saw it last year.
- 3
- 4 F She wears them.
- 5



There is a lot of useful vocabulary in the biographies. Ask sts in pairs to choose one of the biographies and read it again. Ask them to choose three new words that they don't know and check the meanings. Put pairs together into groups of four (making sure the two pairs have read different biographies). Ask them to teach their classmates the three new words they have learned.

SPEAKING Giving a short presentation



I can give a short presentation.

1 1 9.8 Read Lena's notes and listen to her presentation. Who is it about?



2 (1) 9.9 Listen and repeat the Useful language. Which phrases are used in Exercise 1?

Useful language

Giving a presentation

Introduction

I'd like to talk to you today about ... The topic of my presentation is ...

Sequencing

Let's begin with ...

First, I'm going to tell you about ...

Introducing visuals

This is a photo of ...

In this photo, you can see ...

Here they are ...

Now I'm going to move on to tell you about ...

Now let's have a look at ...

Now let me turn to the final part ...

Conclusion

That's the end of my presentation.

Thank you for listening. Are there any questions?

3 Complete the extracts from Lena's presentation with phrases from the **Useful language** box. Then practise saying them.

- a Good morning, everyone. My name's Lena and 1... to you today about a person I admire: Greta Thunberg. She is a passionate climate activist.
- b 2... a photo of her taken recently.
- c 3... you a little bit about her background. She was born on 3rd January 2003.
- d Now I'm going to 4... tell you about what she has done.
- e 5..., you can see her outside the Swedish parliament building.
- f Now let's 6... at the impact of her actions.
- g Now 7... to the final part: why I admire her.
- h That's 8... of my presentation.
- i Thank you for 9.... Are there any 10...?
- 4 Prepare your own presentation about a person you admire. Follow the Speaking plan.

Speaking plan

Prepare

- Decide who you are going to talk about and research their lives.
- Make notes for your presentation, but don't write
- If possible, find visuals to illustrate parts of your presentation.

Speak

- Write your presentation. Use expressions from the Useful language box.
- Practise your presentation with your notes and your visual aids.
-) Give your presentation. Ask your classmates to listen or make a recording.
- Invite your classmates to ask questions.

Reflect

- Did you give a clear presentation?
- Were you able to answer your classmates' questions?
- How can you improve next time?



>>> FAST FINISHER

Think of three famous people from your country that you admire. Write a sentence about each one, saying why you admire him/her.

SPEAKING Giving a short presentation

1 ② 9.8 Explain to sts that they will now hear someone giving a short presentation on one of the people on page 94. Allow sts time to read through the notes, then read out the question and play the audio for them to listen and answer. See TG page 283 for audio script. Check the answer.

AnswerGreta Thunberg

2 ① 9.9 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Put sts into pairs to discuss which phrases they can remember from the presentation. Play the audio again for them to check. Check answers.

Answers

I'd like to talk to you today about ...

This is a photo of ...

First, I'm going to tell you about ...

Now I'm going to move on to tell you about ...

In this photo, you can see ...

Now let's have a look at ...

Here they are ...

Now let me turn to the final part ...

That's the end of my presentation.

Thank you for listening. Are there any questions?

3 Ask sts to copy the extracts from the presentation into their notebooks, completing them with phrases from the Useful language box. Check answers, then put sts into pairs to practise saying them.

Answers

- 1 I'd like to talk
- 2 This is
- 3 First, I'm going to tell
- 4 move on to
- 5 In this photo
- 6 have a look
- 7 let me turn
- 8 the end
- 9 listening
- 10 questions

4 Sts follow the steps in the Speaking plan to practise giving a short presentation about a person they admire.

Speaking plan

Prepare

Sts work individually to decide who they are going to talk about and research their lives. If they are working in class, they could use one of the people on page 94 if they don't have access to the internet. Alternatively, they could do the research and make notes for homework. If sts are doing the preparation work at home, encourage them to find visuals to show with their presentation.

Speak

Sts write their presentation, using expressions from the Useful language box. Encourage sts to make detailed notes, but not to write out their presentations in full because it will sound more natural if they can speak spontaneously, rather than reading directly from notes. Monitor and help as necessary. Sts then take turns to give their presentations. If you have a small class, sts could give their presentations to the class. In larger classes, sts could give their presentations to each other in groups. If your sts use smartphones in class, a classmate could record each presentation. Encourage other sts to ask questions at the end of each presentation.

Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language or speaking more clearly. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time.



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

Fast finishers can practise the topic further. They think of three famous people from their country that they admire and write a sentence about each one, saying why they admire them. Weaker sts do the same task in pairs.

- S Speaking practice: WB p.79
 Sts will find more practice for giving a short presentation here. Set these exercises for homework.
- LS Language summary: Unit 9 SB p.135



I have a dream!

I can understand a biography of a famous person.

A life's

Personal details

Born: 15 January 1929, Atlanta, Georgia, USA Died: 4 April 1968, Memphis, Tennessee, USA

Wife: Coretta Scott (married 1953)

Children: Yolanda, Martin Luther III, Bernice, Dexter

Occupation: Minister, activist Awards: Nobel Peace Prize 1964

Despite slavery being abolished in the USA in 1865, African-Americans continued to experience social and economic inequality well into the twentieth century. In many parts of the USA, there was **segregation** in schools, restaurants, cinemas and other public places, as well as on public transport.

Martin Luther King was no stranger to discrimination. At the age of six, he and a white friend were sent to different schools. 1.... He had just taken part in a debate in which he had given a speech about equal rights and it was then that he decided to fight for his beliefs.

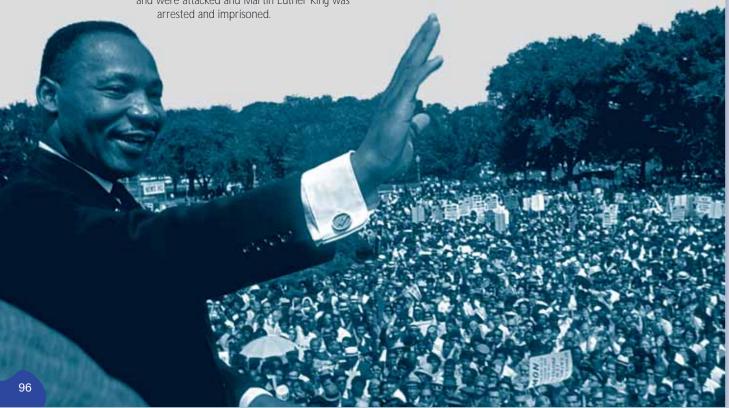
In December 1955, an African-American woman called Rosa Parks was arrested in Montgomery, Alabama for refusing to give up her seat on the bus for a white man. Martin Luther King helped to persuade African-Americans to organize a boycott of buses and public transport in support of Rosa Parks' actions. 2.... The US Supreme Court ruled that segregation on Montgomery's buses was illegal.

In 1963, Birmingham, Alabama was one of America's most segregated cities and there was violent resistance to the black **civil rights** movement. 3.... The **protesters** received threats and were attacked and Martin Luther King was

Martin Luther King continued to fight for black people's rights and in August 1963, he joined more than 250,000 people on a peaceful march in Washington calling for jobs and freedom. He predicted that one day there would be a world without discrimination, and social equality and freedom would be a reality for all Americans. Less than a month after his speech, four young African-American girls were killed in a bomb attack on a church in Birmingham. 5...

In 1964, at the age of just 35, he won the Nobel Peace Prize and in Selma, Alabama, he set his sights on winning the right for black people to vote. 6.... Martin Luther King led a group of 30,000 people. In 1965, the Voting Rights Act removed many of the barriers that had prevented African-Americans from being able to vote.

As he continued with his work and the civil rights movement grew, so did feelings against him. On 4 April 1968, while he was in Memphis, he was assassinated by a white supremacist called James Earl Ray. 7.... Despite not living to see his dream of social equality and peace realized, he is still remembered today as a courageous man who stayed true to his beliefs and principles.



QCULTURE! I have a dream!

Sts learn about the life and work of the American civil rights activist, Martin Luther King. They answer comprehension questions and study some vocabulary related to civil rights protests. They research information on a second civil rights activist, Rosa Parks. They then discuss which famous people in their country have fought to improve people's lives.

This lesson features an optional culture video about two dancers from London who want to inspire young people: see SB page 97.

WARMER

Ask: What are civil rights? Elicit a few ideas, e.g. the right that all citizens have to be treated equally by the law. Ask: What do you know about civil rights in the USA? In the past, did everyone in the USA have full civil rights? Who didn't have civil rights? Elicit that in the past, African Americans were slaves and did not have civil rights. Ask: Do you know when this changed and how it changed? Elicit what sts know about the history of civil rights in the USA.

- 1 Put sts into pairs to look at the pictures and discuss the questions. Discuss sts' ideas as a class, but don't confirm
- 2 Ask sts to read the article quickly to check their answers to exercise 1. Check answers with the class.

Answers

- 1 Martin Luther King
- 2 He is famous for his role as a civil rights activist.
- 3 The main picture on page 96 shows Martin Luther King and a civil rights march on Washington in August 1963. The pictures on page 97 show Rosa Parks being arrested and travelling on a nonsegregated bus.

Encourage sts to read this fun fact for pleasure. Sts might also be interested to know that most of the other famous people in the USA who have had a large number of streets named after them are former presidents such as Abraham Lincoln and Thomas Jefferson.

3 1 9.10 Point out the gaps in the article. Remind sts that when they are completing a text with missing sentences, they should read the sentence before and after each gap carefully and look for clues on the kind of information that is missing. Remind them that they can use connectors and time words to help them. Sts read the article again and decide which sentence fits each gap. Allow sts to compare their answers in pairs, then play the audio for them to read and listen and check their answers. Check answers with the class.

Answers

- е
- 2 С
- 3 а
- f 4 5
- g 6 b
- 7

21st Century skills



Q FIND OUT

Set this exercise for homework if you prefer. Sts do research to find the information they need to complete the fact file about Rosa Parks. Encourage them to find out as much extra information about her as they can. Sts can report back on their findings in the next lesson.

Answers

- February 4, 1913
- 92
- 3 none
- boycott 4
- 5 My Story
- 6 Stand for something or you will fall for anything.

1 Work in pairs. Look at the pictures and answer the questions.

- 1 Who is the biography about?
- 2 Why is he famous?
- 3 Which historical events do the pictures show?

2 Quickly read the article. Check your answers to Exercise 1.



There are more than 730 streets in the USA named after Martin Luther King.

- a Martin Luther King organized a series of boycotts, marches and sit-ins there.
- b Activists took part in a five-day march from Selma to Montgomery.
- c The boycott lasted for 381 days and was a success.
- d Riots broke out across the USA and a national day of mourning was declared.
- e When he was fourteen, he was forced to give up his seat on a bus for a white passenger.
- f There he gave his famous 'I Have a Dream' speech.
- g King and others were devastated by this violent act.

4 Q FIND OUT Complete the Fact File below about Rosa Parks.

5 Word Power Match the definitions with the words in **bold** in the article.

- 1 a refusal to buy or do something because you disagree with it
- 2 people who disagree with something and express their feelings publicly
- 3 the policy of separating different groups of people because of their race, religion or sex
- 4 an event where a lot of people walk through a public place to express their support or disapproval
- 5 the rights that every person has to participate in society without discrimination or repression
- 6 treating people differently because of their race, religion, age, sex, etc.

6 © COMPARE CULTURES Which famous person in your country fought to improve people's lives? What did he/she protest about?

7 Discuss the questions in small groups.

- 1 Which national or global issues do you feel strongly about? Why?
- 2 Have you ever protested about something? What did you do?
- Now watch the culture video.

FAST FINISHER

Imagine you have gone on a protest march. Describe how it feels: think about the sights and the sounds.

FACT FILE

Born: 1..., Tuskegee,

Alabama, USA

Died: 24 October 2005, Detroit,

Michigan, USA, aged

2... years old

Children: 3...

Husband: Raymond Parks

(married 1932)

Occupation: dressmaker, secretary,

civil rights activist

Known for: the Montgomery bus 4...

Awards: Presidential Medal

of Freedom (1996), Congressional Gold

Medal (1999)

Books: the autobiography

Rosa Parks: 5... (1992)

Famous quote: '6... Today's mighty oak is

yesterday's nut that held

its ground.'





REAL CULTURE!

Word Power Sts could work in pairs to match the definitions with the words in bold in the article. Point out that *civil rights* and *movement* are separate words, with their own definitions. Encourage sts to read the words in bold carefully in context and try to work out he meaning, then choose the correct definition. They could work in pairs for this. Check answers with the class and check that sts understand all the words.

Answers

- 1 boycott
- 2 protesters
- 3 segregation
- 4 march
- 5 civil rights
- 6 discrimination

21st Century skills



6 © COMPARE CULTURES

Put sts into groups to discuss people in their country who have fought to improve people's lives. You could suggest a few names for sts to discuss if necessary. Ask groups in turn to tell the class who they discussed and what those people achieved. You could discuss as a class which of the people sts admire the most, and why.

7 Allow sts time to read the questions and prepare their answers individually, then put them into pairs to discuss them. Discuss the questions briefly as a class.



This lesson also features an optional culture video about two dancers from London who want to inspire young people. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See A creative relationship on TG pages 306 and 313.

FAST FINISHER

Sts imagine they have gone on a protest march and think about what it is like, and how they feel. Weaker sts could work in pairs to look at the pictures of Rosa Parks and Martin Luther King and talk about how the people feel in each picture.

My personal hero

WRITING A biography

can write a biography and explain how the person inspired me.

- 1 Work in pairs. In your opinion, what personal qualities does a hero need to have?
- 2 Read the biography quickly. What qualities does

My personal hero: Delia Samuels

My personal hero is my gran, Delia Samuels, because she's the most determined and passionate person I know.

Grandma grew up in Ohio in the sixties. At that time, racism was a big problem in the USA, and Delia was constantly bullied at her school. However, Grandma is the kind of person who doesn't give up easily she worked hard at school and she always got good grades. A key moment in her life came when her dad took her to a civil rights rally when she was ten years old. The speaker was Martin Luther King! Grandma said he'd inspired her to become the first person in her neighbourhood to go to college.

To pay her college fees, Delia worked part-time at a supermarket. One day, my grandad came in to buy some peaches. He told me that he fell for Grandma the moment he saw her smile! When Delia graduated, she decided to become a Science teacher. She also got married and had five children - she now has thirteen grandkids! Even though she's always busy, Grandma is always smiling, and she somehow makes time for everyone.

Grandma has been a big influence on me. We both have a passion for science, and she's encouraged me to follow my dream of becoming an astronaut! I think I take after her as we share the same positive outlook on life. She never complains about anything - not even about making thirteen birthday cakes a uear!



W Writing summary: WB p.92

R Review: Units 7-9 SB pp.104-105

P Project: Units 7-9 SB pp.110-111

3 Look at the **Useful language** box. Find examples of the expressions in the biography.

Useful language

Describing a person

- ... is the most ... person I know.
- ... is always ...-ing. (habit)
- ... is the kind of person who ...

Describing important events

At that time, ...

Aged (ten), ...

A key moment in his/her life came when ... One day, ...

Describing how someone inspired you

- ... (has) inspired / encouraged (me) to ...
- ... has been a big influence on me.

I think I take after her/him.

4 Study the **Look!** box. Find examples in the text.

Look!

Connected writing

To organize our ideas we use:

- 1 different paragraphs for each main topic.
- 2 connectors and time expressions.
- 3 different tenses to show when things happen.
- 4 reference words (she, it, her, this, etc.) to refer back to people and things already mentioned.
- 5 Write a biography of your 'personal hero'. Follow the steps in the Writing plan.

Writing plan

Prepare

- **)** What are the most important events in this person's life?
- What is/was this person like?
- > How has this person inspired or influenced you?

Write

- Paragraph 1: Introduction
- Paragraph 2: Main life events: childhood
- Paragraph 3: Main life events: adult life
- **> Paragraph 4:** Conclusion and your opinion

Reflect

- > Check your connected writing.
- > Check your grammar and spelling.
- Literature: Units 7-9 SB pp.116-117
- E Exams: Unit 9 SB p.126
- LS Language summary: Unit 9 SB p.135

My personal hero

WRITING A biography

Sts study a biography of a personal hero. They learn some useful language for writing a biography and learn about how to organize ideas in connected writing. They then follow the steps in the Writing plan to write their own biography of a personal hero.

Writing

A biography

Useful language

Writing a biography: Describing a person (... is the most ... person I know. ... is always ... -ing. ... is the kind of person who ... Describing important events: At that time, ... Aged (ten), ... One day, ... Describing how someone inspired you: ... (has) inspired / encouraged (me) to ... , ... has been a big influence on me. I think I take after her/him.)

Look!

Connected writing

WARMER

Remind sts that in this unit they have learned about some well-known people who are admired as heroes. Ask: Do heroes have to be famous people? Can they be normal people in your life, who inspire you? Elicit that we can have personal heroes in our lives, who we admire and who encourage or inspire us, for example parents, grandparents, aunts, uncles, friends, etc. Tell sts they are now going to write a biography of a personal hero.

1 Put sts into pairs to discuss the question. Discuss their ideas as a class.

You could make a list on the board of the qualities that sts mention, e.g. honest, determined, hard-working, energetic, etc.

2 Ask sts to read the biography and note down the qualities that Delia has. Check answers.

Answers

She is determined, passionate, hard-working, cheerful, kind and positive.

- 3 Read the Useful language box with sts and discuss how to say these expressions in their first language. Sts then find examples in the biography.
- 4 Read the Look! box with sts. Sts could then find examples of reference words in the biography.

EXTRA ACTIVITY

Ask sts in pairs to look at the biography again and find examples of connectors and time expressions, e.g. and, but, because, however, also. Go through these with the

class, and encourage sts to use some of these connectors to link the ideas when they write their own biography. You could also ask sts to find examples of past and present tenses in the biography in Exercise 2. Elicit that the past tenses talk about past events, and the present tenses are used to talk about the person now, and why they are inspiring.

5 Sts write a biography of their personal hero, following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals to decide who they will write about and answer the questions. Monitor and help with vocabulary if necessary.

Write

Explain that sts should organize their biographies into paragraphs. Refer back to the biography in exercise 2 and point out that it follows the plan that is detailed here. Sts write their biography using the one in Exercise 2 as a model. Encourage them to use expressions from the Useful Language box and also connectors, time expressions, tenses to show when things happened and reference words to connect their writing.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap biographies with a partner and give feedback on their connected writing. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

- 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
- Literature: Units 7-9 SB pp.116-117
- **Exam: Unit 9 SB** p.126
- LS Language summary: Unit 9 SB p.135

REVIEW UNITS 1-3

READING

1 Complete the article with the correct form of the verbs in brackets.

How small acts of kindness went global

For over twenty years, people in a lot of countries
1... (celebrate) official World Kindness Day on 13
November. The inspiration behind this special day was
a Japanese university professor called Seiji Kaya.

One morning in 1963, he ²... (wait) for his train to go to work at Tokyo University. There were a lot of people in the station. As Mr Kaya ³... (get on) the train, he realized that someone ⁴... (steal) his bag. He ⁵... (shout) for help, but no one ⁶... (do) anything to help.

Instead of getting angry about the situation, Mr Kaya decided ⁷... (take) the opportunity to turn this negative experience into something positive. He ⁸... (share) his story with his students ⁹... (demonstrate) to them that we need ¹⁰... (be) brave and practise small acts of kindness every day. That is how the Japan Small Kindness Movement ¹¹... (begin). Since then, millions of people across the world ¹²... (do) kind things every day.



2 Choose the correct words in the comments.

Tell us what your last small act of kindness was!

This morning, I calmed my best friend \$^1down / up\$ after she had \$^2gave up / messed up\$ a test. It not only \$^3cheered her up / grew on her and made her happy, but also did me \$^4good / well. I enjoy making \$^5a\$ fortune / an effort for other people. Elise

I ⁶did / made without meat at dinner because there wasn't enough for everyone. It was only a small act of kindness, but I try not ⁷to miss / to take the opportunity to be kind at some point every day. I used to complain ⁸of / about my life a lot, but now I realize that actually, I'm really lucky. Helping people gives me a sense of ⁹exhaustion / pride.

George

LISTENING



- 1 Could you tell me how
- 2 You haven't always been a news presenter,
- 3 Can you tell us what
- 4 You aren't always as calm as you look on TV,
- 5 What can help me
- a the most important thing for you in your job is?
- b are you?
- c have you?
- d you ended up working as a news presenter?
- e to get a job in the media?

4 ① R1 Choose the correct words in each sentence. Listen and check.

- 1 When Fiona left school, things didn't go to plan / wrong.
- 2 She won a *radio / magazine* competition to be a news presenter for a month.
- 3 She used to work as a *reporter / journalist* and she has travelled all over the world.
- 4 There are differences between TV news and online / newspaper journalism.
- 5 *Eyewitnesses / Viewers* should not be aware of how you are feeling.

5 QR1 Listen again. Copy and complete the sentences. Write one to three words.

- 1 Fiona didn't fulfil her ... becoming an actor because she failed to get into drama school.
- 2 The most important thing for Fiona is to use
- 3 TV presenters need to ... news stories really quickly.
- 4 She has sometimes felt ... , irritation and anger, but she's always professional.
- 5 Not many people who want to work as a news presenter



LESSON OVERVIEW: This lesson reviews the grammar and vocabulary sts have learned in Units 1-3 of the book. Sts read about the Japan Small Kindness Movement and listen to an interview with a news presenter. They speculate about some pictures, and write paragraphs about their experiences in three different situations. The lesson ends with a fun memory test of language sts have learned in Units 1-3.

WARMER

Say: Today, I'm feeling ... Invite a student to complete the sentence, e.g. happy. Invite another student to repeat this and add their own idea, e,g, Today, Ana's feeling happy and I'm feeling relaxed. Continue around the class, with each student repeating how their classmates are feeling and adding their own idea, using a different adjective each time. Help out with vocabulary if necessary, encouraging sts to use adjectives they learned in Unit 1. Continue until the list of feelings to remember becomes too long!

READING

1 Read out the title of the text and focus on the picture. Ask: What do you think small acts of kindness are? How do you think it went global? 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 Mr Kaya and the Japan Small Kindness Movement. Then ask them to read the text again and complete it with the correct verb forms. Allow sts to compare their answers in pairs, then check answers with the class.

Answers

- 1 have celebrated 7 to take 2 was waiting 8 shared 3 was getting on 9 to demonstrate 4 had stolen 10 to be 5 shouted 11 began 6 did 12 have done
- **2** Sts read the comments and choose the correct words to complete them. Allow sts to compare their answers in pairs, then check with the class. Check that sts understand all the words, phrasal verbs and phrases in the answers.

Answers

an effort

1 down 6 did 2 messed up 7 to miss 3 cheered her up 8 about 4 good 9 pride

LISTENING

3 Q R1 Focus on the picture and elicit that it shows a news reader. Explain to sts that they will hear an interview with a news reporter on a school radio station. Explain that first they need to complete the matching task to form the questions they will hear. Sts could work in pairs to do the matching. Play the audio for them to listen and check. See TG page 283 for audio script. Remind them to listen to the answers to the questions, too. Go through the answers with the class.

Answers

- d 1
- 2 c
- 3
- b 4 5 е
- **4 (1)** R1 Sts read the sentences and choose the correct words to complete them. Allow sts to compare their answers in pairs, then play the audio again, pausing to confirm the answers.

Answers

- 1 to plan
- 2 magazine
- 3 reporter
- 4 newspaper
- 5 Viewers
- **5 Q** R1 Sts copy the sentences into their notebooks. Play the audio again for them to listen and complete the sentences with between one and three words. Check answers, playing the audio again and pausing if necessary to confirm the answers.

Answers

- 1 dream of
- 2 trustworthy sources
- 3 react to
- 4 exhaustion
- 5 make it/will make it

SPEAKING

6 Work in pairs. Look at the pictures. Ask and answer the questions. Then choose a picture and tell another pair the story behind it.









- 1 What is the people's relationship to each other? How long have they known each other? I think they're best friends and they've known each other since they were children.
- 2 What do you think the people were doing five minutes before these pictures were taken?
- 3 What emotions were they feeling before the pictures were taken? And after?
- 4 What do you think has just happened? How has it affected the people?

WRITING

7 Choose three of the topics below and write a paragraph about each situation. Think about how you felt and what you learned.

A time when you felt a lot of relief

A problem you have overcome recently

A time when things didn't go to plan for you

An idea you once had to make a fortune

Something you would do every weekend as a young child

Something you weren't used to at first, but later you got used to

Something you've been criticized for in the past

Something you didn't like at first but has grown on you

TEST YOUR MEMORY!

Give the noun forms of the adjectives: joyful, proud, relaxed, amused. Say what you were doing at 8 a.m. and what you had been doing before that.

Make tag questions with: isn't it? haven't you? will we? Complete these sentences: I plan..., I've decided..., I can't stand..., I suggest....

Describe a time when something went wrong, but you didn't give up.

Name six phrasal verbs for feelings Make expressions with do, make or take and these words: time off, without, an effort, sense.

Write two sentences about things you have been doing recently.

Name two news stories you have read about or seen this week, Write four sentences about your past habits with would and used to. Describe something you're used to, and something you're getting used to. Write the prepositions that go after these verbs: warn, react, comment, boast, respond.



SPEAKING

6 Read out the task and explain to sts that they are going to ask and answer questions in pairs, and they need to use their imagination to guess what is happening in the pictures. Allow sts a little time to look at the pictures and ask you for any vocabulary they think they will need. Ask them to read the questions and check they understand them all. They then work in pairs to ask and answer the questions about each picture. With weaker classes, you could read out the questions and elicit some example answers about one of the pictures before sts start. Monitor while sts are working in pairs and note down any typical errors to correct in a feedback session at the end. When sts have finished asking and answering questions, put pairs together into groups of four. Pairs take turns to choose one of the pictures and tell the other pair their ideas about it. Ask some pairs to tell the class their ideas about one of the pictures.

WRITING

7 Read out each of the topics in turn and elicit one or two examples of each situation. Sts then work individually to write their paragraphs. Sts could work in pairs and swap paragraphs for their partner to read. Ask some sts to read one of their paragraphs to the class.

TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from the unit. 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 text with the words in the box.

'd moved 'll have been 'll be able to as soon as crime rate don't have to had to landscape lived look around



A village in the sky

If you 1... in Jakarta, the capital of Indonesia, you'll see a dynamic and vibrant city, but also traffic jams during rush hour and a lack of green spaces. Overcrowding and a housing shortage in the city meant architects 2... come up with an unconventional solution to the urban problems: Cosmo Park.

Cosmo Park sits on top of a ten-storey shopping mall! ³... you arrive, you ⁴... see even taller skyscrapers nearby. Lots of families with young children live in the 78 stylish apartment blocks. If you hang around for a while, you soon notice the vibrant colours of its urban ⁵... with gardens full of colourful flowers, fruit trees and vegetables.

Maria, one of the residents with a young family, says, 'There's so much open space up here and it's really safe. The ⁶... is low. If I ⁷... in another part of the city, I wouldn't let my kids play outside. I ⁸... worry about my children playing in the street. I ⁹... here for six months at the end of next week. I wish I ¹⁰... here sooner. I miss the street food stalls though. If only there were a few up here!'

Cosmo Park represents a different side to Jakarta. We think other cities will be following this example before long.

LISTENING

2 () R2 Listen and match pictures 1-3 with descriptions a-d. There is one description that you don't need.





- a This person broke something important to them.
- b This person decided to do something to help the environment.
- c This person had an accident and had to go to hospital.
- d This person worked hard to fulfil an ambition.

3 R2 Listen again. Choose the correct words in each sentence.

- 1 Amy *ought to / isn't allowed to* make some changes in her shopping habits.
- 2 Amy *will have found / will find* more things to give away by the end of the weekend.
- 3 If it *had been / hadn't been* rush hour, Theo could have been badly hurt.
- 4 Theo *must have stopped / managed to stop* himself from falling with his hands.
- 5 According to Miranda, people don't have to / should train before the Three Peaks Challenge.

4 R2 Listen again. Copy and complete the sentences. Write one to three words.

- 1 Amy loves clothes, but she loves ... designer clothes in particular.
- 2 When Amy buys new clothes, it ... feel happy.
- 3 Theo might have been ... and ended up in hospital.
- 4 Theo ... more attention the next time he crosses the road.
- 5 Miranda says you're exhausted, but you feel great when you reach each
- 6 Miranda wishes she ... the three peaks again tomorrow.



LESSON OVERVIEW: This lesson reviews the grammar and vocabulary sts have learned in Units 4–6 of the book. Sts read about a village in the sky in Jakarta and listen to three people talking about different aspects of their lives and changes they have made or intend to make. They do a 'Find someone who ...' activity with their classmates and report back to the class, and write about things they will be doing and will have done at a time in the future. The lesson ends with a fun memory test of language sts have learned in Units 4–6.

WARMER

Write these words on the board: traffic, crime, apartment, social, night, housing, cycle, over, rush, shopping, sky, transport. Explain to sts that the words are all used in compound nouns to do with city life. Divide the class into teams. Teams take turns to choose a word from the board and make a sentence using the correct compound noun, e.g. I live in an apartment block. If their answer is correct, they get a point and the word is crossed off the board. If their answer is not correct, don't correct it, but move on to the next team. Continue until all the words have been practised.

READING

1 Read out the title of the text and focus on the picture. Ask: What do you think the village in the sky is? Where do you think it is? Elicit a few ideas, then ask sts to read the text quickly to check their ideas. Discuss the answers, and elicit what sts learned about the village. Then ask them to read the text again and complete it with the correct words, Check answers and revise any language points that sts have struggled with.

Answers

- 1 look around
- 2 had to
- 3 As soon as
- 4 'll be able to
- 5 landscape
- 6 crime rate7 lived
- 8 don't have to
- 9 'll have been
- 10 'd moved

LISTENING

Answers

- 1 b
- 2 a
- 3 d

Answers

- 1 ought to
- 2 will have found
- 3 hadn't been
- 4 managed to stop
- 5 should

Answers

- 1 stylish
- 2 makes her
- 3 run over / badly hurt
- 4 will be paying
- 5 summit
- 6 could climb

SPEAKING

5 Write questions with the prompts below.

Are you allowed to use your phone at the dinner table?

Find someone who / whose ...

	illa sollieolic wilo / wil	
O	isn't allowed to use their phone at the dinner table.	Name
0	gets around your town by bike or skateboard.	
0	will have bought something trendy by the end of next week.	
0	is going to meet their friends as soon as school finishes today.	
0	doesn't have to do any homework tonight.	
٥	parents let them stay out late during the week.	
0	will live and work abroad when they're older.	
٥	wouldn't have got the bus to school today if they lived closer.	

- 6 Ask your classmates the questions from Exercise 5. Write one student for each situation.
- 7 Choose two students and find out more information. Then report back to the class.

WRITING

8 Choose a time in the future and write about the things you'll be doing and experiences you'll have had. Use the ideas below.

Twenty years from now, I won't have changed my style. I'll still buy second-hand clothes. I'll be living ...



TEST YOUR MEMORY!

Name six adjectives to describe clothes. Think of a cool building you've seen. Name three adjectives to describe it.

Complete this sentence twice:

If I hadn't ... ,
I wouldn't

Name six phrasal verbs related to city living.

Describe four urban problems in your town. Use compound nouns.

Complete these sentences: I wish ... If only ...

You see a zebra in the road. Write three sentences using modals of deduction. Say three things you don't have to do and two things you ought to do today.

Finish these sentences: My parents usually let me They often make me

Name six verbs connected with accidents and emergency.

Name three nature words for mountains and three for water.

Say what two things you will have done by the time you're 21.



SPEAKING

5 Explain to sts that they are going to ask their classmates some questions, and they must try to find someone who can give an answer for each question. Read out the first question prompt and the example answer. Ask sts to write the remaining questions. Check these questions with the class.

Answers

Are you allowed to use your phone at the dinner table?

Do you get around your town by bike or skateboard? Will you have bought something trendy by the end of next week?

Are you going to meet your friends as soon as school finishes today?

Do you have to do any homework tonight?
Do your parents let you stay out late during the week?
Will you live and work abroad when you're older?
Would you have got the bus to school today if you lived closer?

- 6 Allow sts to move around the classroom, asking and answering the questions. Tell them they should try to find a different student for each situation. Stop the activity when one or more sts have found a student for each situation.
- 7 Ask sts to look at their list of sts who answered yes to the questions. Ask them to choose two to interview further, to find out more information. Allow sts to move around the classroom again, asking and answering their questions. Remind them to listen carefully to the answers. When they have finished, ask some sts to report back to the class on what they learned about their classmates.

WRITING

8 Read out the task and the example answers. Focus on each of the pictures in turn and elicit examples for each, e.g. I'll have found a good job and I'll be working in New York. Use the opportunity to revise the tenses that sts will need. Sts then write sentences about what they will be doing and experiences they will have had. Ask some sts to read some of their ideas to the class.

TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from the unit. 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 Choose the correct words in the blog post.

Emma's blog

My week so far ...

So, the big news is that my best friend Charlie ¹said / told me that he'd split up with his girlfriend, Lisa. They'd been going out with each other for some time. Poor Charlie! I never thought that he would ²settle up / settle down with Lisa, but breaking up is always hard. I told him I'd be there for him whenever he wanted to talk. A problem shared is a problem halved, isn't it?

I can't remember when I last watched a film, so I made time to watch one instead of **to revise / revising* for my exams. It's called *If Beale Street Could Talk* and it **was adapted / adapted from a novel. I love watching films adapted from books. It has characters **swhose / who I really cared about, especially the strong female ones. The main **theme / episode is life in 1970s America for African-Americans. It's also a **powerful / forgettable love story involving Tish and Fonny, **which / whose families are very different. The main characters, who are played by Kiki Layne and Stephan James, are brilliant. As well as **to learn / learning* about the reality

of life for African-Americans in the 1970s, it's got a great ¹⁰series / soundtrack. Anyone wanting to watch it should check it out online now!

"I'm getting my hair cut / I'm cutting my hair on Saturday. I'll post a photo when I get back from the hairdresser's! In the meantime ... here's an image of the film poster.



2 Rewrite the sentences with reduced relative clauses. Check your answers in the blog post.

- 1 A problem that is shared is a problem that is halved.
- 2 I love watching films that have been adapted from books.
- 3 Anyone who wants to watch it should check it out online now!
- 3 Find four phrasal verbs about relationships and three phrases with *time* in the blog post.

LISTENING

4 R3 Listen to Abbie and Ed. Which sentence is the best summary of the conversation?



- 1 Ed has bought a new piece of technology for his bike, but Abbie doesn't think that it's safe.
- 2 Ed has read about a development in cycling technology and explains it to Abbie.
- 3 Ed is passionate about cycling and has designed a new type of technology in cycling.
- 5 R3 Listen again. Copy and complete the sentences with the correct word.
 - 1 It was ... by two Swedish students.
 - 2 They're ... about cycling.
 - 3 It sounds like a really important
 - 4 If their ... are right, it will save a lot of lives.
 - 5 It's great that there are people out there improving the world with their
 - 6 Don't forget their
 - 7 They'd been working on it for years before they made their
- 6 R3 Complete the text with the correct words from the box. Then listen again and check.

could criticized explained had joked not offered promised told was what whether

Abbie asked Ed 1... he was doing. Ed told her he 2... reading an article about bike helmets. She asked him 3... it was good, and he said that he 4... been learning some really interesting things. Abbie 5... him to tell her more and Ed 6... that the article was about a new airbag for cyclists.

Abbie 7... that Ed 8... get her one for her birthday. Ed suggested going for a bike ride and 9... to buy her lunch. But he 10... her for 11... always wearing her helmet. Abbie 12... that she would wear it.



LESSON OVERVIEW: This lesson reviews the grammar and vocabulary sts have learned in Units 7–9 of the book. Sts read a blog post about the writer's week so far and listen to a conversation about a new safety device for cyclists. They discuss a range of different topics with a partner, and write two replies to questions written to an agony aunt. The lesson ends with a fun memory test of language sts have learned in Units 7–9.

WARMER

Ask: What have you done so far this week? Give one or two examples of things you have done, e.g. On Monday I bought some new shoes online, and yesterday I watched a really good film. Encourage sts to ask questions to find out more information, e.g. What was the film? What was it about? Ask sts individually to write down three things they have done so far this week. Put them into groups to tell their classmates and ask questions to find out more information. Ask groups to tell the class who in their group has done something interesting.

READING

1 Focus on the text and explain that it is a blog post by Emma about her week so far. Ask them to read the post and choose the correct words to complete it. Check answers, and revise any language points that sts struggled with. Elicit what Emma has done so far this week.

Answers

- 1 told
- 2 settle down
- 3 revising
- 4 was adapted
- 5 who6 theme
- 7 powerful
- 8 whose
- 9 learning
- 10 soundtrack
- 11 I'm getting my hair
- cut
- 2 Sts rewrite the sentences in their notebooks, then check their answers in the blog post. Weaker sts could work in pairs for this. Check answers and revise the rules for reduced relative clauses if necessary.

Answers

- 1 A problem shared is a problem halved.
- 2 I love watching films adapted from books.
- 3 Anyone wanting to watch it should check it out online now!
- **3** Sts find the words in the blog. Check answers, and check that sts understand the words. You could brainstorm more words for each category with the class.

Answers

Phrasal verbs for relationships: split up, go out with, settle down, break up

Phrases with $\it time$: for some time, make time to ... , in the meantime

LISTENING

Answers

2

Answers

- 1 designed
- 2 passionate
- 3 development
- 4 predictions
- 5 creativity
- 6 determination
- 7 breakthrough

Answers

- 1 what
- 2 was
- 3 whether
- 4 had
- 5 told
- 6 explained
- 7 joked
- 8 could
- 9 offered
- 10 criticized
- 11 not
- 12 promised

SPEAKING

7 Work in pairs. Think of examples for the ideas below and discuss them with your partner.

Black Panther has got really outstanding special effects. Have you seen it?

No, I haven't. Tell me about the special effects.

ENTERTAINMENT

- a film with outstanding special effects or soundtrack
- a feel-good film or TV programme you've seen recently
- O a sequel which was better than the original

SCIENCE

- O an important development in technology
- O a prediction about the future of space exploration
- O an important scientific discovery

PEOPLE

- O people you know who are generous, courageous and wise
- O a friend who you have drifted apart from
- someone you once fell out with but then made up with

WRITING

8 Choose two of the problems below and write a reply from Anya.

ASK ANYA

I'm extremely shy. How can I learn to be more self-confident?

My best friend is too sensitive. She thinks I am always criticizing her and gets angry with me.

I find our homework really time-consuming – I seem to spend all my free time doing it. I can't make time to do anything else.

There's a new boy in my class. We get on well and I'd like to ask him out. How can I do it?

I arranged to meet my friend to go shopping yesterday, but she stood me up because a different friend asked her to do something. I'm really angry!

One of my friends is always trying to make jokes, but they aren't funny. Should I say something?



TEST YOUR MEMORY!

Say as many expressions with time as you can in 30 seconds.

Name four nouns related to film and TV beginning with 's'. Reduce the relative clause and complete the sentence: ... is a film which is loved by many for its

Name your top three qualities in a friend and explain why.

Give the noun forms of these verbs: prove, design, transform, predict, develop, create. Give your opinion on a book using positive and negative adjectives.

Name six phrasal verbs related to relationships.

Report a short conversation you have heard today.

Complete the sentences.
I find it difficult ...
I often waste time ...

Make passive sentences. What is it? invent in 1973 / by Martin Cooper, it / use / by billions of people today

Say two things you have had done recently. Complete the sentences: I apologized for ... My mum blamed me for not ...



SPEAKING

Ask sts to read the ideas individually and think of an example for each one. Read out the example question and answer, then put sts into pairs to discuss their ideas and ask questions to continue the discussion on each one. Monitor while sts are working in pairs and note down any typical errors to correct in a feedback session at the end. When sts have finished working in pairs, ask some pairs to tell the class which idea they talked about for the longest time, and what they discussed.

WRITING

8 Focus on the text and elicit or explain that it contains problems that people have written to an agony aunt. Ask sts to read through the problems. Check they understand everything. With weaker classes, you could read out each problem in turn and brainstorm ideas for advice that Anya might give for each one. Use the opportunity to revise language for giving advice. Sts then choose two of the problems and write a reply from Anya for each one. Ask some sts to read their advice to the class without saying which problem it matches. Other sts could listen and guess the problems. You could discuss as a class who gave the best advice for each problem.

TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from the unit. 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

Create a school newsfeed

I can work in pairs and write stories for a school newsfeed.



Step 1 Get ideas

- **)** Look at the pictures. What is the news story in each?
- > What has happened at your school recently?

Step 2 Choose your activities

> Think about recent stories and events connected with your school. Choose three.

21st Century Skills

Find out

How can you find out about interesting stories and events about your school? Where can you look for information? Who can you ask?

Step 3 Choose ideas

- Make a list of all the stories that you've found out about.
- Work in pairs. Compare your lists and agree on three or four news stories to include in your newsfeed.
- If necessary, find out more details about each story.

Look!

Fact checking

Always make sure your stories contain true facts. If possible, check your information by asking more than one person, or reading about it in more than one place.



LESSON OVERVIEW: In this project, sts work in pairs to write stories for a school newsfeed. They work through different stages of planning and writing to create their stories, then evaluate their work and reflect on what they could improve. They also focus on the skill of finding out information.

Task	Skill
Create a school newsfeed	Collaboration



Ask: Does your school have a website? What information does it have on it? Elicit a range of answers. If sts mention that the website has news, ask more questions, e.g. Does it have news about the school? About students? Elicit examples of the kinds of news it has. If sts don't mention that their school website has news, introduce the idea and ask questions to find out the kinds of news it has. Explain to sts that they are going to write stories for a school newsfeed.

PREPARE

Step 1 Get ideas

Focus on the pictures and elicit the activities that they show. Ask sts to look at the pictures and discuss in pairs what the news story in each is, and if similar things have happened at their school. Discuss their ideas as a class.

Suggested answers

The pictures show a school play, a school sports team winning a competition, students getting exam results, a school trip, a science experiment and the opening of a new facility at the school.

Step 2 Choose your activities

Explain to sts that they need to think of some recent stories and events connected with their school.

21st Century skills





Read out the information on finding out. Discuss with the class where sts can find information and who they can ask. Elicit or point out that they can ask teachers and sts who are involved in different activities in the school. If sts have access to the internet in class, they could look on their school website for information. Alternatively, you could discuss as a class which sts are involved in different activities in the school, and elicit what they know about recent activities or events. Contribute ideas yourself about activities and events that you know about. Sts then work individually to choose three stories they would like to write about.

Step 3 Choose ideas

Put sts into pairs to make a list of all the stories they have found out about, and choose three or four to include in their newsfeed. Read the information in the Look! box with the class and point out to sts that it is important to check information to make sure that what they write is true and accurate. Point out that if they cannot check written information, it is always useful to ask more than one person, to see if they give the same information. If sts have access to the school website, they could check the facts about their events there. Alternatively, encourage them to ask questions to the class to get answers from different students. Encourage other sts to share what they know, and contribute what you know about the activities and events too. If it is not possible for sts to check information, you could explain that for this task, they can invent some of the details if necessary.

DO DO

Step 4 Plan your newsfeed

- > Read the newsfeed below.
- > Plan the layout of your newsfeed. Think about the text and interesting pictures that you can include.
- > Decide who will write each story.

Step 5 Write the text for your newsfeed

- Make notes with all the information about each story.
- Write your news stories from your notes. Use the Useful language box to help you.
- Give your text to another student to check your spelling, grammar and punctuation.

Step 6 Create your newsfeed

- > Print or download any pictures and your text.
- > Put your newsfeed together.
- > Share your newsfeed with the rest of the class.

REFLECT

Step 7 Evaluate the projects

- Look at all the newsfeeds. Which stories are the most interesting? Which are well written? Which pictures make you want to read the stories?
- Tell your partner which stories you already knew about, and which were new. Did you disagree with any of the information?

Step 8 Reflect

Think about your own newsfeed. Is there anything you can improve?

Useful language

Congratulations to ...

- ... is/are celebrating after ...
- ... put on a wonderful performance/concert

There was good news for ...

One student told us, ' ... '



Greenwood School





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NEWSFEED

GREENWOOD STUDENTS JOIN CLIMATE CRISIS PROTEST

Greenwood students joined last Friday's Climate Crisis protest. Students left school at 11 a.m. and arrived in the city centre half an hour later. They marched through the city centre with more than 1,000 other students from schools and colleges across the city.

One student told us, 'Unless we take urgent action immediately to deal with this climate emergency, there will be no future for our planet. Don't forget to join us on our next strike.'



SPANISH ADVENTURE FOR YEAR 9

Fifty Year 9 students have arrived in Alicante to spend two weeks living with Spanish families as part of the European schools exchange programme. During their stay, they'll go to a Spanish secondary school every day, explore Alicante and the region, and have some unforgettable experiences. And, we hope, they'll come back speaking excellent Spanish! We will welcome fifty students from Alicante to Greenwood in the second part of the exchange next month.



SUCCESS FOR GREENWOOD GIRLS

Greenwood Girls 3 Milton Girls 1

Congratulations to the Year 10 girls' football team, who are celebrating after a 3–1 win over local rivals, Milton High, in the Year 10 County Cup Final. Our captain, Shannon Brown, was the star of the match, scoring two goals and Paula Fox scored the other. After a close first half, Greenwood Girls scored twice in the last ten minutes to send their fans home happy! Shannon told us, 'It was such an exciting match, and we are thrilled to have won the cup for Greenwood!'





DO

Step 4 Plan your newsfeed

Decide as a class whether sts will produce their leaflets on paper or on a computer, depending on what is possible in your class situation. Focus on the newsfeed at the bottom of page 107 and read through it with the class. Then ask sts in their pairs to plan their own newsfeed, deciding on the layout, what images they can include and who will write each story. Monitor and help while they are working.

Step 5 Write the text for your newsfeed

Ask sts to work in their pairs and make notes for the stories in their newsfeed. Monitor and help while they are working. Before they write their stories, read out the three headlines in the newsfeed on page 107. Elicit or point out that they are written in a brief style, with no articles and no verb tenses. Read through the Useful language with the class, then ask sts to read the newsfeed again and make a note of any other useful words and phrases that they could use in their own newsfeed. Sts work in their pairs and write their own newsfeed. Monitor and help while they are working. Ask pairs to swap texts and check each other's spelling and punctuation.

Step 6 Create your newsfeed

Focus on the newsfeed on page 107 again. Elicit that it has an interesting picture for each story, and it uses a clear layout to show where each story begins and ends. Sts then work in their pairs to download or draw pictures for their newsfeed and put it together. When they have finished, put all the newsfeeds around the class for sts to see.

REFLECT

Step 7 Evaluate the projects

Explain to sts that they are now going to evaluate the newsfeeds. 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. Allow sts to walk around the class and look at all the newsfeeds. Ask them to note down which stories they think are the most interesting, which are well written and which pictures make them want to read the stories. They then discuss in their pairs which stories they already knew about, which were new to them and if there is any information they disagree with. Discuss their ideas and reasons as a class.

Step 8 Reflect

Sts work in their pairs to think about their own project again and think about 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.

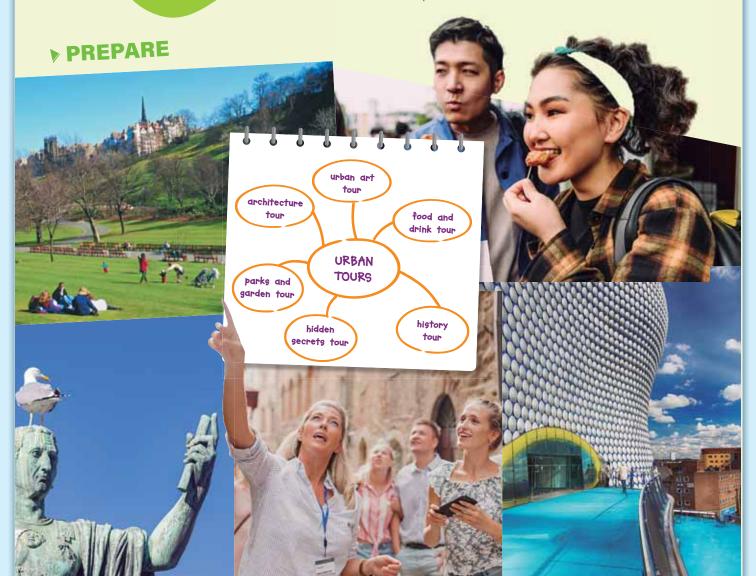


TASK

Plan an urban tour and create a poster



I can work in pairs to plan an urban tour and create a poster.



Step 1 Get ideas

- Look at the mind map and the pictures. Which types of urban tour do the pictures show?
- > What other types of urban tour can you think of?

Step 2 Choose ideas

- Think about tours for your own town or city.
- Work in pairs. Decide which tour is best.

21st Century Skills

Compare cultures

How is your town or city different from cities in other countries? What things might visitors be interested in seeing or doing?

Look!

Identifying strengths

Think about your strengths and your partner's strengths before you plan your tour and create your poster. Who is good at researching information, writing, designing and presenting?

Step 3 Do your research

- Think of places in your town or city for your tour to include.
- Find out more information about each place on the internet.



LESSON OVERVIEW: In this project, sts work in pairs to plan an urban tour and create a poster advertising it. They work through different stages of planning and writing to plan their tour and create their poster, then evaluate their work and reflect on what they could improve. They also focus on the skill of comparing cultures.

Task	Skill
Plan an urban tour and	Collaboration
create a poster	

WARMER

Ask: What cities have you visited? Elicit some answers from individual sts. As they answer, ask: What did you see there? What places in the city did you visit? Elicit answers, and encourage sts to talk about their own experiences. Ask: Have you ever been on a city tour? If some sts have done city tours, encourage them to tell the class about the places the tour took them to. You could also tell sts about a city tour that you have done. Ask: Why do you think so many people choose to go on tours of cities, rather than exploring on their own? Elicit a few possible ideas.

PREPARE

Step 1 Get ideas

Focus on the pictures and elicit the things that they show. Then focus on the mind map. Ask sts to match the pictures with the tours on the mind map. Check answers. Sts then work in pairs and discuss other kinds of urban tour.

Answers

The pictures show a parks and garden tour, a food and drink tour, a history tour and an architecture tour.

Step 2 Choose ideas

Explain to sts that they are now going to plan a tour for their town.

21st Century skills



© COMPARE CULTURES

Read out the information on comparing cultures. Discuss as a class how the sts' town or city is different from cities in other countries. If they are struggling for ideas, write the names of some well-known cities on the board, e.g. New York, London, Paris. Ask: Is your town or city smaller than New York? Is it older or more modern? Is it busier or quieter? Ask more questions comparing the sts' own town or city with others around the world. As a class, brainstorm ideas of things that visitors might be interested in seeing or doing in their town or city.

Sts could work in pairs to brainstorm ideas for their tour, then decide which is the best idea. Alternatively, brainstorm ideas as a class and make notes on the board. Sts can then work in pairs to discuss the ideas on the board and choose the one they think is best.

Step 3 Do your research

Explain to sts that they are now going to do some research. Read out the information in the Look! box. Explain that when you are working on any joint project, it is important to think about different people's strengths when planning and carrying out the tasks involved. Doing this will help you to achieve much better results overall. Point out that, in order to do this, it is also important to have a realistic idea of your own strengths and weaknesses, e.g. in researching, writing, designing and presenting. Sts work in pairs to think of places in their town or city for their tour, then look online to find information about each one. Encourage them to use reliable websites to find the information, e.g. the official website for each place, or a tourist information site. Encourage sts to make notes on the information they find.

Step 4 Plan your tour

- Look at a map of your city. Find the places that you want to include in your tour.
- Decide on a starting and finishing point for your tour, and plan the route in between.

Step 5 Plan and create your poster

- Read the poster below. Research pictures and a map for your poster.
- Write the text. Include an introduction and practical information. Use the **Useful language** box to help you.
- Give your text to another student to check your spelling, grammar and punctuation.

Step 6 Present your tour

- Tell the class about your urban tour. Show them your poster and say what type of tour it is.
- Show the route on a map and explain why you chose each place.

REFLECT

Step 7 Evaluate the projects

- **)** Look again at the posters. Which is the most attractive and appealing? Why?
- Think about the tours. Say which you would most like to go on and why.

Step 8 Reflect

Think about your own poster and urban tour. Is there anything you can improve?

Useful language

If you enjoy ... , you'll ...

You should/must (wear/bring) ...

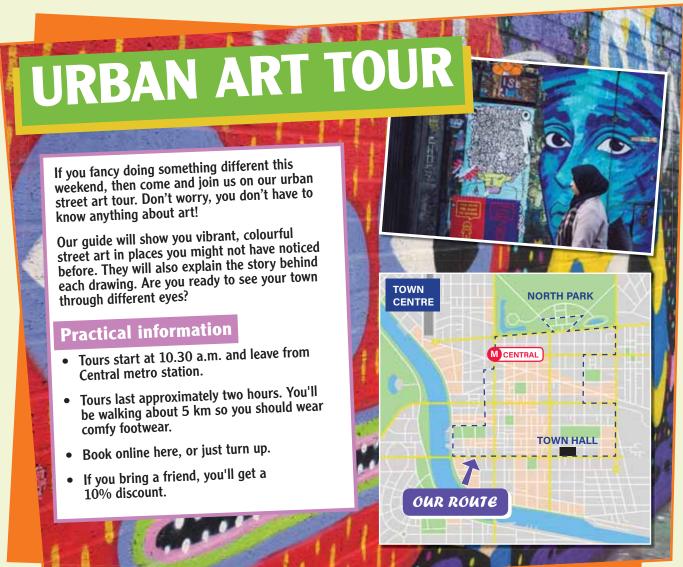
You don't have to ...

If you want to experience ..., you'll ...

Everyone can ...

You're allowed to ...

You'll be (visiting/walking/climbing) ...





DO

Step 4 Plan your tour

Sts could find a map of their city online. Alternatively, if you have an interactive whiteboard, you could display a map for sts to refer to. They work in their pairs to plan the route of their tour. Point out that they should think about a route that is easy and doesn't involve too much time walking between different places, but also a route that is interesting and varied for the visitors. Monitor and help while they are working.

Step 5 Plan and create your poster

Ask sts to read the poster on page 109. Elicit or point out the different kinds of information it includes: an introduction and invitation to join, more details of the kinds of things you will see, practical information about the time, how to book, etc. Read through the Useful language with the class, then ask sts to read the poster again and make a note of any other useful words and phrases that they could use, e.g. come and join us, Our guide will show you ..., Tours start at Sts work in their pairs and research pictures and map for their poster. They then write the text for their own poster. Monitor and help while they are working. Ask pairs to swap texts and check each other's spelling and punctuation.

Step 6 Present your tour

Ask pairs in turn to present their tour to the class. Before they give their presentations, you could discuss tips for giving presentations with the class, e.g. speak clearly, show the poster to the whole class, etc. Encourage sts to ask questions about each tour after the presentation. When all sts have presented their tours, put all the posters around the class for sts to see.

REFLECT

Step 7 Evaluate the projects

Explain to sts that they are now going to evaluate the posters. 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. Allow sts to walk around the class and look at all the posters. Ask them to note down which ones they think look the most attractive and appealing, and which tours they would like to go on. Discuss their ideas and reasons as a class, and discuss which tours sts would like to go on and why.

Step 8 Reflect

Sts work in their pairs to think about their own project again and think about 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.

PROJECT **UNITS 7-9**

TASK

Design your own invention

I can work in pairs and design an invention.

PREPARE





Ingenious inventions

Award-winning inventions from around the world

Step 1 Get ideas

- Look at the pictures of inventions. What is each one and how is it used?
- Think about the inventions. How does each one solve a problem?

21st Century Skills

Think critically

Do you think these are useful inventions? Why/Why not? Do you think inventions always have to be useful?

Step 2 Choose your ideas

- Think of more everyday problems that people have. Make a list of ideas for inventions to solve them.
- Work in pairs. Choose the best invention from your lists.

Step 3 Do your research

- > Check the internet to find out if a similar invention already exists.
- Decide what changes to make to the invention.



LESSON OVERVIEW: In this project, sts work in pairs to design their own invention. They work through different stages of planning and writing to design their invention, then evaluate their work and reflect on what they could improve. They also focus on the skill of thinking critically.

Task	Skill
Design your own invention	Think critically



Ask: What inventions do you use every day? Elicit a range of ideas from the class, e.g. electric lights, phones, cars or buses, pens. Ask: What qualities do you need to be an inventor? Elicit a few ideas, e.g. you need to be intelligent, patient, determined, etc. Put sts into pairs to discuss the question and note down the three main qualities that they think you need to be an inventor. Ask pairs in turn to tell the class their ideas and reasons. Explain to sts that for this project, they are going to become inventors and design their own invention.

PREPARE

Step 1 Get ideas

Sts work in pairs to look at the inventions and discuss the questions. Discuss their ideas as a class.

Suggested answers

The dog collar with lights solves the problem of dogs not being seen at night.

The window wiper cleans windows and solves the problem of windows steaming up in bathrooms. The musical shower plays music while you have a shower and solves the problem of not being able to have a music player in the bathroom.

The pizza cutter is used for cutting pizza and makes it easier to cut slices from a pizza.

The phone umbrella keeps your phone dry. It solves the problem of your phone getting wet in the rain.

21st Century skills





THINK CRITICALLY

Read through the information on thinking critically with the class. Ask sts to look at the inventions in Step 1 again and work in pairs to discuss how useful each invention is/isn't. Discuss the questions as a class and ask sts whether they think all inventions have to be useful and give reasons for their answers.

Step 2 Choose your ideas

Tell sts they are now going to think of more problems that inventions could solve. You could brainstorm a few ideas with the class first, e.g. your backpack gets wet in the rain, it's too easy to sleep through your alarm, etc. Sts then work individually to think of some everyday problems and make a list of inventions to solve them. Put sts into pairs to compare their lists and choose the best invention. Remind them to consider each idea critically when they make their final choice.

Step 3 Do your research

Sts work in their pairs and look on the internet to find out if a similar invention already exists. If it does, ask them to think of a way to make their own invention different.

Step 4 Design your invention

- > Think carefully about how your invention works.
- Work together to design your invention. Draw pictures of it, changing the design as you work if necessary, until you are happy with the design.
- > Think of a name for your invention.

Step 5 Plan a visual guide for your invention

> Look at the guide below. Decide which pictures and information you want to include in your visual guide, to show how your invention works.

Step 6 Create your visual guide

- Draw pictures of your finalized design which show how your invention works.
- Write an explanation for each picture. Say what your invention is, what problem it solves, and how to use it. Use the **Useful language** box to help you.
- Give your text to another student to check spelling, grammar and punctuation.
- Display your visual guide around the classroom.

REFLECT

Step 7 Evaluate and reflect

- Read your classmates' visual guides. What do you like about them? Would you use the inventions? Would you change or improve them? How?
- Read the feedback below. Then give feedback to your classmates about their inventions.

Look!

Giving feedback

When you give feedback, be constructive! Start by saying what you like. Then make suggestions.

Think about the feedback your invention has received and write a paragraph to summarize it. How can you improve your design?

Useful language

... is a ... designed to ...

It works by using ...

It can be worn/kept/stored/used ...

... is perfect for ...

WHERE-R-U 🗲



Our invention is called WHERE-R-U. It's a small device designed to locate your friends when they're lost and there's no wifi or phone signal.



WHERE-R-U can be worn around your neck, attached to your keys or kept in your pocket.

WHERE-R-U works by using a GPS tracking system. You create a group with your friends or family. Everyone connects to each other's device. You can see exactly where each person in your group is.



FEEDBACK

- · Five students said that they already had similar apps on their phone.
- Three students told us they didn't like taking their phones to busy events, and for this reason they preferred WHERE-R-U.
- One student was impressed by the design, but he thought that it wouldn't be useful because he never got separated from his friends.
- One student said it was a really good idea for older people such as her grandpa, who suffers from memory 1055.



WHERE-R-U is perfect for staying connected at a busy event where it's easy to get separated, such as a concert, festival, or sports match.



DO

Step 4 Design your invention

Sts work in their pairs to design the details of their invention. Encourage them to draw pictures of it, think of a name for it and think carefully about how it works and how people can use it. Monitor and help while they are working.

Step 5 Plan a visual guide for your invention

Focus on the visual guide at the bottom of page 111 and read through it with the class. Then ask sts in their pairs to look at their information about their own invention and decide what they should include in their own visual guide. Monitor and help while they are working.

Step 6 Create your visual guide

Explain to sts that they are now going to produce their finalized design and visual guide. Read out the instructions, then read through the Useful language box with the class and make sure sts understand all the expressions. Ask them to read the visual guide on page 111 again and find more useful words and phrases that they can use in their own visual guide, e.g. Our invention is called ..., It's a small device ..., You can Sts then work in their pairs to prepare their visual guide. Ask pairs to swap guides with another pair and check each other's grammar and punctuation. Then display the guides around the classroom for sts to look at.

REFLECT

Step 7 Evaluate and reflect

Tell sts they are now going to look at their classmates' visual guides and give them feedback. Read the information in the Look! box with the class. Point out that giving negative feedback can destroy someone's selfconfidence, so it is very important to always be positive and constructive. Allow sts time to look at all the guides, then give feedback to their classmates. You could put a feedback sheet next to each guide for sts to add their feedback comments. Encourage sts to make one or two suggestions for each invention. When all sts have given feedback on all the guides, sts can collect their feedback sheets and read what their classmates have written. Ask sts to read the feedback paragraph at the bottom of page 111, then ask sts to read the feedback on their invention carefully and write a similar paragraph. Sts then work in their pairs and discuss how they can improve their design. Ask pairs in turn to tell the class what feedback they received and how they think they can improve their design. The class could vote for their favourite invention.

LITERATURE UNITS 1-3

BEFORE YOU READ

- 1 Work in pairs. Look at the picture. Which century do you think it shows? Why?
- 2 Read the outline to Jane Eyre. Put the events in order 1–6.
 - a ... Jane leaves school.
 - b ... Jane's uncle dies.
 - c ... Jane goes to school.
 - d ... Jane's parents die.

OUTLINE

- e ... A visitor comes to see Jane.
- f ... Jane moves in with her uncle and his family.

Jane Eyre by Charlotte Brontë

Jane Eyre's parents died when she was very young so Jane moved to live with her uncle, Mr Reed and his wife and their children, John, Eliza, and Georgiana in their house, Gateshead. Mr Reed died soon after that, and Mrs Reed took care of Jane. Mrs Reed was a cruel woman. She didn't like Jane. Her son John often hit Jane but never got in trouble for it. The only person in the house who cared for Jane was Bessie, the maid.

When Jane was ten, Mrs Reed sent her away to boarding school. It was a cold and unhappy place, but thanks to a kind teacher, Miss Temple, Jane got an education. She lived there for many years and never returned to Mrs Reed's house.

After eight years at the school as a student and then a teacher, Jane decided to leave. She was offered a job teaching an eight-year-old girl at Thornfield Hall, a large country house. The night before she left school, she received a visitor.

READ

- 3 ① L1 Read and listen to the extract from Jane Eyre and answer the questions.
 - 1 Where are the people in the picture?
 - 2 Who is Jane speaking to?
 - 3 Which two families does Jane receive news about?
 - 4 Why has the woman come to see Jane now?



A servant appeared in my room and announced a visitor downstairs. I ran down and as I passed the kitchen a voice cried out, 'It's her, I am sure! I could have recognized her anywhere!'

The voice belonged to a very good-looking woman with black hair and eyes. In another moment I was kissing her excitedly. 'Bessie! Bessie! Bessie!' was all I said. She gave me news of Gateshead.

'I am now married and have a little boy and a girl that I've called Jane,' she said. 'We live near Gateshead. But you have not grown very tall, Miss Jane, and you are very thin. I suppose they have not fed you properly at school. Miss Eliza Reed is much taller than you. And Miss Georgiana is twice as wide.'

'I suppose she is also very beautiful?'

'Very. And she was a great success in London society last winter.'

'And how is John Reed?'

'Oh, he is not doing as well as his mother would wish. He was asked to leave university. But he is such a wild young man.'

'And Mrs Reed?'

'She is well enough in her body, but not easy in her mind. Mr John's behaviour does not please her. He spends a great deal of money.'

'Did she send you here, Bessie?'

'No. I heard that you were moving to a different part of the



LESSON OVERVIEW: In this lesson, sts read an extract of the novel Jane Evre. They read an outline of the novel, then read an extract and listen to the next part of the story. They end by producing a piece of creative writing based on the story.

WARMER

Read out the title of the book and focus on the pictures. Explain to sts that they are going to read an extract from a book called Jane Eyre. Ask questions about the pictures to encourage sts to speculate about the story: Which person do you think is Jane? What can you guess about her life? Is she rich or poor? Who do you think the other person is? Elicit a few ideas but don't confirm them.

BACKGROUND

The story of Jane Eyre was written in the nineteenth century and is set at that time. In the 1800s, young women could not easily find a job and live on their own. If their parents died, they relied on other family members or friends to support them and give them a home. Working as a governess, a private teacher for a wealthy family, was one way in which a single woman could achieve a certain amount of financial independence.

Gateshead, where Bessie is from, is a town in the north east of England.

BEFORE YOU READ

1 Put sts into pairs to look at the pictures and discuss the questions. Discuss with the class which century they think the picture shows and why. Share the Background information with the class.

It shows the nineteenth century.

2 Ask sts to read the outline to the story, then put the events in order. Allow sts to compare their answers in pairs, then check with the class.

Answers

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

3 **U**L1 Read out the questions, then point out the glossary at the bottom of page 113 and allow sts time to read it. Then play the audio. Sts read and listen to the extract and answer the questions. Check answers.

Answers

- 1 The people are at Jane's school.
- 2 She is speaking to Bessie.
- 3 She receives news of her own family and the Reeds.
- 4 She has come to see Jane before she moves to Thornfield Hall to start her new job.



country. I thought I must see you before you got out of my reach.'

'I'm afraid you are disappointed in me, Bessie.'

'No, Miss Jane. You look like a lady. You are what I expected: you were no beauty as a child. I'm sure you are clever though.' And she went on to admire my piano playing, my painting, my French and my sewing.

'Oh, you are quite a lady, Miss Jane! I always said you would do better in learning than the Miss Reeds! You will get on very well without your relatives. Oh, there was something I wanted to ask you. Have you ever heard anything from your father's family, the Eyres?'

'Never in my life.'

'Well, you remember that Mrs Reed said they were poor. Well, one day, nearly seven years ago, a Mr Eyre came to Gateshead and wanted to see you. Mrs Reed said you were at school fifty miles away. He was very disappointed. He said he could not stay because he was going on a journey to a foreign country, an island – Madeira, I think – in two days' time. The ship was leaving from London. He looked quite a gentleman, not poor, and I believe he was your father's brother – your uncle. My husband, Robert, believes he was a wine merchant.'

We talked a little longer and then she left. I saw her the next morning at Lowton, while I was waiting for the coach. She went back to Gateshead. I went in the other direction, towards another new life.

Extract from **Richmond Readers**: *Jane Eyre* by Charlotte Brontë

4 Read the extract again. Choose the correct answer.

- 1 Bessie thinks Jane looks ...
 - a healthy.
 - b overweight.
 - c like she hasn't been eating enough.
- 2 According to Bessie, John Reed ...
 - a has been doing well at university.
 - b has probably disappointed his mother.
 - c has become successful in London.
- 3 Bessie is pleased that Jane ...
 - a has become educated.
 - b has got a good job.
 - c is more successful than Georgiana Reed.
- 4 Bessie tells Jane about ...
 - a a recent visit from one of Mrs Reed's relatives.
 - b a visit from one of Jane's relatives years ago.
 - c a visit from someone selling something.
- 5 According to Bessie, the visitor looked like ...
 - a he was quite poor.
 - b he had a lot of money.
 - c he wanted some money.

Word Power Read the sentences and rewrite them in informal English.

- 1 She gave me news of Gateshead.
- 2 I **suppose** they have not fed you properly.
- 3 Mr John's behaviour does not please her.
- 4 I'm afraid you are disappointed in me, Bessie.
- 5 Oh, you are quite a lady, Miss Jane!

6 Q L2 Listen to the next part of the story. Answer the questions.

- 1 What words does Jane first use to describe the house? How do you think she feels about her new home at Thornfield Hall?
- What surprises Jane about the way that Mrs Fairfax treats her? How did she expect to be treated?
- 3 What mistake does Jane make about the child that she is going to teach?
- 4 How do you think Mrs Fairfax feels about Jane? Why do you think this?
- 5 When did the child arrive at Thornfield Hall? Does Jane find out where she came from?

▶ REFLECT

7 GET CREATIVE Imagine you are Jane Eyre. Write a letter to Bessie about your first week at Thornfield Hall. Write about:

- the house, the gardens, your room and how you feel there.
- the people who live and work there, including Mrs Fairfax and Adèle Varens.
- your daily life at Thornfield.

Glossary

coach: a closed vehicle for carrying people servant (n): a person who works in another person's home, cleaning and cooking



4 Sts read the extract again and choose the correct answers to the questions. Allow sts to compare their answers in pairs, then check with the class, eliciting the part of the extract which confirms each answer.

Answers

- 1 c
- 2 b
- 3 а
- 4 b 5 b
- **5** Word Power Explain to sts that novels written in the nineteenth century often use formal words and phrases. Ask sts to find the sentences in the extract and rewrite them in informal English. Check answers.

Suggested answers

- 1 She told me about Gateshead.
- 2 I don't think they have fed you properly.
- 3 She doesn't like Mr John's behaviour.
- 4 I think you are probably disappointed in me, Bessie.
- 5 Oh, you look very elegant, Jane!
- 6 **1** L2 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. Play the audio. See TG page 285 for audio script. Sts listen and answer the questions. Check answers, playing the audio again and pausing if necessary to confirm the answers.

Suggested answers

- 1 She describes the room as small and comfortable, with a cheerful fire. I think she feels happy to be living at Thornfield Hall.
- 2 She is surprised that Mrs Fairfax treats her politely, as a visitor. She expected to be treated in a cold, unfriendly way.
- 3 She thinks the child is Mrs Fairfax's.
- 4 I think Mrs Fairfax is glad to see Jane because she will keep her company. She says the winter is long, and she only has the servants for company.
- The child arrived at Thornfield Hall in the autumn. Jane does not find out where she came from.

REFLECT

21st Century skills



7 **GET CREATIVE**

Ask sts to read through the task. Check they understand everything. Point out that they should use information from the extracts to help with ideas, and they should also use their imagination to help them decide how Jane felt at Thornfield Hall. You could brainstorm a few ideas with the class first if necessary. Ask sts to write their letter from Jane to Bessie. Weaker sts could work in pairs. Ask some sts to read their letter to the class. Focus on the story about Jane Eyre again and ask: Who wants to read this story now? Explain to sts where they can buy the book if they want to read it.

EXTRA PRACTICE

Point out that at the time Jane Eyre was written, people's social position was very important. Elicit that Bessie was a servant, Jane was an orphan with no money of her own and the Reeds were very wealthy. Ask: Is there still a lot of difference between different social classes now? What things have changed, and what things haven't changed? Is it possible to be successful if you come from a poor family now? Discuss the questions as a class.

LITERATURE **UNITS 4-6**

BEFORE YOU READ

- 1 Work in pairs and answer the questions.
 - 1 What do you know about the story of Dracula? Who was he? Where was he from?
 - 2 Is it a true story or a legend?
 - 3 Have you ever read the book or seen a film or TV show of Dracula? What was it like?
- 2 Read the outline to *Dracula*. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 Jonathan Harker meets Dracula by accident.
 - 2 Dracula isn't a popular man where he lives.
 - 3 Harker quickly becomes scared of Dracula.
 - 4 Harker's fiancée goes to Whitby to see a friend.
 - 5 In Whitby, a man tells Mina some good news.

Dracula by Bram Stoker

OUTLINE The story is told through the diary entries and letters of the main characters, and through newspaper reports.

Jonathan Harker is a young lawyer in nineteenthcentury England. He is sent on business to Transylvania to meet a wealthy man called Count Dracula, who is buying a house in London. On his way to Castle Dracula, local people become frightened when he mentions the Count and warn him not to go.

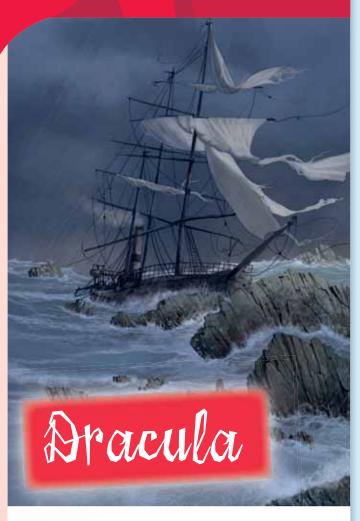
When he arrives at the castle, Dracula is friendly but soon Harker realizes he is trapped in the castle and that Dracula is a frightening man who sleeps in a wooden box. Harker decides that he must leave the castle by climbing down its walls.

Back in England, Harker's fiancée, Mina Murray goes to meet her friend, Lucy Westenra, in the seaside town of Whitby. Mina is worried that Jonathan hasn't contacted her for some time.

Mina meets an old man there who tells her stories of the sea. The weather changes and it looks like a terrible storm is coming. The old man tells Mina that 'death is in the air'.

READ

- 3 (1) L3 Look at the picture. Then read and listen to the extract from Dracula and answer the questions.
 - 1 What did the journalist find on board the ship?
 - 2 What happened to the people on the ship?
 - 3 Who else was seen on the ship?



Article cut out of the Daily Telegraph, 8 August (entered in Mina Murray's diary)

From our man in Whitby

Whitby has just had one of the severest and most sudden storms on record. A Russian ship ran onto the rocks on the east side of the town, just below the church. I was able to go on board with the coastguard. There we saw the strangest sight - a dead man tied to the ship's wheel. There was no one else on board, living or dead. But at the moment the ship touched the rocks, many people saw a large dog running up the hill towards the church.

Some notes on the voyage were found in the dead man's pocket. I shall write more about this in tomorrow's newspaper.

Whitby - 9 August

We now have more details on the story of the Russian ship.

She was carrying very little cargo, only a number of large wooden boxes addressed to Mr S. F. Billington, Whitby. He has now taken charge of them.

The large dog that was seen yesterday seems to have disappeared completely.

The notes found in the dead man's pocket show that he was the ship's captain. The poor man obviously went mad during the voyage. I will give the main points of the story that he told in his notes.

At the end of the first week at sea, strange things started to happen. Something was troubling the sailors, and a



LESSON OVERVIEW: In this lesson, sts read an extract of the novel *Dracula*. They read an outline of the novel, then read an extract and listen to the next part of the story. They end by discussing their opinions of the characters in the story and speculating about what happens next in the story. They also do some research to find out who the character of Dracula is based on.

WARMER

Read out the title of the book and explain to sts that they are going to read an extract from a book called *Dracula*. Focus on the pictures and ask: How do you think these things are related to the story? Elicit a few ideas but don't confirm them

BACKGROUND

The story of Dracula was written by the Irish writer Bram Stoker and first published in 1897. It has become one of the most successful horror stories of all time, and has been made into many successful films. Bram Stoker's inspiration for the book was European folklore, which has many stories about vampires. Part of the story of Dracula takes in or near the town of Whitby, on the north east coast of England. The story is written not as a continuous narrative, but as a series of diary extracts and letters, which tell the story from the point of view of different characters.

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. Remind them to correct the false sentences. Allow sts to compare their answers in pairs, then check with the class.

Answers

- 1 F He goes to Transylvania to meet him, because Dracula is buying a house in London.
- 2 T
- 3 T
- 4 T
- 5 F He tells Mina some bad news, that death is in

READ

3 ① L3 Read out the questions and point out the glossary on page 115. Then play the audio. Sts read and listen to the extract and answer the questions. Check answers with the class.

Answers

- 1 He found a dead man tied to the ship's wheel.
- 2 The people on the ship all died, one after the other.
- 3 A tall, thin man with a very pale face was seen on the ship.



man unknown to anyone on board kept appearing and disappearing. When the ship was searched, nothing was found. Then, one by one, the sailors died or disappeared, usually when they were alone at night. Finally, only the captain and the first officer were left alive. By that time, the first officer was almost mad with terror. He spoke of seeing a tall, thin man with a very pale face. Then he threw himself into the sea, leaving the captain alone.

The captain would not abandon his ship. He tied himself to the wheel with a crucifix round his neck and tried to sail towards the coast.

Of course, it will never be known who the murderer was. All the people here consider the captain a hero.

Mina Murray's Diary, Whitby

 $10 \, \mathrm{August}$

Lucy and I went up to our seat early and watched the funeral of the dead sea captain. His grave is quite near. Poor Lucy was very upset. There is another reason, too. We heard that old Mr Swales was found dead on our seat this morning. His neck was broken and there was a look of horror on his face.

While we were sitting there, one of Mr Swales' friends came up with his dog. Usually, the animal loves to see us and lies on the grave beside the seat. Today, he stayed some distance away, barking loudly, with the hair on his back standing straight up.

Extract from **Richmond Readers**: *Dracula* by Bram Stoker

- 4 Read the extract again. Copy and complete the sentences with suitable words.
 - 1 The ship collided with ... off the coast of Whitby.
 - 2 The journalist found ... in the dead captain's pocket.
 - 3 The ship was carrying some ... that were to be delivered to an address in Whitby.
 - 4 No one saw ... at all after the ship ran onto the rocks.
 - 5 The ... died by jumping into the sea.
 - 6 The captain decided to steer the ship towards
 - 7 It seems that someone killed ... that Mina had met.
- Word Power Find the prepositions in the extract that complete the phrases.
 - 1 ... record
 - 2 ... the moment
 - 3 write ... (something)
 - 4 take charge ... (something)
 - 5 speak ... (something)
 - 6 a look ... (something)
- 6 Q L4 Listen to the next part of the story, which is told from Mina's diary. Answer the questions.
 - 1 What did Mina discover when she woke up in the middle of the night?
 - 2 Where did Mina find Lucy? What did Mina see?
 - 3 What did Mina notice about Lucy's neck?
 - 4 What did Lucy describe to Mina at sunset?
 - 5 What did Mina see on the seat in the churchyard?

REFLECT

7 THINK CRITICALLY Work in pairs. Think about the following things from the story and discuss the questions.

Jonathan's disappearance the strange ship the cargo the death of Mr Swales the large dog the marks on Lucy's neck

- 1 How do you think Mina must have felt?
- 2 What do you think has happened to Jonathan?
- 3 What do you think has happened in Whitby?
- 4 What do you think is going to happen next?
- 8 FIND OUT The character of Dracula was inspired by a real person. Who was he?

Glossary

cargo: the goods carried in a ship

first officer: the person who is second to the

captain on a ship

ship's wheel: the wheel used to control the

direction of a ship



4 Sts copy the gapped sentences into their notebooks, then read the extract again and complete the sentences with suitable words. Check answers, eliciting the part of the extract which confirms each answer.

Answers

- 1 some rocks
- 2 some notes
- 3 wooden boxes
- 4 the large dog
- 5 first officer
- 6 the coast
- 7 the man
- **5 Word Power** Explain to sts that it is important to learn the prepositions that are used with nouns and verbs, especially in phrases. Ask sts to find the phrases in the extract and complete them with the correct prepositions. Check answers.

Answers

- 1 on
- 2 at
- 3 about
- 4 of 5 of
- 6 of
- 6 ① L4 Explain to sts that they will now hear the next part of the story. Read out the task, then allow sts time to read the questions. Play the audio. See TG page 285 for audio script. Sts listen and answer the questions in their notebooks. Check answers, playing the audio again and pausing if necessary to confirm the answers.

Answers

- 1 She found Lucy's bed empty.
- 2 She found Lucy on a seat in the churchyard. She saw a dark shape bending over Lucy.
- 3 She noticed two small, red points on her neck.
- 4 Lucy described the man's red eyes.
- 5 Mina saw a dark figure sitting on the seat in the churchyard.

REFLECT

21st Century skills



7 THINK CRITICALLY

Read out the events from the story in the box and ask sts to read through the questions. Check they understand everything. Put them into pairs to discuss the questions. Explain that there are no correct answers to the questions, so they must think for themselves, express their own ideas and opinions, and use their imagination to think about how the people in the story felt. Elicit some possible answers to each question and discuss as a class what sts think might happen next. Ask: Who wants to read this story now? Explain to sts where they can buy the book if they want to read it.

8 Q FIND OUT

You could set this task for homework if you prefer. Sts look online and find out the name of the real person who Dracula was inspired by. The answer is: the Romanian leader Vlad III, who was known as Vlad the Impaler and was also known for his cruelty.

EXTRA PRACTICE

Sts could work in pairs and write the next entry in Mina's diary, 11 August. To help them think of ideas, ask: What do you think happened the next night? Did Mina check on Lucy again? Did the dark figure come to find Lucy again? What happened to Lucy, and what did Mina do? Discuss the questions with the class and encourage sts to use their imaginations to think of answers. Sts then write their diary entry. Ask pairs in turn to read their diary entries to the class. Discuss as a class which diary entries continue the story in the best way, and why.

LITERATURE UNITS 7-9

BEFORE YOU READ

- 1 Work in pairs and answer the questions.
 - 1 What kind of personal qualities do people with sense have? What about people with sensibility?
 - 2 What do you know about the writer Jane Austen?
- 2 Read the outline to Sense and Sensibility and complete the sentences.
 - 1 George Dashwood owned a large house but didn't have any
 - 2 George had a ... called Henry.
 - 3 When Henry died, he gave his house to John, who was Henry's ... with his first
 - 4 When Henry died, Mrs Dashwood moved into a house owned by her



Sense and Sensibility by Jane Austen

George Dashwood was a wealthy man with no children, and when he died, everyone thought he would give his large country house, Norwood, to his nephew, Henry Dashwood. Instead, he only gave it to Henry to live in for as long as he was alive. When Henry died, the house would be given to John, Henry's son from his first marriage.

Unfortunately, Henry died a year later and his wife, Mrs Dashwood, and their three daughters, Elinor, Marianne and Margaret, were left with nowhere to live and no money to live on.

Fortunately, a cousin of Mrs Dashwood, Sir John Middleton, offered them a small house called Barton Cottage on his land in Devon, a long way from Norwood.

In their new home, Elinor and Marianne met some interesting people, including Colonel Brandon, a retired soldier, and John Willoughby, who has just come to Marianne's rescue after she fell over and hurt herself while out walking.

READ

- 3 ① L5 Look at the picture. Then read and listen to the extract from Sense and Sensibility and answer the guestions.
 - 1 Who are the people in the picture?
 - 2 What has happened to the girl in the middle?
 - 3 How do you think the two girls are feeling? Why?



As soon as the rain stopped, Sir John called at Barton Cottage.

The story of Marianne's accident was at once related to him, and everything he knew about Willoughby was soon extracted.

'Willoughby!' cried Sir John. 'Is he in the country? That is good news. I will ride over tomorrow and ask him to dinner on Thursday.'

'And what sort of a young man is he?' asked Mrs Dashwood.

'As good a man as ever lived. He is a great hunter. He is very good with a gun and he rides a horse as well as any man in England.'

'And is that all you can say for him?' cried Marianne, indignantly. 'What are his manners like? What are his interests and his talents? What kind of poetry and music does he like?'

Sir John was rather perplexed. 'Well, well,' he said, 'I don't know that much about him. He has the nicest little black dog I ever saw. Was she with him today?'

Marianne was unable to answer questions about his dog just as Sir John was unable to answer questions about the quality of his mind. Sir John, however, had more to say about his circumstances.

'He has no property of his own in Devon. He comes to visit the old lady, Mrs Smith, at Allenham Court. He is related to her in some way and he is to inherit her fortune.



LESSON OVERVIEW: In this lesson, sts read an extract of the novel Sense and Sensibility. They read an outline of the novel, then read an extract and listen to the next part of the story. They end by discussing some of the issues that arise in the novel.

WARMER

Focus on the pictures. Ask: When do you think the story takes place? Why do you think that? Discuss the questions as a class and discuss the evidence in the picture that gives away the time, e.g. the clothes, the man's wig, the women's hairstyles. Ask: What do you think life was like for women at that time? Discuss the question with the class and encourage sts to speculate, but don't confirm their ideas.

BACKGROUND

Sense and Sensibility was written by Jane Austen and first published in 1811. At that time, women could not take on jobs or live independently. They depended on their family to support them until they found a suitable man to marry them and provide for them financially. Finding a 'good match' (a wealthy husband) was therefore a preoccupation of many young women. Jane Austen's novels point out the inequalities between men and women, and gently criticize the beliefs of the time.

BEFORE YOU READ

1 Put sts into pairs to discuss the questions. Discuss the questions as a class and check that sts understand the words sense and sensibility. Elicit what sts know about Jane Austen and share the Background information with them.

Suggested answers

- Someone with sense can make good decisions. Someone with sensibility is aware of other people's feelings.
- 2 Sts' own answers.
- 2 Ask sts to read the outline of the story, then copy the sentences into their notebooks and complete them. Check answers.

Answers

- 1 children
- 2 nephew
- 3 son, wife
- cousin

READ

3 **(1)** L5 Read out the questions, and point out the glossary on page 117. Then play the audio. Sts read and listen to the extract and answer the questions. Check answers with the class.

Answers and possible answers

- 1 Sir John Middleton, Mrs Dashwood, Elinor and Marianne
- 2 She has hurt her foot by falling over while she was out walking.
- 3 Marianne is feeling excited at the thought of seeing Willoughby again. Elinor does not look very interested in what is being discussed.



Yes, yes, he is well worth catching! He has a small estate of his own in Somerset – at Combe Magna, I believe. If I were you, Miss Dashwood,' said he, addressing Elinor, 'I would not give him up to my younger sister. Miss Marianne cannot have all the men to herself. Colonel Brandon will be jealous.'

'I do not believe,' said Mrs Dashwood, with a goodhumoured smile, 'that either of my daughters will attempt to "catch" Mr Willoughby. I have not brought them up to catch men, however rich they are. But I am glad to hear that he is a respectable young man.'

'Yes, he is a good sort. I remember last Christmas, at a little party in the Park, he danced from eight until four in the morning, without once sitting down.'

'Did he indeed?' cried Marianne, with sparkling eyes, 'and with elegance and spirit?'

'Yes, and he was up again at eight riding across the fields,' said Sir John.

'That is what a young man ought to be,' said Marianne.

'Whatever he does, he should do it with enthusiasm and spirit!'

'Oh dear,' said Sir John. 'You will never think of poor Brandon now.'

Extract from Richmond Readers: Sense and Sensibility by Jane Austen

4 Read the extract again and answer the questions.

- What do you think is the relationship between Sir John and Mr Willoughby?
- What kind of things does Marianne want to know about Mr Willoughby? Why?
- 3 Who is Mrs Smith and why does Sir John think it is important to mention her?
- 4 What advice does Sir John give to Elinor about Mr Willoughby?
- 5 Why doesn't Mrs Dashwood like Sir John's use of the word 'catch'?
- **Word Power** Find these words in the text. Are they nouns or adjectives? What are their corresponding noun or adjective forms?

enthusiasm good-humoured elegance respectable spirit

1 L6 Listen to the next part of the story. Choose the correct answers.

- When she first saw Mr Willoughby the next day, Marianne ...
 - a felt a little uncomfortable.
 - b was excited and happy.
 - c asked him lots of questions.
- 2 You could tell a lot about Marianne's character from her ...
 - a smile.
 - b face.
 - c eyes.
- 3 Marianne soon found out that Willoughby ...
 - a wrote poems and music.
 - b liked many of the same things that she did.
 - c had met her before some years ago.
- 4 After Willoughby's visit, Elinor ...
 - a warned Marianne about talking too much.
 - b asked Marianne to find out more about Willoughby.
 - c joked with Marianne about the way she talked to Willoughby.
- 5 Marianne was ...
 - a angry with her sister for the way she spoke.
 - b annoyed at first, but not for long.
 - c upset about the conversation.

REFLECT

7 THINK CRITICALLY The book was first published in 1811. How do you think the role of women in society was different from today?

Glossary

hunter: a person who catches wild animals

perplexed: confused property: a house and land



Sts read the extract again and answer the questions. Check answers, eliciting the part of the extract which confirms each answer.

Answers

- 1 They are friends.
- 2 She wants to know if he dances well, because she is interested in him romantically.
- He mentions Mrs Smith so that the girls know that Willoughby will inherit money one day.
- 4 He advises Elinor not to let Marianne become involved with Willoughby, but try to marry him
- 5 She doesn't like it because it suggests that her daughters would try to trap a man as a husband against his will.
- **5 Word Power** Explain to sts that it is useful to learn words in word families of related words, e.g. know knowledge. Sts could work in pairs to find the words in the text then decide on their part of speech and write the corresponding noun or adjective forms. Check answers, and check that sts understand the words.

Answers

elegance (noun), elegant enthusiasm (noun), enthusiastic good-humoured (adjective), good humour respectable (adjective), respectability (noun) spirit (noun), spirited (adjective)

6 (1) 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 285 for audio script. Sts listen and choose the correct answers. Check answers, playing the audio again and pausing if necessary to confirm the answers.

Answers

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

REFLECT

21st Century skills



7 THINK CRITICALLY

Read out the task, then put sts into small groups to discuss the question and make notes. You could write some topics on the board for them to think about during their discussions, e.g. work, marriage, money, politics. Ask groups in turn to tell the class their ideas. You could end by asking sts if they think that women have now achieved full equality in society, and, if not, what things still need to change.



EXTRA PRACTICE

Elicit that the story is told from the point of view of Marianne. Ask sts to imagine that the story is told from Willoughby's point of view. Ask them in pairs to write Willoughby's account of his meeting with Marianne when she had her fall, and then his visit to the house the next day. Ask them to use the first person (I ...). Tell them they can use information in the outline and the extracts, and they can also use their own imagination. Monitor and help while sts are working, then ask pairs in turn to read their accounts to the class. Discuss as a class which accounts best fit with the novel and why.

EXAM PRACTICEUNIT 1

ReadingGapped text

Look!

About the task

In this reading task, you read a text from which six sentences have been removed. You are given seven sentences and have to choose which six sentences best fit the gaps.

Useful strategies

- Read the text and sentences quickly to get an idea of the topic. <u>Underline</u> the key words in the sentences.
- Read the paragraph the gap appears in. Which sentence makes sense in the context of the whole paragraph?
- Identify pronouns, conjunctions and time expressions that fit with the text before and after the gap.
- 1 Read the paragraph below. Which sentence, A or B, best fits the gap?

Art has been around since early man lived in caves and scratched images of wild animals on the walls. ¹... Indeed, it can pop up where we least expect to see it, such as in train stations or even public toilets!

- A Discoveries of prehistoric art have helped us understand much about our ancestors.
- B These days, however, art appears in all manner of places.
- 2 Why does it fit the gap? Why doesn't the other sentence fit?
- 3 Which words helped you match the correct sentence to the gap?
- 4 Complete the EXAM TASK.

EXAM TASK

Six sentences have been removed from the article. Choose from sentences A-G the one which fits each gap. There is one extra sentence that you do not need to use.

The impact of art on our lives

Why is art so powerful? Perhaps the simplest answer to this question is that art touches us emotionally. It can also potentially influence so many areas of our lives.

Firstly, art has the power to educate people about almost anything. ¹... In a world where a great deal of people don't have access to effective education, art makes education an even greater equalizer of society.



Art also promotes cultural appreciation.

²... That would be a tragedy for us all. As well as this, art can break down cultural, social and economic barriers. While it can't really solve poverty or promote social justice on its own, it can be used to encourage discourse and expression. The reason why we can all relate to art is that we all have emotions and personal experiences. ³... And that is a good thing.

Art can help us heal, and experts have long supported the idea of art therapy. This includes drawing, painting, sculpture and various other creative outlets. The focus of this kind of therapy within a medical setting is to work with individuals through creating artwork in addition to existing care, in an effort to promote successful recovery. ⁴... Additionally, it can increase self-esteem and coping skills.

Art accesses higher orders of thinking. ⁵... Rather, it makes us think about current ideas and inspires us to make our own. This is why creativity is a form of intelligence. It can be said that it is a special ability that unlocks the potential of the human mind, and studies have shown that exposure to art can make us better in other fields of knowledge.

There will always be debates about what art is and what it is not. 6 ... Whether or not we are aware of it, art affects our lives one way or another. There are many reasons why we make art and it helps people thrive in a world of modern distractions.

- **A** It doesn't just make us absorb information.
- **B** Therefore, anyone can learn to appreciate art regardless of their background, level of wealth or political affiliation.
- **C** It can create awareness and present information in a way that can be absorbed by many easily.
- **D** However, the truth is that many of us have yet to recognize its value and importance.
- **E** It could even be said that if it weren't for art, our history and traditions would be in danger of being completely forgotten.
- **F** But no matter what the definition may be, art has been around for us as long as humans have existed.
- **G** It can lead to better pain management and a reduction in stress or anxiety.

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 1.

Skill	Exam task
Reading	Gap fill

WARMER

Ask: What famous artists do you know? Elicit a few ideas. If sts are struggling for ideas, suggest some artists they might know, e.g. Leonardo da Vinci, Rembrandt, Monet. Ask: Where can you see art in your city? Elicit some ideas, e.g. the art gallery, in public buildings, street art. Ask: Is art important? Why? Put sts into groups to think of two reasons why art is important. Ask groups in turn to tell the class their ideas.

BACKGROUND INFORMATION

In this exam task, sts read a long text. There are six missing sentences, and sts must choose the correct sentence to complete each gap. There are seven possible sentences to choose from, so there is one sentence they don't need. Sts should use clues in the sentences before and after each gap, e.g. linking words and pronouns, to help them choose the correct sentence for each gap.

1 Explain to sts that they are going to practise a reading exam task. Read the information in the Look! box with the class. Point out that only one sentence fits each gap correctly, to give the correct meaning in the text.

Read through the Useful strategies with the class. Point out to sts that it is a very good idea to read the whole text first, ignoring the gaps, to get an idea of what it is about. Point out that it is really important to read the text around each gap carefully and think about the general meaning of that part of the text. Tell them it is also important look at clues such as pronouns and time expressions to help them choose the correct sentence.

Put sts into pairs to look at the paragraph and choose the correct sentence to complete it. Check the answer.

Answer

В

2 Put sts into pairs to discuss why sentence B fits the gap, and why sentence A doesn't fit. Discuss as a class.

Answer

B fits the gap because it makes sense with the ideas before and after the gap:

Art has existed since we did it on the walls of our caves → but today we see art in lots of different places → we even see it in unexpected places!

A doesn't fit the gap. It follows on logically from the sentence before the gap but it doesn't make sense with the sentence after the gap:

Art has existed since we did it on the walls of our caves → discoveries of early art helps us understand our ancestors → we even see it in unexpected places!

3 Sts work in pairs to decide which individual words helped them match the correct sentence to the gap. Discuss the answer with the class.

Answer

Conjunctions and time expressions:

The sentence before the gap mentions the past (since early man lived in caves) and sentence B contrasts that with the present (these days), using the conjunction however. The ideas make sense with the contrast:

Art has existed since we did it on the walls of our caves → but today we see art in lots of different places. The sentence after the gap develops and supports sentence B, using the conjunction indeed. The ideas makes sense:

Today we see art in lots of different places → we even see it in unexpected places!

Pronouns:

The subject of sentence A is 'Discoveries of prehistoric art'. The subject of sentence B is 'art'. The pronoun in the sentence after the gap is 'it'. This only fits with sentence B.

4 Remind sts of the information in the Useful strategies box, and remind them to read the text through when they have finished, to check that it makes sense. Sts then complete the exam task. Allow them to compare their answers in pairs. Check answers with the class.

Answers

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

PRACTICE UNIT 2

LISTENING

Multiple matching

Look!

About the task

In this listening task, you hear five speakers talking about topics that are related in some way. You choose the option that matches what each speaker says. There are eight options.

Useful strategies

- Read the introductory sentence to get an idea of the topic of the listening task.
- Look at the information in each option.
 <u>Underline</u> the key words and phrases.
- Listen for the meaning of sentences and ideas. Don't make a match based on one word or phrase.
- Listen carefully to everything the speakers say. Sometimes the information you need is at the end.
- 1 You will hear a woman talking about her life as a professional cyclist. First, <u>underline</u> the key phrases in each option below.
 - A I enjoy visiting schools in order to inspire young people.
 - B I feel fortunate because things have gone really well for me.
 - C I knew I had to manage my sporting career as nobody else could do it.
- 2 E2.1 Listen to the woman talking. Choose the correct option, a or b, to answer questions 1-3 below.
 - 1 What does she say about feeling fortunate because things have gone well?
 - a She's lucky to have had opportunities to achieve so much.
 - b She's lucky because her dad made her work really hard.
 - 2 What does she say about visiting schools to inspire young people?
 - a She does it and she enjoys it.
 - b She'd like to start doing it.
 - 3 What does she say about managing her own sporting career?
 - Nothing. She says her dad has managed her career.
 - b It's been hard work managing her own career.

- 3 ① E2.1 Now listen again. Choose the correct option A, B or C from Exercise 1.
- 4 Why is it the correct option? Why are the other options incorrect?
- 5 (1) E2.2 Complete the EXAM TASK.

EXAM TASK

You will hear five short extracts in which successful sports professionals talk about their lives.

For questions 1–5, choose from the list (A–H) what each speaker says about their sporting career.

Use the letters only once. There are three extra letters which you do not need to use.

- A I've fulfilled a dream.
- B I've made my parents proud.
- **C** I regret missing an opportunity.
- **D** I now plan to take some time off.
- **E** I accept that's it's normal to get things wrong.
- F I'm glad I took my sport seriously.
- **G** I've been able to overcome a problem.
- **H** I'm grateful everything went according to plan.
- Speaker 1 .
- **2** Speaker 2 ...
- **3** Speaker 3 ...
- 4 Speaker 4 ...
- **5** Speaker 5



LESSON OVERVIEW: This lesson provides practice of a Listening multiple- matching exam task. It also reviews some of the language sts have learned in Unit 2.

Skill	Exam task
Listening	Multiple matching

WARMER

Ask: What qualities do you need to be a successful sportsperson? Elicit a few ideas, e.g. you must be determined and work hard. Put sts into teams. Tell them you are going to write some words and phrases on the board, and they must use them to make sentences about being successful at sport. Write these words on the board: practise, effort, make it, give up, opportunity, mess up, compete, overcome, fulfil. Teams take turns to choose a word and make a sentence, e.g. If you mess up, you have to keep trying. If their sentence is correct, give them a point and cross the word or phrase off the board. If their sentence is not correct, don't correct it, but move to the next team. Continue until all the vocabulary has been practised.

BACKGROUND INFORMATION

In this exam task, sts listen to five short extracts, about a similar topic. They have eight sentences, and they must match one sentence to each speaker. There are three sentences that they don't need. They will have enough time before they listen to read all the sentences. More than one speaker may use some of the words in the sentences, so sts must listen carefully to match the correct sentence to each speaker by matching the meaning exactly. They hear the recording twice.

1 Explain to sts that they are going to practise a listening exam task. Read the information in the Look! box with the class. Point out that there are three sentences that sts don't need to use.

Read through the Useful strategies with the class. Point out to sts that it is important to read the introductory sentence and think about what words they might hear. This will help them to understand each extract better. Point out also that it is also important to read the eight options carefully before they listen, so they know what meanings they are listening for. Reinforce the point that the speakers will not use exactly the same words as in the options, but they will express exactly the same meaning as one of the sentences.

Ask sts to read the introductory sentence in Exercise 1. Ask: What will the woman talk about? (her life as a professional cyclist). Ask: What do you think she might say? Elicit a few ideas. Sts could work in pairs to read the options and underline the key words. Check answers.

Answers

- A <u>l enjoy visiting schools</u> in order to <u>inspire young</u> people.
- **B** I feel fortunate because things have gone really well for me.
- C <u>I knew I had to manage my sporting career</u> as nobody else could do it.
- **2 () E2.1** Allow sts time to read through the questions and options, then play the audio for them to listen and choose the correct answers. See TG page 286 for audio script. Allow sts to compare their answers in pairs, then check with the class.

Answers
1 a 2 b 3 a

3 () E2.1 Allow sts time to read the options in Exercise 1 again, then play the audio again for them to listen and choose the correct option. Allow sts to compare their answers in pairs, then confirm the answer.

Answer R

4 Discuss why the other options are incorrect, playing the audio again if necessary.

Answer

A is incorrect. Although she talks about visiting schools to inspire teenagers, she doesn't say she enjoys doing it. In fact, she says she'd love to start doing it. We don't know if she enjoys it.

C is incorrect. She says her dad has managed her career, and that nobody else could do the training for her. She doesn't say she managed her own career as nobody else could do it.

B is correct because she says that she won her first race and kept on winning, and that she's lucky she's had so many opportunities to achieve so much. This matches all parts of sentence A (She feels fortunate that things have gone really well for her).

5 () E2.2 Allow sts time to read the exam task and the options. Play the audio twice for sts to listen and choose the correct option for each speaker. See TG page 286 for audio script. To check answers, focus on each question in turn. Ask sts which answer they chose and why, then play the audio for that question, pausing to confirm the correct answer.

Answers1 F 2 A 3 G 4 E 5 C

EXAM PRACTICE UNIT 3

Speaking

Collaborative task

Look!

About the task

In this speaking task, the examiner gives you instructions and an information card to look at. You discuss the ideas on the card with your partner and come to a decision about something.

Useful strategies

- Discuss all of the ideas on the information card before coming to a decision.
- Don't spend too long discussing one idea. Move the discussion forward by introducing the next idea.
- Be collaborative. Take equal turns in the discussion and respond to what your partner says.
- When you make a decision, you don't have to agree with your partner.

1 Match the speaking expressions with their function.

- 1 Shall we start with ... ?
- 2 Let's move on to the next idea.
- 3 I'm afraid I don't agree with you.
- 4 What do you think?
- 5 Personally, I ...
- 6 Having looked at all the options, I think ...
- a Disagreeing politely
- b Introducing the first idea
- c Asking for your partner's opinion
- d Giving your opinion
- e Suggesting to discuss another idea
- f Giving your decision after discussing the ideas
- 2 ① E3.1 Look at the EXAM TASK.
 Listen to two students completing
 the task. Do the students come to
 the same decision at the end?

3 Tick (/) the things the students did well.

- 1 Taking it in turns to speak
- 2 Discussing all of the ideas on the information card
- 3 Moving the discussion forward
- 4 Agreeing or disagreeing with each other politely
- 5 Making a decision at the end

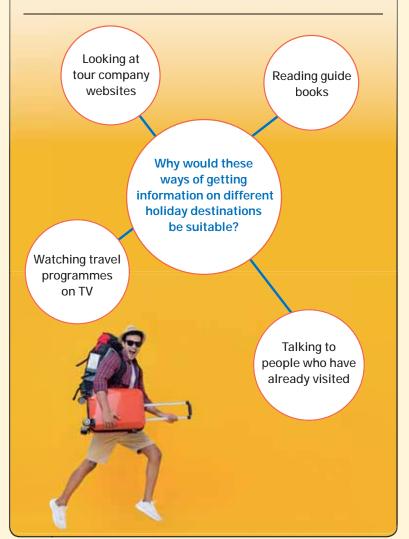
4 Complete the EXAM TASK.

EXAM TASK

I'd like you to imagine that a family of two adults and two teenagers want to research different destinations for their next holiday.

Here are some ways of finding out information about the destinations.

Discuss why these ideas would be suitable for the family to find out information. Then decide which idea would be the best.





LESSON OVERVIEW: This lesson provides practice of a collaborative Speaking exam task. It also reviews some of the language sts have learned in Unit 3.

Skill	Exam task
Speaking	Collaborative

WARMER

Put sts into teams. Tell them you are going to write some incomplete words on the board which are all related. Tell them they need to complete the words and decide what they have in common. Write these words on the board, with some gapped letters. You can decide how many letters to gap, depending on the ability of the class: newspapers, magazines, social media, radio, websites. When one team has completed all the words, invite them to come and complete the words on the board and tell the class what they have in common (they are all forms of media).

BACKGROUND INFORMATION

In this exam task, sts work in pairs. They read a situation and discuss different ideas. They then try to agree on which idea is the best. This task is all about sts working together. It is important for them to discuss all or most of the ideas and express their opinions. It is also important for them to listen to their partner's ideas and respond to them. In the second part of the task, it is important that they work together and try to agree on the best idea. It doesn't matter if they don't agree, but they must try.

1 Explain to sts that they are going to practise a speaking exam task. Read the information in the Look! box with the class. Point out to sts that they should work with a partner, and it is important they listen to each other and collaborate on the task.

Read through the Useful strategies with the class. Point out to sts that it is important that they both speak and contribute to the task, so if their partner is struggling to think of ideas, they should help them by making suggestions or asking for their opinion.

Sts could work in pairs to match the speaking expressions with the functions. Check answers.

1 b 4 c 2 e 5 d 3 a 6 f	Ar	ısw	ers		
	1	b		4	С
3 a 6 f	2	е		5	C
	3	а		6	f

Answer Yes

3 Sts could work in pairs to discuss which things the sts did well. You could play the audio again for them to check. Check answers with the class.

Answers

The students did everything well, except they only discussed three of the four ideas on the information card.

4 Put sts into pairs to complete the task. Point out that they should try to do all the things in Exercise 3, and should use some of the expressions in Exercise 1. When they have finished, ask which part of the task they found difficult and why. 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.

EXAM PRACTICEUNIT 4

Reading

Vocabulary meaning

Look!

About the task

In this reading task, you read a text and answer some multiple-choice questions. Some of the questions are about the meaning of underlined words in the text. Other questions are about general meaning of the text.

Useful strategies

- Quickly read the text to get an idea of the main idea. Then read the questions.
- Find the part of the text where an underlined word is. Read that part again carefully.
- If you don't know a word, look at the context around it. Also, look at the word, do you know any part of it?
- Check your answer. Read the sentence again, replacing the underlined word with the word you have chosen.
- 1 Quickly read the text in the EXAM TASK. What title best summarizes the main idea of the text?
 - A My new way of shopping
 - B Giving up fast fashion my story
 - C How I'll beat my addiction to buying fast fashion
 - D Online shopping detox plans how I'll save thousands!
- 2 Look at the text and answer the question below. How did you choose your answer?

In paragraph 2, the word $\underline{\text{discard}}$ is closest in meaning to

- A set off
- B put away
- C tidy up
- D throw away
- 3 Complete the EXAM TASK.

EXAM TASK

Last year, I decided to see what would happen if I stopped buying fast fashion (non-ethically or non-sustainably produced fashion) for an entire year. I started by educating myself about our fast-fashion industry.

I had no idea that fast fashion now existed in a 52-season model, meaning that you could purchase something new every single week. To make room for the 'new seasons', many fast-fashion retailers have been known to <u>discard</u> and even destroy the previous season's clothing to make room for the new items, which seems extremely wasteful and irresponsible.

My initial reaction was to toss aside all my fast-fashion clothes, but I quickly realized that this would be far more wasteful than helpful. I went to my wardrobe and did an immediate edit of all the clothes I had. Once I'd put all the clothes that could be sold second-hand in a bag, I put the remaining clothes back in my wardrobe, wowing. to myself to repeat the edit each three months.

While I've never been a big shopper, I would definitely use shopping as <u>retail therapy</u>. That had to change. I started planning more outdoor adventures with family and friends and before long, I didn't even miss going into shopping centres. I'd stopped feeling the impulse to shop. I was completely relaxed about <u>it</u> all.



For each question, choose the best answer.

- 1 In paragraph 3, the word <u>vowing</u> is closest in meaning to ...
 - A assuring.
 - B ordering.
 - **c** promising.
 - **D** recommending.
- 2 In paragraph 4, the phrase <u>retail therapy</u> is closest in meaning to ...
 - **A** avoiding going to the shops.
 - **B** shopping to make yourself feel better.
 - **C** looking in shop windows to see what's new.
 - **D** an addiction to shopping.
- 3 In paragraph 4, the word it refers to ...
 - A not going shopping.
 - **B** not selling clothes.
 - **C** not buying brand-new things.
 - **D** not doing outdoor activities.

LESSON OVERVIEW: This lesson provides practice of a Reading vocabulary meaning exam task. It also reviews some of the language sts have learned in Unit 4.

Skill	Exam task
Reading	Vocabulary meaning



Write the words fast fashion on the board and ask: What do you think fast fashion is? Put sts into pairs to discuss what they think it is, then ask pairs to tell the class their ideas. Elicit or explain that the term fast fashion refers to clothes that are produced and sold cheaply, and designed to be replaced quickly rather than worn for a long time. Ask: Do you think fast fashion is a good thing or a bad thing? Why? Discuss the question as a class.

BACKGROUND INFORMATION

In this exam task, sts read a text and answer multiplechoice questions about it. Some questions are about the meaning of unfamiliar words and phrases in the text, and require sts to guess the meaning from the context. This is the skill that sts will practise in this activity.

1 Explain to sts that they are going to practise a reading exam task. Read the information in the Look! box with the class and point out that in order to choose correct answers, sts need to read the underlined words carefully in the text and use the context to work out the meaning.

Read through the Useful strategies with the class. Point out that it is always a good idea to read through the text quickly to get an idea of what it is about. Explain that they can then use the context around the underlined word to help them work out what it means.

Ask sts to read the text quickly. Tell them at this stage to ignore any words they don't understand, but just focus on understanding the general idea of the text. Sts could work in pairs to read the three summaries and choose the best one. Check the answer.

Answer

В

2 Ask sts to find the word discard in paragraph 2 of the text, and ask them to read the paragraph again carefully and think about what the word might mean. They could then work in pairs to choose the correct meaning and discuss how they chose that answer. Discuss the answer with the class, eliciting what clues in the text help to show the meaning.

Answer

D The prefix *dis-* suggests a negative meaning. The sentences around the word talk about making room for new clothes, and even destroying other clothes to make room.

3 Sts complete the exam task. They could work in pairs, or they could work individually then compare their answers in pairs. Go through the answers with the class, discussing what clues in the text help to show the correct meaning in each case.

Answers

- 1 C
- 2 B
- 3 A

EXAM PRACTICE UNIT 5

Writing

Discursive essay

Look!

About the task

In this writing task, you write an essay. You have to discuss different aspects of a topic and give your opinion.

Useful strategies

- Read the question carefully and underline the key words.
- Plan your essay. Which main ideas and supporting ideas will you put in each paragraph?
- Use opening and closing sentences to make your writing clear.
- Use linking words to connect ideas.
- 1 Work in pairs. Look at the EXAM TASK. Answer questions 1-3.
 - 1 What do you have to give your opinion about?
 - 2 How many words do you have to write?
 - 3 How many paragraphs do you think your essay should have?
- 2 Complete the essay plan on the right with the words in the box.

entertainment jobs pollution public transport stressful

- 3 Change three of the main ideas or supporting points in the plan.
- 4 Read the paragraph below. Is it well written? Why/Why not?

There are many positive aspects to city living. To begin with, people have much more choice when it comes to jobs so they can end up making a very good living. As well as this, most cities have lots of trendy bars, clubs and cafés so people can have a really great nightlife. Furthermore, cities usually have several different shopping districts and interesting food or clothes markets and good transport links make it easy to get to these places.

5 Complete the EXAM TASK.

ESSAY PLAN

Advantages and disadvantages of living in a city

Paragraph 1 - Introduction

- ★ General comment about topic (where to live city/suburbs/countryside, depends on lifestyle you like)
- * Explain what I will discuss in my essay (both advantages and disadvantages)
- * Ask question (more pros than cons?)

Paragraph 2 - Advantages

- ★ Opening sentence about advantages
- ★ Give two or three (with supporting explanations/examples):
 - → '... (more choice, make a good living)
 - → 2... (nightlife, markets, shopping)
 - \rightarrow 3... (makes it easy to get around)

Paragraph 3 - Disadvantages

- ★ Opening sentence about disadvantages
- ★ Give two or three (with supporting explanations/examples):
 - → 4... (quality of life, health)
 - \rightarrow 5... (busy, fast pace, lack of nature)

Paragraph 4 - Conclusion

- * Summarize main points (there are both pros and cons)
- * Give my opinion (more pros than cons)
- * Closing sentence (prefer city than suburbs/countryside, but only if can get out of city sometimes.)

EXAM TASK

Write an essay about the advantages and disadvantages of living in a city. Give your opinion about whether there are more advantages than disadvantages. Write 150–180 words.





LESSON OVERVIEW: This lesson provides practice of a Writing discursive essay exam task. It also reviews some of the language sts have learned in Unit 5.

Skill	Exam task
Writing	Discursive essay

WARMER

Ask: What fun things can you do in cities? Elicit a few ideas, e.g. go to the cinema, go shopping, watch sports, etc. Make notes on one side of the board as sts suggest ideas. Ask: What problems are there in cities? Elicit a few ideas, e.g. traffic jams, crime, pollution. Add these ideas to the other side of the board. Point to the ideas on the board and point out that there are advantages and disadvantages to living in a city.

BACKGROUND INFORMATION

In this exam task, sts write a discursive essay in which they discuss different aspects of a topic, for example the advantages and disadvantages of something. Their essay should be well planned and organised into paragraphs, and should have a clear introduction and conclusion. It should use linking words to connect the ideas.

1 Explain to sts that they are going to practise a writing exam task. Read the information in the Look! box with the class. Point out that sts should present the different aspects of the topic, then give their own opinion in the conclusion.

Read through the Useful strategies with the class. Point out to sts that it is worth spending time planning their essay before they write it, because the essay is marked on how well it is organised into paragraphs.

Put sts into pairs to look at the exam task and answer the questions. Discuss the answers with the class. Point out that sts can use this same structure of four paragraphs (introduction, advantages, disadvantages, conclusion) for any discursive essay that asks them to discuss advantages and disadvantages.

Answers

- You have to give your opinion on whether there are more advantages or disadvantages of living in a city.
- 2 150–180 words
- 3 There should be four paragraphs: Introduction, Advantages, Disadvantages, Conclusion

2 Ask sts to read the essay plan and complete it with the correct words. Allow sts to compare their answers in pairs, then check with the class.

Answers

- 1 jobs
- 4 pollution
- 2 entertainment
- stressful
- 3 public transport
- 3 Sts could work in pairs to change three of the main ideas or supporting points in the plan. Tell them they can use some of the ideas on the board from the warmer activity, or their own ideas. Ask pairs in turn to tell the class some of the ideas they changed.
- 4 Ask sts to read the paragraph. Ask: Which paragraph of the essay is it? (paragraph 2 advantages). Ask sts to look at the paragraph again in pairs and discuss if it is well written or not, and why. Discuss their ideas as a class.

Answers

This is a well-written paragraph. It has a clear opening sentence and it explains three clear advantages of city life with some examples. Ideas are connected with linking words, e.g. *To begin with, ... As well as this, ... Furthermore, ...*

5 Sts complete the exam task. Refer them back to the Useful strategies to help them check their answer. Sts could check each other's essays in pairs. Elicit a model answer and write it on the board.

Sample answer

Your ideal place to live depends on the lifestyle you like. Living in a city, like living in the suburbs or countryside, has a number of advantages and disadvantages. However, are there more pros or cons of city living?

There are many advantages of city living. Firstly, you can meet people from all over the world and learn about their cultures, which is really interesting. Additionally, you can try food from different places when you eat out. There is also a wide range of social activities to choose from, like going to the theatre, live concerts or museums.

However, city living has downsides too. Exhaust fumes from vehicles cause air pollution, which affects our health. As well as this, crime rates tend to be higher in cities so people may feel afraid. Another drawback is loneliness. Cities can be cold, unfriendly places.

In conclusion, there are both good points and bad points about city living. In my opinion, however, there are more advantages than disadvantages. Cities are the place to be, especially if you enjoy doing new and interesting things.

VEXAM PRACTICE UNIT 6

Listening

Sentence completion

Look!

About the task

In this listening task, you hear someone talking about a topic. You complete sentences with a word or short phrase of no more than three words.

Useful strategies

- Read the title and the gapped sentences to get an idea of the topic of the listening task.
- Read the sentences again. Pay attention to the text before and after the gap.
- Think about what kind of information you need in the gaps, e.g. a plural, a verb, a place, a sport.
- The words you write in the gaps will be exactly the same as the ones you hear.

1 Look at the sentences below. What is the general topic?

- 1 The benefits of an adventure holiday include being active and seeing incredible
- 2 You can get immense satisfaction when white-water rafting or when reaching the ... mountain.
- 3 Regarding safety, everyone should ... throughout their holiday.
- 2 Look at the sentences in Exercise 1 again. What kind of information goes in each gap?
- 3 In pairs, discuss which words or short phrases could go in the gaps in Exercise 1.
- 4 DE6.1 You will hear someone talking about adventure travel. Complete sentences 1-3 in Exercise 1 with a word or short phrase.
- 5 (1) E6.2 Complete the EXAM TASK.

EXAM TASK



You will hear a man called Jack Dillon, who works for a travel association, talking about the risks of adventure holidays.

Complete the sentences with a word or short phrase in each gap.

The risks of adventure travel

The main risks involved in adventure travel are caused either by humans or by $\frac{1}{2}$...

Recently, there has been a ²... in the amount of companies who sell adventure holidays.

A lot of these tour operators don't have full control over 3... because the local companies that they use decide their own rules.

A good adventure tour operator should spend time on staff training as well as ⁴... the details of the holiday.

People thinking of going on an adventure holiday should consider their overall health and their 5....

Before booking an adventure holiday, check what kind of 6... the tour guides have.

Always ask what 7... is provided on the trip.

People should make sure they have 8... in place before setting off on their trip.



LESSON OVERVIEW: This lesson provides practice of a Listening sentence completion exam task. It also reviews some of the language sts have learned in Unit 6.

Skill	Exam task
Listening	Sentence completion



Ask: What kinds of exciting activities can you do on holiday? Elicit a few ideas, e.g. swimming with sharks, paragliding, canoeing. If sts don't mention mountain climbing, suggest this and teach the meaning. Also teach the term white water rafting and explain the meaning (travelling down a very fast river in an inflatable raft). Ask: What dangers might there be with some of these activities? Discuss some possible dangers with the class.

BACKGROUND INFORMATION

In this exam task, sts listen to a talk about a topic. They complete a set of sentences with words from the talk. They should use between one and three words for each gap, and should use the exact words they hear on the audio. The speaker will not use the exact wording in the gapped sentences, but they will express the same meaning and will use the exact words that sts have to write. Sts have time to read the gapped sentences before they listen, and they hear the recording twice.

1 Explain to sts that they are going to practise a listening exam task. Read the information in the Look! box with the class. Remind them that for all listening exam tasks, they hear the recording twice, so they shouldn't worry if they can't complete all the sentences the first time they listen.

Read through the Useful strategies with the class. Emphasize the point that the speaker will use the exact words that they need to use to complete the sentences, but they will express the meaning of the sentence in a different way. Point out to sts that they must listen carefully to hear the meaning of each sentence and the words they need to complete each one.

Ask sts to read the sentences, then put them into pairs to decide on the general topic. Check the answer.

Answer

adventure holidays

2 Sts can work in pairs to discuss what kind of information goes in each gap in Exercise 1. Ask them to think about general kinds of information at the moment, not individual words that might go in the gap. Discuss their ideas as a class.

Answers

- 1 a noun, something that you can see during an adventure holiday
- 2 a noun, a part of a mountain
- 3 a verb, something to do with safety
- 3 Sts work in pairs to think of words or short phrases that could go in each gap in Exercise 3. Discuss their ideas as a class, but don't confirm them.
- **4 ① E6.1** Play the audio for sts to listen and complete the sentences in Exercise 1. See TG page 287 for audio script. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

Answers

- 1 scenery
- 2 top of a
- 3 take precautions

Answers

- 1 nature
- 2 huge increase
- 3 safety standards
- 4 planning
- 5 fitness level
- 6 experience
- 7 equipment
- 8 (travel) insurance

EXAM PRACTICE UNIT 7

Reading

Multiple matching

Look!

About the task

In this reading task, you locate specific information in a text. You need to understand detail, attitude and opinion.

Useful strategies

- Read the questions and underline the key information. Then quickly read the text.
- Scan the text for ideas that match the detail of each question.
- Underline the part of the text that gives you the answer. Check it matches all the key information in the question.
- Don't choose an answer based on one word or phrase that appears in both the guestion and the text.
- You are going to read an article about a TV police drama. Complete the table below with words that might be in the article.

ΤV

channel

Crime

criminal

2 <u>Underline</u> the key information in the question below.

Which section refers to the show's transfer from one channel to another?

- 3 Look at the EXAM TASK. Which section contains the information you underlined in Exercise 2?
- 4 Complete the EXAM TASK.

EXAM TASK

For each question, choose from the sections A–D. The sections may be chosen more than once.

Which section

- 1 mentions the promotion of one individual?
- 2 explains which awards the show has won?
- 3 describes how the show grew in popularity?
- 4 praises the creator's unique ability to create suspense?
- **5** mentions a tragedy that happens to some of the characters?
- 6 explains the research behind this authentic drama?



LINE OF DUTY

- A Line of Duty is a powerfully authentic police drama created by Jed Mercurio. The first series made its debut in June 2012 on BBC Two, where it had an audience of more than four million viewers. By the time the fourth series was in production, the decision was taken to broadcast the drama on BBC One. Series five, the most successful vet, amassed almost thirteen million viewers.
- **B** Line of Duty's main character is Detective Sergeant Steve Arnott. A firearms officer, DS Arnott was transferred to Anti-Corruption Unit 12 (AC-12), where he is partnered with Detective Constable Kate Fleming, an excellent investigator adept at going under cover. At the start of series five, we discover that Fleming has, unsurprisingly, risen up the ranks to Inspector.
- C Things are as explosive as ever in episode one of the latest season, and Mercurio gives a masterclass in building tension as a police van is ambushed by a masked gang, with lethal consequences for three officers. Fleming and Arnott suspect that someone in the police force is involved in planning the ambush, and the corruption possibly extends to the highest echelons of the force.
- **D** Line of Duty has won numerous coveted accolades to date. This is due, in great part, to its production values and real-life feel. The production team received advice from active and retired police officers, and anonymous police blogs were used for inspiration. Indeed, the show is most deserving of Best Drama Series and Best Crime Writing on Television.



LESSON OVERVIEW: This lesson provides practice of a Reading multiple matching exam task. It also reviews some of the language sts have learned in Unit 7.

Skill	Exam task
Reading	Multiple matching

WARMER

Ask: Do you enjoy watching crime dramas? Why? Which ones have you watched recently? Put sts into pairs to tell their partner why they like or don't like crime dramas, and which ones they have watched recently. Discuss as a class some of the crime dramas that sts have talked about, and discuss what is good and bad about them.

BACKGROUND INFORMATION

In this exam task, sts read a longer text that is divided into different sections or paragraphs. They need to match specific pieces of information to the sections of the text where it is found. To do this, they need to understand how details can be expressed in different ways, and they also need to understand the writer's attitude and opinion, for example whether they are criticizing something or praising it.

1 Explain to sts that they are going to practise a reading multiple matching exam task. Read the information in the Look! box with the class. Explain that the questions each mention very specific details that they must match exactly to a section of the text. Point out that the information in the text will match exactly, but it will use different words.

Read through the Useful strategies with the class. Explain that some words from the questions may appear in the text, but this does not mean that the question matches that part of the text. Point out that different sections of the text may mention similar ideas, but only one section exactly matches each question.

Sts could work in pairs to copy the table into their notebooks and complete it with suitable words. Draw the table on the board and elicit possible words to add to each part.

Possible answers

TV: episode, series, character, broadcast Crime: police, detective, solve, catch, prison, dangerous 2 Ask sts to read the question and underline the key information. Check the answer.

Answer

Which section refers to the <u>show's transfer</u> from <u>one channel</u> to <u>another</u>?

3 Focus on the article and ask sts to read it through quickly. They then look at it again and decide which section contains the information they underlined in Exercise 2. Check the answer, pointing out how the information in the article exactly matches the information in the question.

Answer

- A (June 2012 on BBC Two, ... decision was taken to broadcast the drama on BBC One)
- 4 Remind sts of the information in the Useful strategies box. They could work in pairs to read the questions and underline the key words, then work individually to do the matching task. Allow sts to compare their answers, then check answers with the class, eliciting the parts of the text which match the information in each question.

Answers

- 1 B At the start of series five, we discover that Fleming has, unsurprisingly, risen up the ranks to Inspector.
- 2 D Line of Duty has won numerous coveted accolades to date ... Indeed, the show is most deserving of Best Drama Series and Best Crime Writing on Television ...
- 3 A ... BBC Two's best-performing drama series in a decade, with an audience of more than four million viewers. By the time the fourth series was in production, the decision was taken to broadcast the drama on BBC One, with an average viewing figure of ten million ...
- 4 C Mercurio gives a masterclass in building tension
- 5 C a van ... seized by police is ambushed by a masked gang, with lethal consequences for three officers.
- 6 D ... the production team received anonymous advice from active and retired police officers, and anonymous police blogs were used for inspiration and research.

EXAM PRACTICE UNIT 8

Writing

Email

Look!

About the task

In this writing task, you write an email in response to someone, e.g. a friend, a school principal. You have to respond to information and answer questions in your email, and write the correct number of words.

Useful strategies

- Think about the style of writing and tone you'll use in your email reply. Should it be formal or informal?
- Read the email carefully. Underline the information you need to respond to.
- Plan the content of each paragraph of your email. Make sure you respond to all the necessary information.
- Consider the functions you need to use, e.g. give a recommendation, an explanation or advice.
- Work in pairs. Look at Paula's email in the EXAM TASK. Answer the questions below.
 - 1 Should your email to Paula be formal or informal? Why?
 - 2 What information in Paula's email should you respond to?
 - 3 Which functions should you use to answer Paula's questions?
 - 4 What useful language can you use to express these functions?



2 Look at the reply below. Does it respond to all of the information in Paula's email?

Hi Paula

•••

It was great to chat to you, too!

I'm sure your friend and her family will have a fantastic time in Italy! They should come in September as there are fewer tourists, and it's far cooler than the summer months.

If I were them, I'd start in Rome and do some sightseeing. I'd visit some of the most interesting museums there, like Galleria Borghese and the Museo del Mura, where they can learn all about ancient Roman culture. The Trevi fountain is also worth visiting, and they must go for ice cream near Piazza del Popolo. Delicious!

I'd also recommend that they drive along the Amalfi coast, with its stunning scenery and typical restaurants. Hiring a car is definitely the best way of getting around as they can go to the beach whenever they like, and stop off for lunch and eat fresh fish in some of the beautiful little villages.

If they'd like to know anything else, just get in touch.

Take care!

Carlota

3 Complete the EXAM TASK.

EXAM TASK

You have received this email from your English-speaking friend. Write your email reply to Paula in 140–190 words.

•••

From: Paula

Subject: Visit

Hi there

It was great to chat last week!

My best friend and her family are thinking about visiting your country later this year for about ten days. They'd like to hire a car and visit the most famous places and learn about the culture of your country.

When do you think is the best time of year to visit, and why? And could you let me know which places are worth visiting?

Thanks and speak soon! Paula



LESSON OVERVIEW: This lesson provides practice of a Writing email exam task. It also reviews some of the language sts have learned in Unit 8.

Skill	Exam task
Writing	Email

WARMER

Ask: What things can tourists do in your area? Elicit ideas from sts and build up a list of places and activities on the board. Try to elicit as broad a range of places and activities as possible, e.g. natural areas, museums, theme parks, etc. Ask: Which of the places have you been to? Did you enjoy it? Put sts into pairs to discuss which places they have visited and what they thought of them. Discuss their ideas as a class.

BACKGROUND INFORMATION

In this exam task, sts write an email in response to a prompt email. They have to answer questions in the prompt email and provide information that is requested. It is important that they answer all the questions in the prompt email, and use the correct number of words that are specified in the task.

1 Explain to sts that they are going to practise a writing exam task in which they have to write an email in response to a prompt email. Read the information in the Look! box with the class. Elicit or point out that they should use a more formal style if the email is to a school principal, and a more informal style if it is to a friend.

Read through the Useful strategies with the class. Emphasize that it is very important to respond to the all the questions or requests in the prompt email. Point out that they may need to make a suggestion or give advice, and they should use a suitable phrase to do this.

Ask sts to read Paula's email in the exam task. They could work in pairs to answer the questions. Discuss the answers with the class.

Answers

- 1 The email should be informal as Paula is a friend.
- 2 The best time of year to visit and why, which places are worth visiting.
- 3 Giving advice, explanations and recommendations
- 4 should, if I were you, I'd recommend

2 Ask sts to read the reply and decide if it responds to all the information in Paula's email. Check the answer, eliciting which part of the email respond to each of the questions and requests in Paula's email. You could also elicit the functional language that it uses, e.g. They should ..., If I were them, I'd ..., I'd also recommend

Answer

Yes, it responds to all the information.

3 Sts complete the exam task. Sts could check each other's emails in pairs. Elicit a model answer and write it on the board.

Sample answer

Hi Paula

That's fantastic! They'll just love England as there's so much to do here.

My advice would be for them to come in May or June. It's not quite as busy then as it is during the summer months, but the weather is often really pleasant – not too hot and nice long days.

I'd definitely start my trip in London. There are loads of museums and historic places to visit. Then, of course, there's the shopping. The markets are awesome and it's not just trendy clothes or antiques that you can find there, there are some markets that only sell food, like Borough Market, for example, where you buy really unusual snacks. They should make time to visit Cornwall and Devon too. Those are places on the coast and the scenery is simply stunning so they'll love it. It's a bit of a drive from London, but if they're travelling by car, they can stop off wherever they like on the way.

I'm positive they'll have a memorable holiday in England and in the meantime, if you need any more information, just give me a call.

Anna

EXAM PRACTICE UNIT 9

Speaking

Conversation about a topic

Look!

About the task

In this speaking task, you have a conversation with the examiner about a topic. The examiner will ask you some questions about the topic and you must keep a natural conversation going.

Useful strategies

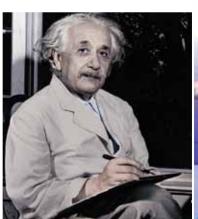
- The examiner will start, but you should aim to keep the conversation going.
- Listen carefully and respond appropriately to show you understand the conversation. Ask the examiner for clarification if necessary.
- During the conversation, give detailed answers, react to what is said and ask relevant follow-up questions.
- Hesitating is normal in a natural conversation, but don't be silent for more than a few seconds.
- 1 Match the speaking expressions with their function.
 - 1 So, you mean ...?
 - 2 What do you think ...?
 - 3 That's really interesting!
 - 4 You're right.
 - 5 Well, let me think.
 - a Reacting
 - b Agreeing
 - c Asking for clarification
 - d Asking for an opinion
 - e Filling a hesitation
- You will hear a conversation about public figures from the past and present. What vocabulary might you hear?

- - 1 Giving detailed answers
 - 2 Showing understanding
 - 3 Reacting to what is said
 - 4 Filling silence when hesitating
 - 5 Asking for clarification
 - 6 Asking questions
- 4 Look at the questions in the EXAM TASK. Think of a follow-up question you could ask for each.
- 5 Complete the EXAM TASK. Take it in turns to be the examiner. Ask each other follow-up questions.

EXAM TASK

Public figures from the past and present

- Who has been in the news recently in your country?
- What has this person achieved?
- Which public figure from the past has inspired you?
- What made (Nelson Mandela) so inspirational?
- If you had met (Nelson Mandela), what would you have said to him?
- How do you think fame changes a person?
- Should famous people have the right to privacy?











LESSON OVERVIEW: This lesson provides practice of a Speaking conversation exam task. It also reviews some of the language sts have learned in Unit 9.

Skill	Exam task
Speaking	Conversation

WARMER

Ask: Do you watch the news on TV or read about it online? What stories have been in the news recently? Elicit some news stories that have been in the news recently in the sts' country or internationally. Ask more questions about some of the stories to encourage sts to express their opinions or give more details. Explain to sts that they are going to practise a speaking exam task in which they have a conversation with the examiner about a topic.

BACKGROUND INFORMATION

In this exam task, sts have a conversation with the examiner about a topic. Sts have to answer questions that the examiner asks them, and respond to what the examiner says, to keep the conversation going.

1 Read the information in the Look! box with the class. Point out that as well as answering the examiner's questions, sts need to make an effort to keep the conversation going, for example by responding to comments the examiner makes or asking follow-up questions.

Read through the Useful strategies with the class. Point out to sts that it is OK to hesitate a little bit, but if they cannot think of an answer, or if they don't understand a question, they should ask the examiner to clarify, to keep the conversation going

Sts could work in pairs to match the speaking expressions with the functions. Check answers.

Answers

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

- 2 Ask sts to read the exam task and look at the pictures. Put them into pairs to discuss what vocabulary they might hear. Discuss their ideas as a class.
- **3 Q E9.1** Read through the task with the class and make sure sts understand what they are listening for. Play the audio for them to listen and tick the things the student does well. See TG page 287 for audio script. Allow sts to compare their answers in pairs, then play the audio again if necessary for them to check and complete their answers. Check answers with the class, playing the audio again and pausing to point out examples of when the student shows understanding, reacts, etc.

Answers

The student does everything well, except filling silence when hesitating. However, towards the end, she does fill a hesitation with 'Oh, erm ... Let me think ...', which sounds much more natural than the earlier silence.

- 4 Sts could work in pairs to look at the exam task and think of follow-up questions. Elicit some possible follow-up questions from the class.
- 5 Refer sts back to the Useful strategies. They work in pairs and complete the task, taking turns to be the examiner. Monitor while they are working, then discuss with sts what they found difficult about this task. For extra practice, sts could work with a new partner and repeat the task.

GRAMMAR

Present perfect review

Present	lan has joined the gym.
perfect	How long have you known Adam?
simple	I've known Adam for six years. / since I was at school.
Past	lan joined the gym last week.
simple	How long did you stay in Rome?
	I stayed in Rome for a day then I came home.

Rules

We use the present perfect simple to connect the past with the present. We use it for completed actions in the past when we don't specify when the action happened. We also use it for actions that started in the past and continue in the present. We often use it with ever, never, for, since, just, already and yet.

We use the past simple for completed actions or situations that started and finished in the past. We usually say when they happened, e.g. *last week, two weeks ago* and *in 2015*.

Present perfect simple vs present perfect continuous

Laura's done her homework. It's complete now.

Laura's been doing her homework. It isn't complete.

I've written three songs this week.

I've been writing songs since I was eleven years old.

I'm thirsty now because I've been playing tennis.

We've known each other since we were five years old.

Rules

We use the present perfect simple for completed actions that are connected to the present, and to say how often something has happened. We use the present perfect continuous for long and repeated actions that continue in the present or have a present result.

We use the simple form with stative verbs, e.g. be, have, know and like.

Verb patterns (1)

The -ing form	My brother enjoys listening to rap music.
	I stopped watching the film and went to bed.
	Doing yoga every day helps me to relax.
to + infinitive	Sean offered to help me with Maths.
	I stopped to chat to Jo in the park.
	I went to the shop to buy a cake.

Rules

We use the -ing form as the subject of a sentence, and after don't mind, enjoy, can't stand, feel like, avoid, miss, suggest.

We use to + infinitive to give a reason, and after hope, plan, agree, decide, need, offer, help, promise, refuse, want.

We can use both forms with no meaning change after *start*, *begin*, *continue*, *hate*, *like*, *prefer*. The meaning changes after *stop*, *try*, *remember*, *forget*, *regret*, *mean*.

VOCABULARY

Feelings: nouns

affection embarrassment
amusement exhaustion
anger joy
anxiety pride
confusion relaxation
depression relief

Feelings: phrasal verbs

calm down get over (sth/sb)
cheer (sb) up get to (sb)
chill out go off (sth/sb)
get carried away grow on (sb)
get (sb) down stress (sb) out

sb/sth = somebody/something

SPEAKING

Describing recent experiences

Have you been to / seen any good ... recently?

I've just been to / seen ...

I went to / saw ... last weekend.

Where did you see it / them?

Who did you go with?

What was it like?

Cool! / Wow! / Nice!

I'm so jealous!

I've never been / seen / done ...

I can imagine!

That sounds amazing!

WRITING

A personal profile

and as also since too so

as well as that's why what's more then but next however after although before even though after that because that the then next after although before after that because

Phrasal verbs

It cheers me up.

I'm looking forward to my holiday.

We **eat out** every night. She **looked after us**.

GRAMMAR

Narrative tenses

Past simple	The robbers ran out of the bank and drove off. On Saturday, my football team won the cup final.
Past continuous	Somebody was playing the violin upstairs. He was studying when the phone rang. While they were shopping, they saw Ana.
Past perfect simple	When we arrived, the party had finished . By the time I got home, the film had started .

Rules

We use the past simple to talk about completed actions or situations that started and finished in the past. It describes the main events in a narrative. We usually say when the action took place.

We use the past continuous to describe the background events in a narrative, and for a longer action in progress which was interrupted by a shorter action. We usually use *when* before the past simple and *while* before the past continuous.

We use the past perfect to describe an action that happened before another action in the past. We often use *already*, *after*, *before*, *when* and *by the time* in sentences with the past perfect.

Past perfect simple vs past perfect continuous

Past perfect simple	When I got home, they had already eaten . Tom had washed the car before I arrived.
Past perfect continuous	The grass was wet because it had been raining . Tom had been washing the car when I arrived.

Rules

We use the past perfect simple to describe a completed action that happened at a point in time before another action in the past.

We use the past perfect continuous to describe a continuing or incomplete action that happened over a period of time before another action.

used to, would and the past simple

used to	I used to walk to school with my best friend.
would	We would visit our grandparents every Sunday.
Past simple	He went to the cinema every Friday as a child. They went to Thailand twice in the 1990s.

Rules

We use used to, would or the past simple to talk about repeated actions or habits in the past that are no longer true.

We use *used to* with stative verbs, e.g. *be, have, know, like*. We can't use *would* with stative verbs.

We use the past simple to talk about single actions in the past or about how many times something happened.

VOCABULARY

Success and failure

fail to mess up
fulfil your dreams miss an opportunity
give up overcome a problem
go to plan realize an ambition
go wrong turn out badly/well

make it work

Collocations: do, make, take

do (sb) good make sense
do nothing make sure
do well take control of (sth)
do without take the opportunity
make an effort take (sth) seriously
make a fortune take time off

SPEAKING

Giving and responding to personal news

Guess what?

I've got something to tell you.

I've got some good news.

I'm afraid ... / Unfortunately, ...

Something awful has happened.

Wow! That's amazing.

Congratulations! / Well done!

Oh, no! / Poor you! / That's awful!

That's really bad luck.

Never mind.

I'm sorry to hear that.

No way! / You're joking! / Really?

WRITING

An article

When / As soon as we arrived ...

Once that had happened ...

Since we started singing ...

Fortunately, ... / Luckily, ... / Unfortunately, ...

At first, \dots / To begin with, \dots

After that, ... / After a while, ...

Finally, ... / Eventually, ...

In the end, ... / When it was all over, ...

after, before, until

I left **before** she arrived.

After I left, she arrived.

I stayed **until** she arrived.

GRAMMAR

be/get used to

be used to	I drive to work every day so I'm used to it. My grandma isn't used to shopping online.
get used to	I can't get used to the cold weather here. I lived in the UK so I got used to driving on the left.

Rules

We use *be used to* before a noun or the *-ing* form to say that we are accustomed to something. We don't find it new or strange.

We use *get used to* to describe the process of becoming accustomed to something.

Don't confuse be/get used to with used to for past habits.

get for change

She's run over 10 km now so I expect she's **getting** tired. We'll probably **get** lost if we don't take a map. My parents **got** engaged and married in 2004.

Rules

We often use get before an adjective when the meaning is 'become.' We use get + past participle in certain common expressions when our circumstances change.

Question forms

Yes/No questions	Did you enjoy the film last night?
Object questions	Who did you meet at the party?
Subject questions	Who met Sam at the station last night?
Tag questions	We aren't lost, are we ? It will stop raining soon, won't it ?
Indirect questions	Do you know if Tim is vegan? Can you tell us where the bus stop is ?

Rules

We use Yes/No questions when we want a Yes/No response.

Object questions ask about the object of a sentence, and follow usual word order for questions.

Subject questions ask about the subject of a sentence, and use the affirmative form of the verb.

Tag questions check information or make a comment. We form tag questions with an auxiliary verb (e.g. be, have, do, did, will, would) and a subject pronoun. If the main clause is affirmative, the question tag is negative. If the main clause is negative, the question tag is affirmative.

Indirect questions sound more polite, and use a polite phrase, e.g. Can you tell me if + the real question in affirmative word order. We use question words (wh-) before indirect questions that request information. We use if or whether before Yes/No questions.

VOCABULARY

Media and news

advertising newsfeed eyewitness presenter gossip source headline story issue update journalism viewers

Communication: verbs + prepositions

admit to react to
blame (sth/sb) for refer to
boast about report on
comment on respond to
complain about share with
criticize (sb) for warn against

SPEAKING

Agreeing as a group

I reckon ... / It seems to me (that) ... / In my opinion/view, ...

As I see it, ... / To my mind, ...

For me, ... / From my point of view, ...

Personally (speaking), I ...

What do you think of ... ? / What are your

thoughts on ... ?

What's your opinion/view?

Which one shall we choose?

Let's go with that. / So, we all agree that ...

WRITING

A formal email of enquiry

Dear Sir / Madam / Mr Robinson (opening) Yours faithfully, / Yours sincerely, / Regards, (closing)

I am writing to enquire about ...

I am especially/particularly interested in ...

Thank you in advance for your help.

I look forward to hearing from you.

I would be (very) grateful if you could ...

Would it be possible (for me) to ... ?

I would like to know (more) about ...

Polite language

I am writing to enquire about ...

I would be very grateful if ...

Many thanks in advance.

Could you tell me if ...

GRAMMAR

Modals of obligation, necessity and advice

You **shouldn't drink** coffee in the evenings.

I think Sarah ought to study Medicine.

You'd better not leave the kitchen in a mess!

You must / have to / need to eat protein.

You mustn't use your phone when driving.

You don't have to pay. The museum is free!

You **don't need to bring** your own towel – the health club provides them.

Rules

We use should(n't) and ought(n't) to to give advice, and had better (not) to give strong advice or a warning.

We use *must*, *have to* and *need to* to say that something is necessary or obligatory. We usually use *must* in formal notices and signs.

We use don't have to or don't need to to say that something isn't necessary.

Modals of ability and permission

My brother can speak French and German.

Michelle could swim 100 metres when she was six.

Have you been able to get tickets for the concert?

I managed to arrive on time despite the traffic jam.

Can we use our dictionaries in the exam?

Unfortunately, we couldn't take photos in the museum.

Are you allowed to wear jeans to school?

Rules

We use *can* for present ability, *could* for past ability, and *be able to* for present, past or future ability, especially when talking about specific events.

We use *managed to* + infinitive to talk about a specific time in the past when we succeeded in doing something difficult.

We use can to ask for, give or refuse permission, and be allowed to, can or could to talk about things that we have permission to do.

let and make

Do they let you wear jewellery at your school?

Jack's teacher made him apologize to Becky.

My cousin's really funny - he always makes me laugh.

Rules

We use *let* to talk about permission. We use *make* to talk about forcing or causing someone to do something.

let and make are followed by the object and the infinitive without to.

VOCABULARY

Clothes: adjectives

casual smart
classic sporty
comfy stylish
designer trendy

practical unconventional second-hand unfashionable

Appearance: adjectives

bizarre neutral
chilled relaxed
dull striking
elegant stunning
eye-catching vibrant
glamorous vivid
gorgeous weird

SPEAKING

Returning an item to a shop

Hello. How can I help you?

What's wrong with it?

Would you like a refund or an exchange?

I'd like to return this ...

Could I exchange these ... ?

It's broken / faulty.

It isn't working properly.

It's too big / damaged.

They've shrunk.

I'd like a refund, please.

I'd like to exchange it, please.

WRITING

An opinion

to ... due to the fact that ...
in order to ... for this reason, ...
so (that) ... as a result, ...
as a result of ... consequently, ...
because of ... therefore ...
due to ... so ...

owing to ...

because vs because of

I agree with the tax **because** I care about the planet.

I agree with the tax **because of** my concern for the planet.

GRAMMAR

Future time clauses

We'll go home as soon as the match finishes. When it stops raining, we'll go out for a walk.

Rules

We use the present simple after as, as soon as, before, by the time, once, until, when and while in clauses that refer to the future.

Future continuous and future perfect

Future continuous	In six months' time, you'll be taking your exams. This time next week, we'll be relaxing on the beach.
Future	I 'll have finished my degree by 2030.
perfect	By the time Jo gets here, we 'll have had lunch.

Rules

We use the future continuous to talk about an action or situation that will be in progress at a specific time in the future.

We use the future perfect with *by* to talk about an action or situation that will be completed before a specific time in the future.

will vs would with future use

will	I'm sure you'll have a great time on holiday. I think she's broken her leg — I'll call an ambulance. I'll carry your shopping if you like.
would	It would be amazing to go into space! I'd rather stay in tonight. I'm tired.

Rules

We use *will* for predictions, instant decisions, offers and promises. We use *would* to talk about imaginary or unlikely events, and in polite expressions e.g. *I'd like, I'd rather*.

Zero, first and second conditionals

Zero conditional	If you buy a ticket online, it's cheaper. Call me when you get to the station.				
First conditional	If Jess studies hard next year, she'll pass her exams. If we don't leave now, we'll miss the bus.				
Second conditional	If I lived alone, I wouldn't be happy. If I had a car, I' d be able to drive to school.				

Rules

We use the zero conditional for general truths or instructions.

We use the first conditional to talk about possible future events or situations and their consequences.

We use the second conditional to talk about unreal or unlikely events or situations in the present or future and their consequences.

VOCABULARY

City living: compound nouns

apartment block rush hour
crime rate shopping district
cycle lane skyscraper
housing shortage social isolation
nightlife traffic jam
overcrowding transport links

City living: phrasal verbs

break down
drop (sb) off
get around
get away (from)
hang around
head for
hold (sb) up
hurry up
leave (sth) behind
look around
pick (sb) up
run into

SPEAKING

Apologizing

I'm really sorry. / I'm afraid I ...

I missed the bus.

I didn't know/realize that ...

My bus has broken down / been cancelled.

I've got / My bike's got a puncture.

The traffic's awful. / I'm in a traffic jam.

No problem. / No worries.

Don't worry (about it). / Never mind.

It's OK / no big deal / fine.

It isn't your fault.

What about ... ? / Why don't we ... ? If I ... , I'll ... / If you ... , we can ...

WRITING

A balanced essay

What's more, ...
In addition (to this), ...
In spite of ...

Nevertheless, ...
On the one/other
hand, ...
Despite the fact that ...
In spite of ...
Even though ...
All in all, I feel ...
In my view, ...

although / even though vs in spite of / despite

Although graffiti is colourful, it can look untidy.

Even though graffiti brightens up the city, it also attracts crime.

In spite of the fact that many councils dislike graffiti, it can benefit local businesses. **Despite** being amateurs, some street artists are very talented.

GRAMMAR

Modals of deduction

Present	She isn't at home. She may/might/could be at work. Look, that's Jack's car. He must be in that shop. That girl can't be Amy's daughter. She's too young.
Past	Toby isn't answering his phone. He may/might/could have left it at home.
	Anna looks happy. She must have passed her exams. All the lights are on in the house, so Grandma can't have gone to bed.

Rules

We use *may, might* or *could* when we think that something is possibly true, *must* when we think that something is definitely true, and *can't* when we think that something is definitely not true.

To talk about a deduction in the present, we use the modal verb + infinitive. To talk about a deduction about the past, we use the modal verb + auxiliary verb *have* + past participle.

Third conditional

If he hadn't fallen over, he wouldn't have broken his arm.

If they hadn't been chatting, they would have heard the teacher.

If we'd run, we might have caught the train.

Rules

We use the third conditional to talk about imaginary situations and their results in the past.

We use the past perfect (simple or continuous) for the situation and would have + past participle for the result (or might have / could have).

Regrets and wishes

should have	You look tired. You should have gone to bed earlier last night. I can't sleep. I shouldn't have had that coffee after dinner.
I wish / If only	I wish I hadn't forgotten my mum's birthday. Mark's broken his leg. If only he hadn't fallen off his bike. I wish I had a bigger flat. If only we were staying in a nicer hotel. I wish they would play their music more quietly. If only Luke would be nicer to his little sister.

Rules

We use should have + past participle, I wish / If only + past perfect to express a regret about the past.

We can use *I wish / If only* + the past simple or continuous to express a wish for the present or future.

We can use I wish I If only + would to talk about something we would like to change, especially something which annoys or worries us..

VOCABULARY

Accident and emergency

bite lose consciousness

bleed rescue breathe run over

crash into take precautions hit (your head) treat (an injury)

injure trip over

Nature and the outdoors

bay range
habitat scenery
landscape shore
natural features stream
nature reserve summit
peak waterfall

SPEAKING

Making an emergency phone call

Which service do you require?

Where are you calling from?

What's happened? / What's the problem?

Has anybody been injured?

Is he conscious and breathing?

A police car / an ambulance / a fire engine is on its way.

My friend has fallen in the sea / hit his head / hurt his leg / burned his arm.

There's been a car crash / an accident / a burglary. / The house is on fire.

She's unconscious.

He isn't breathing.

WRITING

An informal email

Do you fancy (going / meeting) \dots ?

If you want/like, we can/could ...

If you like/love ... , you (absolutely) must ...

Another thing you should do is ...

You might also want to check out ...

Don't miss ...

Do visit / take / try / get ...

Just don't forget to ...

Informal language

How are things?

Do you fancy meeting up?

By the way, ...

Can't wait to see you!

GRAMMAR

Relative clauses

Defining	Hannah's the girl who/that lives next door to me. He's got a phone which/that takes amazing photos. He's the boy (who/that) I met at the party.
Non- defining	The new sports centre, which cost £2 million to build, opened today. Jack Yin, whose wife is also a film star, won the Oscar for best actor.

Rules

We use a defining relative clause to add essential information about someone or something.

We can omit the relative pronoun who, which or that in a defining relative clause when it refers to the object of the relative clause. We cannot omit the relative pronoun in a non-defining clause.

We use a non-defining relative clause to add extra (non-essential) information about someone or something. Without this clause, the sentence still makes sense.

Reduced relative clauses: active verbs

The man wearing the red tie is my new Maths teacher. Drivers using their phones will receive a fine of £250.

We can reduce a defining relative clause when it refers to the subject of the sentence. We omit the relative pronoun and replace the verb with the -ing form of the verb.

Verb patterns (2)

the -ing	I'm bored of playing this game.		
form	I look forward to hearing from you.		
	Is it worth waiting for the bus or shall we walk?		
to +	It's difficult to learn Chinese.		
infinitive	He made the decision not to look for a new job.		
	Charles was the last person to leave the restaurant.		

Rules

We can use the -ing form after prepositions, phrasal verbs, and expressions such as have fun, have trouble, have a problem, can't help, it's (not) worth, there's no point, it's no use, spend/waste time and have a good/hard time.

We can use to + infinitive after most adjectives, first / last + noun, and nouns such as ability, attempt, decision, need, opportunity, permission, plan, reason, refusal, way.

We put *not* before the *-ing* form or *to* + infinitive to make a negative.

VOCABULARY

Film and TV

cast sequel character series setting episode soundtrack plot scene special effects theme script

Opinion adjectives: opposites

convincing poor dark powerful feel-good predictable forgettable tedious hilarious thrilling memorable unfunny original unrealistic outstanding weak

SPEAKING

Agreeing and disagreeing

You're right. Good point. Absolutely./Exactly.

I suppose so.

I know what you mean.

Yes, I (totally) agree.

I couldn't agree more.

I don't agree.

I (totally) disagree.

Absolutely not.

I'm not sure about that.

WRITING

A film review

It's about ... / It tells the story of ...

It's set in ...

- ... stars as (the hero).
- ... plays (the character of) ...
- ... are utterly/totally/incredibly convincing.
- ... is particularly/especially brilliant.

I'd strongly/highly/thoroughly recommend ... It was so moving (that) I almost cried!

so and such

The film is so slow that I got bored!

There was so much violence I couldn't

It's such a funny script!

GRAMMAR

Active and passive

Active: present simple and past simple	Passive: present simple and past simple	Passive: other forms
They grow a lot of coffee in Colombia.	A lot of coffee is grown in Colombia.	This fish has been cooked for 15 minutes. Fresh milk can be kept in
The Chinese invented fireworks.	Fireworks were invented by the Chinese.	the fridge for a week. You will be met at the airport by your aunt. You might be invited to Dan's party. The cake should be checked after 30 minutes.

Rules

We use active sentences to focus on the person or thing that does the action. We use passive sentences to focus on the person or thing that receives the action.

We form the passive with the correct form of the verb be + the past participle. We can use by after the passive to specify the agent, i.e. the person or thing that performs the action.

Reduced relative clauses: active and passive verbs

Active	Passive
Children walking to school are generally	The tomatoes grown on my uncle's farm are organic.
healthier.	The shoes made in Italy were more expensive.

Rules

When we reduce a defining relative clause with an active verb, we replace the verb with the -ing form.

When we reduce a defining relative clause with a passive verb, we replace the verb with the past participle.

have/get something done

I had my eyes checked last week.

He's taken his car to the garage to **get it fixed**.

She always has her hair cut by the same person.

James had some flowers sent to his mum yesterday.

Rules

We use *have* or *get* + object + past participle to talk about an action that someone else does for us, especially when we are talking about professional services.

VOCABULARY

Science and inventions

breakthrough exploration creativity materials creation prediction design progress development production discovery proof

evidence transformation

Phrases with time

at times one at a time
for some time save time
full-time set a time
in no time take your time
in the meantime time-consuming
make time waste time

SPEAKING

Instructions and clarification

How does it work?

How do you work this (drone)?

How do I get it to ...?

Could you show me how to ...?

What do you do next?

First, (turn on) the ...

Then, you have to ...

You (move the stick up,) like this.

Move it to the left.

Now it's ready.

Sorry, could you explain that again, please?

Like this?

I'm sorry. I didn't (quite) get that.

WRITING

A report

The aim of this report is to ...

Furthermore, ... / Moreover, ...

Nevertheless, ...

All things considered, ... / On the whole, ...

More could be done to ...

Possible ideas include ...

The following suggestions could improve ...

Impersonal style

The aim of this report is to describe ...

More could be done to make it more suitable.

GRAMMAR

Reported speech patterns (1)

Reported statements	He told them/said (that) he lived in New York. She told me/said (that) they'd gone on holiday. He told me/said (that) he would help me with the shopping.
Reported questions	He asked me if/whether I could lend him £20. She asked me where I had been the day before.
Reported requests and commands	My sister asked me to help her with her homework. He told me to show him my passport. Our teacher told us not to run in the corridors.

Rules

We use reported speech to report what someone said. The most common reporting verbs are say, tell and ask.

When we change direct speech to reported speech we move the tense of the verb back in time, e.g. is \Rightarrow was, like \Rightarrow liked, can \Rightarrow could, have seen \Rightarrow had seen, went \Rightarrow had gone, is going to \Rightarrow was going to, will \Rightarrow would.

We also usually change personal pronouns, possessive adjectives, and time expressions.

When we report *Yes/No* questions, we put *if* or *whether* before the question. When we report *wh-* questions, we put the *wh-* question word before the question.

In reported questions we don't use the interrogative form of the verb. We use tell + object + (not) to + infinitive when we report commands.

Reported speech patterns (2)

She **explained (that)** she **had to meet** her cousin at the airport. My teacher **encouraged me to study** Spanish and French.

He **refused to say** where he was going.

They **decided not to visit** the castle in the afternoon.

My mother criticized me for not keeping my room tidy.

Rules

We use different reporting verbs with different patterns.

Verb + (that) + reported speech: e.g. add, announce, answer, argue, believe, boast, claim, complain, confess, deny, explain, feel, insist, joke, mention, point out, predict, reply, report, say, suggest, think

Verb + object + (not) to + infinitive: e.g. advise, ask, beg, command, convince, encourage, forbid, instruct, invite, persuade, tell, urge, warn

Verb + (not) to + infinitive: e.g. offer, prefer, refuse

Verb + (not) to + infinitive OR verb + (that) + reported speech: e.g. agree, decide, demand, expect, hope, promise, swear, threaten

Verb + (object) + preposition + -ing: e.g. accuse of, apologize for, blame for, boast about, complain about, criticize for, insist on

VOCABULARY

Personal qualities

courage self-confidence courageous self-confident (good) sense determination determined sensible energetic sensitive energy sensitivity generosity shy shyness generous imagination strength imaginative strong passion wisdom passionate wise

Relationships: phrasal verbs

ask (sb) out fall out (with sb)
break up (with sb) go out (with sb)
chat up (sb) make up (with sb)
cheat on (sb) settle down
drift apart split up (with sb)
fall for (sb) stand (sb) up

SPEAKING

Giving a short presentation

I'd like to talk to you today about ...

The topic of my presentation is ...

Let's begin with ...

First, I'm going to tell you about ...

This is a photo of ...

In this photo, you can see ...

Here they are ...

Now I'm going to move on to tell you about ...

Now let's have a look at ...

Now let me turn to the final part ...

That's the end of my presentation.

Thank you for listening. Are there any questions?

WRITING

A biography

- ... is the most ... person I know.
- ... is always ...-ing. (habit)
- \dots is the kind of person who \dots

At that time, ...

Aged (ten), ...

A key moment in his/her life came when ...

One day, ...

- ... (has) inspired / encouraged (me) to ...
- ... has been a big influence on me.

I think I take after him/her.

IRREGULAR VERBS LIST

Infinitive		Past simple		Past participle	
beat	/birt/	beat	/birt/	beaten	/ˈbiːtn/
bite	/baɪt/	bit	/bɪt/	bitten	/ˈbɪtən/
break	/breik/	broke	/brəuk/	broken	/ˈbrəʊkən/
bring	/brɪŋ/	brought	/broxt/	brought	/broxt/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
catch	/kætʃ/	caught	/kɔɪt/	caught	/kɔɪt/
choose	/tʃuːz/	chose	/t∫əʊz/	chosen	/ˈtʃəʊzn/
come	/kam/	came	/keim/	come	/k^m/
cost	/kpst/	cost	/kpst/	cost	/kpst/
draw	/\crb/	drew	/druː/	drawn	/drɔːn/
drive	/draɪv/	drove	/drəuv/	driven	/ˈdrɪvn/
fall	/fɔːl/	fell	/fel/	fallen	/ˈfɔːlən/
feel	/fixl/	felt	/felt/	felt	/felt/
find	/faind/	found	/faund/	found	/faund/
fly	/flaɪ/	flew	/fluː/	flown	/fləun/
forget	/fəˈget/	forgot	/fəˈgɒt/	forgotten	/fəˈgɒtn/
get	/get/	got	/gpt/	got	/gpt/
give	/grv/	_	/geɪv/	given	/ˈgɪvn/
	/gəʊ/	gave	/went/	gone/been	/grn, birn/
go					/grəun/
grow	/grəʊ/	grew	/gruː/	grown	U
hang	/hæŋ/	hung	/hʌŋ/	hung	/hʌŋ/
hit	/hrt/	hit	/hɪt/	hit	/hɪt/
keep	/kiːp/	kept	/kept/	kept	/kept/
leave	/lirv/	left .	/left/	left	/left/
lose	/luːz/	lost	/lost/	lost	/lost/
meet	/mixt/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/put/	put	/put/	put	/put/
read	/riːd/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəud/	ridden	/ˈrɪdn/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/siː/	saw	/soː/	seen	/siːn/
sell	/sel/	sold	/səʊld/	sold	/səuld/
send	/send/	sent	/sent/	sent	/sent/
set	/set/	set	/set/	set	/set/
shrink	/ʃrɪŋk/	shrank	/ʃræŋk/	shrunk	/ʃrʌŋk/
sleep	/slixp/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəuk/	spoken	/'spəukən/
spend	/spend/	spent	/spent/	spent	/spent/
split	/splɪt/	split	/splɪt/	split	/splɪt/
stand	/stænd/	stood	/stud/	stood	/stud/
take	/teɪk/	took	/tuk/	taken	/ˈteɪkən/
teach	/tixtʃ/	taught	/tɔːt/	taught	/to:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θort/	thought	/θort/
throw	/θrəυ/	threw	/θruː/	thrown	/θrəun/
wake	/weɪk/	woke	/wəuk/	woken	/'wəukən/
wear	/weə(r)/	wore	/wɔɪ(r)/	worn	/wɔːn/
		won	/wʌn/	won	/wʌn/
win	/wɪn/	WOII	/ VV/XII/		

AUDIO SCRIPTS

STARTER

S0.1 See SB Page 4, Exercise 1 S0.2 See SB Page 4, Exercise 4 S0.3 See SB Page 6, Exercise 1 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 2
1.2 See SB Page 10, Exercises
2 and 3

1.3 Page 12, Exercises 4 and 5

T = Tom, A = Amy

- T: Music can really affect our emotions. Sometimes it can make us cry, sometimes it can inspire us sometimes it simply annoys us! With me today is Dr Amy Collins, professional DJ and music psychologist. Amy, what kind of songs can make us feel happier?
- A: Hi, Tom. I suppose the obvious answer is that you should listen to any song you like listening to! There's little clear scientific evidence that any particular type of music works better: rock music and hip hop can be equally effective. The key thing is to choose a reasonably fast, upbeat track. Surprisingly, speed is the most important factor positive lyrics are a bonus, but they aren't essential.
- **T:** Can you give an example?
- A: Sure! Well, American researchers at the University of Missouri recently analysed the favourite tracks of 2,000 British people and the happiest song in the world is apparently 'Don't Stop Me Now' by Queen.
- T: No way! I remember listening to that when I was a kid. Dad loved playing Queen in the car. We all used to really get carried away and sing along!
- A: You're not alone! In fact, studies suggest many of us like to sing along to this song, even when we don't know all the lyrics! Various studies show

- that singing creates feel-good chemicals in your body, and, luckily, you don't need any talent to get the benefit. Finally, 'Don't Stop Me Now' makes us happy because it's exciting. It energises us, even if we're just sitting in the car.
- **T:** OK, so tell me, why is sad music so popular?
- A: Good question! Well, there are two main reasons. Firstly, when life's really getting us down, we listen to sad music to explore our feelings. It might not make us feel instantly happier, but it reassures us that we aren't alone; that someone else has experienced what we're feeling. That sense of connection can help to make us stronger. Just remember not to listen to sad songs all the time you need to strike a balance!
- **T:** And secondly ...?
- A: So, uh, secondly, constantly listening to happy music would get pretty boring! We need to match our music to our moods. For example, when we're just chilling out, we might prefer listening to slow instrumental music that helps us to calm down and relax. And for a truly happy life, we need a little silence from time to time, too!

1.4 See SB Page 13, Exercise 31.5 Page 14, Exercises 3 and 4

L = Lucy, M = Marco

- L: Right, Marco. Let's do something a bit different this weekend something new and exciting for a change.
- **M:** Maybe. What have you got in mind?
- L: Well, let's have a look at Daily
 Info and see what's on. Look.
 There are lots of things on: there
 are cookery demonstrations
 ... there are various concerts,
 with all kinds of different music
 pop music, rock, classical ...
 and sporting events you know,
 football and rugby matches.

- And look ... there's a street dance class. What about that?
- **M:** I don't like dancing and anyway the maximum age is 18. We're both 19.
- **L:** Oh yeah, good point. I didn't see that. OK. What about an open mic night?
- M: What's an open mic night?
- L: It's when new bands and singers try out new songs in front of a small audience.
- **M:** Ah, OK. That's not a bad idea. When is that?
- **L:** It's every Saturday at the Coconut Tree Club.
- **M:** Oh yeah. That's that new place. I haven't been there yet. I think it's quite near the station.
- **L:** So, what do you think?
- **M:** Well, I reckon we could give it a go on Saturday and see what it's like. We don't have to perform though, do we?
- **L:** Not unless you've been writing some songs of your own and can actually sing!
- **M:** Well, listen ... what do you think?
- L: Please stop! I don't think it's a good idea for you to get up on Saturday and start singing. Let's just go and listen!

1.6 See SB Page 15, Exercise 11.7 See SB Page 15, Exercise 21.8 See SB Page 17, Exercise 3

UNIT 2

2.1 See SB Page 19, Exercise 2
2.2 See SB Page 20, Exercise 1
2.3 See SB Page 22, Exercise 2
2.4 Page 22, Exercises 4 and 5
Av. - Ava. E. - Finn. A. - Assif

Av = Ava, F = Finn, A = Assif, I = Izzy AV:I used to be so addicted

AV:I used to be so addicted
to checking my phone – I
practically did nothing else.
Then three months ago, I
decided to break the habit
because it just felt so wrong, and
I stopped checking my phone
during the day. To be honest,
I found it really boring at first,
especially on the bus on my way

- to school, but I didn't give up. After a while, my brain started to find new things to do, like writing songs! I'd love to be a pop star one day, and now I already have a few good songs of my own. All because I had nothing to do on the bus every day!
- **F:** Life can be quite stressful when you're at school, you know you get loads of homework, plus regular tests and exams. I used to hang out with my friends after school instead of going straight home, so I didn't use to start my homework until after I'd had dinner. And because of that I'd stay up late in the evenings, which meant that getting up in the morning was really difficult as I was just so tired. So, three months ago I started going straight home after school and doing my homework as soon as I got home. And I also made sure I went to bed earlier, at around ten. I feel much healthier now and my school grades have improved.
- **A:** I used to study constantly, but it wasn't doing me much good. I'd get stressed and make stupid mistakes. Once, I'd nearly finished a project when I decided to check my teacher's instructions again To my horror, I realized that I'd been working on the wrong thing all day! Now I use a special organizer app to help me create study schedules, with time for planning, checking and, most importantly, taking breaks. My grades are just as good, even though I'm working less. I've even had time to start a new hobby - I've joined the photography club, and I love it!
- photography club, and I love it!
 When I told friends I wanted to run a 10-kilometre race, they laughed. I used to be so unfit that I would get out of breath just going upstairs! They didn't take me seriously. But then, three months ago, I found this app: Sofa to So Far! It shows you how to set yourself smaller, achievable goals, and get fit

slowly. It makes a lot of sense. I started by getting off the sofa and going on short walks. Then slow, short runs. One day, I'd been running for an hour when I noticed that I'd already done ten kilometres! I can't wait to surprise my friends when they see me in the race next week!

2.5 See SB Page 23, Exercises 3 and 4

2.6 Page 24, Exercises 2 and 3

J = Jessica, D = David, M = Michelle, A = Adam

- It was hard much harder than I'd thought it would be, even though I'd been training for it for the last three months. Anyway, I made it, and completed the course in one hour and ten minutes, which is not bad for a beginner. It was great doing it with friends – that gave me lots more motivation to succeed and every time I felt like giving up, one of my friends would encourage me and tell me to push myself harder and make more of an effort! I only started running last year and I never thought I'd be able to do something like this. I used to think getting up early to go running at the weekend was just something for fitness fanatics and not for people like me!
- D: It was amazing, such a good experience. I'm still buzzing! The lights, the music, the outfits. We finished second from last, but we didn't mind, we had such a laugh! I'd danced before, but Kelly hadn't. She kept standing on my toes to begin with, which was really funny. Anyway, she got better and better the more we practised. We worked well as a team. We made sure we'd spent enough time learning all the dances and practised so much, every evening for about six weeks, except at the weekends. We had a great time and I'd do it again tomorrow! I think Kelly would, too.
- M: Wow, that was awesome so cool! The atmosphere was amazing. I actually think this is one of the best gigs that I've

- ever been to. I'm a super-fan, you know - they're my idols! This is the twelfth time that I've seen them play live. I know you might think I'm a bit crazy, but that's what I do. I save up all my pocket money and then every year I go to at least one of their gigs. I think it's worth it ... money well spent. So far, I've only seen them play in this country, but my ambition is to see them perform abroad, perhaps in Germany or Holland next year. I need to start checking out next year's tour dates.
- **A:** I can't believe I'm feeling this sad. It's been two whole days now and no one has seen him. My little sister's really upset. We just don't know where he's gone. It's so unlike him. I realized when I got home from school last Friday. It's my job to feed him and he always comes running when I get home, but he didn't do that. We checked with all the neighbours, but they hadn't seen him, either. We checked the gardens and the park near us, but we couldn't find him. I put the posters up yesterday morning on my way to school, but no one's emailed me or called me yet. Hopefully, he's just gone to someone else's house and is keeping warm. Wait, what's that? A text message! He's been found!

2.7 See SB Page 25, Exercise 1
2.8 See SB Page 25, Exercise 2
2.9 See SB Page 27, Exercises
2 and 3

UNIT 3

3.1 See SB Page 29, Exercise 2
3.2 See SB Page 30, Exercise 4
3.3 See SB Page 32, Exercise 2
3.4 Page 32, Exercises 4 and 5
1

I = Interviewer, K = Keelie

- I: Could you tell us why you've stopped vlogging, Keelie?
- **K:** It's been amazing, and I love my fans so much, but the pressure was huge. I was constantly creating, performing, and

AUDIO SCRIPTS

- responding to messages and people criticized me for any tiny mistake. I was finding it all so stressful ...
- I: So can you tell us if this is the end of KeelieSays?
- **K:** Oh, no way! I'm just taking a break.
- **I:** And do you know what you're going to do next?
- **K:** Actually, I'm going to go back to university! I won't have any money, of course, and I'm definitely going to miss that, but it'll be great just to be an ordinary student again. For a little while, anyway!
- Well we'll definitely miss you, Keelie, and hope you're back soon!

2

M = Mia

M: People are always complimenting me on the quality of the videos on my vlog Mia's World, and ask if I use a professional video camera. They're always so surprised when I tell them that I just make them on my phone! I'm never far away from my Universe Ultra 52 smartphone! Look, it's got loads of design features that make it perfect for vlogging. The microphone is good, it has a little stand so it's stable when I'm recording videos, and the camera ... well, the camera is simply the best I've ever used. In the past, I've complained about the quality of video cameras built into phones, but this one is ... it's just amazing! So clear! The Universe Ultra 52. My favourite smartphone ever.

Z = Zoe, A = Arlo

- **Z:** It's easy to make an omelette, isn't it, Arlo?
- A: Yes, it is, and they're fast, cheap, and very good for you so what's not to like? So, first I'm going to crack three eggs, like this. Oops!
- **Z:** You haven't messed up the first step, have you?
- A: Yeah, a bit, but it's OK, it's just a bit of shell in the bowl. I can get it out ... See? Now, that's perfect! I'm blaming you for that, ha, ha!

- **Z:** Oh, sorry I'm distracting you, aren't I?
- A: No, don't worry, I'm joking. I'm used to being filmed for the show! Anyway, then you beat the eggs with a little milk and add a pinch of salt, like that ... and some pepper. And I fry my omelettes in olive oil instead of butter ...
- **A:** Oil's healthier than butter, isn't it?
- M: Yes, definitely.

4

S = Sam, M = Max

- **S:** So, Max, our listeners have been looking forward to finding out what you thought about that documentary about Dan Owen.
- M: Yeah, he's an interesting character, Dan, isn't he? But I admit to finding him a bit fake sometimes. And I can't decide if I like him or not.
- S: Oh? Why?
- M: Well, on the one hand, he's this super-confident vlogger and social media influencer. On the other hand, he never stops promoting himself. He can be very funny sometimes, but I'm not sure he's entirely believable. And he tries so hard to be, er, ... 'cool.'
- **S:** So, who made the documentary?
- M: Er, it was Michael Wilson.
- **S:** Oh yeah, that's right! His documentaries are always great, aren't they?
- **M:** Yes, they are. So, what about you? What did you think of it?

3.5 Page 33, Exercise 3

1

- **A:** You're a radio presenter, aren't you?
- **B:** Well, no. I used to be, but now I'm a writer.
- 2
- **A:** It's a beautiful day, isn't it?
- **B:** I know. Not a cloud in the sky. Lovely.

3.6 See SB Page 33, Exercise 4

3.7 Page 34, Exercises 3 and 4

1

T = Tina, L = Luke

- **T:** Have you seen this story about that amazing little boy in Scotland, Luke?
- **L:** No, why, what happened?

- T: Well, he was staying at his grandma's house in the country when suddenly she got sick. The problem was that she couldn't find her phone, so he walked for three kilometres through the snow to the nearest house and asked them to call for an ambulance.
- **L:** Wow! That's incredible, isn't it?
- **T:** Yes, it is. I couldn't have walked all that way in the freezing cold when I was six.
- L: Me, neither. He's a very brave boy, isn't he? Is his grandma OK now?
- **T:** Yes, she is, thankfully.
- **L:** Ah, we like a happy ending, don't we?
- **T:** We certainly do!

2

F1 = Friend 1, F2 = Friend 2

- **F1:** It says here we've just signed a young Italian player.
- **F2:** Really? I know we've been looking for someone who can score more goals for us. Where did you see that?
- **F1:** I follow United's Twitter feed and I get notifications so I got one first thing this morning.
- **F2:** Really? I just listen to the sports news on the local radio.
- **F1:** In that case you're missing out on all the top stories, aren't you?
- **F2:** Well, I suppose so. Anyway, tell me more.
- **F1:** Apparently, he's only 18, but he's already scored 30 goals for his club in Italy this year.
- **F2:** Cool! Let's hope he can score 30 goals a season for United, too!

3

M = Man, W = Woman

M: Oh no!

W: What's up?

- M: Apparently, all the staff at the embassy in Australia have been sent home because everyone's falling ill. There's this strange kind of flu that they're all getting. There are two people in hospital.
- **W:** Right ... which embassy are we talking about?
- M: The Canadian Embassy.
- **W:** Oh, I see. So why are you particularly interested in that story?

- **M:** Because I'm waiting for them to send me a visa. And if everyone who works there is off sick, who's going to do it?
- **W**: Ah, I get it now.

4

F3 = Friend 3, F4 = Friend 4

- **F3:** There's an article here about that woman who won that TV cooking programme *Superchefs*. Apparently, she's going to open a new vegetarian restaurant in Oxford. Did you know that?
- F4: Yes, I did, actually. I think she's great. I follow her on Instagram. In fact, I've just been reading her latest blog post. It's trying to persuade people to do meat-free Mondays you know, giving up eating meat every Monday. It'll be great to have another vegetarian restaurant in Oxford, won't it?
- **F3:** Mmm, maybe. You don't like vegetarian food, do you?
- **F4:** Yes, I do, actually.
- **F3:** So, when's it opening and where?
- **F4:** It says in her blog that it's a secret. She's going to announce the date in the next day or two. Personally, I can't wait.
- F3: Yeah, me neither.
- 3.8 See SB Page 35, Exercise 1
- 3.9 See SB Page 35, Exercise 2
- 3.10 See SB Page 37, Exercises 2 and 3

UNIT 4

- 4.1 See SB Page 39, Exercise 2
- **4.2 See SB Page 40, Exercises 2 and 3**
- 4.3 See SB Page 41, Exercise 3
- 4.4 See SB Page 42, Exercise 2
- 4.5 Page 42, Exercises 3 and 4
- P = Presenter, J = Jake, A = Ana
- P: Hi! Welcome to the show.

 Today we're talking about the world's most photo-friendly visitor attractions. Jake, you've just been to the Museum of Ice Cream in San Francisco, haven't you?
- **J:** Yes. I was lucky I managed to get a ticket. This interactive art exhibition often sells out! Beyoncé, Jay-Z, Katy Perry ...

- everyone wants to take a selfie here!
- **P:** Cool what can you see and do there?
- J: So, there's a pool of rainbow sprinkles you know, tiny pieces of colourful sugar sprinkled on top of ice creams which you're allowed to dive into. Obviously, the ones in the pool are plastic, not edible! And, uh ... you can sit on a unicorn! Every room is decorated in gorgeous, vibrant colours. It's user-friendly, easy to explore, and best enjoyed with friends you need someone to have a laugh with!
- **P:** Did you get a good selfie?
- J: Of course! Anyone who can operate a camera-phone or selfie stick can take a great selfie here. If you take a selfie in this museum, you will definitely look cool!
- **P:** So you'd recommend it?
- J: Hmm ... yes and no. At \$38 a ticket, it's really over-priced. You don't really learn much, and the exhibits will make you smile, but they aren't exactly original. But I had fun, and the amazing ice cream made me very happy! My favourite 'Nana Banana' flavour tasted like banana bread bizarre, but so good!
- **P:** Really? So, Ana ... you went somewhere very different, didn't you?
- A: Yes, I went to the Louvre in Paris. I don't know how it rates for ice cream, but it's starred in many, many selfies, and is probably the museum that appears the most on Instagram!
- **P:** Wow, really?
- A: Yeah, it seems this museum will never go out of fashion! On the other hand, it means exploring the Louvre can be a challenge. It's crowded with people posing for selfies. The museum lets visitors take photos without a flash, although you aren't allowed to use a selfie stick any more. They were becoming a hazard, apparently.
- **P:** Were you able to get a selfie with the Mona Lisa?
- **A:** Uh, no! I couldn't get close enough to take a selfie with the

famous smiling lady. It was too crowded, but away from the crowds there are many hidden surprises in the Louvre. I took a great selfie in the medieval basement, for instance. Against the dull stone walls, I looked like a queen in a castle! There's so much beauty and history here, it really inspires your imagination, and you learn so much about art and history.

- **P:** So would you recommend it?
- **A:** Absolutely. The tickets are expensive, but worth it. The photos will be great memories. I can't wait to go back.

4.6 Page 44, Exercise 3

1

A = Assistant, C = Customer

- A: Hi. Can I help you?
- **C:** I like this, but I'm not sure if there's enough space inside.
- **A:** Let's have a look inside. What do you need to fit in there?
- **C:** My school stuff, you know, books, notebooks, folders and my laptop.
- **A:** Well, there's a special laptop pocket here to protect it and the inside is quite spacious.
- **C:** Oh yes, so it is. It's bigger than it looks. What about the material?
- **A:** It's made from eco-friendly fabric and it is completely waterproof. It looks really stylish.
- **C:** That's good to know.
- **A:** So, what do you think?
- **C:** I really like it but it's quite expensive. I'd better have a think. Thanks for your help.
- **A:** No problem.

2

A2 = Assistant 2, C2 = Customer 2

- **A2:** Good afternoon. How can I help you?
- **C2:** I'm interested in an upgrade.
- **A2:** Sure. What are you using at the moment?
- C2: This model here.
- **A2:** Well I'm sure we can find you something at a good price that offers you a bit more. Let's see ... OK, There's this one here.
- **C2:** What sort of memory has it got?
- **A2:** Well, there's 32GB, but with this offer you can get an extra 16GB free.

AUDIO SCRIPTS

- **C2:** Wow! That's good. What's the camera like?
- **A2:** It's one of the best around. It takes amazing photos.
- C2: Cool. So, do you have it in black?
- **A2:** I'm sorry. The offer is only on the blue one. Is that OK?
- C2: I guess so. OK, I'll take it.

F1 = Friend 1, F2 = Friend 2

- **F1:** Hey, Millie. Look at these. What do you think?
- **F2:** Wow! They look amazing. I really want a pair.
- **F1:** Me, too!
- **F2:** They look so good in the red. What other colours do they come in?
- **F1:** It looks like they come in black too.
- **F2:** Black's a bit boring.
- **F1:** Yes, I agree. The red ones are so cool.
- **F2:** I know. And they've been made with no cruelty to animals.
- **F1:** You could try them on. These are your size.
- F2: Maybe. How much are they?
- **F1:** They're £124.99.
- **F2:** Ooh ... that's really expensive.
- **F1:** I don't think you should buy them.
- **F2:** No, but I can dream!

F3 = Friend 3, F4 = Friend 4

- **F3:** Hi. What are you up to?
- **F4:** I'm just looking at these online. I need to replace mine.
- F3: They look nice.
- **F4:** Yes, and they're wireless. I'm a bit concerned though because they're not brand new.
- F3: It says good as new.
- **F4:** Hmm ... but you never know.
- **F3:** What does it say about the seller? Are there any reviews?
- **F4:** Oh yes. Look. They're all fivestar reviews.
- **F3:** That must be a good sign then.
- **F4:** Yellow's a bit too vivid. I was looking for something more stylish.
- F3: I think you just need to be practical. You don't have much money and these look like a good deal. Why don't you order them? You can always return them.
- F4: You're right. Here goes ...

- 4.7 See SB Page 45, Exercise 1 4.8 See SB Page 45, Exercise 2 4.9 See SB Page 47, Exercises
- 4.10 Page 47, Exercise 7

J = Joe, T = Tara

2 and 3

- **J:** Wow! Look at those outfits.
- T: I know. They look pretty amazing, don't they? I used to wear one like that when I was younger. In fact, I danced at the Fleadh Cheoil a few years ago.
- **J:** Really? When did you start learning?
- T: Well, I started going to classes after school from the age of three and I did it at school, too. It's massive in Ireland. It dates back centuries, but the style of dancing I did goes back to the 18th century. At that time, a Dance Master used to travel between towns and villages and give lessons to people and then the best dancers from each town or village competed against each other.
- J: That's really interesting. Can you explain what's going on with the hair?
- T: It's all part of the tradition. Until the 1980s dancers just curled their own hair but if you didn't have naturally curly hair, it took ages. So someone had the bright idea of just wearing a wig and over the years, the wigs have become bigger and bigger! Now all the dancers have to wear the same curly wigs. You can choose the colour you want though, but most people choose the same colour as their own hair.
- **J:** Wow! You must get hot wearing it.
- **T:** Yes, we do.
- **J:** So, what do you wear?
- T: Well, the dress, obviously they're usually made specially for a festival or competition. The really good dancers can design their own dresses. The wig with a hair decoration to match the dress ... white socks or black tights and either flat black shoes or heavier ones depending on the type of dance.

- Oh yes, and dancers have to wear a lot of make-up, too.
- **J:** How much time do dancers have to spend getting ready?
- **T:** Hours! But it's great fun! I miss it.

UNIT 5

5.1 See SB Page 49, Exercise 2 5.2 See SB Page 50, Exercise 1 5.3 See SB Page 51, Exercise 4 5.4 See SB Page 52, Exercise 2 5.5 Page 52, Exercises 4 and 5 1

M = Max, F = Fiona, G = Guide

- **M**: What's holding this queue up?
- **F:** Ask the guide over there.
- M: OK, I'll ask him how long we've got to wait ... Excuse me! Sorry, could I ask ... How long do you think we'll need to wait?
- **G:** Oh, maybe another hour?
- M: Oh no! Is that normal?
- **G:** For the Empire State Building? Yep! But it's worth it. Once you get to the top, up there on Floor 102, the views are incredible. You'll love it!

2

FT = Female tourist, M = Max, G = Group

- **FT:** If you don't stand closer, I won't get you all in the picture!
- **M:** Oh, hi. Would you like me to take the photo? Then you can be in it with your family.
- FT: Uh, that would be great, thank you! I left my selfie stick behind in Central Park. Eric tells me the park's bigger than Monaco, so I've got no chance of finding it again! There you go. When you're ready, press here.
- M: 3, 2, 1, say cheese!
- **G:** Cheese!
- **M:** I'll take another one if you like.
- **FT:** Yes, please!

3

F = Fiona, H = Hazel, M = Max

F: I can't wait to get away from these crowds. Apparently, like, 40 million people visit Times Square every year! That's ... Wait. Is that Hazel? ... Hazel! Hi, Hazel. Didn't expect to run into you here!

- **H:** Fiona! Sorry, can't stop, I'm late. But are you hanging around? I could be free in, like, an hour?
- **F:** Yeah, great. Wanna get some lunch?
- **H:** Perfect! Meet you at the subway entrance at 1. I promise I won't be late this time!
- **F:** See you then! Oh, this is Max, by the way. My cousin.
- **M**: Nice to meet you.
- **H:** Hi, Max. Meet you later!

4

M = Max, F = Fiona

- **M:** Wow, everything looks amazing. What would you have if you were me?
- **F:** Oh, you should try the mozzarella balls. They're to die for.
- **M:** That sounds good. I'll get them!
- **F:** If you like Italian food, you're in the right city! The first pizza restaurant in the USA opened in New York.
- **M:** Right! So where can you get the best pizza in town?
- **F:** In Little Italy in the Bronx.
- **M:** OK, so how far is that from your place?
- **F:** Well, if you walk, it's about 30 minutes. If you take the subway, it only takes about 10 minutes.

5

M = Max, F = Fiona

- **M:** I can't believe we're going to see a Broadway show. We must be nearly at the theatre now.
- **F:** I think there's still some way to go. Broadway's the longest street in New York, you know. It might take a while to get there with all this traffic. Shall we take a taxi?
- M: I'd rather walk. We can look around Times Square before the show. Imagine, we might even spot someone famous on Broadway. It would be amazing to see a celebrity, wouldn't it?
- **F:** I'm not sure how likely that is. But, anyway, which celebrity would you like to meet most?
- M: Let me think. Oh, I know.
 Donald Glover! If I met Donald
 Glover, I'd ask him for a selfie.
 That would be so cool!

5.6 Page 54, Exercises 3 and 4

J = Jess, T = Tom

- J: So, here we are at last, Tom. Manchester Piccadilly station. On time! Well, at least this 9.20 train we ended up getting arrived on time!
- **T:** Yes, but if our original 9 o'clock train hadn't been cancelled, we'd have been here at 11.27.
- J: Well, we're here now. It's lucky we were able to get on the 9.20, it was so crowded. Come on, press the button, let's get off and run. It's 11.46!
- T: Yes, we need to hurry up. The match starts at 12.30 and I really don't want to miss the start.

 We've got about 40 minutes to get there now. Do you think we'll make it, Jess?
- **J:** Yes, I'm sure we will.
- **T:** Why didn't we plan our route from the station to the stadium before? Can we walk there, do you think? How long would it take?
- **J:** Let me check. According to my app, it will take us about 35 minutes to walk there.
- **T:** Let's see. I think it'll take longer than that and if we get lost, we definitely won't be there in time. That's too risky. By the time we've walked, the match will have started. What are our other options?
- **J:** A taxi is definitely the quickest we'd be there in about seven minutes if we took a taxi.
- **T:** Yes, but that's also the most expensive. We're not going to do that.
- J: OK, in that case let's see ... Oh, actually we can get a tram from here. There's a tram in two minutes, but I don't think we'll get to the stop in time for that one. Then there's one in thirteen minutes, which leaves from here at ... 11:59. Erm, it'll take us seventeen minutes. So if we get the one in thirteen minutes, we'll be there at ... 12.16 just in time to find our seats!
- **T:** Right, come on. Let's find the tram stop, get a ticket and let's go ... now!

- J: OK. I'm coming. At least our train home doesn't leave until 18.35! We can walk back after the match.
- 5.7 See SB Page 55, Exercise 15.8 See SB Page 55, Exercise 25.9 See SB Page 57, Exercise 3

UNIT 6

- 6.1 See SB Page 59, Exercise 36.2 See SB Page 60, Exercise 46.3 See SB Page 62, Exercise 26.4 Page 62, Exercises 4 and 5
- E = Evan, M = Martha
- **E:** Hey, Martha, how was your holiday in South Africa?
- M: We had a great time, thanks, and the weather was fantastic! If only I were still there! The scenery around Cape Town is so beautiful, and there was so much to do.
- **E:** So what did you do first?
- **M:** So, the first day we didn't feel like doing much so we just went to the beach.
- E: Cool!
- **M:** Then, on our second day we went up Table Mountain.
- **E:** That big mountain overlooking Cape Town?
- M: That's the one! We had some stunning views of the city and the shore. Lots of people hike all the way up to the summit, but Mum wasn't feeling well she'd got a bit sunburned the day before. We got the cable car up.
- **E:** So, what else did you do?
- **M:** We got more adventurous. The next day we went quad-biking.
- **E:** Oh, I'd love to do that.
- M: It was so cool! We had to choose between riding up a mountain trail, or riding in the sand dunes. We did the trail, which was great we even swam under a waterfall! If only we'd had more time, though. I wish I'd done both!
- **E:** Wow! So what else did you do?
- **M:** So, after that, we went on safari in a nature reserve which was about two hours away from Cape Town.
- **E:** You're so lucky! Did you see any lions?

AUDIO SCRIPTS

- M: Yeah, and elephants and giraffes, too, all in their natural habitats. A curious baby giraffe even came right up to the car! I took a photo, but I shouldn't have done it scared him away.
- **E:** So did you spend the night there?
- **M:** No, we had to get back. We'd already booked a shark-diving trip at False Bay for the next day.
- E: A what?
- **M:** So, we took a boat out into the bay, and Mum and Jasper got into a cage ...
- **E:** A cage?
- M: Yeah, wearing scuba gear. I wish I hadn't been so impatient to get in, too! If I hadn't tripped over, I might not have hit my head on the side of the boat!
- E: Oh no! Were you OK?
- M: Yeah, it wasn't serious, but the tour guides were worried I could lose consciousness underwater or something! Anyway, I saw sharks and dolphins next to the boat, which was so cool.

6.5 See SB Page 63, Exercise 76.6 Page 64, Exercise 3

L = Leon, R = Ruby

- **L:** Is it your turn to cook tonight, Ruby?
- **R:** Yes! I'm super-organized this week and I've started getting dinner ready already.
- **L:** Great. So, what are you cooking? Actually, what's that smell?
- **R:** Oh ... that will be the chips. Oh, no!
- **L:** Ruby, quick! Grab that fire blanket and throw it over the frying pan! Phew! Just in time.
- **R:** That was close. I should have checked the chips earlier. Sorry, Leon.
- L: Never mind. Everything's OK now. It's lucky that we had that fire blanket, isn't it?
- R: Yeah, very lucky!

S = Sam, G = Grandma

- **S:** So, Grandma. Have you seen this new notice about what to do in the event of an earthquake?
- **G:** I don't need to read any notices, Sam. It's a matter of common sense, isn't it?

- S: But Grandma. This is serious. You can't ignore things like this, there may actually be an earthquake one day. A notice like this could save your life.
- **G:** If you'd lived as long as I have, you'd know exactly what to do, believe me. There have been several earthquakes since I moved into this apartment.
- **S:** So, what would you do if this apartment block started to shake?
- **G:** Easy. If I was in this room, I'd choose a safe place, cover my head and hold on.
- **S:** Hmm ... you're right. That's exactly what it says right here.

3

H = Harry, M = Mandy

- **H:** You don't look great, Mandy. Are you OK?
- **M:** I feel awful. I'm not sure what's wrong with me. It might have been something I ate.
- **H:** Is it your head or your stomach?
- **M:** Both! I've got a splitting headache and I feel a bit sick.
- **H:** If you're not feeling great, you should take something for it.
- M: If I'd felt like this before I came to work, I would've taken something. I was fine when I left the house this morning. I haven't got any pills on me.
- **H:** OK, don't worry. One second. Right, here we go. There should be some painkillers in here. OK, got them. Are you allergic to anything?
- **M:** No, only to what I had last night, obviously!
- **H:** Then take two of these tablets with some water.
- M: Thanks, Harry.
- 6.7 See SB Page 65, Exercise 1 6.8 See SB Page 65, Exercise 2 6.9 See SB Page 67, Exercises 2 and 3

UNIT 7

7.1 See SB Page 69, Exercise 2 7.2 See SB Page 70, Exercise 2 7.3 Page 72, Exercises 2 and 3

F = Frank, I = Ivy

F: Hello. Today, Ivy and I are discussing two films that challenge the stereotype of

- the white male American superhero, and that do something fresh and different.
- I: Wonder Woman, released in 2017, was the first DC Comics superhero film to star a woman. And 2018's Black Panther, which has a largely black cast, was one of the most successful films of the year. So, Frank, let's start with Wonder Woman. What did you think, Frank?
- **F:** I loved it! Gal Gadot's Wonder Woman is a 21st century hero. She's likeable and funny.
- Yes, that's true. She does have some hilarious lines.
- **F:** Yeah, but she's also super-tough. She isn't afraid of getting into a fight.
- I: But in the comics, Wonder Woman is peace-loving.
 There was no need to have so much violence the film's full of lots of rather unrealistic fight scenes. For me, that was disappointing. I was yawning a lot from boredom. And the final fight scene was particularly tedious.
- F: I thought the action scenes were pretty thrilling, actually. And OK, maybe the plot wasn't hugely original, but I loved seeing a strong female action hero for once. I'd give this film four stars out of five.
- I: Really? I wanted to love Wonder Woman, I really did, but after a promising start I think it loses its way, and the ending is particularly poor. The plot is just too predictable and obvious. Oh, and it was hard not to laugh at Wonder Woman's ridiculous costume! Why on earth was she fighting in such impractical clothes? Just two stars from me.
- **F:** That's harsh! So, did you have more fun watching *Black Panther*, Ivy?
- I: Oh yeah! For one thing, the acting was outstanding. I particularly loved Michael B Jordan, who plays a really memorable villain who keeps on surprising you. The cast are so convincing, the story feels real.
- **F:** Totally. If I had to criticize anything, though, I'd say the

script is a little weak in places. There were some unfunny jokes that didn't quite work, and the dialogue is fairly forgettable. I can't remember any great lines. But everything else is so good, you barely notice.

- I: I found some scenes genuinely moving. I even cried at one point!
- **F:** Me too! Some moments are quite dark and sad.
- I: Yeah, and yet ultimately it's a positive, feel-good film. It deals with a theme we all need reminding of from time to time how important it is for people to work together.
- **F:** Such a powerful message, and such a contemporary, original film. All in all, I'd give it five stars.
- Yes, I agree with you on this one, Frank! Definitely a film worth seeing!

7.4 See SB Page 72, Exercise 5 7.5 See SB Page 73, Exercise 4 7.6 Page 74, Exercises 2 and 3

L = Luke, J = Julia

- **L:** Hi there! How are you this morning?
- J: A bit tired, to be honest. After messaging you, I couldn't get to sleep for ages. I was thinking about that last episode and how it all finished.
- L: I know. Me too.
- **J:** So, do you think they really escaped with all the money?
- L: Yes, I do. I think the professor had planned everything so carefully that nothing could go wrong.
- J: Hmm. But, thinking about it again I wasn't sure something unexpected was going to happen.
- **L:** Yeah, I know what you mean. Who was your favourite character?
- J: Well, I really liked Nairobi.
 She was the one who was
 responsible for printing the
 money. So, she was probably
 the most important member of
 the team. In my view, she was
 one of the coolest characters definitely my favourite.

- L: Yes, you're right. Without her they wouldn't have been able to make all that money.
- **J:** That's right. It's funny that it's a crime drama, but you end up liking the criminals. And the plot was so good.
- **L:** I know. When's the next series?
- **I**: I'm not sure.
- L: Why don't we watch the last episode again at my house tonight? We can relive all the final action and see if we spot anything new!
- J: OK! I have a music exam after school, but I'll be home about seven
- **L:** Great, see you then. Hope your exam goes well.
- J: Thanks. Bye!

7.7 See SB Page 75, Exercise 1
7.8 See SB Page 75, Exercise 2
7.9 See SB Page 77, Exercise 4

UNIT 8

8.1 See SB Page 79, Exercise 2 8.2 See SB Page 80, Exercise 2 8.3 See SB Page 81, Exercise 3 8.4 See SB Page 82, Exercise 3 8.5 Page 82, Exercises 5 and 6

William Kamkwamba was born in Malawi in 1987. He grew up in a farming village, without electricity or running water. But from time to time, William dreamed of becoming an inventor. When he was a child, he started his own part-time radio repair business. Sadly, few villagers could afford to get their radios repaired, so he didn't make much money.

When William was fourteen, there was a terrible famine in Malawi. At times, William's family didn't have enough food to eat. Soon, William's parents couldn't afford to send him to school. William left school aged just 14. Desperate to continue his education, William spent long hours in the local library. There, a book about electrical engineering changed his life. The villagers couldn't have electricity installed professionally because it would be too expensive. But what if William could create electricity? William didn't have any training in

engineering. But he did have lots of determination. He used pictures in the book to build his own windmill, taking his time to get the details right.

He searched for useful materials hidden in rubbish dumps, spending many time-consuming hours finding the pieces he needed, from wood to parts of old bikes. He had to work alone. Local villagers told him he was crazy and even his own mother thought he was wasting his time. But, incredibly, in the end William's eco-friendly windmill design succeeded, powering four lights and two radios. In no time, William had lots of enthusiastic visitors. Lots of people wanted to know if they could get their phones charged!

Next, William built a windmill that pumped water. Farmers could water their fields and grow food again. William's windmills had saved the village. News of William's achievement quickly spread around the world. Everyone wanted to hear about the windmills built from things that people had thrown away! In 2007, William was flown to Tanzania to speak at a TED talk. It was the first time he had ever been on a plane or used the internet. Later, William received a scholarship to go to college in the USA. While he was there he had his photo taken with Barack Obama and he even found the time to write an autobiography called The Boy Who Harnessed the Wind, which later became a film starring Chiwetel

Today William is a successful inventor and anti-poverty activist who uses his fame to spread a message of hope. In a TED Blog interview, he says: 'In life you can go through many difficulties, but ... if you don't give up, you will still succeed.'

8.6 Page 84, Exercises 3 and 4

Good morning. My name's Carly and I'm here this morning to tell you about today's Tech Festival, which is being held after school this afternoon at 3.30. I'm sure you've all seen the posters around the school and you've got the email so let me

AUDIO SCRIPTS

tell you a bit more about it. Today we're giving you the chance to see what new tech is currently on the market and to get a preview of some of the exciting gadgets that will soon be available. You'll be able to meet and talk to some of the scientists that were behind this year's most innovative products, such as the Solaphone and Panoball. We're also here to set you some

We're also here to set you some hands-on challenges and to give you the opportunity to do some experiments. Oh, and we've also organized a competition: we want you to identify a product you think is needed and prepare a design for it. You don't have to be a top scientist, engineer or designer – you just need to be a creative thinker and a problem solver.

So, have you got an idea that's waiting to be developed? There's a great prize for the winning design. Over the summer, the winner will be given the chance to work with a team of engineers to develop a prototype of their invention and watch their creation come to life. Interested? Then come along and join us! We can't wait to meet you and help you unlock your potential and creativity!

8.7 See SB Page 85, Exercise 1 8.8 See SB Page 85, Exercise 3 8.9 See SB Page 87, Exercises 2 and 3

UNIT9

9.1 Page 89, Exercise 2

C = Chloe, B = Ben, J = Jessica

C: This is my favourite photo from my big brother Callum's wedding. Callum and Libby are perfect for each other, but they're complete opposites. Libby is fun, sociable and outgoing, while Callum's best qualities are his sensitivity and kindness. He's always thinking of others, but his natural shyness can make him uncomfortable in big groups. So, agreeing to a huge wedding was quite courageous of him! We all had a wonderful day. Callum later said he'd been moved by the generosity of people's kind

- words and gifts I don't think he realizes how special we think he is!
- **B:** This is a photo of me and my friends when we graduated from university. I'm second from the right, and my best friend Cara is next to me - she'd just run over to be part of the photo – as energetic as always! We were all so proud that day, but it was an incredible achievement for Cara. She has dyslexia, so she found university quite hard sometimes. But it's amazing how self-confident she is. She's always been such a determined person – she never gives up! Now she's training to be a paramedic! Her strength of character and her determination to succeed really inspire me.
- So this is me at my quinceañera. my fifteenth birthday party. I love this picture! I take after both of my parents, I think. Like me, Dad's creative and imaginative – a bit of a dreamer. He had loads of great ideas for my party, but they weren't always very practical. Like hiring a horse and carriage, for instance! Mum is the sensible one who actually organized everything. Everyone in my family comes to her for advice if they have a problem. We all appreciate her wisdom and good sense. But Mum's also very passionate and has strong opinions - and so do I! We love each other, but we argue sometimes.
- 9.2 See SB Page 89, Exercise 49.3 See SB Page 90, Exercise 39.4 See SB Page 91, Exercise 29.5 See SB Page 92, Exercise 29.6 Page 92, Exercises 5 and 6
- P = Presenter, E = Ed
- **P:** Welcome back. Joining us today is Dr Ed Venables, author of *The Science of Love*.
- **E:** Hi, there!
- P: Before the break, we invited you to message us your dating and relationship questions for Dr Ed to answer. We promised not to use anyone's real name

- on the show! So here's our first message from ... let's call her Sienna! What Sienna wants to know is: can science help her plan the perfect first date?
- E: Sure! So, have you chosen where to meet yet, Sienna? If not, how about going for an ice cream? Doing something fun will help you both relax. Even better, research demonstrates that we feel more romantic after eating sweet food. You'll be falling for each other in no time.
- **P:** Great! And what should she wear?
- E: Fashion isn't my strong point, sorry, but colour psychology can help here! Red signals passion, but also arrogance. Black shows self-confidence. Blue means calm. But I'd advise Sienna not to wear orange it's the least romantic colour!
- **P:** Is it? Good to know! Finally, any tips on what to say, or not to say?
- E: Be yourself, and ask lots of questions! Research suggests that travel is a particularly successful topic on dates, so try asking: 'If you could travel anywhere in the world, where would you go?'
- P: Brilliant. Hope that helps, Sienna! Next we have ... uh, let's call him Harry. Sadly, last week, Harry's girlfriend announced that she wanted to break up with him.
- E: Oh dear ...
- **P:** Yeah. Apparently, she apologized for hurting him, but understandably, Harry's really upset. How can he get over this?
- E: Well, of course, when you split up with someone, it's really hard. Neuroscience shows it can affect the areas of our brain that feel pain, or even change how quickly our heart beats.
- **P:** So heartache is real?
- **E:** Oh, yes. But luckily, it's treatable. For example, exercise creates endorphins, chemicals that *reduce* pain. High-energy activities create the most endorphins, so Harry could try jogging, cycling or even roller-skating.

- **P:** Great! Anything else?
- E: Well, writing a list of all his ex-girlfriend's negative qualities might help. Did she regularly stand him up while they were going out? Did she like terrible music, or have an annoying laugh? In a 2018 psychology study, people who agreed to try this strategy recovered more quickly after a break-up.
- **P:** How quickly?
- E: Well, recovery won't be instant, I'm afraid, but it may be quicker than Harry thinks! Research reveals that it usually takes people about ten weeks to get over a break-up sometimes much less.
- **P:** Well, that's good.

9.7 Page 94, Exercises 3 and 4

A = Andy, L = Lola

- **A:** So, Lola, choose a person you admire. You're not allowed to choose a friend or family member. Who would you choose and why?
- L: Hmm ... so not a friend or someone in my family. In that case, I'd go for someone who has made me want to be an optician.
- **A:** Oh, I didn't know that was what you wanted to do. Never mind, back to the question. Who is it?
- **L:** You probably know this person better as an Italian painter.
- A: So, Michelangelo? Leonardo da Vinci?
- L: Leonardo da Vinci.
- **A:** Really? But you want to be an optician. So how has he inspired you?
- L: Well, it all started when I went to Paris on an art trip with school last year. We went to the Louvre museum and I saw the Mona Lisa for the first time. I knew da Vinci had painted it, but I just thought he was an Italian artist.
- A: He was, wasn't he?
- L: Well, yes, of course he was.
 But after the trip, I did some research and I found out that he was also a lot of other things.
 He was a natural genius and he did so many things that we still benefit from today.
- A: Like what?

- L: Well, there are probably some things you've seen like his amazing drawings of human anatomy and flying machines.
- **A:** Yes, I know the ones you mean. They're really detailed, aren't they?
- L: That's right. He made notes about his drawings in a series of notebooks and he had his own secret way of writing, so he used mirror writing. You know, so everything was backwards.
- **A:** No way! I bet that took ages to write and to figure it out! But you still haven't answered my question properly! How has he inspired you?
- L: Well, because he helped me choose my career path. He produced the very first drawings of how the human eye works.

 Some people think he invented the concept of contact lenses long before the first ones were created.
- A: Wow! That's so cool.
- **L:** Exactly. So, my contact lenses today are based on a concept from almost 500 years ago.
- **A:** So, he's the reason you want to train to be an optician?
- **L:** Yes, oh and he was also a vegetarian just like me!
- **A:** OK, well, I can honestly say I've learned something new today! Thanks, Lola.

9.8 Page 95, Exercise 1

Good morning, everyone. My name's Lena and I'd like to talk to you today about a person I admire, Greta Thunberg. She's a passionate climate activist. This is a photo of her taken recently.

First, I'm going to tell you a little bit about her background. She was born on the third of January 2003 – just like me! One of her middle names is Tintin. Her parents are both Swedish and she's got one sister.

Now I'm going to move on to tell you about what she has done. She said she first heard about climate change when she was eight years old and she couldn't understand why people weren't doing anything. For two weeks in 2018, instead of going to school every day, she stood and protested by herself outside

the Swedish parliament. She wanted the Swedish government to take stronger action on climate change. This was the first 'School Strike for the Climate'. Greta was inspired by the American civil rights campaigner Rosa Parks, who made her realize that one person can make a difference. In this photo, you can see her outside the Swedish parliament building.

Now let's have a look at the impact of

parliament building.

Now let's have a look at the impact of her actions. By December 2018, she had encouraged more than 20,000 students in 270 cities to hold their own strikes and by February 2019, she had spoken to politicians and given speeches at the United Nations and at the World Economic Forum. Here she is giving a talk.

Now let me turn to the final part: why I admire her. There are two main reasons: she is determined to make a difference to the planet and she has encouraged young people to

That's the end of my presentation. Thank you for listening. Are there any questions?

express their opinions in a positive

9.9 See SB Page 95, Exercise 29.10 See SB Page 97, Exercise 3

REVIEWS

way.

R1 Page 100, Exercises 3, 4 and 5

P = Presenter, T = Tia, F = Fiona, Ph = Phoebe, J = Jack, H = Harry

- P: Good afternoon, and welcome to Greenhills High school radio show. Here in the studio today we have Fiona Cross, a TV news presenter. Fiona's here to share some tips with us about how to get into the media. So, let's get started with our first question, from Tia.
- **T:** Hi, Fiona, could you tell me how you ended up working as a news presenter?
- F: Hi, Tia. Well, it was completely by accident! Things didn't go to plan when I left school. I failed to get into drama school so I couldn't fulfil my dream of becoming an actor. Fortunately for me it all turned out well in the end. I entered a competition

- that I saw in a magazine to be a young presenter with a TV company. I won the competition!
- **P:** Wow, what a lucky break! OK, next question. Over to you, Phoebe.
- **PH:** Hi, Fiona. You haven't always been a news presenter, have you?
- F: No, I haven't. I used to work as a reporter. I've travelled all over the world and I've reported on lots of different news stories and interviewed a lot of eyewitnesses.
- **PH:** And can you tell us what the most important thing for you in your job is?
- F: To use trustworthy sources. It's also important for journalists to tell the truth and to check the facts. As news presenters, it's important to present the news professionally, and one of the main differences between TV news and newspaper journalism is that we often have to react to news stories very quickly.
- **P:** Interesting. OK, next question from Jack.
- J: Hi, Fiona. I think you're very professional. But you aren't always as calm as you look when you're on TV, are you?
- F: Definitely not! I feel a lot of emotions doing this job, exhaustion, irritation and even anger at times, but the important thing is to be professional and not to think about your own feelings.

 Viewers shouldn't be aware of how you're feeling.
- **P:** And final question from Harry.
- **H:** What can help me to get a job in the media?
- F: You have to have a lot of patience and be really determined. A lot of people want to work as a news presenter. Unfortunately, most won't make it. But if you really want to do it, don't give up!

R2 Page 102, Exercises 2, 3 and 4

1 Amy

What can I say? I love clothes, especially stylish, designer ones, but I'm also comfortable wearing

something casual. When I buy something new it makes me feel happy. I've been reading a lot about the climate crisis and fast fashion and I need to make some changes to save the planet. So, here's my new plan. When I see something new I want, I won't buy it immediately. First, I'll have a look through the clothes I already have. Then, I'll either decide I don't need the new item, or I'll choose something I already have that doesn't fit or suit me any more and I'll donate it to a second-hand shop. So far I've only managed to find one pair of old trainers that I can give away, but I've recently bought seven new outfits so I'm going to spend the weekend going through my wardrobes. I'll have found loads of things to give away by Monday.

2 Theo

I was walking home from college last week during rush hour. I was listening to my new playlist and scrolling through Instagram. Well, I should have been more careful. I stepped off the pavement to cross the road, but I tripped. I didn't even see the car, but luckily, because the whole road was one big traffic jam the car didn't run me over. Phew! If it hadn't been rush hour, I could have been badly hurt. I managed to stop myself from falling with my hands, but I hit my nose and the worst thing, my phone smashed. It was dead. But it could have been a lot worse. I might have been run over. I may have ended up in hospital. I shouldn't have tried to cross the road during rush hour or had my phone out - or even been wearing headphones. My advice: don't use your phone while walking down the street. Next time I cross the road, I'll use the pedestrian crossing and I'll be paying more attention.

3 Miranda

When my friend asked me to do the Three Peaks Challenge to help him raise money for charity, I couldn't say no. I've been training every day for years, hoping to take part in such an amazing climbing adventure. The Three Peaks Challenge is climbing the highest mountains in Scotland, England and Wales in 24 hours. If

you want to do a challenge like this, you need to be fit and you should train before you go, like I did. You ought to wear practical and comfy clothing. It can be slippery and dangerous, so take precautions. Never go alone, and make sure you wear good walking boots. By the time you get to each summit, you're exhausted, but it's such a relief to get there. What an incredible 24 hours! I saw striking natural features I didn't think existed: amazing landscapes, clear blue water in streams, stunning waterfalls. At times, I could have been in a tropical country, not the UK. If only I could climb them all again tomorrow. I'd do it every weekend if I could!

R3 Page 104 Exercises 4, 5 and 6

A = Abbie, E = Ed

- **A:** Hi, Ed. What are you doing?
- **E:** I'm reading an article about bike helmets
- A: Is it good?
- **E:** Yes. I've been learning about some really interesting things.
- A: Really? Tell me more.
- E: Well, the most interesting one isn't actually a helmet it's an airbag. It was designed by two Swedish students. They're passionate about cycling.
- **A:** An airbag for cyclists? How does that work?
- E: You wear it on your head. If you have an accident, it detects unusual movement, and the airbag fills with gas in 0.1 seconds. A hood forms around your neck and head to protect you.
- **A:** Cool! It sounds like a really important development.
- **E:** It is. If their predictions are right, it will save a lot of lives.
- **A:** It's great that there are people like that out there improving the world with their creativity.
- **E:** And don't forget their determination. They'd been working on it for years before they made their breakthrough.
- **A:** It's my birthday next week. You can get me one for my birthday!
- **E:** Haha, very funny. Do you know how much they cost? But let's go for a bike ride on your birthday and I'll buy you lunch.

- A: Sounds good.
- **E:** You have to wear your helmet though! I know you don't always use it. That's dangerous.
- A: I'll wear it, I promise!

LITERATURE

L1 See SB Page 112, Exercise 3 L2 Page 113, Exercise 6

The coach from Lowton left me at Millcote. By now it was evening. I was met there and driven to Thornfield. We soon left the lights of the town behind and drove for several miles through countryside. The driver finally stopped at some gates. We passed through and drove up to the long front of a house. The front door was opened by a maidservant and I went in. She took me to a small, comfortable room, lit by a cheerful fire and candles. A tidy little old lady dressed in black came forward to meet me.

'How do you do, my dear? I am afraid you have had a long journey. John is such a slow driver. You must be cold. Come to the fire.'

'Mrs Fairfax, I suppose?' I said.
'Yes, you are right. Do sit down.' She made me sit down and went out to order tea and a sandwich from Leah, the maid

'She treats me like a visitor,' I thought. 'I expected coldness and unfriendliness. I have heard that is how governesses are treated.' 'Shall I meet Miss Fairfax tonight?' I asked when she returned. 'Miss Fairfax? Oh, you mean Miss Varens. Varens is the name of your future pupil.'

'Oh, then she is not your daughter?' 'No - I have no family.' She went on, 'I am so pleased you are here. The winter is so long on my own with only the servants for company. But this autumn little Adèle Varens arrived with her nurse, Sophie. A child does bring a house alive. And now you are here too! There - I have talked enough. You must be tired. I will show you to your room.' She took the candle and I followed her. The hall was large. Upstairs was a long gallery, dark and cold. It was more like a church than a house. I was pleased to find that my

bedroom, next to Mrs Fairfax's, was small and comfortable.

L3 See SB Page 114, Exercise 3 L4 Page 115, Exercise 6

11 August, 3 a.m.

Lucy was very tired last night and went to sleep early. I was happy because I thought the sleepwalking was over, and I did not lock the bedroom door. But we have just had the most terrible experience ... I woke up suddenly an hour ago and found Lucy's bed empty. The front door of the house was open. Lucy had clearly gone out in her night clothes. I took my coat and ran after her. I looked towards the church. I wondered if Lucy was in our favourite seat. There was a bright full moon, with black clouds moving fast across the sky. For a moment, I could see nothing. Then the moonlight fell on a white figure on the seat. Just before the clouds covered the moon again, I thought I saw a long, dark shape bending over the white figure. I ran towards it in great terror. 'Lucy! Lucy!' I called. The shape heard me and raised its head. I could see a white face and red eyes. Lucy did not answer. When I reached her, there was no sign of any other living thing.

11 August, 12 midday

I managed to bring Lucy home safely and she slept quietly for the rest of the night. This morning, she seems better than she has been for weeks – except for one thing. There are two small, red points on her neck. I do not know what they are, but they are bleeding a little. Lucy says they do not hurt so I am sure they will soon get better. I have decided not to worry Lucy's mother with this adventure. In future, I shall lock the door of our room every night and keep the key with me.

14 August

We spent the whole afternoon at our seat, reading and writing. At sunset, while we were walking home for dinner, Lucy said something very odd. 'His red eyes again! They are just the same.' She spoke in a dreamy voice and there was an odd look on her face. She was looking back at our seat. There was a dark

figure sitting alone on it. For a moment, I thought I saw eyes red as fire, but it was just the effect of the dying sun. Lucy seemed to wake up, but I said nothing. She may have been thinking of that terrible night and I did not want to remind her of it

L5 See SB Page 116, Exercise 3 L6 Page 117, Exercise 6

Willoughby called at Barton Cottage early the next morning.

Marianne was at first embarrassed, remembering the circumstances of their first meeting the day before.

But when she heard him say to Elinor that he was passionately fond of music and dancing, her dark eyes quickly filled with their usual spirit. Marianne was a handsome girl. Her skin was translucent. Her colour was brilliant. Her face was pretty and her smile was sweet and attractive. But her character was in her eyes: spirit, emotion and enthusiasm were all there

Marianne and Willoughby soon discovered that their tastes were surprisingly similar. Whatever Marianne talked of with delight, Willoughby loved with a similar passion. They talked of novels, music and poetry. Long before the end of his visit, they felt that they had known each other all their lives. 'Well, Marianne,' said Elinor as soon as he had gone, 'you have found out Mr Willoughby's opinion on almost every subject. Another meeting will be enough to discover his views on art and second marriages and then you will have nothing more to ask.' 'Elinor,' cried Marianne, 'is this fair? I suppose I was too honest and too happy, when I should have been reserved and dull. I should have talked only of the weather and the roads! I should have spoken only once every ten minutes!' 'My love,' said her mother, 'you must not be offended. Elinor was making fun. She does not want to lessen the pleasure of your conversation with our new friend.' Marianne immediately threw her arms around Elinor.

EXAMS

E2.1 Page 119, Exercises 2 and 3

As a kid, I'd spend hours out and about exploring on my bike. Then, in my teens, when my dad suggested I join the local youth cycling club, I jumped at the chance. I won my first race, and then just kept on winning. I consider myself very lucky to have had so many great opportunities to achieve so much. Dad's been fantastic at managing my career and has always given me sound advice. Training has been hard work for me, though. Nobody else could do that for me! Looking forward, what I'd love to start doing is going into schools and inspiring teenagers to follow their dreams. After all, you'll never know if you can fulfil your ambitions unless you try!

E2.2 Page 119, Exercise 5

1

I got into golf when I was about nine. I used to go out on the golf course with my dad and just loved it! And that continued through my teenage years. I can't say I ever had a master plan to become a champion golfer, but that's how things turned out. No complaints about that from me of course, over the years, golf's made me a fair bit of money which means my family will be secure for life. I suppose it's a good thing that I listened all those years ago when I was having lessons on how to improve my game, instead of just messing around. That focus got me where I am today! I've got no plans to put away my golf clubs just yet - I think as long as I'm still mobile, I'll always play.

2

Well, it goes without saying that getting to the top of your game in professional tennis isn't easy. It took time to get there and the journey wasn't always easy because there were lots of obstacles to overcome, but for me there was never any question as to whether it was the right path for me. I never really saw myself doing anything else really. It's been a few years now since I got to the top and stepped away from it

all and my kids are happy that I now have time to focus on being Mum. I'm living a totally different life now, and enjoying every second of it.

3

I play cricket at a professional level - I'm on the national team. To be honest, I'm just so thankful that I'm still part of it all, because last year I had a serious health issue and for a while it was looking like I might have to walk away from it all. I had the best care though and after a few months of complete rest I was able to get back out there. We're getting ready for some big matches later this year - we're really putting in a lot of hours out there so let's hope all goes to plan and we don't make any major mistakes. It'd be great to bring the cup home again!

4

I've been on the Canadian ice hockey team for several years now and I'm so proud to be able to represent my country. It's hard to describe the feeling it gives me, really. If being a professional sports person is something you dream of, I'd say just go for it! Don't give up! Of course, it won't always be easy because sporting success doesn't come easy - it takes a lot of blood, sweat and tears, as they say. Don't be hard on yourself when you fall over or mess up – it's bound to happen at some stage. And personally speaking, the sooner I realized that I was only human and could make mistakes during a match, the sooner I started to relax into my role.

5

Being a professional footballer's probably the dream of many a young boy everywhere and believe me, I'm well aware of how lucky I am. I was actually approached by a talent scout when I'd just entered my teens, but I didn't do anything about it as I didn't think I was good enough. That could have been the end of it, really, but I was so fortunate to be given a second chance a couple of years later. It's a real shame that I lost those two years, but now I'm dreaming big and my hope is to play in the World Cup one day. That's my ambition and I'm really serious about fulfilling it.

E3.1 Page 120, Exercise 2

S1 = Student 1, S2 = Student 2

- **S1:** So, we have to discuss ways of getting information about holiday destinations for a family of two adults and two teenagers, and why they're suitable. Shall we start with watching travel programmes on TV?
- **S2:** OK. I think that's a really good idea. It'd be an enjoyable way to find out about different places, both for the adults and for the teenagers. Everyone could sit down together with some popcorn and then chat about what they've seen afterwards.
- **S1:** Definitely! And I think it'd be useful because they could watch programmes about lots of places. Then they could decide together if they look interesting or not.
- **S2:** Yes, I agree. How about the next idea, checking some tour company websites?
- **S1:** Well, I think if they looked on tour company websites, they'd be able to get lots of up-to-date information about each place. There wouldn't be any unpleasant surprises then! What do you think?
- **S2:** True, but websites like that might only show the good things about a place and have fantastic customer reviews because the company's trying to sell holidays.
- S1: That's a very good point!
 So, moving on, what about
 guide books? Most countries
 nowadays have a travel guide
 written by experts in the travel
 industry, but it has to be a recent
 guide book so the information
 isn't out of date.
- **S2:** I know what you mean. But I don't think people buy books any more, and I'm not sure the teenagers would want to read a lot of books. They'd probably prefer to go online to get information.
- **S1:** I'm afraid I don't really agree with you. I think a lot of people, including people our age, read guide books. At least, I do.

- **S2:** Really? Anyway, having looked at all the options, which one do you think would be best for them?
- S1: Personally, I'd choose reading guide books or watching TV programmes, if they're recent. I think all the family would enjoy that.
- **S2:** Shall we agree on watching travel programmes then?
- **S1:** Yes, good idea.

E6.1 Page 123, Exercise 4

Hi, I'm Jack Dillon from ABTA – the Association of British Travel Agents – and today I want to talk about adventure travel. An adventure holiday offers an exciting alternative to the usual package holiday, where people check into a resort and relax, eat and maybe do a bit of sightseeing for a week or two. Adventure holidays involve two main benefits: plenty of physical activity and challenges, all while taking in the amazing scenery of the great outdoors.

Water rafting and mountain climbing have become particularly popular in recent years. I don't think many people will disagree that navigating white-water rapids or finally getting to the top of a mountain is a fantastically rewarding feeling. Exciting as all this sounds, there are a number of things to consider when choosing an adventure holiday and of course people should take precautions from the moment their holiday starts to the minute they get back home.

E6.2 Page 123, Exercise 5

I'll now look at some of the risks that there are with adventure holidays. We all know that adventure travel, by definition, presents risks to the participants and these risks broadly fall into two categories – those that are down to people, and those that nature is responsible for. And to many travellers, this is part of the appeal. As a professional in the travel industry, my job is to minimize my clients' exposure to these risks. The last few years have seen a huge increase in the number of tour operators offering adventure holidays. Unfortunately, however, far too many of these tour operators

can't fully assure safety standards as they allow local companies at the destination to follow their own rules. This obviously presents a big problem for the traveller. Any reputable adventure tour operator should devote equal time to two aspects of their business. One of these is the training of its employees, the other is detailed planning, which is key to a successful holiday. Nowadays though, armed with the right knowledge, people can ask their chosen tour company the right questions. They can then decide if the company has done enough to minimize risks.

Of course, anyone thinking of going on an adventure holiday needs to be mindful of certain things. For example, are they generally in good health and not suffering from any underlying issues? As adventure holidays can be fairly strenuous, the person's fitness level is something that should be taken into consideration, too.

Ahead of booking a holiday, while people are doing their research, they should also look into a few things relating to the company's tour guides, especially the type of experience they have. This is all useful information to know in advance. As well as that, enquire about what equipment will be available to people on the holiday. It's important to know if you're expected to take anything yourself. Ask also about emergency situations. People should know who's responsible for their safety in the event of an emergency, and what systems are in place if something does happen. And before people leave on their trip, it's vital to buy travel insurance. If anything does happen, then it's obviously wise to ensure that no financial loss takes place, whether that be down to the company going out of business, for example, or perhaps large medical bills in the unfortunate event of an accident.

E9.1 Page 126, Exercise 3

E = Examiner, **S** = Student

E: Who has been in the news recently in your country?

- **S:** Well, the oldest person in my country was on the news last week. He's just celebrated his one hundred and fifth birthday, and there was a big celebration for him. He's very famous!
- **E:** Fantastic! What has he achieved in his life?
- **S:** Sorry, I didn't catch that. Could you say it again, please?
- **E:** What has he achieved in his life? What are his achievements?
- S: He was a firefighter and he used to go into schools to educate children about fire safety. He also raised a lot of money for charity and helped firefighters who had been injured at work. He was an incredibly kind man. Are there any elderly people in your country in the news?
- **E:** Yes, I've recently read about a woman who has adopted eighteen children in her life and now has over fifty grandchildren!
- **S:** Wow! What an achievement!
- **E:** So, tell me, which public figure from the past has inspired you?
- **S:** So, you mean someone who's no longer alive, is that right?
- **E:** That's right.
- S: Well, probably Nelson Mandela, because I think he was a really remarkable person. I can't imagine how he could go through all the things he experienced and never give up hope. His courage and determination gave lots of other people hope, too. Who do you think was inspirational?
- **E:** I think Florence Nightingale was really inspirational. She was the founder of modern-day nursing and she set up the first nursing school in London. She was extremely passionate about her work.
- S: Oh, that's really interesting! I'd like to learn more about her.
 Can you recommend any good books or films about her?
- **E:** I think there's a biography about her life, but in any case, I'm sure there's a lot of information about her online. So, if you had met Nelson Mandela, what would you have said to him?

AUDIO SCRIPTS

- S: Oh, erm ... Let me think ... I think I would have asked him about the place where he grew up, and what his childhood was like. And if he liked being a public figure.
- **E:** Interesting! And how do you think fame changes a person?
- **S:** Sorry, how what changes a person?
- **E:** Fame. How do you think fame, being famous, changes a person?
- S: Ah, OK. Well, in my opinion, fame can change some people for the worse. That's a definite disadvantage of being famous. For example, celebrities can become selfish and greedy, which is really sad. They enjoy fame and all the attention they get, but they complain about cameras following them everywhere. What do you think about that? Should famous people have the right to privacy?
- **E:** Yes, I think they should. Everyone should have the right to privacy in my view.
- **S:** I agree. I just don't think they should complain so much.
- **E:** You're probably right!



How to write a song

BACKGROUND

Jason Regal is a music production student at Full Sail University. He is a singer and songwriter, and he makes videos that showcase some of his artistic endeavours. He is British and Jamaican, and grew up living in both Jamaica and Panama. In this vlog, he describes the process of writing a new song and gives tips to help people have a go at writing a song themselves.

LANGUAGE

The following target language items are recycled from Unit 1: anger, anxiety, confusion, embarrassment, joy; verb patterns. These are detailed in bold in the Unit 1 vlog script on TG page 307. You may wish to pre-teach the following words and phrases: tips, shortcuts, beat, splendid, grand (= good).

NOTE: Regal also uses some grammar that sts don't meet until later in the SB: future continuous (I'll be playing) to talk about an action in progress in the future.

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: anger (0:15); anxiety (0:16); joy (1:49); confusion (1:51); joy (2:00); embarrassment (2:53). These are detailed in bold in the Unit 1 vlog script on TG page 307.

PREPARE

21st Century skills



Regal uses a beat from YouTube to help him write his song. Discuss with the class whether any of them have experience of using beats in this way. If you have time and internet access, students could search for beats that are available online, so they could also try writing their own songs at home.

WATCH

Watch the vlog together. At the end, ask sts to write one songwriting tip they learned from Regal's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.

- What kinds of beats does Regal search for online? (chill beats: 0:50)
- What is next to Regal's piano? (a laptop and some headphones: 0:57)
- What gesture does Regal make to show 'joy'? (he holds both hands up next to his face: 1:49)



With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to music: sing along to (0:49) chords (0:58), catchy (1:24), melody (1:43), section (of a song) (2:40), structure (of a song) (2:45).

REFLECT

21st Century skills



Q FIND OUT

Sts can use the Find someone who activity, and questions below, to find out more about their classmates and the types of music they like. First, elicit the questions sts need to ask. (Do you like rap music/rock music/pop music? Who's your favourite singer?) 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 likes:
 - » rap music
 - rock music
 - » pop music
 - » classical music
- Talk to your classmates about their favourite singers and bands. Who's your favourite singer? What's your favourite band?
- Find out who in your class would like to write a song. What kind of song would they like to write – joyful, sad? Would they like to sing it themselves?



Things I've learned about failure

BACKGROUND

Ben Chinapen is a Canadian actor and video producer currently living in London. He produces vlogs about his life and music, and gives advice on how to stay happy. In this vlog, he talks about the things you can learn from experiences when things go wrong.

LANGUAGE

The following target language items are recycled from Unit 2: fail, fulfil your dreams, give up, go to plan, go wrong, mess up, missed opportunity, overcome a problem, realize an ambition, turn out badly. These are detailed in bold in the Unit 2 vlog script on TG page 307. You may wish to pre-teach the following words and phrases: a regret, stand-up comedy, release an album, satisfaction.

NOTE: Ben uses some expressions which sts might find difficult to translate: stumbling through life (making mistakes in life), it sucks (it feels bad), step out of your comfort zone (do something you don't feel comfortable with).

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: fail (0:12); go to plan (0:23); go wrong (0:25); fulfil your dreams (0:48); missed opportunity (1:43, 1:56); give up (2:06), turn out badly (2:17), mess up (2:32), overcome a problem (2:36), realize an ambition (2:56). These are detailed in bold in the Unit 2 vlog script on TG page 307.

PREPARE

21st Century skills





WATCH

Watch the vlog together. At the end, ask sts to write one sentence with something they learned from Ben about failure. Then ask some of them to read their sentences aloud.

Ask sts the following true/false noticing questions from the video, playing it again for them to check their answers.

• There are two photos on the shelf behind Ben. (true: 0:14)

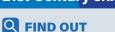


- The skateboarder falls off their skateboard. (true: 1:05)
- Hofstadter's Law says that you can usually do things more quickly than you expect. (false – things always take longer than you expect: 2:45)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to success and failure: *learn a lesson* (learn something about life 0:29), *achieve a goal* (0:54), *have a goal* (0:57), *a key learning moment* (a time when you learn something about life 1:39), *qo horribly* (go wrong 2:12)).

REFLECT

21st Century skills



Sts can use the Find someone who activity, and questions below, to find out more about their classmates and activities they have tried and not enjoyed, and what they have learned from them. First, elicit the questions sts need to ask. (Have you tried an activity you didn't enjoy? What was it? Why didn't you enjoy 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:
 - » has tried a sport they didn't enjoy
 - » has tried to learn a language they didn't enjoy
 - » has tried a creative activity they didn't enjoy
- Talk to your classmates about the things they tried and didn't enjoy. How long did you spend trying?
 What did you learn from the experience?
- Find out who in your class has learned from their failures – and who needs to get out of their comfort zone more!



My experience in the news

BACKGROUND

Erika Felton lives in Sydney. Australia. As well as working, she also makes films, and is an actor, photographer and vlogger. She has lived all over the world, including in China. In this vlog, Erika talks about her experience of being in the news, following her success in a competition with a documentary she made about her time in China.

LANGUAGE

The following target language items are recycled from Unit 3: headline, journalism, newsfeed, presenter, story, updates, *viewers*. These are detailed in bold in the Unit 3 vlog script on TG page 307. You may wish to pre-teach the following words and phrases: fell in love with, documentary, submit (an entry to a competition), shortlist, award.

NOTE: Erika uses some words and expressions which sts might find difficult to translate: to cut a long story short (telling a story very briefly), Plus (also), a weird and wonderful (strange but nice).

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: journalism (0:35); story (0:59, 1:24); headline (1:18); updates (1:28, 2:06); presenter (1:40), viewers (1:46), newsfeed (2:07). These are detailed in bold in the Unit 3 vlog script on TG page 307.

PREPARE

21st Century skills



Q FIND OUT

Erika's documentary is about the city of Nanjing, in China. If you have time and internet access, students could search for information about Nanjing to download. They could find out which part of China it is in, how big it is, what its climate is like, what interesting there are to visit, etc.

WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Erika's vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.

- What is the name of the video competition? (Foreigners on China: 0:48)
- What is the date of her visit to China (month and year)? (June, 2019: 1:18, 1:23, 1:37)



What is the name of the news channel that interviewed Erika in China? (China Matters: 1:49, 1:59)

With stronger classes, you may also wish to focus on the meaning of the following words and phrases which also relate to the news and media: talk on-camera (1:42), be featured (1:54).

REFLECT

21st Century skills



Q FIND OUT

Sts can use the Find someone who activity, and questions below, to find out more about their classmates, awards they have won, their experiences of being in the news and activities they would like to be in the news for. First, elicit the questions sts need to ask. (Have you ever won any awards? Do you know anyone who has won an award? What activity would you like to be in the news for?) 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 won/knows someone who has won an award
 - has been in the news
 - knows someone who has been in the news
- Talk to your classmates about their experiences and the experiences of people they know. What activity would you most like to be in the news for?
- Find out who in your class has an ambition to be in the news, and what they would like the headline and article to say about them.



Some autumnal outfits

BACKGROUND

Tally Kerr lives in Glasgow, in Scotland and works as a Digital Marketing Manager. She makes vlogs about her own life and experiences. She is keen on clothes, and she also has two pet rabbits. In this vlog, she presents three of her outfits for the autumn and explains why she likes them and how she is trying to be more sustainable in the way she buys clothes.

LANGUAGE

The following target language items are recycled from Unit 4: casual, classic, comfy, practical, second-hand, smart, stylish, trendy, unconventional. These are detailed in bold in the Unit 4 vlog script on TG page 308. You may wish to pre-teach the following words and phrases: outfit, sustainable, cardigan, cashmere, denim.

NOTE: Tally uses some words and expressions which sts might find difficult to translate: super (very: super-casual = very casual) I fitted right in (I looked similar to other people).

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: second-hand (1:10); comfy (1:16); casual (1:21); stylish (1:23); smart (1:39); classic (1:52), trendy (2:20), unconventional (2:38), practical (3:04). These are detailed in bold in the Unit 4 vlog script on TG page 308.

PREPARE

21st Century skills



Tally talks about buying fewer new clothes. Ask sts to discuss clothes they have bought recently, and what kinds of clothes they could buy in secondhand or vintage shops instead. If you have time and internet access, students could search for secondhand and vintage stores online and see if they can find any clothes they like.

WATCH

Watch the vlog together. At the end, put students into pairs and ask them to write a description of one of Tally's outfits. Then ask some of them to read their descriptions aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers.

 What is Tally carrying when she walks in the park? (a drink: 0:34)



- What does she try on in the second-hand shop? (a scarf: 2:15)
- What colour is her skirt in the third outfit? (silver: 2:58)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to clothes and fashion: brand-new (0:59), the perfect fit (1:14), stretchy (1:15), match (1:24), go out of style (1:54), tie it all together (2:19), look good with (3:06).

REFLECT

21st Century skills



Q FIND OUT

Sts can use the Find someone who activity, and questions below, to find out more about their classmates and their attitudes to clothes and fashion. First, elicit the questions sts need to ask. (Do you buy new clothes every month? Do you try to be sustainable in the way you buy clothes? Do you ever buy second-hand clothes? Why?/Why not?)

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:
 - » buys new clothes every week/every month
 - » tries to be sustainable in the way they buy clothes
 - » buys second-hand clothes
- Talk to your classmates about the way they buy clothes and how they try to be sustainable. Do you buy many new clothes? Do you think it's important to buy clothes in a sustainable way?



On London

BACKGROUND

Ben Chinapen is a Canadian actor and producer currently living in London. He produces vlogs about his life and music, and gives advice on how to stay happy. In this vlog, he talks about what it is like living in London, one of the largest and busiest cities in the world.

LANGUAGE

The following target language items are recycled from Unit 5: traffic jam, rush hour, transport links, shopping districts, social isolation, skyscrapers. These are detailed in bold in the Unit 5 vlog script on TG page 308. You may wish to pre-teach the following words and phrases: long to (want to), massive, maintenance, downtown (American for the city centre), frustrating, potential downsides (possible disadvantages).

NOTE: Ben uses some words and expressions which sts might find difficult to translate: tell you a little bit (talk about), make connections (meet interesting people), push past someone (push someone out of the way to get past), use ... as inspiration (use something to give you ideas).

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: traffic jam (0:54); rush hour (1:00); transport links (1:42); shopping district (1:46); social isolation (1:55); skyscraper (2:27). These are detailed in bold in the Unit 5 vlog script on TG page 308.

PREPARE

21st Century skills



Q FIND OUT

Ben mentions different kinds of transport that people use in London. Discuss with the class how people travel in their city. If you have time and internet access, students could search for information on different kinds of transport that people use in cities around the world. Discuss which transport they think would work in their city.

WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Ben's vlog. 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 sts to check their answers.



- What kind of animal do we see when Ben is in the countryside? (a horse: 0:42)
- What is the speed limit in the area where Ben lives? (20 miles per hour: 1:33)
- What kind of bird do we see in the park? (a peacock: 2:10)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to cities and urban issues: residential district (1:32) outskirts (1:37), green spaces (2:03).

REFLECT

21st Century skills



Q FIND OUT

Sts can use the Find someone who activity, and questions below, to find out more about their classmates and their attitudes to living in cities, in their own country and around the world. First, elicit the questions sts need to ask. (Do you enjoy living in a city? What do you like about it?)

Encourage sts to 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:
 - enjoys living in a city
 - would like to change the place where they live
 - would like to live in another country
- Talk to your classmates about the place where they live, and places they would like to live in the future. What do you like and dislike about the place where you live? Which other country would you like to live in?
- Find outwhat your classmates like and dislike about where they live. Where would they like to live?



What working in a hospital is like

BACKGROUND

Chelsie Angeles is studying law at the University of York, in the north of England. She is also a YouTuber, and loves creating vlogs about her university experience. In this vlog, she talks about working as a volunteer in a hospital.

LANGUAGE

The following target language items are recycled from Unit 6: bleed, breathe, injured, injury, lose consciousness, take precautions, treat; modals of deduction. These are detailed in bold in the Unit 6 vlog script on TG page 308. You may wish to pre-teach the following words and phrases: volunteer, Acute Medical Unit (part of a hospital which deals with serious medical conditions), assess, damage.

NOTE: Chelsie uses some informal words and expressions which sts might find difficult to translate: the lot (all different kinds of things), the whole vibe (the atmosphere and feeling in a place), it's all hands on deck (everyone needs to help and work together).

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: treat (0:36, 1:19); injury (0:37, 1:20); breathe (0:40); lose consciousness (1:26); bleed (1:30), take precautions (1:54, 2:10), injured (1:57). These are detailed in bold in the Unit 6 vlog script on TG page 308.

PREPARE

21st Century skills



STATE OF THE PROPERTY OF THE

Chelsie is a student, but she talks about working as a volunteer in a hospital. Explain that a lot of students choose to work as volunteers while they are studying or before they go to university. Ask: Why do you think people choose to work as volunteers? What can they gain from it? If you have time and internet access, students could search for volunteering opportunities, either where they live or abroad.

WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Chelsie's vlog. 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 sts to check their answers.

- What is the name of the hospital on Chelsie's identity card? (York Teaching Hospital: 0:11)
- Which numbered part of the hospital does Chelsie point to on the plan? (5: 0:46)
- What do we see someone cooking? (meat and vegetables:

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to injuries and treatment: feel unwell (0:39), infection (0:44).

REFLECT

21st Century skills



STATE OUT

Sts can use the Find someone who activity, and questions below, to find out more about their classmates and how they feel about working as a volunteer. First, elicit the question sts need to ask. (What kind of volunteer work would you like to do?) 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 do volunteer work
 - would like to volunteer abroad
- Talk to your classmates about their attitudes to working as volunteers. What kinds of volunteer work do you think would be interesting? What could you learn from it?
- Find out who in your class would like to work as a volunteer. What would they do? Why? What do they think they could gain by volunteering?



My favourite childhood films!

BACKGROUND

Jason Regal is a music production student at Full Sail University. He is a singer and songwriter, and he makes videos that showcase some of his artistic endeavours. In this vlog, he talks about some of his favourite childhood films and explains why he still enjoys watching them.

LANGUAGE

The following target language items are recycled from Unit 7: character, plot, scene, script, setting, soundtrack, special effects, theme; relative clauses, reduced relative clauses. These are detailed in bold in the Unit 7 vlog script on TG page 309. You may wish to pre-teach the following words and phrases: sled dogs, rejected, survive, pack (a group of dogs), skip (move quickly), miss (not notice).

NOTE: Check that students understand that *movie* is the usual American word for *film*. Regal uses both words in the vlog. Regal also uses some words and expressions which sts might find difficult to translate: *there's much more to them* (they are more interesting) *let's get into that list* (let's start looking at it), *Sure* (of course), *that's it* (that is the end).

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: plot (0:22, 1:21); character (0:24, 2:22, 2:28); scene (0:26, 2:20); special effects (0:27); soundtrack (0:31, 2:13, 2:36), theme (1:20); setting (1:51); script (1:56). These are detailed in bold in the Unit 7 vlog script on TG page 309.

PREPARE

21st Century skills



Tell sts they are going to watch a vlog about Regal's favourite childhood films. Ask: What films were popular when you were younger? If you have time and internet access, students could search for the names of the best childhood movies, to remind them of films they watched when they were younger.

WATCH

Watch the vlog together. At the end, ask sts to write one sentence with an opinion that Regal expresses about one of the films he talks about. 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 sts to check their answers.

- What year is Balto from? (1995: 0:57)
- What animals do we see, apart from Charlotte? (a pig, a rat and a goose: 1:57)
- What colour dress is the Swan Princess wearing? (white and blue: 2:19, 2:42)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to films: action scenes (0:26), plot line (the main feature of a plot; 0:39), animated film (0:43), based on a true story (0:44), in the end (1:04), version (1:38), the original (1:41).

REFLECT

21st Century skills



Sts can use the Find someone who activity, and questions below, to find out more about their classmates and the films they enjoyed when they were young. First, elicit the questions sts need to ask. (Did you enjoy watching films when you were young? Did you prefer animated films, or action films?) 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:
 - » enjoyed watching films when they were young
 - » enjoyed animated films best
- Talk to your classmates about their favourite films when they were. What kind of films did you enjoy? Do you still watch them now?
- Find out who in your class still enjoys watching childhood films now. Which films do they enjoy?



Fermentation station

BACKGROUND

Maiku Wong is a journalist, photographer and filmmaker from Canada. He loves showing people how to create and experience new things, and is passionate about protecting the environment. In this vlog, Maiku demonstrates a fermentation experiment with chicken eggs.

LANGUAGE

The following target language items are recycled from Unit 8: create, evidence, materials, prediction, product, progress, proof, transformation. These are detailed in bold in the Unit 8 vlog script on TG page 309. You may wish to pre-teach the following words and phrases: cured (used to describe food that is treated to prevent it going off), rot, go bad, go sour, fermentation, moisture, bacteria.

NOTE: Maiku uses some words and expressions which sts might find difficult to translate: tons of (lots of), I'll keep you guys posted (I will provide more information as more things happen). He also uses the expression four for four, which is an expression you use in baseball when you have successfully hit four shots without being caught 'out'.

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: create (0:07); materials (0:29); evidence (0:37); proof (0:57); product (1:19); transformation (2:12), prediction (2:14), progress (2:37). These are detailed in bold in the Unit 8 vlog script on TG page 309.

PREPARE

21st Century skills



Maiku is experimenting with fermentation. Elicit examples of preserved food the class, e.g. cured meats such as ham, fermented foods such as yogurt, preserved foods such as jam, frozen foods and canned foods. If you have time and internet access, students could search for information about fermentation and other ways of preserving foods.

WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact that they have learned from Maiku's vlog. 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 sts to check their answers.

• What do we see Maiku smelling? (milk: 0:43)



- What colour is Maiku's sweatshirt when he takes the eggs out of the fridge? (grey: 2:11)
- What gesture does Maiku make at the end of the video?
 (he holds up two fingers to signify 'peace': 2:46)

With stronger classes, you may also wish to focus on the meaning of the following words or phrases which also relate to science: a controlled environment (0:25, 0:51) the right conditions (0:29), experimentation (0:38), consistency (1:06), the experiment failed (2:33).

REFLECT

21st Century skills



Sts can use the Find someone who activity, and questions below, to find out more about their classmates and the extent to which they like to experiment with food. First, elicit the questions sts need to ask. (Do you enjoy trying new foods? Do you always follow recipes, or do you experiment with food?) 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:
 - » enjoys trying new kinds of food
 - » always follows recipes
 - » enjoys experimenting with new food ideas
- Talk to your classmates about food. Who likes experimenting with new ideas in the kitchen?
- Find out who in your class would like to try a fermentation experiment.



How to become a standout footballer

BACKGROUND

Spencer Moeller is a football player from Florida, in the United States. He creates YouTube tutorials and offers fitness programmes and training for young athletes. In this vlog, Spencer gives advice on how to improve your game and become mentally stronger, in order to achieve your dreams.

LANGUAGE

The following target language items are recycled from Unit 9: courage, determination, self-confidence, sensitive, shy, strength.

These are detailed in bold in the Unit 9 vlog script on TG page 309. You may wish to pre-teach the following words and phrases: mess up, mentor, coach, positivity, weaknesses, quidance.

NOTE: Spencer uses some informal words and expressions which sts might find difficult to translate: on the pitch (while playing football), off the pitch (not playing football, so in life in general), I got out of my comfort zone (I did something that was challenging for me), master my mind (control my thoughts and emotions), let my emotions get the better of me (let my emotions control me), balance the scales (achieve balance or stability in life), somebody who's been in your shoes (someone who understands the situation you are in).

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: sensitive (0:42); shy (0:43); determination (0:45); courage (1:39); strength (1:52, 2:09); self-confidence (1:55), determined (1:59). These are detailed in bold in the Unit 9 vlog script on TG page 309.

PREPARE

21st Century skills



Spencer is from Florida, in the United States, and he plays football in the USA. Although football is popular in the USA, it is not the main sport. If you have time and internet access, students could find out what other sports are popular in the USA.

WATCH

Watch the vlog together. At the end, ask sts to write one sentence with a fact or piece of advice that they have learned from Spencer's vlog. 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 sts to check their answers.

- What letters are on the front of his grey T-shirt? (USA: 0:27, 0:51, 2:30)
- What number is on the back of his red football shirt? (3: 1:14)
- Where are Moeller and his mentor in the photo of them? (in a gym: 1:48)

With stronger classes, you may also wish to focus on the meaning of the following phrases which relate to personal qualities and personal development: focus on positivity (2:04), create an action plan (2:12), put yourself second (think about other people, not just yourself 2:52)

REFLECT

21st Century skills



Q FIND OUT

Sts can use the Find someone who activity, and questions below, to find out more about their classmates and their goals in life. First, elicit the questions sts need to ask. (Do you have an ambition in life? Do you have a plan of action to help you achieve 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:
 - » has a clear ambition in life
 - » has a plan of action to help them achieve it
- Talk to your classmates about the ambitions and goals that they have in life. What is your goal?
 What will you have to do to achieve it?
- Find out who in your class has a clear ambition in life. Who do you think will achieve their ambitions?



A musical soul

BACKGROUND INFORMATION

In this video, we meet Ana, a young singer and songwriter. We learn about her life, and the things that inspire her songs. We watch her rehearsing with her band, and watch part of the band's performance on stage.

LANGUAGE

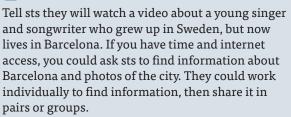
The following target language items are recycled from Unit 1: Present perfect review; verb patterns

You may wish to pre-teach the following words: encounters, an outsider, to stand out, inspiration

PREPARE

21st Century skills



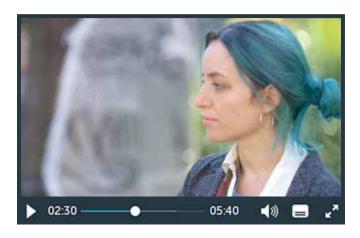


WATCH

Watch the video together. See TG page 311 for Unit 1 culture video script. Ask sts to write a sentence about one thing they learned about Ana. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers:

- What do we see Ana buying? (a stone: 0:29)
- What do we see on her desk? (some books, some photos, a drink bottle: 1:09)
- What colour is Pat's hat? (yellow: 2:21)
- How many people do we see on stage? (three: 3:29)



REFLECT

21st Century skills



© COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between Barcelona, in Spain and their own country:

- Do a lot of young people in your country get together and play music in bands?
- What kinds of music are popular in your country?
- Do a lot of young people move to your country from other countries, or move from your country to other countries? Why?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- Think about all the jobs involved in making music singing, writing songs, playing an instrument, arranging shows, etc. Which would you most like to do? Why?
- What is your favourite band? Why? What do you think is especially good about it? (the songs, the music, the performance, etc.)

Monitor while sts work, then collect some ideas from the class.



Up your game

BACKGROUND INFORMATION

In this video, we meet Shey, who is keen to get fit and improve her tennis (up her game). She goes to Wimbledon in London, the home of British tennis, for a training session with coach, Grant. We learn about the four steps to improving your game, and watch as Shey practises, learns and improves during her session with Grant.

LANGUAGE

The following target language items are recycled from Unit 2: make sure.

You may wish to pre-teach the following words: up your game, get fit, to coach, training, warm up, agility. Hand-eye coordination, assess, focus on, to practise.

PREPARE

21st Century skills



Q FIND OUT

Tell sts they will watch a video about a young person who has a tennis coaching session at Wimbledon, in London. If you have time and internet access, you could asks sts to find out about Wimbledon, how it became the home of British tennis and what competitions are played there.

WATCH

Watch the video together. See TG page 311 for Unit 2 culture video script. Ask sts to write one tip they learned about how to up your game. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers:

- What is Shey wearing on her head? (a headband: 0:16)
- Which parts of the video are in black and white? (the parts about his childhood: 0:45)
- What number court are Shey and Grant on? (number 2: 0:52)
- What three aspects of the game does Grant get Shey to focus on? (forehand, backhand, serve: 1:23)



REFLECT

21st Century skills



COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between sport in Britain and their country, e.g.:

- Is tennis a popular sport in your country? Do any important competitions take place in your country?
- What other sports are popular in your country? What are the big sporting events each year?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- What do you think is more important if you want to improve at a sport - talent or practice? Why?
- What qualities do you think someone needs to become a professional sportsperson?

Monitor while sts work, then collect some ideas from the



Social media detox

BACKGROUND INFORMATION

Social media is an important part of most people's lives now, and people are spending more and more time on their phones and other devices, chatting to friends, uploading photos, etc. In this video, Mon keeps a video diary of her one-week social media detox, in which she tries to go for a whole week without using social media.

LANGUAGE

The following target language items are recycled from Unit 3: share; be/get used to.

You may wish to pre-teach the following words: challenge yourself, chores, embroidery, inspiration.

PREPARE

21st Century skills



Tell sts they will watch a video about someone who tries to live for a week without social media. If you have time and internet access, you could asks sts to find information about the benefits of a social media detox. Discuss their findings as a class.

WATCH

Watch the video together. See TG page 311 for Unit 3 culture video script. Ask sts to write one interesting thing they have learned about the experience of a social media detox. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers:

- When was the first social media network created? (1997: 0:49)
- What was it called? (Six Degrees: 0:52)
- What activity does Mon do on Day 1? (skiing: 1:19)
- What did Mon search for online on Day 4? (some recipes: 1:54)
- What kind of animals are on Mon's embroidery? (bees: 2:48)



REFLECT

21st Century skills



© COMPARE CULTURES

You could ask questions to encourage sts to think about similarities or differences between how much time people spend on social media in the UK and their own country, e.g.:

- What are the most popular social media sites?
- How much time do people spend on social media?
- Do some people spend too much time on social media? Would a detox be a good idea?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- In what ways do you think social media can help people communicate better?
- What disadvantages are there to social media?

Monitor while sts work, then collect some ideas from the class.



London dreadlocks

BACKGROUND INFORMATION

Dreadlocks have been fashionable in many cultures for hundreds of years, but they are especially associated with the Rastafari movement and became fashionable in the 1970s when they were adopted by reggae music stars such as Bob Marley. In Britain, they are especially popular with young people whose cultural background is in the West Indies or parts of Africa. This video celebrates the diversity of London by focusing on people who wear their hair in dreadlocks and speaking to Marc Hare, a shoe designer, who explains that dreadlocks are an important part of his cultural identity.

LANGUAGE

The following target language items are recycled from Unit 4: Modals of obligation, necessity and advice; Modals of ability and permission; let; eye-catching, stylish.

You may wish to pre-teach the following words and phrases: dreadlocks, all walks of life, stereotypical, cultural identity, diversity, heritage.

PREPARE

21st Century skills



Q FIND OUT

Tell sts they will watch a video about dreadlocks in London, in the UK. If you have time and internet access, you could asks sts to find information about dreadlocks and pictures of people who have them. Can they find out how people style their hair into dreadlocks? Do they like them? Why/Why not?

WATCH

Watch the video together. See TG page 312 for Unit 4 culture video script. Ask sts to write one thing they learn about dreadlocks from the video, then elicit ideas from around the classroom.

Ask sts the following noticing questions from the video, playing it again for them to check their answers:

- At what event do we first see dreadlocks? (a fashion show:
- How do we see someone maintaining their dreadlocks? (putting wax on them: 0:55)
- What is the name of Marc Hare's shoe shop? (Mr. Hare:
- What colour shoes do we see at the end of the video? (red; black and white: 2:30)



REFLECT

21st Century skills



COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences with attitudes to hair styles in the UK and in their own country e.g.:

- Are dreadlocks popular in your country? Do you know anyone who has them?
- Are there any other hair or fashion styles that people in your country have to show their cultural identity? What are they?
- Do you think your country celebrates diversity?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- Do you think dreadlocks look stylish? Why?/Why not?
- Would you choose a hairstyle because it's trendy, or because it's practical and comfy? Why?

Monitor while sts work, then collect some ideas from the



Animating the city

BACKGROUND

In this video, we meet Jon, a young artist living in London. Jon has three passions in life: architecture, drawing and cinema. He brings these together by creating drawings of buildings which he uses to make animations. We learn what inspires Jon, watch him at work creating his animations and see extracts from some of his films. Through his work, we also see the city from some unusual perspectives.

LANGUAGE

The following target language items are recycled from Unit 5: Will vs would with future use; zero, first and second conditionals; skyscraper.

You may wish to pre-teach the following words: skyline, glass, steel, concrete, extravaganza, animation, right angle, sphere, rectangle, shelter, surroundings, eel, an impenetrable mass.

PREPARE

21st Century skills



Tell sts they will watch a video about a young artist who is based in London and makes animations based around some of the buildings in the city and the idea of how and why we create cities. If you have time and internet access, you could ask sts to find pictures of some of the interesting old and modern buildings in London and discuss which ones they like and why.

WATCH

Watch the video together. See TG page 312 for Unit 5 culture video script. Ask sts to write down one thing they like about Jon's work.

Ask sts the following noticing questions from the video, playing it again for them to check their answers:

- What's on the window sill behind Jon when we first see him? (a thesaurus 0:34)
- Where does he put the girl on the swing in his animation? (between two buildings:1:08)
- Who do we see running in Jon's animation? (a child: 1:51)
- What is the name of his short film about cities? (eel's nest: 2:23)



REFLECT

21st Century skills



COMPARE CULTURES

You could ask questions to encourage sts to think about architecture in their country, e.g.:

- Do most people in your country live in cities, or in small towns and villages?
- Are most buildings in your town or city old or modern? Do you think more people prefer old buildings or modern ones? Why?
- Are towns and cities quite 'dense' in your country?
 Can you think of any parts of cities that are an 'impenetrable mass'? Or are there plenty of open spaces and green spaces?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- How important is it to have open spaces and green spaces in cities?
- What changes can be made to cities, to make them more enjoyable to live in?

Monitor while sts work, then collect some ideas from the class.



Cops on the job

BACKGROUND INFORMATION

The police force works around the clock, 24 hours a day, seven days a week. In this video, we see the everyday life and work of some British police officers as they answer calls for help from the public. We watch them attend a range of different incidents and learn how a cop has to be ready for almost anything.

LANGUAGE

The following target language items are recycled from Unit 6: Modals of deduction; third conditional.

You may wish to pre-teach the following words: PC (police constable), cop, incident, illegal, expect the unexpected, a jack of all trades (someone who can do a lot of different jobs), urgent, burglar, premises, catch someone red-handed, be trapped, a suspect.

PREPARE

21st Century skills



Q FIND OUT

Tell sts they will watch a video about Carla and other police officers in the British police force. We watch them as they attend different incidents and have to respond to some unexpected situations. If you have time and internet access, you could ask sts to find some information about the police force in Britain, for example the uniform they wear and the equipment they use, e.g. Do they carry guns? What do they use to defend themselves if necessary?

WATCH

Watch the video together. See TG page 312 for Unit 6 culture video script. Ask sts to write a sentence with one thing they find interesting or amusing in the video. Ask some sts to read their sentences to the class.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- How many horses are there by the side of the road? (two: 0:44, 0:46)
- What kind of car does the officer park behind when he arrives at the premises? (another police car: 2:07)
- What is the officer holding as he goes into the premises? (a torch: 2:23)
- What numbers are on the top of the police car at the end? (42, R68: 3:18)



REFLECT

21st Century skills



COMPARE CULTURES

You could ask questions to encourage sts to think about the similarities and differences between the police in the UK and their own country, e.g.:

- What unusual situations do the police have to deal with in your country?
- Do people generally trust and support police officers in your country?
- Do police officers in your country carry guns? Do you think this is a good idea?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- The video presents police officers as being friendly, normal people. Do you think the police should encourage this image, of should they encourage the public to be scared of them? Why?
- Do you think that in general the police have too much power, too little power or the right amount? Why?

Monitor while sts work, then collect some ideas from the



Portrait of a podcast

BACKGROUND INFORMATION

More and more people are making podcasts to share their interests with others, In this video, Lily, a young artist living in London, takes us through the process of preparing for and making a podcast in which she interviews Harriet, an artist who uses VR (virtual reality) to teach people about environmental issues.

LANGUAGE

The following target language items are recycled from Unit 7: relative clauses and reduced relative clauses, verb patterns, *themes*, *episode*.

You may wish to pre-teach the following words: VR, to keep up with, a peek, an insight, record shop, recording studio, music venue.

PREPARE

21st Century skills



Tell sts they will watch a video about a young artist and podcaster, who will explain and show how she prepares for and makes a podcast. If you have time and internet access, you could ask sts to search for some interesting English-language podcasts.

Alternatively, put sts into pairs or small groups and ask them to talk about podcasts that they listen to. Ask some sts to tell the class about their favourite podcast.

WATCH

Watch the video together. See TG page 312 for Unit 7 culture video script. Ask sts to write a sentence saying something they learned about how to make a podcast, then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers:

- Where is Lily when we first see her? (in the street: 0:27)
- What colour is Harriet's scarf? (black and white: 1:17)
- What is written on the microphone when she is recording? (Blue: 2:44)



REFLECT

21st Century skills



COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between young creative people in their country and other countries, e.g.:

- Do you think there are opportunities for young people in your country to follow creative careers? How easy is it to make a living from creative activities like art or music in your country?
- Do young people in your country usually live independent lives, like Lily, or do they usually live with their family? Which do you think is best?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- Lily probably doesn't make any money from making her podcasts. Why do you think she does it?
- Are artists important to society? Do you think that governments should help them financially? Why/Why not?

Monitor while sts work, then collect some ideas from the class.



Wave garden

BACKGROUND INFORMATION

Wales is one of the four countries that makes up the United Kingdom (the others are England, Scotland and Northern Ireland). In this video, Ali Ward visits Surf Snowdonia, an artificial surf park in Wales. The managing director of the park explains how to build an artificial surf park, and how the waves are made. We then see Ali trying to surf on some of the waves.

LANGUAGE

The following target language items are recycled from Unit 8: Active and passive; *create*, *design*, *develop*.

You may wish to pre-teach the following words: angle, artificial, cultivate, to implement, lagoon, plough, power drill, pressure, reliable, wave foil (a piece of metal which is pulled through the water to create waves).

PREPARE

21st Century skills



Tell sts they will watch a video about an artificial surf park. If you have time and internet access, you could ask sts to search online and find some information about good places in the world to surf, and places that have artificial surf parks? Is an artificial surf park a good idea?

WATCH

Watch the video together. See TG page 313 for Unit 8 culture video script. Ask sts to write one sentence about what they enjoyed in the video. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers:

- What is Ali Ward's job? (scientist: 0:36)
- How big is the lagoon in Surf Snowdonia? (300 metres long, 100 metres wide: 1:20)
- What colour is Ali's surfboard? (green: 2:23)



REFLECT

21st Century skills



COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between water sports in their country and other countries, e.g.:

- Does your country have a coastline? Are there places in your country where people can do water sports such as surfing?
- Are water sports popular in your country? What other sports are popular?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- Creating artificial environments such as surf parks or ski slopes uses a lot of energy, which contributes to climate change. Is this a good use of resources and energy? Why?
- What other free-time activities take a lot of resources and energy? Should people think about the environment when they think about what free-time activities they do? Why?

Monitor while sts work, then collect some ideas from the class.



A creative relationship

BACKGROUND INFORMATION

In this video, we meet Rhys and Waddah, two dancers and choreographers from London. The two men are best friends and also run their own dance company, Fubunation. They talk about the advantages and disadvantages of being friends and working together. They also talk about their ambition to help younger dancers in the future.

LANGUAGE

The following target language items are recycled from Unit 9: reported speech patterns; determined, passionate, energy.

You may wish to pre-teach the following words: bump heads (= argue), chemistry (= a feeling between people that they like each other), choreograph, choreographer, ladder, lift someone up (= encourage someone), productive, soul.

PREPARE

21st Century skills



Tell sts they will watch a video about two young dancers and choreographers who live in London. If you have time and internet access, you could asks sts to find videos of different kinds of dance, e.g. traditional dance, modern dance, ballet. Ask them to find one they like to show their classmates in groups.

WATCH

Watch the video together. See TG page 313 for Unit 9 culture video script. Ask sts to write a sentence about something they learn about Waddah or Rhys in the video. Then, ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again for them to check their answers:

- What can you see on the wall of the dance studio? (a clock and bars: 0:09)
- How many chairs are there in the dance studio? (two: 0:36)
- What is their dance company called? (Fubunation: 0:59)
- Which of the dancers has earrings? (Waddah: 1:56)



REFLECT

21st Century skills



COMPARE CULTURES

You could ask questions to encourage sts to think about differences between music and dance in their country and other countries, e.g.:

- What kinds of dance are popular in your country?
- Are dance shows popular, for example in theatres?
 How easy do you think it is to become a professional dancer in your country?

After watching the video, put sts into pairs or small groups to discuss one or both of the following questions:

- How important is it to do a job that you enjoy doing?
- Is it more important to do a job you enjoy or to earn lots of money? Why?

Monitor while sts work, then collect some ideas from the class.

VLOG SCRIPTS

UNIT 1

How to write a song

R = Regal

R: Hey there, my name's Regal and today I'm going to show you how to write a song. When I started songwriting, it was in a time when I experienced a lot of anger and **anxiety**. I started songwriting when I was really young and I found that it was a great way to express my emotions. It also just makes me really happy. Another great thing about songwriting is that you can share it with your friends and family, and that's how I eventually got pretty good at it. It seems complicated at first, but I'm going to show you a few tips and shortcuts of how to write a song. If you don't play an instrument, I would suggest finding a beat on YouTube that you can sing along to. For this video, I'll be playing a piano. Here are a few chords that are simple and easy. Once you have your beat, it's time to start writing. If you want to make a song really catchy, it's best to start by just singing or humming oohs and aahs. Don't write words yet. Now that we have a melody that we like, we can start adding words to it. Think of any emotion that comes to mind, it could be joy or sadness, or **confusion** or clarity, or chaos or perfection. This melody sounds really joyful to me, so I'm going to go with the topic of **joy**. Start to match words to the melody you created like this. Oh, you might as well smile, and after a while, the weather will change, and the sun will come out. You might as well laugh, it isn't so bad. When you look around, and see all that you are, life is so splendid, life is so great. When you understand that the trouble will pass, that life is so splendid, life is so great. When you understand the trouble will

Once you have a section of the song that you like, follow these steps to create the next sections. You can follow the structure of a song that you like, or you can make it completely your own. Once you have a song that you like, show it to your friends and family. You might feel a little bit of **embarrassment** at first, but trust me,

it gets easier the more you do it. Most importantly, don't forget to have fun with this. I hope this was really helpful to you. See you next time.

UNIT 2

Things I've learned about failure

B = Ben

B: My name is Ben, I live in London and I make vlogs about life.

I've **failed to** do a lot of things in my life. The more that time passes, the more you realize what lessons you've taught yourself just by stumbling through life. When things don't go to plan or go wrong it sucks, but you learn from that. You don't learn a lesson because someone told you that was the truth, you learn it because you experienced it yourself. That's growing up. That being said, here are some of the things I've learned to be true. First thing: do you have a dream? Before you **fulfil your dreams**, you have to have a dream. When I was younger, I could never achieve any goals because I didn't have any goals. To have a dream or goal, you have to try different things. I used to like music, but I never knew what I wanted to do with my music. Then, I tried something new: making electronic music. It was strange at first, but I discovered that I really love it. Then, I made a goal to release an album, and now I have an album! Stepping out of your comfort zone is really important to achieving any goal.

Second thing: a key learning moment is in the hours spent thinking about a missed opportunity. We often think it's bad to ask the question What if? But I'd argue it is a necessary tool for our brains. Do you ever think back to a memory and realize Oh! I missed a big **opportunity** there? I guarantee the next time you are in that situation, you will be reminded of that regret and know what to do the next time around. Third thing: it's OK to give up on a dream. I tried to do stand-up comedy recently. It went so horribly that I realized I didn't actually want to do it. When something turns out badly, maybe that's what you're learning.

Learning what you don't want to do

is just as important as learning what you want to do. It might even be more important.

Fourth thing: everything takes time. A lot of it. You can't **mess up** and always expect to immediately **overcome the problem**. Time and repeated effort is all that it takes for your brain to learn something. Hofstadter's Law says it best: It always takes longer than you expect, even when you take into account Hofstadter's Law. That's it! And finally, there is immense satisfaction in **realizing an ambition**. This is my music! It clicks a part of our brain that makes us satisfied to be alive. I want that for myself and I want that for everyone. Thanks for watching, bye!

UNIT 3

My experience in the news

E = Erika

E: When I was twelve years old, my family and I moved to Nanjing, China. My whole life changed and I fell in love with the city. And then when I moved to Sydney after living in China for five years, I was sure of one thing. I wanted to make something that represented my love for the city. So, I made a short documentary called This is Nanjing. About a year after making the film, a **journalism** student working at a big English language magazine in Nanjing contacted me. She told me about a competition for foreigners to submit their films about their time in China. She said that she loved my film and thought that I should submit it. And I thought that was an amazing opportunity. To cut a long **story** short, about seven months later, it was announced that I was one of 25 out of 300,000 films to be on the final shortlist. And I was going to be flown to China to attend the award show! The news about my film became a headline in several articles. It was so strange to be the **story** that people were going to be reading about in their magazines. I got interviewed a few times to provide **updates** on the competition. And it meant my parents were very surprised to see my face in the news.

I was very excited when I got to China because a local news presenter asked if I'd like to talk on-camera about my film. He asked me lots of questions for his **viewers** about my experience. And I was so happy to talk about everything 'cause I was so grateful to be there. Being featured in both written and video articles was such a cool experience and it's a great way to remember the event by. Plus, my friends got to see my face in the **updates** on their **newsfeed**. And that was such a weird and wonderful time. I ended up winning an excellence award at the competition and I was just grateful to go back to China because it's a place that I love and I will always call home. Thanks for watching. Bye!

UNIT 4

Some autumnal outfits

T = Tally

T: Hello, my name is Tally and today I'm going to be showing you some cute outfits that I'm going to be wearing all autumn long. This year, I am trying to be more sustainable and one of my goals is to buy fewer clothes. So most of the clothes I put together for these outfits are not new.

This first outfit would be perfect for going for a walk in the park on one of the warmer weekends in autumn. This cardigan is super-thick and cosy, so on a warmer day, you wouldn't need a jacket to go with this outfit. This cardigan is the only brand new thing I bought for this outfit, and I know that it's going to be in my wardrobe for years. These are my absolute favourite trousers. I got them second-hand from a vintage shop and they are the perfect fit. They're super-stretchy and super-comfy. This outfit is supercasual, but it still looks really stylish by matching the white T-shirt, bag and trainers.

This outfit is a bit **smarter**, so would be perfect for meeting a friend for coffee. I bought this coat last year and it's such a **classic** shape that it's never going to go out of style. This jumper that I'm wearing is cashmere so it's very warm even though it's nice and thin. I was so happy to find this in a **second-hand** shop. And the outfit wouldn't be complete without a belt with a big gold buckle to tie it all together, which is very **trendy**. These jeans are the perfect blue denim. I love the length they come to on my ankle

and I think they look great with shoes like this.

This final outfit is a bit more **unconventional** and I wore this to an art exhibition, so I fitted right in. Because this jumper is so big and cosy, I can wear a lighter denim jacket over it and still be warm. And these boots are so **practical**. They look good with everything, including tights and a skirt. And for this outfit, none of the clothes were new. I've worn them so many times! I'm definitely not ashamed of repeating my outfits. Thank you so much for watching this video. Please let me know which one was your favourite outfit, and please follow me on Instagram if you'd like to see more of my outfits for inspiration.

UNIT 5

On London

B = Ben

B: Hi! My name is Ben and I moved all the way from Canada to the UK four years ago. I want to tell you a little bit of what it's like to live in one of the largest cities in the world, London. I'm in London to make connections and find really interesting jobs, but a part of me really longs to leave. I'm enjoying my time here, but I'm getting really excited to move back to Canada in a few years.

Before I moved to London, I lived on a farm near a small town, and now I am in a massive city. It's very different. Look at that! There are good and bad things about living in a city. One of the things I really miss is the fresh air. There are constant traffic jams and it can take hours to get where you need to go if you travel during **rush hour**. I really love driving, but I don't have a car in London. But driving here doesn't really seem all that enjoyable anyway. I prefer taking the London Underground. At first, it was really confusing. There are so many train paths and some stations are always closing for maintenance, but it's much easier than driving.

I live in an apartment building in a residential district of south-west London. It's very quiet here compared to downtown. It's in the outskirts of the city, but I spend a lot of time going to the city centre. Luckily, there are great **transport links**. I can go to all the different **shopping districts** like Oxford Street.

One of the things that is frustrating is the **social isolation.** Because there are so many people, you can really feel lonely in crowded places. Luckily, there are a lot of green spaces near where I live. One of my favourites is called the Kyoto Garden. It's very peaceful there and it helps me avoid strangers who are just trying to push past me.

However, there are amazing things about being in a big city. I love big buildings and London has so many beautiful **skyscrapers**. I use these buildings as inspiration to write music.

My mother once told me, Every decision you make has consequences, every decision. If you are thinking about moving to a big city, it's important to think about the potential downsides. I hope you make the right decision for yourself. Thanks for watching.

UNIT 6

What working in a hospital is like

C = Chelsie

C: Hi guys, I'm Chelsie. Today, I thought I'd sit down and talk about my role as a hospital volunteer. I volunteer at my local hospital in the Acute Medical Unit. It's the bit you wait in after you've been seen in Accident and Emergency.

So we have a wide range of people coming in and it's really interesting to see how the doctors **treat** a wide range of **injuries**. People can come in because they feel unwell or they might not be able to **breathe** and there can be cuts, bruises, infections, the lot. When the **injury** has been handled, but it just needs to be watched, I really enjoy talking to the patients and learning more about them. When more serious cases come in, that's when you learn a lot. Serious **injuries** can change the whole vibe of the hospital.

Normally when there aren't any really serious cases in the hospital, the doctors are seeing all the patients and it's busy, but it's still calm. They go round, they see all of their patients, they assess them, they work out what's wrong with them and then they **treat** the **injury**. But when a serious case comes in, everything changes. Patients can **lose consciousness** or there could be quite a lot of blood due to a **bleed**. The doctors and nurses become full

of adrenaline and everybody knows it's all hands on deck to try and help that person. That's when it becomes stressful. But still through this process the doctors remain calm and focused and it's really interesting to see.

This role has made me realize how we should **take precautions** in everyday life to avoid being **injured**. A lot of the things I see are little accidents that can cause a lot of damage. So it's good to know how everyday things such as cooking or driving can cause a lot of damage if we don't **take precautions**. Thank you for listening, see you in the next video, I'll see you next time. Bye, guys!

UNIT 7

My favourite childhood films!

R =Regal

R: Hey there, my name's Regal and today I'll be guiding you through a list of my favourite childhood movies. I've been watching them a lot recently and I realize there's much more to them than I remember! Personally, I've always loved a film with a great plot and engaging characters way more than films with action scenes and lots of special effects. Also, I've also always loved music, so a good soundtrack is really important to me. Let's get into that list.

One of my favourite **plot** lines as a kid is from the movie Balto. Balto is an animated film based on the true story of a dog named Balto, who led a team of sled dogs through the snow in Alaska to bring medicine to a town called Nome when they really needed it. In the film, Balto is half wolf and half dog, and is rejected by everyone in his town because of it. But in the end, this ends up being his greatest strength as wolves can survive all alone in the wild, but dogs need a pack. I love the **themes** of this **plot**. Throughout the movie, Balto learns that what makes him different is what makes him really special. Sure, we've seen this plot line in other movies before, but Balto is where I saw it first. Another film I really loved as a child was Charlotte's Web. You probably know the version from 2006, but I also really like the original from 1973. In Charlotte's Web, a spider and a pig become friends and the spider uses messages in her webs to save his life. The **setting** of the movie is on a farm, so visually it's not as beautiful as

Balto. However, the **script** is written so well, you really fall in love with the **characters** and the friendship that they create. It's amazing to see that even though this movie is pretty old, the characters have so much life! Last but not least, one of my favourite soundtracks from a childhood movie has to be from The Swan Princess, especially the song This is My Idea that they used to skip from scene to scene to show the characters grow up. In just five minutes, the song shows us that the relationship between the characters has always been full of fun, causing us to fall in love with them from the start. Another one of my favourite melodies from the soundtrack is from Far Longer than

Song: And with your love I'll never be alone.

It's so much fun to watch childhood movies again and see all the hard work that really went into them. There's so much that we missed as kids! Anyways, that's it for this video. I'll see you next time.

UNIT 8

Fermentation station

M = Maiku

M: Hey, my name's Maiku and in today's video we're **creating** some cured egg yolks. This is the world of fermentation and it looks like it's tons of fun to do. But the first thing that you need to know before you start is that we're not just letting things rot. We're putting things in controlled environments. When you combine the right conditions with the right materials, what we're looking for is something that's safe to eat. This is all based on scientific evidence. With a little bit of experimentation! Let's take milk, for example. If you leave milk on a counter for an extended period of time, it will go bad. It goes sour, you definitely don't want to drink that. But if you leave milk in a controlled environment, you make yogurt! Which is actually very delicious and good for your body. Cheese and yogurt are **proof** of what you can do with fermentation. And today what I want to do is try it on eggs.

Careful! Fermentation can cause food poisoning if not done correctly.

So, the idea is that we're going to be using salt and sugar and that's going to pull moisture out of our food

products. We're trying to control the consistency of the food and the bacteria. Today, we're going to be doing chicken eggs. This is a mixture we have here. It's salt and sugar, but I've also added peppercorns, bay leaves and you know, chilli flakes in order to add that touch of spice. I don't have a real blender. Sprinkle some on here. Two, three ... We're trying to make a landing zone for our little yolks. So, I need to crack it, separate it. OK, this is an egg yolk. Yeah! Perfect. Ha ha! That's four for four! Ha ha! I'm just going to put a sprinkling on top. You leave it open, leave it in the fridge for four days.

Alright, it's four days later, I want to see what kind of transformation has happened here. What's your prediction? It didn't work. I don't think it's supposed to be wet. That's not what that's supposed to look like. The top parts are hard, the bottom parts are still liquid, that's not good. DO NOT EAT if it goes wrong OK, so that's it for me today. You know, those things are definitely not safe to eat so, you know, experiment failed. But, even in a failed experiment, it's just a good way to make **progress**. That's just how science works. So, I'm going to try this experiment again some time later, I'll keep you guys posted. And until next time, I guess I'll see you guys later. Peace.

UNIT9

How to become a standout footballer

S = Spencer

S: Hey guys, my name is Spencer Moeller and I'm a vlogger and footballer from the United States. Today, I want to share with you some of my best tips I've learned over my twenty plus year career playing the beautiful game, in the hope it'll help you become a great player and even better person off the pitch.

When I was younger, maybe thirteen or fourteen years old, I was a very **sensitive** and **shy** player. I lacked **determination** on the pitch, which led to many poor performances early in my career. I was constantly afraid I would mess up in games, although my technique on the ball was always very good. My goal, ever since I was a kid, was to become a professional football player. That's all I ever wanted to do. That's all I ever wanted to be. When

VLOG SCRIPTS

your dream is to kick a ball around a grass field for 90 minutes and you're struggling to complete a single pass and perform a quality touch, you realize something needs to change. I got out of my comfort zone and found the **courage** to admit I had a problem. Along the way I also found a mentor, who was a former coach, to help me master my mind. As my mental **strength** grew, so did my **self-confidence**. I became more **determined** as a player to not let my

emotions get the better of me and to always focus on positivity in what I was doing well.

Once you start understanding your **strengths** and weaknesses as a player and person, and you create a plan of action to try to balance the scales, you'll eventually become unstoppable. You're not going to achieve a balanced mind or body without a lot of help from the friends and family around you, though. You're going to need a lot of guidance and direction from

somebody who's been in your shoes. That goes with football and also for your life outside of the game. In order to become a standout footballer and human being, you have to ask a lot of questions. And the greatest question you can ask is: What can I do for you? How can I help you? Put yourself second behind the people you trust, respect and believe in. And I guarantee you're going to have an amazing career and also an incredible life.



UNIT 1

A musical soul

A = Ana

Old memories. New encounters. Different sights and sounds. All of us experience these things. But some are able to take these experiences and turn them into something beautiful. For Ana, these experiences have always come alive in her songs. Ana grew up in Sweden. Her mother is Bolivian and her father is Russian. As a child, she always felt different. She never used to fit in.

A: Both parents come from different countries and they lived in different neighbourhoods. So, I always felt like an outsider.

And then, she decided she wanted to stand out instead. She moved to Spain to study Art, but life had different plans for her. She's loved music for as long as she can remember, and she decided to follow her heart.

A: I met some musicians that told me 'you should sing'. I started singing and we liked doing music so much that we created a band and we've been playing almost every week since two years ago. Ana finds inspiration in everything around her past and present. It could be the books she reads, a new person she's met or the sights and sounds she experiences every day.

A: It's people that inspire me. Travelling is what inspires me the most. It can be literally anything, as long as it's new, as in something I haven't done before. Working on her music in Barcelona, Ana met Pat. They make music together in their band, Echoes in Smoke. Ana sings, Pat plays the guitar and they write the music and lyrics together.

A: I can't write songs just reading a book or watching a movie. I need to talk to people, I love talking to people.

The song they're working on now is based on their experiences travelling. A: My travels, my memories, what I've read, other people, any person, any conversation, any face, any dream can turn into a song.

It was this collection of memories and dreams that inspired Echoes in Smoke's new song, 'Behind the Teeth'. When they take to the stage, the band bring all that life experience with them.

UNIT 2

Up your game

S = Shey

This is Shey. And this is Grant. Shey wants to get fit. She's always loved watching tennis, but she's never tried playing it. She's come to Wimbledon, the home of British tennis, for a coaching session. Grant has coached tennis for over twenty years, training some of the UK's best young talent. He believes there are four steps to effective training for athletes of any kind. Using his four-step training plan, Grant's going to show Shey how to up her game in just one day.

Firstly, always warm up properly. Tennis requires strength and agility, so it's important to make sure your muscles are warm, or you're more likely to suffer an injury. Grant's warm-up also engages Shey's handeye coordination with throwing and catching exercises, to get her mind, as well as her body, ready for the training ahead.

Secondly, assess your weaknesses. Before Grant gives any advice, he needs to analyse the different aspects of Shey's game: forehand, backhand and serve.

Once you identify your problem areas, you can focus on them. Grant focuses on each skill, looking at hand and body positioning, footwork and racket movement. One crucial aspect of tennis that students struggle with is the serve. This is how the game restarts to play each point. Grant draws Shey's attention to each phase of the serve, how she should position herself, and the movements she needs to make.

Finally, remember to keep practising. Once Grant has shown Shey the correct technique, it's time to practise. Again, and again, and again. Grant believes that one key aspect of improving your tennis game is confidence and self-belief. This confidence will grow naturally as you ... one, warm up properly; two, assess the aspects of your game you want to improve; three, focus on these problem areas; four, of course, practise, practise, practise!

S: I think my serves are actually improving, which I'm surprised about. I didn't think they would in one day, but he's a great coach, so this is really fun. So why not try Grant's four steps in your training and see how much you can improve?

UNIT 3

The social media detox

M = Mon

M: Hello everyone, my name is Mon. I am from Portugal, I'm Portuguese, but I moved to Norway five years ago. So, I have been living in Oslo, in Norway, for five years. This week, I am going to challenge myself and I'm not going to use social media. I cannot touch, see, do anything related to social media. Social media is forbidden.

Mon may not remember, but a few short years ago, social media just didn't exist. The first social media network was created in 1997, and it was called Six Degrees. Ever heard of it? Probably not. It wasn't very successful, but it was the first of many. Today, millions of people all around the world are used to constant sharing. Will Mon get used to living without it? M: Hei hei! We came to Norefjell. We are doing downhill. It's really good weather. I didn't feel the need yesterday for social media and when I arrived home I was so tired. We just ate and went to bed, like straight to bed. Today, I'm still feeling really relaxed, I don't feel the need for it, for now! I have a lot of chores to do, like, house chores to do. I went to Google and searched some recipes and I found one that I actually liked. I clicked the link and I was like, 'No! YouTube! It's a social media'. So, I quess today I have, like, to use my imagination.

Hei hei! In general, I think that what I miss about social media is the fact that I can talk with my friends and family anytime I want, even though they are far away because my family they ... my mum lives in Portugal and my sister lives in France. That's how I'm feeling today. A little bit far away from the world.

Today, I am going to work on my embroidery. I sometimes use Instagram to ... and Pinterest also, to get, like, inspiration, but I already had the idea, so that's a thing I can do without social media! Oh yeah!

CULTURE VIDEO SCRIPTS

It's the end of the week, a week without social media. So, it's kind of funny how social media is so, like, integrated into our lives that we don't realize how integrated it is. You don't realize how much time you spend just looking on your phone a bit lost. But I have to be honest, I can't wait to go to my Instagram and check everyone's pages. So, in a way it's good, in a way it's bad. I hope you guys enjoyed this video and I hope you have a wonderful week, with or without social media! Bye!

UNIT 4

London dreadlocks

M= Marc

At a fashion show. In a club. On the street. In a photoshoot. On the train. Wherever you go in London, there are some people you'll notice immediately ... because they aren't afraid to make a statement. They're proud of making their natural hair look eye-catching. Dreadlocks are a way of styling your hair. A lot of effort goes into maintaining dreadlocks. They can be fashioned into lots of unique styles, but you have to look after them. Dreadlocks have become part of London's visual identity. They mean a lot to people from all walks of life. Marc Hare runs a business as a shoe designer. His shoes are stylish, expensive and very popular. When he started his business, he wore dreadlocks and he still wears them with pride.

M: There are expectations, and there are stereotypical viewpoints of what you're gonna be like. And ... and it's because of the way I look.

But that did not deter Marc. He let his work speak for him, and his dreadlocks are a part of his style and professional identity. They let people know that he also cares about his culture.

M: I ... I think that cultural identity is a very ... is a very important thing. It just ... it's just part of me. I feel no ... I feel no need to change.

London celebrates its diversity. The city values creative people like Marc. His dreadlocks are a part of his self-expression, just like the shoes he designs and sells. They show people that Marc is proud of his culture and heritage, and he's excellent at what he does, his way.

UNIT 5

Animating the city

J = Jon

The London skyline. The glass, the steel, the concrete. Crowds look at the

skyscrapers shooting up and that's all most of them see. But there are those who look closer.

Jon is one of those people. He studies the city. He watches it carefully and listens to the sounds it makes. He stops and looks at this man-made extravaganza that so many people call home, and comes up with new ideas. Then, he shares these ideas with us by doing the thing he does best: he brings them to life with his drawings. Animation has allowed him to bring his three great passions into his work.

J: I love architecture, I love drawing and I love cinema.

Jon's first animated film, Right angles don't exist, explores the idea of boxes. Our homes as the boxes we live in. The walls around us form right angles that are nowhere to be found in nature. We look at the perfect sphere of the sun through a rectangle. If nature is round, why do we try to make all our lines perfectly straight? These thoughts are buzzing in Jon's head while he works. Every time he starts a new piece of art. he's confident he will learn something new about how we build spaces and how we live in them. About how we interact with each other and with the spaces we inhabit.

J: I wanted to talk about the ideas of house and home.

In his short film *Eel's Nest*, he explores how our basic need for shelter has led us to build the cities we live in today. Buildings growing closer and closer together, creating this almost impenetrable mass that is the city. We move around the city focused on where we need to be next, without thinking about our surroundings. But if we look closely, we might just see. If we listen carefully, we'll be able to hear. Jon certainly can.

UNIT 6

Cops on the job

W = Woman, C = Carla, PO = Police officer

W: Police. Emergency.

The police force never sleeps. There's always something happening or someone to help. And a cop never knows what kind of emergency they'll need to attend next. PC Carla Rossi has been called to an incident on the side of the road. There have been reports of a dangerous issue. Horses. The horses aren't actually very dangerous, but it is illegal to keep them there. If a horse

had run away, it could have caused an accident. The horses don't seem too worried, though!

C: You don't look very stressed, do you? The owners must have left them here to feed on the grass.

C: To them, it's free grass. So they just leave 'em tied up, they graze round, then they'll move 'em on ...

Giving horses water isn't normally on PC Rossi's to-do list.

C: Go on then, go and drink.

But because people call the police in all kinds of situations, she always expects the unexpected.

C: When everything else fails, we call the police because they'll know what to do. You know, and I just think it's quite funny, really because we're kind of jack-of-all-trades, really.

It's nighttime, and this police officer has an urgent call from some fellow officers.

PO: So erm, there's a premises over in Galleywood that's been broken into.

If the police officer is fast enough, he might be able to catch the burglar at the scene.

PO: There's nothing more exciting knowing that there is a burglar inside a premises. Your adrenaline then starts pumping really high. You really want to catch that person red-handed, in the act.

He arrives on the scene. But there's no sign of the burglar or the other officers.

PO: Initially, I'm just going to help out my colleague because he's got himself stuck, but shh, we're not allowed to tell anyone.
The other officers have locked

themselves in the shop. He sets his colleagues free. But while they've been trapped, the burglar's escaped with lots of stock. Luckily, there are CCTV cameras.

PO: Appears to be our suspect. There is a flash where the suspect's face actually kind of comes on. So it's actually going to be quite useful.

Hopefully, they'll be able to identify and catch the burglar, but it won't be tonight. Not everything goes to plan for the police. Being a cop means being ready for all kinds of situations. You could find yourself trapped in a shop, or giving water to horses. A cop has to be ready for almost anything.

UNIT 7

Portrait of a podcast

L = Lily, H = Harriet

London. A city famous for its art, music and culture. Sometimes it can be hard

to keep up with it all. Lily is a young artist and creative based in London. She wants to give people a peek into the budding youth culture in London and beyond! And what better way than making fun, fast-paced and exciting podcasts.

L: Hello, I'm Lily and I host The I Can't Even Speak English Show podcast.

Lily is making a new podcast episode combining interviews, reviews, music and comedy that will give an insight into the London scene. But there's more to making a podcast than simply sitting down in front of a microphone. Lily is going to show us how it's done. Firstly, you have to choose a theme or idea for the podcast.

L: Hey Harriet, how's it going?

H: Nice to meet you.

Lily has decided to make the new episode of her podcast with Harriet, an artist using VR to teach people about environmental issues. She wants to talk about her exhibitions and what inspires her as an artist.

Next, Lily has to do loads of research. L: We research in lots of different ways. We go to record shops, we go to libraries, we find books and we all sort of bounce ideas off each other that way.

Lily will be interviewing Harriet, so it's important she prepares questions and understands the main themes of Harriet's work. She also needs to see what other people think about the topic and discuss it with Harriet herself. The third thing is publicity. Lily wants to attract an audience of young listeners, so she needs to make artwork that will make the podcast eye-catching and appealing to young people.

Finally, it's time to record the podcast. You don't need a recording studio to make a great podcast! Lily records her podcasts from music venues, out and about in London, and often from home.

L: I record in my own home because it's ... it's comfortable.

Now they're all set to begin.

L: Hi, I'm Lily. Yay! Good morning, good evening, good day, good afternoon. Hope you're having the best day ever! If you're here, consider yourself lucky! And where do you live? Where do you come from? H: I'm from London.

The recording has gone well! Harriet and Lily are both very happy with

it. Now you know how, why not try making your own podcast?

UNIT 8

Wave Garden

An = Andy; Al = Ali

Welcome to Wales. A country famous for its beautiful mountains, stunning landscapes and an artificial surf park? That's right! Wales is home to Surf Snowdonia Adventure Park. Ali Ward is in Snowdonia to check it out! So, how are these enormous waves made? Ali is with Andy, the managing director of Surf Snowdonia.

An: It's a 'wave garden'. That's the technology, yeah.

Al: You've cultivated waves!

An: Yeah, yeah. It's actually a Spanish company that developed the technology and we were the first people to implement it for the public.

Al: The waves are reliable?

An: Yeah.

Al: No sharks?

An: No sharks, nice changing rooms, a cup of coffee afterwards. A great training ground as well.

So, how do you make a wave garden? Step one, dig a hole. The lagoon in Surf Snowdonia is 300 metres long and 100 metres wide! Step two, get a power drill. The waves are created by a gigantic power drill that is 118 metres long. This pulls a kind of plough or 'wave foil', which ends up creating the waves. And that's it! The design isn't as simple as it sounds, though. There is quite a bit of science behind all of this!

An: And that's one of the big secrets of Wave Garden that they were working on for many years, to perfect that. The angle of the wave foil, the pressure that it has to take. It runs on wheels, it's quite a big engineering operation.

But that's not all! You also have to ensure that the water levels are maintained perfectly, or the waves will not be so good. Sounds like a lot to think about? We think so, too! It might not be as easy as it looks! But as they say, try and try again.

UNIT 9

A creative relationship

W = Waddah; R = Ryhs

Rhys and Waddah do what they really love for a living. They dance.

W: My name is Waddah Sinada, I am 29 years old and I'm a dancer and choreographer from London.

R: Hi, I'm Rhys. I'm 25 years old, I'm from London. I work with Waddah for Fubunation and I'm a dancer choreographer.

When Rhys and Waddah first met at school as teenagers, they never imagined that they'd grow up to dance professionally together. But a close friendship became a close, creative, working relationship when Waddah asked Rhys to start a dance company with him. Now they choreograph and perform together. Their dance company is called Fubunation. They're passionate and determined and they've come pretty far together already. But what's it like being best friends and running all of this together?

R: What makes it difficult about working together is that we're two individuals with separate ideas. So sometimes we bump heads in terms of ideas, but we usually have a way of, like, talking it out and finding a solution to every, every problem that we have.

Being good problem solvers is a key part of their friendship and working relationship. What's also great about their friendship is that they support each other and they have fun.

W: My favourite thing about Rhys is that ... it's his humour! Rhys is ... he's a comedian. And when I'm around him, um, I laugh, and that's good for my soul.

R: My favourite thing about Waddah is that he sees the best in people and he likes to lift them up, show them opportunities and kind of lead them in the right direction.

W: I think the easiest thing about working together is that we are friends. I think it just makes it easier to be productive when coming into the studio, just because we bring that chemistry of being friends in with us, so sometimes work can just feel like fun.

Their shared talent, energy and creative understanding is clear in their work.

Looking to the future, the guys want to carry on influencing the dance world and support younger dancers.

R: Provide opportunities for the next generation coming after that. Yeah.

W: Yeah, leave the ladder up for people to climb behind you, don't kick it down, you know.

GRAMMAR ANIMATION SCRIPTS

UNIT 1

You've been looking for them for a month!

J = Jake, B = Ben, V = Vicky

J: Guys, look! I've found the souvenirs from my trip to Amsterdam!

B: Oh, finally! You've been looking for them for a month! Where did you find them?

J: In a drawer in the kitchen ...

V: Well, at least you didn't put them in the oven! So, you went to the Netherlands two months ago with your parents, didn't you?

J: Yes! We visited my cousins in Amsterdam. I miss them. They've lived there for eight years.

B: Let's see the photos! What's this?

J: What do you mean? It's a photo of a park.

B: Jake fell off his bike and then he took the photo!

J: Well, I've never been the school photography champion, unlike you, Ben!

V: Cheese?

J: I wanted to take a photo of the famous Dutch cheese! These are my cousins. Lily has just finished school. Ian has been learning the saxophone since he was nine. He's really good at it!

V: Great photo, Jake!

B: Yes! See? You are good at photography!

J: Actually ... my mum took this photo!

Remember to check for viruses!

M = Mario, V = Vicky

M: Oh, no! My laptop has frozen again!

V: Maybe you have a virus.

M: Well, I remember seeing a warning message yesterday, but I forgot to do anything about it.

V: Mario, you need to pay attention to warning messages! Anyway, checking for viruses is really easy. Can I see? First, let's unfreeze it ... OK! Now, you click here to check for viruses ... and here! Wow, Mario! Your laptop has got three viruses!

M: Oh. no! What? How?

V: Do you remember clicking on any strange adverts?

M: Yes, I use a cool free streaming website to watch football. But it shows me lots of ads before I can watch the games.

V: Well, I suggest avoiding sites that show you lots of ads. And remember to check for viruses at least once a week. And always keep your anti-virus software up to date! There! The viruses are gone.

M: Wow, what a relief! Thank you, Vicky!

V: No problem ... I enjoy helping my friends!

UNIT 2

I was fixing an old umbrella when I had a great idea!

B = Ben, R = Rose, J = Jake, V = Vicky

B: Hi, Rose.

R: Hello, everyone. I didn't hear you. I was reading my old diary.

J: An old diary? Interesting! What's in it?

R: Well, come over and take a look! **V:** Is that you?

R: Yes, it's me. I was receiving an award for my invention, the flying umbrella!

B: The flying umbrella? Sounds interesting!

R: I invented it when I was 10. I entered a competition for young inventors and I won! I'd already decided to become an inventor by then. You see, my dad had shown me how to use the tools in his shed. I loved it! So, one day, I was fixing an old umbrella when I had a great idea! Look! I called it 'The Flying Umbrella'! It followed you around in the rain!

J: That's so cool! Did you build it?

R: I tried! I know it's here somewhere ...

J. V. B: Wow!

V: Does it work?

R: Well, let's see!

B: I think the flying umbrella needs more work, Rose!

R: I know. I had planned to build a special controller for it, but I never did. Anyway, my classmates loved it! They thought it was fun to press the button and see where it went!

I'd been following the bike for an hour!

J = Jake, OT = Officer Tan, B = Ben, V = Vicky

J: Hello, Officer!

OT: Hello, everyone!

B: Any news about the flying bike?

OT: Yes! I've seen it!

J: What? That's great!

OT: Yes, I'd been investigating a bank robbery, and I was on my way back to the police station when I saw the bike! I decided to follow it. I'd been following the bike for an hour when it suddenly flew towards the forest.

B: So you went to the forest?

OT: No. I used to live near the forest when I was a child. We used to play in there all day! But once, I stayed after the sun had set and I got lost in there ... all night! Never go to the forest after dark!

J: So, what are we going to do now?
OT: Well, when I was in the police academy, my favourite teacher would say, 'A good police officer must be patient!' So, I'll go to the forest in the morning. I'll call you with any news.
J: Thank you, Officer Tan. I wonder

J: Thank you, Officer Tan. I wonder why the bike is flying around all on its own.

V: I don't know. But let's hope we find it!

UNIT 3

You'll get used to it quickly!

V = Vicky, B = Ben, J = Jake

V: How's your new camera, Ben? Are you getting used to it?

B: I love it! The photo quality is amazing. I'm not used to taking such great photos! It's got so many cool functions. I haven't got used to them all yet. But I need a new lens and it's expensive.

J: Tech Galaxy is having a sale today. 50% off everything!

B: Why didn't you say? It's getting late ... If I leave now, I can get to Tech Galaxy and buy my lens!

V: Wait! You don't have to go to Tech Galaxy! You can order your lens from their e-shop!

B: Really? I'm not used to ordering things online.

V: You're so old-fashioned! Even my grandma is used to online shopping these days! It's really convenient! Come on, I'll show you!

B: Wow, look at all these options!

V: It looks a little complicated, but you'll get used to it quickly! What's the model of the lens you want to buy?

B: It's the SupraCam X50.

V: OK, let's search for it. Here it is!

B: Wow, perfect! Thank you, Vicky. I don't have to go to town now and I can relax! I could get used to this!

Who's playing tonight?

A = Anna, J = Jake, V = Vicky, B = Ben

A: Hey, Jake! How are you?

J: Hi, Anna. It's good to see you. It's twenty past seven! Do you know where Vicky and Ben are?

A: They'll be here in a while. When did you get here?

J: Almost an hour ago. I couldn't wait!

V: Am I late? Has the concert started?

A: No, it hasn't. Don't worry.

J: But it's starting in five minutes! Where is Ben? He's always late, isn't he?

B: Hi, guys!

J: Ben! We said seven, didn't we? It's seven twenty-five!

B: Sorry! You won't believe this, but I forgot my ...

J, A, V: Camera!

A: Hey, do you want to hear a secret? A surprise guest is playing with Mick's Music Machines tonight! And I know who it is! My teacher told me!

V: Is your teacher coming tonight, too?

J: Who's playing tonight?

A: Guess!

B: Can you tell us if it's a man or a woman?

A: It's a woman.

V: She isn't a singer, is she?

A: No, she isn't.

J: Which instrument does she play?

A: She plays the drums.

J: I know! It's Pixie Ray!

A: You guessed it!

J: She's my favourite drummer!

A: OK guys, let's go in!

UNIT 4

We ought to shop around!

V = Vicky, B = Ben, J = Jake

V: That tracksuit is great, Ben! You should get it!

B: I know, it's really cool! But I'd better not spend too much money. I bought that new camera lens last week, remember? You ought to try on that pink dress, though!

V: I don't think it's really my style. Actually, I don't need to buy any new clothes today. But I have to find something for my dad's birthday.

B: OK. Hey, I wonder how Jake is getting on. Shall we go in and join him?

V: We can't. We mustn't leave Oscar alone. Hey! You were in there a long time! What's up?

J: Well, I tried on some jeans and a shirt, but they were all the wrong size. I must buy some new clothes today. It's Anna's party tonight!

V: We ought to shop around! Let's try a different shop.

B: Guys, we should go to the market! Lots of low-price options there!

V: That's a great idea, Ben! We'd better go now! It's only open until lunchtime.
J: OK! Let's do it!

Let me show you what I found!

R = Rose, J = Jake, V = Vicky, B = Ben R: Look! I managed to find a data log from the night the flying bike went missing!

J: What's a data log?

V: A data log can show us what the bike did that night!

B: Wow! This is exciting! Have you found its location, Rose?

R: Not yet. I tried to locate it with the GPS last night, but I wasn't able to. But let me show you what I found! Look! The artificial intelligence system started working!

V: Who switched it on?

R: I don't know, but it's bizarre!

B: Someone was able to break into the flying bike's system!

R: Impossible! No one is allowed to access the system from outside. It's password-protected. Only Drew and I know the password and I made Drew promise not to share it with anyone!

J: A hacker?

R: Perhaps. But I couldn't find any signs that a hacker had logged into the system.

V: This is all so mysterious!

R: Don't worry, we'll solve this mystery. I just need more time with this data. I need to examine it carefully!

V: Will you let me help you?

R: Sure, Vicky! But first, let's make some dinner. I didn't manage to cook anything today and I'm starving!
J: Come on, guys, let's cook!

UNIT 5

Jake and Anna will be performing in concerts!

V = Vicky, J = Jake, A = Anna, B = Ben

V: Look at this article, guys! It says that 20 years from now, we won't be using electric plugs any more.

J: What? How will we charge our phones?

V: We'll use wireless power transfer! Look! As soon as you walk into your home, your phone will start charging!

A: Yes! And your electric car will do the same while it's in your garage. By the time you wake up the next morning, it will have charged completely!

J: Amazing!

B: Guys, do you think we'll still be friends in 20 years?

J: Of course we will!

V: I wonder what we'll look like.

B: Oh, cool! Drew is going to show us the future! Let's see!

V: Look! Jake and Anna will be performing in concerts!

J: Go Banana Cake! Ben will have become a famous film director!

B: What about Vicky?

J: Vicky will still be working on her computer!

V: Well, I'd like that! I'll be making the most amazing VR games!

A: And Drew will have discovered alien life by then!

You won't need your sunglasses today!

J = Jake, B = Ben, R = Rose

J: So, what do you think?

B: Doesn't it have words?

J: Not yet. When I finish the music, I'll write some words for it.

B: OK.

J: Don't you like it?

B: I do, but if it had words, I'd like it more. Oh, no! It's raining really hard now.

J: So?

B: I need to go to town to buy something for my mum. If it doesn't stop raining, I won't be able to ride my bike.

J: That's OK. If you get the bus, it only takes about 20 minutes.

B: I'd rather not get the bus. It's always really crowded when it rains.

GRAMMAR ANIMATION SCRIPTS

- R: I need to go shopping. I'll go to town, too! Come on, Ben. I'll give you a lift!
- **B:** Thanks, Rose! That would be great! **R:** Jake, would you like to come with us?
- J: Good idea! If we have time, can we stop at Anna's? I want to pick up my sunglasses. I left them there yesterday.
- R: Well, you won't need your sunglasses today, but OK!

UNIT 6

It must be taking photographs!

J = Jake, R = Rose, OT = Officer Tan

- **J:** I'm so excited! Officer Tan must have some news for us!
- **R:** Yes, she might have found the flying bike.
- **J:** I hope the bike is OK. What if it runs out of fuel? It could have crashed somewhere!
- **R:** It can't have run out of fuel. It's solar-powered. And if it had crashed, it would have sent an emergency signal back to my computer.
- **OT:** Rose, Jake, thank you for coming in. You must be wondering why I called you.
- **J:** We certainly are! Have you found the bike?
- **OT:** Well, not quite. If I had found the bike, I would have told you on the phone. Rose, has the bike got a camera?
- R: Yes, it has!
- **OT:** I thought so! The bike has been flying around different places in town and we often see a light flashing from it. It must be taking photographs! Then it flies away and we lose it again!
- **R:** I used part of Drew's code for the bike's artificial intelligence. Drew loves taking photos!
- J: No! The bike could decide to go sightseeing and fly all over the world on its own!
- R: Don't worry, Jake. Officer Tan, thank you so much. Come on, Jake, I've got an idea!

I shouldn't have been so impatient!

- J = Jake, R = Rose, V = Vicky, B = Ben
- **J:** What did you want to tell us, Aunt Rose?
- R: Well, when I was programming the bike, I used some of Drew's code. That's why the bike is taking so many photos, and that's why it can fly

- wherever it wants now! I shouldn't have been so impatient! I wish I had checked the code more carefully.
- V: Don't be upset, Rose. These things happen. If only writing code was easier!
- R: I'm not upset! I've thought of a way to fix it! I should have thought of it before!
- **B:** Really?
- R: Sure! Drew! OK, time for another software update! Drew is going to be a hero for us! Aren't you, little one?
- **V:** What are you going to do, Rose?
- R: Vicky, you and I are going to program Drew to find the flying bike and send some new data to its artificial intelligence!
- V: Wow! That's brilliant!
- J: Well done, Aunt Rose!
- B: Wait a minute. Can Drew do that?
- R: Sure! Drew and the bike share a lot of code. And Drew can fly, and it can send data, so why not?
- **B:** But the weather is so bad! I wish this storm would go away!
- R: Don't worry, Ben! I'm not sending Drew out in this weather. Anyway, I have to write the code first!
- J, V, B: Good luck, Rose!

UNIT 7

The pizza you made was delicious!

- B = Ben, J = Jake, V = Vicky, Z = Zack
- **B:** The pizza you made was delicious, Jake! Even Rose, who doesn't usually eat pizza, ate four slices!
- J: Thanks, Ben! Guys, this is the cooking show I was telling you about! The chef presenting it is very talented.
- **V:** Is that the show which you binge watched last weekend?
- J: Yes
- **B:** Do we really have to watch it? I'm full! I don't even want to see food!
- V: Come on, Ben, it will be fun!
- Z: Welcome to Zack's Kitchen! Tonight, I'm going to make an amazing chocolate cake! My daughter, whose taste in food I always trust, loves this recipe! So, let's start. First of all, anyone making a chocolate cake needs to pay attention to the timing. So, make sure you check how long ...
- Later
- **Z:** And that's it! A delicious chocolate cake! It's low calorie, but it's a cake that feels rich and creamy! Thank you for watching!

- V: Wow, that was an amazing cake!
- **B:** I hope it's a cake that you will make for us one day, Jake!
- **J:** I was thinking of making it now, actually!
- B: Really?
- **V:** I thought you were full and didn't want to see food!
- **B:** Vicky, I'm someone who is always happy to see chocolate cake!

I just want to keep on playing!

M = Mark, V = Vicky

M: Hi, Vicky. How's the new game going?

- V: Well, it's the first of my games to have so many sound effects, so it was a lot of work! Could you have a look?
- M: Sure! Vicky, this is an amazing game. I just want to keep on playing! How many lines of code did you write?
- **V:** Over 5,000! But I have so much fun writing code.
- M: Why don't you apply for this summer camp? It would be a great opportunity to meet other game designers. It's difficult to get in because there are hundreds of applicants, but it's worth trying! Some of the most famous game designers in the country will be there!
- V: It sounds advanced!
- **M:** It is! But you're really good. And I know you aren't afraid of challenging yourself!
- V: OK, I'll give it a try!
- **M:** Great! I'll be there, too. I'm looking forward to seeing your game when it's finished!
- V: Thanks! I hope I get in!

UNIT 8

The best game might be published!

V = Vicky, R = Rose, J = Jake, B = Ben

- **V:** Hi, guys! I'm so excited! I've been accepted onto the summer camp for game designers!
- **R:** Congratulations!
- **B:** Well done! What does the email say?
- **J:** Why didn't you tell us? When?
- V: One at a time, guys!
- R: How did this happen? I didn't know you had applied!
- **V:** I was persuaded to apply by my instructor at school, Mark. He had been impressed with one of my games, and he suggested it.
- **B:** So, what does the email say?

V: Dear Vicky ... Congratulations ... Students are expected to bring their own laptops!

J: That's OK. You've got a great laptop! V: That's true ... Classes will be held at the university campus every day ... It says here that students will create their own games, and the best game might be published by Wild Storm Games! It's one of the biggest game

companies in the world! **J:** Wow, imagine that!

V: The campus is by the beach. Surfboards and bikes can be rented there. Why don't you come and visit me?

B: That's a fantastic idea! We can go surfing together again!

J: And I'll go to the beach and work on my music!

V: Yes!

Teams working together can manage anything!

B = Ben, M = Mr Jones

B: Hello, Mr Jones!

M: Hello, Ben! Good to see you.

B: I heard you've got a new exhibit called the Z-2 Crew!

M: Well, here they are!

B: Wow! I've never seen them before. Who are they?

M: They starred in a film called Z-Universe. They were searching for a star hidden near a black hole, but their spaceship crashed on an alien planet. Their spaceship was almost destroyed, but they met an alien called Plaxus. He helped them communicate with some alien engineers, and they got their spaceship repaired. Teams working together can manage anything!

B: Sounds like a cool film. Is it still playing?

M: No, it's a very old film. But they had a modern version made, and you can watch it online.

B: I'll look for it tonight! The Z-2 Crew are really cool. I wish I'd brought my camera. I'd love a photo of them!

M: Well, we have a photographer taking photos in the museum today. I'm sure he's got some free time. Would you like to have your photo taken with the Z-2 Crew?

B: Yes, please! And I'd love to chat with him after! I want to be a professional photographer, too!

Later

B: Cheese!

UNIT 9

She told us not to take any risks!

R = Rose, B = Ben, V = Vicky, J = Jake, OT = Officer Tan

R: OK! We're almost ready!

B: Rose, you said that we would be able to see what Drew sees, didn't you?

R: That's right! We'll be watching through Drew's new camera. Did you call Officer Tan?

B: Yes! I told her that we had found a way to catch the flying bike, but I don't think she understood. She asked me if we were going to do anything dangerous and she told us not to take any risks!

R: Risks? No, I'm sure what we're doing is perfectly safe!

B: Then she said she would come over to keep an eye on us!

R: Well, if everything goes to plan, I think she will be very impressed with us! Now, Vicky, you said the bike's last location was above the railway station, right?

V: That's right!

R: Great. Coordinates are set ... VR system ... ready ... Camera ... ready! Good luck, my little robot!

J, B, V: Good luck, Drew!

I.ater

OT: Hello, everyone! Ben asked me to come over and help.

J: We're so glad you're here, Officer Tan! The flying bike will be here any second!

R, B, V, J: Brilliant! Amazing!

B: Rose, well done! You're just so brilliant! And you too, Vicky!

J: I can't believe I'm finally going to ride the flying bike!

V: Well, you aren't, yet! Rose told you we needed to work on it a bit more. We must make it safe! Isn't that right, Officer Tan?

OT: Yes, absolutely! Safety first!

You've always encouraged me to keep trying!

B = Ben, J = Jake, V = Vicky

B: Guys? Sorry, did I wake you?

J: What's the matter, Ben?

V: Have you been watching scary films again?

B: No, no! I've got the most exciting news! Do you remember last week when I met that photographer at the

museum and he promised to look at my photos and give me some advice? **V:** Right, but he didn't call you back, did he?

B: Well, he called me earlier this evening! He apologized for not phoning me sooner and he told me ... Guys, I'm so excited!

J: What? What? Tell us!

B: He congratulated me on taking such interesting photographs, and he offered to give me a job at his agency this summer as an official photographer!

J: Wow!

V: Amazing!

B: Yes! He invited me to come to the staff meeting next week. He insisted that everyone at the agency wanted to meet me!

J: Ben, that's brilliant! It's your first photography job!

V: Wait! Ben, you did say yes, didn't you?

B: Well, I didn't know at first. But then I told my mum and she urged me to call him back and accept! She said we should always follow our dreams!

V: Follow our dreams!

J: Follow our dreams!

B: Guys, thank you. You've always encouraged me to keep trying! I couldn't have done this without you.

V: Ben! You always do the same for us! J: That's right! We're there for each other.

V: Best friends forever! But we should go to sleep now. School tomorrow!

J: Tomorrow is another day.

B: Another day to follow our dreams!

WORKBOOK ANSWER KEY

STARTER

Vocabulary

- 1 1 get 5 have 2 reduce 6 skip 7 cut
 - 4 avoid
- 2 1 SI 2 SI 3 R 4 SI 5 I 6 R 7 SI 8 R 9 I

Grammar

3 1 going to do

will take 5 leaves
is having 6 is going to
mustn't 4 ought to
shouldn't 5 need to
don't have to 6 must

4 'll be taking

Vocabulary

- 5 1 background 4 grandparent 2 blended 5 raise
 - 3 generation
- 6 1 keep 2 get 3 are 4 have 5 be

Grammar

- 7 1 go 5 Are you enjoying 3 contains 6 am having 4 thinks

 8 1 was walking 2 lived 5 moved 3 were shopping
 - 9 1 g 2 d 3 e 4 f 5 c 6 a 7 b

UNIT 1

Vocabulary

- 1 1 exhaustion 4 joy 2 affection 5 confusion 3 anger
- 2 1 anxious 4 embarrassment 2 depressed 5 proud
 - 3 relief 6 relaxation
- 3 1 exhaustion 4 confusion 2 relief 5 depression
 - 3 amusement
- 4 1 joy 4 amusement 2 affection 5 anxiety
 - 3 embarrassment 6 relief

Reading

Dave is going on a wildlife weekend in the mountains. Sara is going on an outdoor activity course in the countryside.

- 2 1 T 2 F 3 F 4 F 5 T
- 3 1 the second day
 - 2 two: eagles and vultures
 - 3 going for a run in the woods
 - 4 the high rope
 - 5 She hurt her wrist.

4

-able/-ible	unbelievable (adjective)
-ic	basic (adjective)
-ive	supportive (adjective)
-ly	hardly, hopefully, completely (adverbs)
-ance/-ence	appearance, confidence (nouns)
-ment	disappointment, embarrassment (nouns)
-tion	exhaustion, accommodation (nouns)
-ness	fitness (noun)

Grammar

- 1 1 've lived 4 hasn't
 2 's been texted
 3 did you wait 5 've written
- 2 1 taught 5 's been 2 's loved 6 has grown 3 's taken 7 's made
 - 3 's taken 4 started
- **3** 1 Katie hasn't listened to that new album yet.
 - 2 Jim has been writing a new song and hopes to finish it soon.
 - 3 Have you heard any noises coming from upstairs?
 - 4 Mum has been waiting for you to text all morning.
 - 5 My brother has had two accidents on his new bike so far.
- 4 1 have you bought for dinner
 - 2 has she been living in her apartment
 - 3 has John been sleeping
 - 4 books have you read this month
 - 5 has he been doing all afternoon
- **5** 1 's been
 - 2 've been working
 - 3 has landed
 - 4 's been painting
 - 5 've been studying

Vocabulary and Listening

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

- 2 1 down 3 over 5 off 2 on 4 to
- 3 1 got me down
 - 2 cheered me up
 - 3 growing on me
 - 4 getting over
 - 5 doesn't get to me
- 4 1 b 2 d 3 a 4 c
- **5** 1 a 2 c 3 a 4 c
- 6 1 T 2 T 3 F 4 T 5 T 6 T 7 F

Grammar

- 1 1 c 2 g 3 b 4 f 5 d 6 a 7 e
- 2 1 to give 5 singing
 2 to teach 6 to get
 3 going 7 to listen
 4 to let 8 swimming
- **3** 1 a 2 a 3 a 4 b
- 4 1 Passing 4 to go 2 falling 5 meeting 3 doing 6 to buy
- 5 1 deciding 5 to go 2 to relax 6 going 3 to take 7 staying
 - 4 to go diving

Speaking

- 1 1 just been 4 I've never been 2 was it like 5 can imagine
 - 3 so jealous 6 Nice
- 2 1 c 2 g 3 d 4 b 5 a 6 e 7 f
- 3 1 c 2 d 3 f 4 a 5 e 6 b
- 4 1 b 2 f 3 a 4 d 5 e 6 c

Writing

- 1 1 so 4 but 2 and 5 that's why
 - 3 because
- 2 1 but 4 because
 2 so 5 After that
 3 as well as 6 Although
- 3 1 up 5 out 2 up 6 after 7 to
 - 4 into
- 4 Students' own answers.

Review

1 1 confusion 5 pride 2 exhaustion 6 anxiety 3 relief 7 joy 4 amusement 8 depression

- 1 exhausted 4 relieved
 - 2 relaxation anxietv
 - 3 confusion
- 've done 1
 - 2 's been raining
 - 3 's phoned
 - 've known
 - 5 have been searching
- 1 cheer
- 4 out
- 2 off
- 5 carried

grow on me

get to me

get over

- 3 calm
- 1 get me down
 - 2 stress me out
 - 1 playing 4 taking
- 2 to take 5 to buy
 - 3 getting
- **UNIT 2**

Vocabulary

- 1 1 make it
 - 2 overcome a problem
 - 3 fulfil your dreams
 - 4 miss an opportunity
 - 5 fail to
- 1 go wrong
 - 2 realize an ambition
 - 3 mess up
 - 4 turn out well
 - 5 give up
 - 6 go to plan
- 3 1 e 2 b 3 a 4 d 5 f 6 c
- 1 failed
- 4 give
- 2 going 3 missed
- 5 messed 6 well
- 1 mess up
 - 2 realized an ambition
 - 3 make it
 - failed to
 - overcame the problem

Reading

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

Grammar

- 1 e 2 f 3 d 4 c 5 a 6 b
- 1 when 4 when 2 while 5 while
 - 3 while
- 1 had left 4 had grown
 - 2 had eaten moved
 - 3 arrived

4 1 was

5

- had told
- 7 was living 8 had seen
- were walking
- found
- 9 was looking 11 had painted
- 10 told
- had painted 6

had expected

- He explained that he had missed the bus and that's why he was late for school.
 - 2 He was cleaning a window when a big man knocked over the ladder.
 - 3 A family found a Roman coin while they were walking on the
 - She was watching a horror film when the room suddenly went dark.
 - He was playing football when the aliens landed in the garden.

Vocabulary and Listening

J	M	Α	K	Е	S	U	R	Е	S	F	S
Q	D	0	N	0	Т	Н	I	N	G	Α	Α
М	Α	K	Е	Α	N	Ε	F	F	0	R	Т
М	Α	K	Ε	Α	F	0	R	Τ	U	Ν	Е
С	Т	Α	K	Е	С	0	N	Τ	R	0	L
D	0	W	Е	L	L	S	٧	W	Н	Р	R
Ι	٧	0	K	U	U	Α	L	R	Q	Т	Х
Ν	Α	Q	W	L	Ν	K	G	٧	I	Х	Q
M	Α	K	Ε	S	Ε	N	S	Ε	Н	Х	I
R	R	N	Z	٧	S	Р	Р	Н	Ι	Т	Н
Q	D	0	W	I	Т	Н	0	U	Т	W	Н
W	Т	Α	K	Е	Т	1	M	Е	0	F	F

- 5 control 2 1 sense 2 effort 6 sure
 - without good
- 3 1 made 4 makes
- 2 took
- 5 does
- 3 off

Take

- d 2 e 3 f 4 b 5 a 6 c
- 2 d 3 c 4 a 1 b
- 2 T 3 F 4 T 5 T 6 F **6** 1 F

Grammar

- 1 1 c 2 f 3 e 4 a 5 b 6 d
- 2 1 He noticed that he had left his phone at home.
 - We had been looking forward to the picnic before it started raining.
 - She realized that Tim hadn't got home from school yet.
 - A man was waving at me, but I had never seen him before.
 - The captain told his team that they hadn't been playing well.

- 3 1 had been looking
 - 'd been riding
 - 'd been waiting
 - 'd forgotten

3 used to like

- 5 'd (never) sung
- 1 4 moved got
- 2 lived 5 eat
- 1 used to 4 used to
 - 2 used to / used to /
 - would would

6 used to go

3 used to 6 used to

Speaking

- 1 1 good news 4 about 2 No way That's great
- 3 brilliant 6 Poor you 1 a 2 g 3 f 4 b
- 5 e 6 d 7 c 8 h
- 1 d 2 f 3 b 4 a 5 c 6 g 7 h 8 e
- 1 c 2 e 3 a 4 d 5 b

Writing

- 1 1 after a while 5 eventually
 - 2 Fortunately 6 When
 - 3 As soon as 7 finally
 - 4 After that
- 1 as soon as 4 Fortunately
 - 2 After that 5 At first
- 3 until 6 eventually
- **3** 1 After 4 after
- 2 until 5 until 3 before 6 after
- Students' own answers.

Review

- 1 1 c fulfil 4 c miss 2 a up 5 a out
 - 3 bgo
 - 1 was living 4 was working
 - 2 became were painting
 - 3 taught
- 1 make 4 do
 - 2 take 5 makes
 - 6 doing take
- 1 'd finished
 - 'd been playing 2
 - 3 'd been making
 - 4 had started
- 1 used to
- 2 would, used to 3 didn't use to
- 4 didn't use to

UNIT 3

Vocabulary

- 1 1 eyewitness issue 2 update headline journalism newsfeed 3 7
 - gossip source
- 2 1 news presenter 2 an issue in the news
 - 3 print journalism
 - source of a story
 - 5 celebrity gossip
- 3 1 headline
 - 2 story
 - 3 presenter
 - 4 advertising
 - viewer
- f 2 a 3 g 4 h 1
- 5 b 6 d 7 c 8 e
- 4 headlines 1 eyewitness
 - gossip 2 newsfeed 3
- 4 journalism 1 updates
- 2 advertising 5 presenters

stories

3 issues

Reading

- yes
- 2 1 c 2 a 3 c
- 1 d 2 c 3 b 4 a
- 1 trustworthy 3 inaccurate 2 balanced 4 unreliable

Grammar

- 1 living 4 get using 2 get
 - used 3
- 1 am 3 was 5 get 2 get 4 are 6 get
- 1 I'm not used to reading newspapers or magazines.
 - She got used to listening to podcasts rather than the radio.
 - Is Grandpa getting used to using a computer?
 - He's used to getting information from websites instead of books.
- 1 Has Jeff got used to living in California yet?
 - 2 Danny is used to walking to school now.
 - Tamara isn't used to driving on the left.
 - 4 I can't get used to the humid weather.
 - Are they used to finishing school at 6.00 p.m.?
- 5 1 are getting married
 - 2 's getting ready
 - 3 got wet
 - 4 got lost
 - got broken

Vocabulary and Listening

- 1 1 d 2 e 3 f 4 b 5 a 6 c
- 1 reports 4 respond warned refer 2
 - react 3
- 3 1 boasted about 4 blamed, for
 - 2 criticized, for 5 warned,
 - 3 admitted to against
- b 2 c 3 a
- 5 1 T 2 F 3 F 4 T 5 T 6 F
- 6 1 b 2 a 3 b

Grammar

- 1 1 Is 3 Are 5 Has 2 Have 4 Did 6 Do
- 2 1 How often do you update your website?
 - 2 How many likes did he get for his post?
 - Who has the most popular Instagram account?
 - Who did you send a text to?
 - When did you start your blog?
 - Why did they take a break from social media?
 - Who loved Juliet?
 - 8 Who did Romeo love?
- have you 4 aren't they is it 5 doesn't she
 - did he 3
- Who sent some flowers? What did John send?
 - 2 Who lives at 10 Downing Street? Where does the prime minister live?
 - Who left hospital yesterday? When did Jane leave hospital?
 - Who has gone to school? Where has Sam gone?
 - Who watched Jumanji? Which film did Sarah watch?
- 5 1 Do you know if I can leave my bicycle here?
 - 2 Do you know how Sarah is doing?
 - Could you tell me what the capital of Canada is?
 - Could you tell me where the bus station is?

Speaking

- 1 opinion 4 reckon 2 thoughts 5 go
 - 3 think
- **2** 1 go 3 thoughts 2 view mind
- 3 1 e 2 a 3 d 4 c 5 b
- d 2 b 3 a 5 e 6 g 7 c
- **5** 1 f 2 c 3 b 4 d 5 e 6 a

Writing

- Academic English
- 1 enquire 5 would especially 6 advance 2 grateful 7 faithfully
 - 4 know
- 3 1 d 2 e 3 f 4 b 5 a 6 c
- 1 b 2 b 3 a 4 a 5 b
- Students' own answers

Review

- 1 1 journalism 4 newsfeed 2 issue 5 eyewitness
 - 3 headline
- 1 'm not used to 4 'm used to 2 got used to 5 got used to
 - 3 get used to
- 1 got better 4 getting married
 - getting cold got interested
 - got angry
- 1 on 4 about with 2 5 for
 - 3 against
- 1 How many people are there on your course?
 - Who started Facebook?
 - Do you think people should be careful online?
 - 5 Are you interested in cooking websites?
 - 6 What (sort of) websites do you
- 6 1 Do you know if there is a bank near here?
 - 2 Can you tell me if it's possible to take photos in the museum?
 - 3 Do you know what time the next bus to the beach is?
 - 4 Could you tell me where the bus stop is?
 - 5 Can you tell me if there are any good websites for vegans?

PROGRESS CHECK

Starter and Units 1-3

- 1 taken up 5 cut down bruised 6 headache
 - 3 sprained 7 throat 4 diet 8 tablets
- 4 shouldn't 2 1 must 5 mustn't 2 ought 3 don't have to 6 need to
- 1 comes 4 was studying arrived
 - 2 'm staying 3 fell
 - 1 amusement 5 anger
 - depression 2 pride anxiety relief 3
 - 4 affection

WORKBOOK ANSWER KEY

- 1 been making 4 watched
 - 2 I lived
- did you
- 3 have you answered
- arrive
- 1 Listening
- I've had

- 2 to buy
- 4 to tidy 5
- to keep
- 3 taking
- to lock
- 7 1 go wrong
 - 2 fulfil your dreams
 - 3 realize an ambition
 - 4 overcome a problem
 - mess up
 - 6 miss an opportunity
 - 7 give up
 - 8 make it
 - 9 turn out well
 - 10 go to plan
- 8 1 had slept
 - 2 was running
 - 3 started
 - 4 had already rung
 - had eaten 5
 - 6 hadn't invited
- 1 had been studying
 - 2 hadn't driven
 - 3 had shut

gossip

- 4 had been playing
- 5 had forgotten
- 101 viewers
- 4 update

5

- presenters
- source 6 eyewitnesses

- **11**1 used
- 4 get
- 2 working 3 'm used
- 5 isn't 6 get
- **12** 1 Why did you start a website?
 - 2 Who helped you with your homework?
 - When did you move house?
 - 4 How often do you check your emails?
 - How many accidents have you had since you started driving?
 - 6 Who taught you how to play the guitar?
- 131 didn't you
- 4 haven't you
- 2 isn't she
- 5 did he
- 3 is it
- was it

UNIT 4

Vocabulary

- 1 second-hand 6 comfy
 - 2 practical 3 stylish
- casual 7 8 sporty
- 4 designer

4 trendy

- 5 trendy
- classic

- 1 smart 2 casual
- 5 unfashionable 6 unconventional
- 3 comfy
 - 7 classic
 - 8 stylish

- Mystery word: practical
- 3 1 smart, classic
 - unconventional, unfashionable
 - casual, practical
- 1 practical
- 4 Designer
- 2 smart
- 5 stylish
- 3 second-hand
- 1 sporty
- casual
- 3 practical stylish 4
- designer
- second-hand

Reading

- **1** c
- 1 c 2 b 3 a 4 e 5 d
- 3 1 F 2 T 3 F 4 F 5 T
- concerning
 - 4 cruelty-free
 - harmful
- 5 concerned
- 3 colourful

Grammar

- 1 shouldn't 4 oughtn't to
 - must 5 need to
 - 'd better
- 2 1 e 2 d 3 b 4 c 5 a
- 3 1 has to
- 4 don't have to 5 shouldn't
- 2 mustn't
- 3 'd better
- 4 1 You really must visit your grandparents this weekend.
 - Students shouldn't run in school
 - Teachers don't have to give homework every day.
 - 4 Mike oughtn't to eat any more pizza.
 - You'd better take some medicine if you have a sore throat.
- 5 1 don't have to show
 - must return
 - 3 mustn't use
 - don't have to pay
 - mustn't make

Vocabulary and Listening

Ε	В	Ι	Z	Α	R	R	Ε	0	Н	Υ	R
Н	F	Т	0	F	K	R	0	L	Т	Р	L
С	С	Н	I	L	L	Ε	D	Υ	R	Z	Ε
М	С	Р	Υ	K	С	С	F	Z	L	Q	L
٧	I	В	R	Α	N	Т	J	T	Ι	С	Ε
В	Е	Υ	Ε	С	Α	Т	С	Н	Ι	N	G
Р	D	0	М	U	W	R	U	0	N	Ν	Α
Ν	Α	K	R	Ε	L	Α	Х	Е	D	Α	Ν
S	Τ	U	N	N	I	N	G	Н	S	Q	Т
K	U	N	Х	G	0	R	G	Ε	0	U	S
Е	N	Ε	U	Т	R	Α	L	٧	D	R	G
М	G	L	Α	M	0	R	0	U	S	٧	Υ

- 2 1 bizarre 4 glamorous 2 chilled 5 stunning
 - 3 elegant
- 4 dull
- 1 relaxed 2 vibrant 5 gorgeous
- 3 eye-catching
- 1 Musée d'Orsay 3 Happy Place
- 4 Los Angeles
- 2 Paris
- 1 C 2 b 3 c 4 a 5 c

Grammar

- 1 can 4 couldn't 2 was allowed 5 able
 - 3 couldn't
- 1 could
 - 2 didn't manage to
 - 3 can
 - 4 managed to
 - 5 aren't allowed to
- 3 1 The museum doesn't let people use selfie sticks.
 - 2 I can buy tickets for next week's exhibition.
 - 3 He didn't manage to get to the airport on time.
 - 4 She isn't allowed to go to parties.
 - 5 Next year I'll be able to drive. 6 Did you manage to get tickets for
- 4 1 As kids, we could watch TV

the match?

- during the week.
- 2 I'm not allowed to eat fast food. They weren't able to get home before it got dark.
- 4 Did you manage to get to school
- on time despite the snow? Are we allowed to take our own food into the cinema?

4 made

7 did, make

- 1 make
- 2 let 5 let 3 makes
- 6 1 made
 - 5 let 6 Did, let 2 let
 - 3 didn't let 4 made

- **Speaking** 1 1 return 4 exchange
 - 2 wrong 5 receipt 3 faulty 6 try
- 1 d 2 e 3 g 4 c
- 5 f 6 a 7 b 1 c 2 f 3 e 4 b
- 5 d 6 g 7 h 8 a **4** 1 I'd like to return this laptop.
 - 2 What's wrong with it?
 - 3 The mouse isn't working properly.
 - exchange? Do you have your receipt?

Would you like a refund or an

Writing

- 1 1 therefore
 - 2 Due to
 - In order to (to also possible)
 - Because
 - So that 5
 - to (in order to also possible)
- 1 They stopped producing cotton so that the environment could recover.
 - 2 Wildlife has suffered owing to the effects of pesticides.
 - 3 There is a shortage of water due to cotton production.
 - Because of fashion trends people are buying more and more clothes.
 - In order to solve the problem a fashion tax should be introduced.
- 3 1 because
- 4 For this reason
- 2 as a result
- 5 because of
- 3 in order to
- Students' own answers.

Review

- 1 1 smart 4 second-hand
 - Trendy 2 practical 5
 - 3 stylish 6 sporty
- 2 1 'd better 4 don't have to
 - 2 must ought to
 - 6 shouldn't 3 mustn't
- **3** 1 dull 5 stunning
 - 2 weird 6 striking
 - 3 glamorous elegant 7

 - 4 vibrant 1 could
 - 4 can 2 couldn't 5 allowed
- 3 able 6 manage
- 1 lets 3 let 5 let
 - 2 makes 4 make

UNIT 5

Vocabulary

- 1 1 housing shortage
 - 2 transport links
 - 3 crime rate
 - 4 nightlife
 - 5 skyscraper
 - 6 overcrowding
- 1 b 2 c 3 f 4 f 5 d 6 a
- 1 apartment block
 - 2 transport links
 - 3 crime rate
 - 4 skyscrapers
 - 5 cycle lanes
 - 1 rush 4 cycle
 - 2 crime skyscrapers
 - 3 traffic
- 6 shopping

- 5 1 transport links
 - 2 shopping district
 - traffic jams
 - housing shortage
 - nightlife

Reading

- **1** a
- 2 1 F 2 T 3 T 4 T 5 F 6 T 7 F 8 F
- 3 1 Architects have tried to beautify the urban landscape.
 - 2 The main street has been pedestrianized.
 - They have widened the cycle lanes.
 - Community ties have strengthened since the community centre opened.
 - The new green spaces have humanized the area.

Grammar

- 1 1 e 2 f 3 a 4 b
 - 5 c 6 d 7 h 8 g
- 2 1 a 2 c 3 c 4 b 5 a
- 3 1 have done 4 have grown
 - 2 be working 5 be driving
 - 6 have built
 - 3 be living
- 4 1 'll be looking after
 - 'll have travelled 2
 - 'll be living 3
 - 'll have finished 4
 - 'll be taking
 - 6 'll have finished
- **5** 1 won't be using
 - 2 'll have made
 - will have increased
 - will be cycling
 - Will, have joined

Vocabulary and Listening

Р	D	R	0	Р	0	F	F	Q	٧	Α	Н
1	G	Е	Τ	Α	R	0	U	N	D	Ι	0
С	Т	Α	I	0	D	Т	В	М	L	R	L
K	L	Н	Α	L	D	Ε	Р	D	Ι	N	D
U	G	D	S	S	Q	K	Ε	L	J	G	U
Р	٧	R	U	N	I	N	Т	0	N	L	Р
Ε	F	Н	Α	N	G	Α	R	0	U	N	D
Q	L	0	0	K	Α	R	0	U	N	D	Z
Υ	X	Н	U	R	R	Υ	U	Р	N	M	Υ
Н	S	W	В	R	Ε	Α	K	D	0	W	Z
L	Ε	Α	٧	Е	В	Е	Н	I	N	D	L
L	Ν	D	0	G	K	U	С	С	٧	D	K

- 2 1 b 2 a 3 c 4 a 5 b
- 3 1 head for
 - 4 hurry up

5 leave, behind

- 2 get around 3 holds, up
- 4 1 a 2 b 3 a 4 b 5 a

- 5 1 two and a half hours
 - 2 drops you off
 - 3 skyscraper

 - 4 temple
 - 5 sometimes

Grammar

- 1 1 will 4 wouldn't 2 'll 5 would
 - 3 would
- 1 'll 5 won't 6 'll 2 would '11 7 wouldn't 3
 - 'd 4
- 3 1 If you run 10km, you burn about 600 calories.
 - 2 If you had a bike, would you use it every day?
 - 3 It will be more expensive if we take the train.
 - What would you do if you lost your phone?
- 1 take 4 want 5 had 2 'll call
- 3 would, do 6 didn't want 4 had 1 get

5 break

'll feel 3 lived

Speaking

- 1 1 I'm afraid
 - 2 problem
 - 3 I'm in a traffic jam.
 - 4 I'll get off
 - Don't worry
 - 6 If you don't
- 1 problem 3 don't 4 fault
 - 2 worry
- 3 1 d 2 f 3 a 4 c 5 b 6 e
- 1 e 2 f 3 a 4 d 5 b

Writing

- 1 1 On the one hand
 - 2 What's more
 - 3 Despite the fact
 - On the other hand 5 In addition to
 - 6 All in all
 - 7 Nevertheless
- 2 1 On the other hand
 - 2 nevertheless
 - 3 In addition to
 - 4 All in all
 - 5 What's more
- 1 b 2 d 3 f 4 a 5 c 6 e
- Students' own answers.

Review

- 1 1 transport links
 - 2 skyscraper
 - 3 apartment block
 - 4 crime rate
 - 5 cycle lane
 - 6 shopping district

- 2 1 I'll call 4 you get 2 sees They'll start 5 3 I'm sees
- 1 will be doing
 - 2 will have finished
 - 3 will have risen
 - 4 will have stopped
 - 5 will have become
- 1 breaks
 - 2 ran
 - 3 hurry
 - 4 look around
 - 5 leave
- 1 'll (will also possible)
 - 2 'd (would also possible)
 - 3 'll (will also possible)
 - 4 'll (will also possible)
 - 5 would
- 1 go 3 weren't 5 arrive 2 don't 4 get

UNIT 6

Vocabulary

- 1 injure
 - 2 trip over
 - 3 take precautions
 - 4 treat (an injury)
 - 5 lose consciousness
 - 6 run over

2 Across Down

- 1 hit 2 injure 3 breathe 4 trip over 6 bleed 5 treat
- 6 bite 7 rescue
- 3 1 crash into
 - 2 run over
 - 3 take precautions
 - 4 lose consciousness
 - 5 trip over
- 1 a 2 c 3 a 4 b 5 a 6 b
- 1 precautions, take
 - 2 breathe
 - 3 bitten
 - 4 bleeding
 - 5 hit
 - 6 tripped over

Reading

- **1** b
- 1 F 2 T 3 T 4 F 5 F 6 F
- 1 injured 4 message 2 takeaway 5 better
 - 3 rid

Grammar

- 1 1 must 4 must 2 can't 5 might
 - 3 can't 6 must
- 2 1 Could 4 may have
 - 2 can't have 5 must 3 can't 6 must have

- 3 1 can't be studying
 - 2 must be
 - 3 must have come
 - 4 may / might / could be, can't be
 - 5 must be going
- 4 1 e 2 f 3 b 4 a 5 c 6 d
- 5 1 'd caught
 - 2 'd saved
 - 3 wouldn't have got
 - 'd tidied
 - 5 hadn't given

Vocabulary and Listening

- 1 1 peak 4 waterfall 2 bay 5 range
 - 3 shore
- 2 1 d 2 f 3 b 4 e 5 a 6 c
- 1 ranges 4 habitat 2 shore 5 summit
 - 3 peaks 6 scenery
- 4 a 3 b 2 c 1 d 4
- **5** 1 c 2 a 3 c 4 a 5 b

Grammar

- 1 1 b 2 d 3 a 4 f 5 e 6 c
- 2 1 had borrowed
 - 2 should have learned
 - 3 hadn't lost
 - 4 had texted
 - 5 should have come
- **3** 1 'd taken
 - have forgotten
 - 'd done
 - 4 have put
 - have called
- 4 1 I wish you were here with me today.
 - 2 If only we lived in the countryside.
 - 3 I wish the neighbours would be quiet.
 - If only I had an umbrella.
 - If only my sister would stop singing.
 - I wish we were sitting on a beach watching the sunset.
- **5** 1 had
 - 2 weren't
 - 3 would stop
 - 4 wasn't
 - 5 would do (did also possible)

Speaking

- 1 1 calling 4 try 2 happened 5 calm
 - 3 injured
- 2 1 problem 5 breathing
 - 2 Where 6 pain
 - 3 injured 7 An ambulance
 - 4 hit
- **3** 1 d 2 f 3 a 4 e 5 b 6 c
- 1 e 2 i 3 c 4 f 5 g 6 d 7 a 8 k 9 j 10 b 11 h

Writing

- 1 want 5 wish 2 should 6 like 7 don't 3 could
 - 4 Just
- 2 Ticked: 2, 5, 6
- **3** 1 like 4 Don't 5 want 2 going 3 might 6 could
- 1 meet up 4 things 2 check out 5 and
 - 3 Anyway
- 5 Students' own answers.

Review

- 1 1 injuries
 - 2 take precautions
 - 3 tripped over
 - 4 crashed into
 - 5 treat
- 1 rescue 4 breathe 5 injure run over
 - 3 hit
- 3 1 might have left
 - 2 must feel
 - 3 can't be
 - 4 might have gone
 - 5 can't have checked
 - 6 must have forgotten
- 4 1 hadn't rained
 - 2 could have met
 - 3 might have been
 - hadn't been 4
 - 5 hadn't turned
- 5 1 stream 4 waterfall
 - 2 habitat 3 summit
- 6 1 lived
 - 2 wouldn't eat 3 would stop

5 range

4 didn't have to 5 had

PROGRESS CHECK

Units 4-6

S	С	U	0	F	В	В	N	F	I	L	М
Р	Α	D	L	W	С	0	М	F	Υ	R	S
0	S	Т	Υ	L	I	S	Н	K	0	٧	M
R	U	Р	0	G	J	Т	С	0	Α	Ε	Α
Т	Α	J	D	T	R	Ε	Ν	D	Υ	D	R
Υ	L	С	С	0	T	J	Ε	Ν	F	U	Т
Ε	T	В	L	Υ	М	F	0	Υ	G	L	Ε
G	K	0	Α	0	Χ	Ε	Ε	Α	D	М	S
Z	G	Р	S	I	N	Z	0	R	М	Α	L
T	Z	٧	S	Н	Χ	R	Ν	R	Υ	Ε	U
I	Ε	T	I	D	Ε	S	I	G	N	Ε	R
Р	R	Α	С	Т	Ι	С	Α	L	Ν	0	G

- 2 1 don't need to 2 should
 - 5 must
 - 3 ought
 - 6 ought to

4 'd better not

WORKBOOK ANSWER KEY

- 3 1 striking
- 4 vivid
- 2 glamorous
- 5 gorgeous
- 3 weird
- 1 I haven't managed to write my essay yet.
 - Susan can paint landscapes really
 - Were you able to get tickets for 3 the show?
 - 4 Dave couldn't take any photos because it was too dark.
 - Are we allowed to take food into the museum?
- 1 makes 5
- 4 let
- 2 let
- 5 made
- 3 makes
- 6 lets
- 6 1 apartment block
 - 2 transport links
 - 3 shopping district
 - 4 crime rate
 - 5 cycle lane
 - traffic jam
 - rush hour
- 7 1 I will revise for my exam before I get too tired.
 - 2 We're late! It will be 9.30 by the time we get to school.
 - 3 John is going to go to bed as soon as the film ends.
 - I'll call my parents after we have dinner.
 - The class won't start until everyone gets here.
- 8 1 'll have found
 - 2 will be living
 - 'll have stopped 3
 - 4 will have been solved
 - won't be eating
 - 6 'll have discovered
- use
- want got
- 'd stav 2 cost
- **10** 1 shore
- 4 scenery

summit

- 2 waterfall

- 3 range
- 5 bay
- Mystery word: stream
- **11**1 c 2 b 3 f 4 a 5 d 6 g 7 e
- **12** 1 gone shopping in town, I wouldn't have lost my wallet
 - 2 fallen asleep during the film, he wouldn't have missed the end
 - prepared for her interview, she wouldn't have got the job
 - 4 have bought the shoes if they hadn't been expensive
 - given the waiter a tip if he had been polite
- 13 1 have invited
 - 2 'd ordered
 - 3 have explained
 - 'd told
 - 5 hadn't called

UNIT 7

Vocabulary

series

8 cast

1 character 6 episode theme script setting 3 sequel soundtrack 9 plot

10 scene

- 2 Down Across 1 plot 2 scene 2 series 4 setting 3 script 6 episode 4 soundtrack 7 theme 5 sequel 8 character
- 3 1 series 5 plot 2 episodes 6 scene
 - Sequels 7 themes 8 special effects soundtracks
- cast 4 scene plot soundtrack 2 5 script 6 sequel

Reading

- 1 1 d 2 a 3 e 4 c 5 b
- 2
- 3 1 T 2 T 3 F 4 F 5 T 6 F
- 1 underestimate
 - remake
 - over-excited
 - disadvantage

Grammar

- **1** 1 d 2 f 3 e 4 a 5 c 6 b
- 2 1 4 which 2 which / that 5 whose
 - 3 who
- 6 where
- 3 1 David Attenborough, who is the presenter of Blue Planet, went to Cambridge University.
 - 2 The new cinema, which cost a lot of money to build, opened yesterday.
 - Avengers: Endgame, which is the most profitable film ever, made 2.8 billion dollars.
 - 4 London, where many famous films have been made, is the capital of England.
 - James Cameron, who made Avatar, is the most successful Hollywood director.
- The number of people going to the cinema has increased.
 - What's the name of the film showing at the cinema tonight?
 - There are more viewers using a smartphone to watch TV.
 - Anyone learning French should watch this film. Actors starring in successful
- films earn lots of money. 5 1 I don't know that person waving at us.

- 2 The man taking a selfie is Tom's dad.
- 3 People putting their feet on the seats should be told to stop.
- The milkshake being served is mine!
- The guy skateboarding on the steps is amazing.

Vocabulary and Listening

- **1** 1 dark 4 forgettable 2 original 5 thrilling weak 6 poor
- 1 e 2 f 3 g 4 h 5 b 6 a 7 c 8 d
- 5 hilarious 1 convincing 2 outstanding 6 memorable

7 Feel-good

- 3 original 4 powerful
- 5 1 a 2 b 3 c 4 b 5 a

Grammar

- 1 1 being 4 to do 2 to concentrate 5 to hear 3 spending 6 worrying
- 2 1 He wastes time checking his emails every five minutes.
 - My sister kept on shouting at me for ages.
 - The school gave permission for some students to study at home. It's impossible not to laugh at her
 - funny jokes. She couldn't help noticing that he had odd socks on.
- 3 1 c 2 f 3 e 4 b 5 a 6 d
- 1 worrying 4 remembering to get 5 not to go
 - 3 to make
- 1 fun 5 trouble
 - 2 hard 6 time 3 worth 7 opportunity
 - 4 easier

Speaking

- 1 sure 4 Exactly 2 know 5 agree
- 3 point Absolutely 1 c 2 h 3 b 4 f 5 d 6 e 7 g 8 i 9 a
- 1 Absolutely not 3 disagree
- 2 Good point 4 know 4 1 d 2 e 3 b 4 f 5 a 6 c

Writing

- 1 set 5 predictable 2 stars 6 especially 7 recommend
 - 3 plays 4 convincing
- 2 1 T 2 F 3 T 4 T 5 F

- 3 1 about 4 plays 2 set 5 recommend 3 stars
- 1 1 so 4 such a 2 such a 5 so 3 so many 6 that
- 5 Students' own answers.

Review

1

В	В	Ι	Т	W	S	С	Е	N	Е	С	D
U	U	Х	Ε	Α	Е	С	٧	S	Α	Ι	S
L	M	0	S	С	R	I	Р	Т	Q	Р	0
Т	G	Z	Е	D	I	Α	Ι	Α	Q	L	U
Т	S	Ε	Q	U	Е	L	R	F	K	0	N
Н	J	X	G	U	S	Ι	Υ	K	Z	Т	D
Е	Е	Р	I	S	0	D	Ε	Т	Υ	G	Т
M	Υ	Р	R	T	S	Р	Т	L	В	0	R
Е	С	Н	Α	R	Α	С	Т	Ε	R	С	Α
G	Q	K	Υ	R	J	Ι	J	S	J	Ι	С
Z	Х	G	R	Q	Q	С	Α	S	Т	0	K
W	S	Ε	Т	Т	I	N	G	S	R	N	K

- 2 1 which 3 who 5 which 2 where 4 whose
- **3** 1 The people watching that new drama series say it's amazing.
 - 2 The film company making the new James Bond film is based in London.
 - 3 The guy living next door to me knows a famous actor.
 - 4 The cinema opening next week is going to show independent films.
 - 5 Anyone wanting to become a film director needs lots of talent and luck.
- 4 1 tedious, thrilling
 - 2 poor, outstanding
 - 3 original, predictable
 - 4 dark, feel-good
 - 5 forgettable, memorable
 - 6 convincing, unrealistic
 - 7 hilarious, unfunny
- 5 1 playing 5 to get
 2 to score 6 thinking
 3 playing 7 learning
 4 to concentrate, 8 not doing

UNIT 8

Vocabulary

- 1 1 progress 4 breakthrough 2 materials 5 prediction
 - 3 evidence 6 design
- 2 1 discovery
 - 2 proof
 - 3 creation, creativity
 - 4 production
 - 5 transformation

- 3 Down Across
 - 1 materials 4 exploration
 2 progress 7 proof
 3 transformation 8 prediction
 5 creativity
 6 discovery
- 1 proof 4 materials
 - 2 prediction5 transformation3 production6 creation
- 5 1 predictions2 breakthrough6 Exploration
 - 3 transformation 7 discovery
 - 4 production 8 creativity

Reading

- 1 1 A over 150 years ago
 B in 1886
 C at the end of the 15th century
 - 2 A Louis PasteurB John PembertonC Christopher Columbus
 - 3 A biologist B pharmacist C explorer
- 2 1 F 2 T 3 T 4 F 5 T 6 F
- 1 existence 4 accident 2 once 5 instance
 - 3 doubt

Grammar

- 1 1 e 2 c 3 a 4 b 5 d
- 2 1 was invented
 - 2 have discovered
 - 3 will not be replaced
 - 4 will do
 - 5 be developed
 - 6 produce
- 3 1 Food can be kept for much longer when it is frozen.
 - 2 Cookies are made with butter, sugar and flour.
 - 3 Many people's lives have been saved by penicillin.
 - 4 The first paper books were printed 800 years ago.
 - 5 Our lives are being transformed by the internet.
- 4 1 were cancelled
 - 2 have been created
 - 3 was produced
 - 4 were affected
 - 5 be lost
- 5 1 was asked 5 threw
 - 2 named 6 was installed
 - 3 was moved 7 be bought
 - 4 stole

Vocabulary and Listening

- 1 1 waste time
 - 2 one at a time
 - 3 time-consuming
 - 4 at times
 - 5 take your time
 - 6 full-time

- 2 1 c 2 e 3 f 4 g 5 d 6 b 7 a
- 3 1 time 3 a time 5 time 2 times 4 time 6 time
- 4 1 c 2 b 3 a
- **5** 1 a 2 b 3 b 4 c 5 b

Grammar

- 1 1 using 4 discovered 2 invented 5 doing 3 studying 6 made
- 2 1 The gadget invented by that young scientist saves lives.
 - 2 The woman wearing a helmet and yellow jacket is an engineer.
 - 3 The paintings found in France were painted thousands of years
 - 4 The telescope named after Edwin Hubble can take photos of distant galaxies.
 - 5 I'm reading a book written by a brilliant young novelist.
 - 6 I love pop music produced in Korea.
- **3** 1 playing 4 looking 2 eaten 5 studying 3 used 6 done
- **4** 1 c 2 e 3 a 4 f 5 d 6 b
- 5 1 get, repaired
 - 2 hasn't had, checked
 - 3 having, done
 - 4 had, taken
 - 5 get, fixed

Speaking

- **1** 1 First 4 How
 - 2 have to 5 Like 3 next 6 ready
- 2 1 e 2 d 3 b 4 a 5 f 6 c
 - 1 Like this?
 - 2 You have to select A or B.
 - 3 You turn the dial, like this.
 - 4 Sure, no problem.
- 4 1 g 2 a 3 f 4 d 5 e 6 b 7 c

Writing

- 1 1 However 4 considered 2 whole 5 include
 - 3 Moreover
 - 1 c 2 f 3 e 4 a 5 d 6 b
- 3 1 be done 4 be created 2 is visited 5 be improved
 - 3 be extended
- 4 Students' own answers.

Review

U	В	С	R	Ε	Α	Т	I	0	N	С	U
Е	R	R	R	Χ	Z	U	Ε	F	Р	0	С
X	Е	Ε	Р	Р	K	М	0	Т	R	М	С
Р	Α	Α	R	R	0	Α	Ε	0	0	D	R
L	K	Т	Е	0	K	Т	٧	L	G	I	Н
0	Т	I	D	D	Р	Е	I	С	R	S	D
R	Н	٧	I	U	Ι	R	D	U	Е	С	Е
Α	R	I	С	С	G	Ι	Ε	С	S	0	S
Т	0	Т	Т	Т	G	Α	N	S	S	٧	I
I	U	Υ	I	I	D	L	С	W	Х	Е	G
0	G	S	0	0	G	S	Е	Н	٧	R	N
N	Н	Х	N	N	٧	N	J	T	Ε	Υ	Z

- 1 has been found
 - 2 wasn't discovered by Columbus
 - 3 Did Thomas Edison invent
 - 4 will be designed by a famous architect
 - 5 painted Sunflowers
- less time 1
- 4 the whole
- Use 2
- a long time
- Don't hurry.
- individually
- 1 found, weighing
- - 2 made
 - 3 living
 - 4 grown, grown
 - living 5
 - 6 destroyed
- 1 He had his hair cut.
 - 2 She had her computer fixed.
 - 3 I had the windows cleaned.
 - 4 He had his eyes checked.
 - 5 She had her Wi-Fi upgraded.
 - 6 We had pizza delivered.

UNIT 9

Vocabulary

- 1 generous

 - imaginative 5 passionate

4 shv

5 imagination

- 3 energetic
- 2 1 sensitivity
 - 2 determination
 - 3 wisdom
 - (good) sense
 - self-confidence
- 1 determination 4 sensible
- 2 wisdom
 - 3 courage
- wise 1
 - 4 energy 5 imaginative 2 courageous
- 6 self-confidence shy
- 4 self-confident 1 imaginative
 - 2 passion 5 sensible
 - 3 generous

Reading

- A 4 B 1 C 5 D 2 E 3

- 3 1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 T
- 1 footsteps 4 made 5 crowd
 - drive fall 3

Grammar

- **1** 1 told 3 said 5 to 2 if 4 who
- 1 he was waiting for a taxi
 - 2 they were going to watch a horror film on Saturday
 - he hadn't done the washing up vet
 - 4 how I'd got home
 - to fix his bike
 - her dad didn't pick her up from the station
- 3 1 me. I. mv 3 my, I
 - he, me, his 4 her, her
 - 2 we, their
- 4 1 My teacher told me to pay attention in class.
 - Helen asked me to help her make
 - Max asked me if I needed any
 - Gina told me about her holiday in Germany.
 - My dad asked me what my plans were.
- 5 1 The teacher told the class to sit down.
 - 2 My dad asked me what I wanted for my birthday.
 - I asked my sister to help me revise.
 - My brother asked me if I'd seen his phone anywhere.
 - I asked my friend to text me when she got home.
 - My mother told me not to be late

Vocabulary and Listening

- **1** 1 for 3 on 5 out 2 up 4 apart
- 1 split up
 - 2 settled down
 - 3 ask out
 - 4 stand someone up
 - 5 make up
- 3 Sara and John's relationship
- a 3 b 1 c 2 d 5 e 4
 - a 3 b 4 c 2 d 5 e 1

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

Grammar

- 1 to 3 being 5 to see 2 that 6 seeing 4 to
- 2 1 We begged Anna not to leave.
 - 2 I prefer not to cycle in the rain.
 - 3 He criticized me for driving too
 - 4 We felt the meal was too expensive.
- 3 1 promised 4 forbade
 - 5 pointed out 2 apologized
 - 3 suggested
- 1 explained 4 complained
 - 2 said 5 apologized
 - 3 suggested offered
- 5 1 refused to lend
 - 2 threatened to tell, missed
 - asked me not to invite
 - confessed (that) he had broken
 - explained (that), hadn't asked

Speaking

- 1 1 topic 5 the end
 - 2 begin 6 listening 3 move 7 questions
 - 4 final part
- 1 e 2 b 3 g 4 h
 - 5 c 6 f 7 d 8 a
- 3 1 I'd like to talk to you today about heroes.
 - 2 Let's begin with Greta Thunberg.
 - This is a photo of Michelle Obama.
 - Now let's have a look at another hero.
 - 5 That's the end of my presentation.
 - 6 Thank you for listening.
- 1 This 4 presentation
 - 2 look 5 for
 - 3 move 6 there

Writing

- 1 1 kind 4 time 2 always 5 one
- 3 moment 6 influence
- 1 c 2 d 3 e 4 f 5 a 6 b 1 It 2 him 3 she 4 it's 5 it
- 1 At that time 4 Even though

5 because

- 2 However 3 One day
- Students' own answers.

Review

- 4 strong 1 1 energy 2 sense 5 imagination
- 3 determined
- shyness 1 courageous 4 imaginative
 - 5 passion 2 wise 3 sensitive 6 sensible

- 3 1 asked me if I was going on holiday in July
 - 2 asked, what time the library opened
 - 3 said he hadn't done any revision
 - 4 asked Tim if, could, me
 - 5 said he would do the washing-up
 - 6 told him to turn the music down

4

Н	Ε	U	K	U	Z	٧	J	L	F	М	Α
В	R	Ε	Α	K	U	Р	W	I	Т	Н	Q
W	L	٧	L	М	Р	Т	Н	Т	Ε	Ε	Χ
М	K	Н	N	F	Α	L	L	F	0	R	D
Α	Q	U	D	F	Х	Q	Р	Р	Х	Α	F
K	Z	Z	G	0	0	U	Т	J	U	Т	Н
Е	M	W	S	N	Т	Т	R	F	٧	Q	D
U	М	W	U	K	С	Н	Α	Т	U	Р	Р
Р	F	Α	L	L	0	U	Т	Z	Ι	Т	Н
Α	Q	С	Н	Ε	Α	Т	0	N	L	D	F
Q	D	R	I	F	Т	Α	Р	Α	R	Т	W
٧	L	٧	K	Х	W	Υ	W	Z	Т	F	U

- 5 1 She promised to get up on time.
 - 2 The police accused her of stealing a million pounds.
 - 3 I prefer not to sit down.
 - 4 We persuaded Molly to take a holiday.
 - 5 The students complained about getting too much homework.
 - 6 Jeff argued that the students were working very hard.

PROGRESS CHECK

Units 7-9

- 1 1 episodes 5 special effects 2 character 6 plot
 - 3 cast 7 scenes
 - 4 setting
- 2 1 e 2 d 3 c 4 a 5 b
- 3 1 Everyone knows that students learning a foreign language need to practise speaking.
 - 2 The guy wearing sunglasses is famous.
 - 3 Oranges grown in Spain are really tasty.
 - 4 I love all films directed by Hitchcock.
 - 5 There are people living on less than \$5 a day.
- 4 1 d 2 g 3 e 4 f 5 a 6 b
- 5 1 remembering 4 reading 2 going 5 to finish
 - 3 to solve
- 6 1 progress 4 evidence
 - 2 creation 5 prediction
 - 3 discovery
- **7** 1 A supersonic rocket has been built.
 - 2 A cure for cancer might be found.
 - 3 New laws to reduce pollution should be made.
 - 4 More needs to be done to protect whales.
 - 5 More works of art will be created using digital technology

- 1 some 4 Time-consuming
 - 2 waste 5 take
 - 3 save 6 no

Q

- 1 have, repaired
- 2 had, cleaned
- 3 have, checked
- 4 had, signed
- 5 have, delivered
- 6 had, translated

10



- **11** 1 told 4 told 2 said 5 asked
 - 3 asked
- **12** 1 out 3 for 5 up 2 out 4 up 6 down
- 131 encouraged, to join
 - 2 announced (that), they were
 - 3 invited, to go to
 - 4 begged, not to tell
 - 5 accused, of taking



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