

Speak out

3RD EDITION

Welcome to the third edition of our best-selling eight-level general English course for adults – *Speakout*. Developed in association with BBC Studios, this new edition has been completely revised based on feedback from *Speakout* users from all over the world.

- Speakout 3rd Edition* offers 100% new content, all-new video, and a fresh new look and feel, all underpinned by flexible components for in-class, online and hybrid use.
- Easy-to-use teaching notes for all tasks, plus full answer keys and scripts
 - Extra ideas for class, including digital activities, dyslexia adaptation, and mixed ability classes
 - Full guidance for setting up and assessing the all-new mediation lessons
 - Full Global Scale of English mapping information for every lesson

Teacher’s Book with Teacher’s Portal Access Code

- Presentation Tool with a digital version of the Student’s Book and Workbook, lesson notes, audio, video and interactive exercises
- Online Practice of the Workbook activities with instant feedback, where teachers can assign activities
- Gradebook with student results from the activities in the Student’s eBook and Online Practice
- Test Generator with assignable test activities and editable tests
- Virtual classroom with live video, sharable interactive whiteboard, live assignments with view of student performance, chat and hand-raising system
- Teacher’s Resources, including exam alignment tables, training and support videos, and photocopyable activities

Speakout 3rd Edition is fully accessible on your computer, tablet and mobile phone so that you can enjoy the full functionality of your course wherever you are.

- Also available
- Student’s Book and eBook with Online Practice
 - Student’s eBook with Online Practice Access Code
 - Workbook
 - Split editions
 - Teacher’s Portal Access Code

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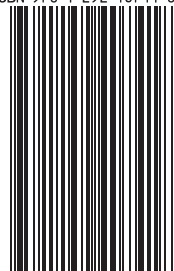


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Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test B1	Level 2 (B1)
B2	58-67	Benchmark Test B2	Level 3 (B2)
B2+	64-76	Benchmark Test B2	Level 3 (B2)
C1–C2	73-90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

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Speak out

BBC
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3RD EDITION
B2
Teacher’s Book with Teacher’s Portal Access Code
Damian Williams

Speak out

3RD EDITION

B2

Damian Williams

Teacher’s Book with Teacher’s Portal Access Code



Your Teacher's Book comes with a Presentation Tool, Online Practice, a Gradebook, Test Generator and a virtual classroom, which are available through the **Pearson English Portal**.

To access the Portal:

- 1 Go to **pearsonenglish.com/login**
- 2 Sign in or create your Portal account
- 3 Follow the on-screen instructions to add your product using the **access code** below.

Access code

This code can only be used once and the user subscription is valid for 24 months from the date of registration.

Need help?

Go to **MyPearsonHelp.com/portal** for help, training and technical support.

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Speak <out

3RD EDITION



Teacher's Book

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and Associated Companies throughout the world.

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SCOPE AND SEQUENCE

LESSON		GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
LEAD-IN p6						
1 identity B B C VLOGS Who do you take after in your family?						
1A	My ID p8	Present perfect simple and continuous	Personality adjectives; suffixes	Weak forms of <i>have</i> and <i>been</i>		
1B	Memory p11	infinitive and <i>-ing</i> forms	Collocations about memory; idioms: memory	Connected speech: chunking: two-part collocations	Read an article about people who never forget	
1C	I'd much rather ... p14	How to ... express personal preferences	Emotions and feelings	Word stress: dependent prepositions	Read a travel guide to Lagos	
1D	Personality p16	<i>while, whereas</i> and <i>whilst</i>				
UNIT 1 REVIEW p18						
2 different worlds B B C VLOGS What impact does social media have on your life?						
2A	Real or virtual? p20	Future probability	Science and technology; word families	Connected speech: future probability	Read an article about the future of VR	
2B	Closer to nature p23	Quantifiers	Nature	Connected speech: quantifiers		
2C	Amazing lives p26	How to ... speculate	Lifestyle adjectives	Stress to show certainty	Read an article about people with amazing lives	
2D	The time traveller p28		Extreme adjectives			
UNIT 2 REVIEW p30						
3 showtime B B C VLOGS What live events or performances do you enjoy and why?						
3A	Festival p32	Relative clauses	Festivals; the environment	Pitch in non-defining relative clauses	Read three articles about eco festivals	
3B	Performers p35	Cleft sentences	Phrasal verbs: performing; phrasal verbs: communication	Emphatic stress		
3C	Binge-watch p38	How to ... use vague language	Film and TV	Linking and elision	Read an infographic about binge-watching	
3D	Music lover? p40	<i>do</i> and <i>did</i> for emphasis				
UNIT 3 REVIEW p42						
4 lifestyle B B C VLOGS Name one change you could make to your life to improve your health.						
4A	Making changes p44	Future continuous and future perfect	Health and lifestyle; illness and treatment	Connected speech: future perfect	Read an article about people making changes to their lifestyles	
4B	Sleep p47	Passives	Sleep	Sentence stress: content and function words		
4C	Keep moving p50	How to ... express agreement and disagreement	Exercise; sport: motivation and benefits	Stress in phrases for partial agreement		
4D	Ancient traditions p52		Phrases related to time			
UNIT 4 REVIEW p54						

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to a podcast about identity	Use a diagram to explain your identity	Write a blog post describing yourself
		Describe a memory FUTURE SKILLS Communication	
		Agree on an itinerary for a day in a city FUTURE SKILLS Collaboration MEDIATION SKILLS create tourist recommendations for your town/area	
	B B C Street Interviews about personality	Discuss personality traits	Write a letter of recommendation
		Make predictions FUTURE SKILLS Critical thinking	
	B B C Radio <i>Why we should listen to trees</i>	Suggest ways to encourage people to spend time in nature FUTURE SKILLS Leadership	Write a for-and-against essay on the pros and cons of living in the countryside
	Listen to a conversation about unusual lifestyles	Speculate about the lives of famous people	MEDIATION SKILLS summarise an informal interview
	B B C Programme <i>Doctor Who</i>	Talk about an imaginary trip back in time	Write a competition entry
		Plan an eco-friendly festival FUTURE SKILLS Collaboration	Write a formal email proposing a new festival
	Listen to a podcast about stage fright	Practise speaking in public FUTURE SKILLS Self-management	
	Listen to a conversation about binge-worthy TV shows	Describe your favourite film or TV series	MEDIATION SKILLS describe a film
	B B C Street Interviews about music	Ask and answer questions about the importance of music in your life	Write a forum comment
		Talk about how your life will be different in five years' time FUTURE SKILLS Communication	
	B B C Radio <i>The science of sleep</i>	Discuss statements about sleep	Write an article about how to get a good night's sleep
	Listen to a conversation about the benefits of exercise	Hold short debates on sports and exercise MEDIATION SKILLS decide how to contribute to an event	
	B B C Programme <i>Earth from Space</i>	A discussion about traditional vs. modern lifestyles	Write a cause-and-effect essay

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
5 work B B C VLOGS Which professions do you admire and why?					
5A First day! p56	Past perfect simple and continuous	Time expressions	Connected speech: past perfect continuous	Read an article about first days at work	
5B Change of plan p59	Past plans and intentions	Work and careers; areas of work	Connected speech: intrusive /w/ sounds		
5C You're on mute! p62	How to ... describe problems and suggest solutions	Video conference calls FUTURE SKILLS Social responsibility	Intonation to show degrees of certainty		
5D Are you a team player? p64	Non-defining relative clauses for comments				
UNIT 5 REVIEW p66					
6 psychology B B C VLOGS What things do you never find the time to get done?					
6A Pay attention! p68	Necessity, prohibition and permission	Prefixes	Word stress: prefixess	Read an article about avoiding distraction	
6B Quiet p71	Reported orders, requests and advice	Reporting verbs	Consonant clusters		
6C Here's my advice p74	How to ... ask for advice and give advice tactfully	Collocations with <i>get</i> and <i>take</i>	Pitch for sounding tactful		
6D Would I lie to you? p76		Fillers			
UNIT 6 REVIEW p78					
7 talent B B C VLOGS Do you have any hidden talents?					
7A An unexpected passion p80	Past modals of deduction	Compound adjectives; chance	Connected speech: past modals of deduction	Read an article about an unexpected source of inspiration FUTURE SKILLS Communication	
7B I wish! p83	<i>wish, if only, should have</i>	Idioms: regrets	Chunking in idioms		
7C Let me explain p86	How to ... describe a process	Phrasal verbs: explaining	Stress in phrasal verbs		
7D Hard work or talent? p88	adverbials of concession				
UNIT 7 REVIEW p90					
8 community B B C VLOGS What does 'community' mean to you?					
8A A new way of living p92	Participle clauses	Collocations with <i>go, have</i> and <i>make</i> ; describing homes and living conditions	Pitch in participle clauses	Read an article about co-living	
8B If the world ... p95	Conditionals with conjunctions	World issues	Stress in conditional sentences		
8C Online communities p98	How to ... develop an argument	Prepositional phrases	Sounding persuasive		
8D Second shot p100		Phrases with <i>get</i>			
UNIT 8 REVIEW p102					
WRITING BANK p104 GRAMMAR BANK p108 VOCABULARY BANK p136 COMMUNICATION BANK p142					

	LISTENING/VIDEO	SPEAKING	WRITING
		Tell an anecdote about the first time you did something FUTURE SKILLS Communication	
	B B C Radio <i>Is one career in your life enough?</i>	Discuss a time when your life plans changed	Write a report about broadening young people's career aspirations
	Listen to three problematic video conference calls MEDIATION SKILLS agree on a course of action	Practise describing problems and suggesting solutions	
	B B C Street Interviews about working in a team	A discussion about working alone vs. in a team	A thank-you message
		Discuss your top three ways to avoid distraction FUTURE SKILLS Self-management	Edit notes to make them more concise
	Listen to a conversation about introverts	Take a quiz about introverts and extroverts	
	Listen to someone asking for advice	Practise giving advice tactfully	MEDIATION SKILLS add to posts in a thread, building on the advice of other people
	B B C Programme <i>Would I Lie to You?</i>	A true or false story	An email giving news
		Speculate about a series of chance events	
	Listen to people talking about missed opportunities	Discuss your regrets	Write a personal essay
	Listen to someone explaining a recipe	Explain your way of doing something FUTURE SKILLS Communication MEDIATION SKILLS make a concept easier for someone else to understand	
	B B C Street Interviews about talent and hard work	A discussion about talents	A social media post
		Discuss co-living spaces FUTURE SKILLS Collaboration	Write a job application letter/email
	Listen to a talk about world issues	Discuss hypothetical situations FUTURE SKILLS Creative and critical thinking	
	Listen to part of a debate about online communities	Hold a debate about online communities	MEDIATION SKILLS make a discursive argument on a topic
	B B C Programme <i>Amazing Humans</i>	A presentation on a project	A mission statement

Welcome to *Speakout 3rd Edition*

Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, ***Speakout 3rd Edition*** is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular emphasis on developing learners' confidence in speaking.

Speakout 3rd Edition is the result of extensive research with users of *Speakout 2nd Edition* from around the world. It builds on the tried-and-tested methodology of the series, but has been brought up to date with 100% new content, a revised syllabus based on the Global Scale of English and a fresh new look and feel. With a clearer layout and lesson flow, and an enhanced digital environment offering even more flexibility, the new edition Presentation Tool and Student's eBook can be used on any device – computer, tablet and mobile phone – and all activities from the eBook and the Online Practice report to the gradebook.

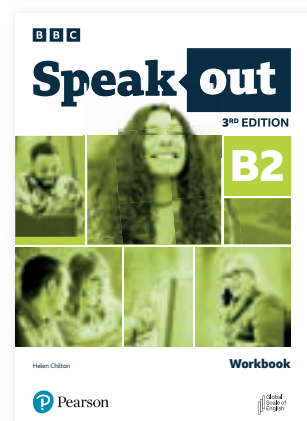
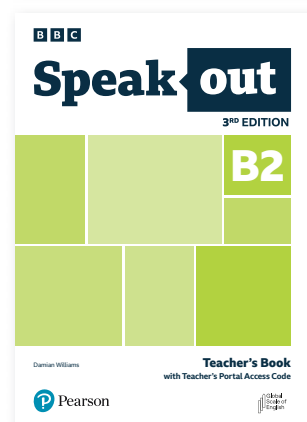
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation syllabus, and interactive speaking practice activities which provide students with out-of-class, on-the-go speaking practice.

Speakout 3rd Edition features all-new BBC programme clips, street interviews, and vlogs filmed by people from around the world, all of which bring authenticity to the course and encourage students to be more motivated and confident in learning English. The Global Scale of English is embedded in the course, making it clear for learners and teachers *why* they are doing every task as well as providing a tangible framework for assessment and measurement of progress. 'How to ...' lessons and Future Skills boxes bring real-world strategies into the course, meaning that employability and personal growth are embedded within the lesson content. There are also independent Mediation lessons at the back of every Student's Book from A2 to C1–C2 to further develop learners' soft and employability skills. The course is also mapped to the Adult Benchmark Tests, which provide clear, at-a-glance reporting, helping learners become more purposeful about their learning, and to Pearson English International Certificate, which is for learners wishing to take a test that gives them a proficiency certificate (see page 24 for details).

We are also delighted to introduce our interactive 'Speak Anywhere' speaking practice activities. These digital speaking roleplays are an extension of the 'How to ...' lessons and are designed to give learners freer practice using the target language of the lesson, and also to give them some general fluency practice on the lesson topic. Students can do these activities on their own, outside the classroom, on a computer, tablet or mobile phone, and receive feedback on their performance within the activity.

Accessibility is of paramount importance for ***Speakout 3rd Edition***, as Pearson English is committed as a company to providing education which is available to all. We offer extensive support for learners with many different accessibility needs, such as:

- All our digital content has an accessibility layer powered by a built-in screenreader. This allows learners to fully engage with the exercises and complete them successfully. We also offer a 'keyboard navigation only' mode.
- All informative images are equipped with Alternative text suitable for the learners' level.
- Media players are equipped with speed changing capability, as well as dynamic transcripts for audios, and subtitles and transcripts for videos.
- Content can be resized up to 400% without any disruption to user experience and a high contrast theme can be applied.
- Accessibility support for print components includes audio support for reading texts for the visually impaired and guidance for teachers on how to help students with Dyslexia.



The Global Scale of English GSE

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: speaking, listening, reading and writing. The Global Scale of English enables teachers and students to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

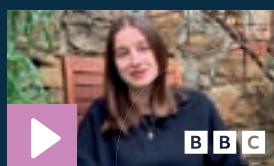
The GSE chart on the back of each Student's Book shows the range of objectives that are covered within that level. Knowing this range helps you select course materials with the right level of challenge for your students to help them make progress.

Speakout 3rd Edition has been created using the GSE Learning Objectives for Adult Learners. These ensure that the content and activities are at the correct level and inform the lesson goals given at the start of each unit.



different worlds

2



VLOGS

Q: What impact does social media have on your life?

- 1  Watch the video. What impacts of social media do the people mention?
- 2 Work in pairs. Discuss the impact that social media has on your lives.



LEARNING OBJECTIVES

- 2A READING** | Read an article about virtual reality: science and technology; word families
Discuss possible future uses of virtual reality: future probability Pronunciation: connected speech: future probability
- 2B LISTENING** | Understand a radio programme about spending time in nature: nature; quantifiers
Talk about ways to encourage people to spend time in nature Pronunciation: connected speech: quantifiers
Write a for-and-against essay on living in the countryside
- 2C HOW TO ...** | speculate: lifestyle adjectives
Pronunciation: stress to show certainty
- 2D BBC PROGRAMME** | Understand a TV drama about time travel: extreme adjectives
Talk about an imaginary trip back in time Write a competition entry

Measuring proficiency using the GSE

The Global Scale of English underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark Tests alongside **Speakout 3rd Edition**, you will be able to see the progress being made by learners during their course of study and receive rich score reports which identify strengths and weaknesses along with recommendations on how to address them using **Speakout 3rd Edition**. For this level of **Speakout 3rd Edition**, we recommend Benchmark Test Level B2. Find out more about this test at www.pearsonenglish.com/exams-offer.

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) Level 3 (B2). Find out more about this test at www.pearsonenglish.com/exams-offer.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 200–209).

For more information about how the GSE can support your planning, teaching and assessment, go to www.pearsonenglish.com/gse. Visit the GSE Teacher Toolkit – freely available online at www.english.com/gse/teacher-toolkit/user/lo – to set learning goals, find grammar resources and check the level of a text.

▲ GSE Learning Objectives on Unit Opener pages are written in a shorter, more accessible way to allow learners to understand what they will be learning in each lesson.

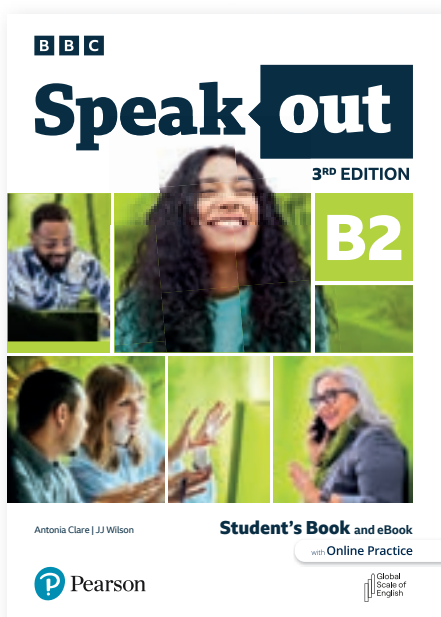
Student components

Student's Book with eBook and Online Practice

The student's digital components work together to provide a seamless experience between accessing resources, completing activities and reviewing results.

Student's eBook

- Syllabus built on the Global Scale of English (GSE)
- Interactive activities with instant marking
- Student results report to the Gradebook
- Embedded audio and BBC video clips
- See the walkthrough on pages 12–17 for unit details



Student's Book

- Print version of the Student's eBook
- Access code for the Student's eBook and Online Practice

Online Practice

- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

Gradebook

- Student's eBook and Online Practice activities report to the Gradebook so students and teachers can review performance and progress

Workbook

- Print version of the Online Practice activities
- Audio available online
- Includes Adult Benchmark Test task types



Teacher components

Teacher's Book with Teacher's Portal Access Code

The Teacher's Book includes access to the *Teacher's Portal*, where you can find everything you need to make your teaching more effective in class and online.

Teacher's Book

- Global Scale of English (GSE) Learning Objectives for every lesson
- Full teaching notes and Answer Keys for every activity
- Mediation lesson plans, plus output and evaluation guidance
- Digital activity ideas and cultural background notes
- Extra ideas and support for teaching mixed ability classes, and teaching students with dyslexia
- Audioscripts and videoscripts

Presentation Tool

- Student's eBook and Workbook with interactive activities for display in class and online
- Page-faithful view of the Student's Book for easy navigation between the Student's Book and the Presentation Tool
- Show answers one by one or all at once
- Embedded audio and video for seamless teaching in class
- Teaching notes for each lesson
- Teacher toolkit, including whiteboard

Online Practice

- Assign Online Practice activities in Assignments
- View student performance in the Gradebook

Tests Package

- All tests are offered in two versions: ready-to-print PDFs and editable Word documents. They can also be administered online via the Test Generator
- All tests have A and B versions, and there are specially adapted versions of the tests for students with dyslexia

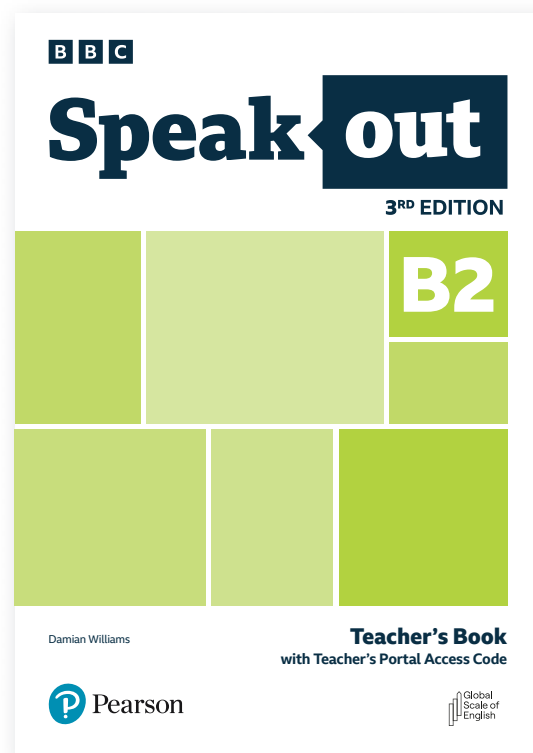
See page 24 for more details.

Gradebook

- View individual student and class results for all student activities: from the Student's eBook, the Online Practice and the Test Generator

Teacher's Resources

- Photocopiable activities with full teaching notes and Answer Key
- Teaching with ***Speakout 3rd Edition videos***
- GSE Mapping Booklets showing how each level of the course aligns with the GSE and the CEFR
- Exam alignment tables showing detailed correlation between the Adult Benchmark Tests, Pearson English International Certificate, Cambridge Exams and each level of ***Speakout 3rd Edition***
- Downloadable PDF of the Teacher's Book
- Student's Book, Workbook and Tests Package audio and audioscripts
- All in-course BBC video and videoscripts
- Student's Book and Workbook Answer Keys
- Interactive phonetic chart



Virtual classroom

The virtual classroom enables you to teach fully interactive lessons online using the integrated video conferencing tools, with breakout rooms, chat and more. You can assign tasks and have a real-time view of student performance.

All digital components are accessible on computer, tablet and mobile phone so you and your students can enjoy the full functionality of the course anywhere.

All content is compliant with the WCAG 2.1 AA accessibility standard.

How the course works

Unit walkthrough

Course summary

Speakout 3rd Edition has eight levels: A1, A2, A2+, B1, B1+, B2, B2+ and C1–C2.

Each level contains eight units, each with four lessons, plus a Unit Opener and a Review section.

Each unit contains two main input lessons (Lessons A and B), a functional language, or 'How to ...', lesson (Lesson C), and the BBC video lesson (Lesson D).

The Grammar Bank and Vocabulary Bank at the back of the book are integral parts of the lessons when they occur. Language presented in these sections is considered to be taught, and is then recycled in subsequent activities. It may also appear in the unit review and the tests content.

The Mediation Bank contains eight standalone lessons. They can be taught at any point, but ideally they should follow the completion of each Lesson C.

The Tests Package contains tests to be used after each unit (including full unit tests and quick unit quizzes), after every two units, mid-course, and at the end of the course.

Unit Opener

Student's Book

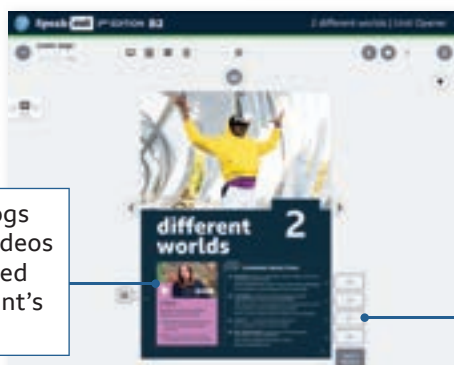
Stunning visuals related to the unit topic help to engage students and stimulate discussion.

The Unit Opener features BBC vlogs filmed by real people from around the world together with a mini-task to engage learners with the broad unit topic. The vlogs provide a good warmer for Lesson A.

The vlogs are embedded in the eBook, and can also be found in the Teacher's and Student's Resources.



The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 200–209.



The BBC vlogs and other videos are embedded in the Student's eBook.

All videos have subtitles that can be turned on and off.

The buttons next to the GSE Learning Objectives are clickable and take you directly to each lesson.



Every lesson contains opportunities for personalised speaking practice.

The Vocabulary Bank is clearly signposted on the lesson page. It is integral to the lesson, and contains either a continuation of the lexical set presented in the lesson, or presents a new set related to the lesson. The language in the Vocabulary Bank is used in subsequent tasks in the lesson.

[illegible][illegible]

The lesson leads towards a final GSE-based skills task. Learners have the opportunity to practise the grammar and vocabulary learnt in this lesson (including any sets presented in the Vocabulary Bank). The final scaffolded GSE-based output task here is a Speaking task.

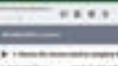
The Workbook also contains speaking activities which students can do alone.

After learners have completed the Student's Book activities, you can go through the answers with them using the check answers one-by-one or check answers all at once buttons in the Presentation Tool.

If you are using the print Workbook with your class, you also have a page-faithful view of the Workbook to refer to. This links to the Online Practice activities for easy answer checking.

The screenshot shows the Google Scholar homepage. The search bar at the top contains the text "Can Read or Virtual?". Below the search bar, there are two main result cards. The left card is titled "Can Read or Virtual?" and features a woman wearing a yellow jacket and a blue visor. The right card is titled "Can Read or Virtual?" and features a person walking in a field. Below these cards, there are two columns of search results, each with a "YES" or "NO" button. The "YES" button is highlighted in orange, and the "NO" button is highlighted in purple.

Page-faithful view of print Workbook



Online Practice activity

Lesson B – main input lesson 2

Lesson B is the second of the two main input lessons. It consists of three pages, and practises all four skills, plus vocabulary, grammar and pronunciation.

Vocabulary sets are contextualised in the Listening input.

Speakout 3rd Edition teaches grammar inductively. There is an activity on the lesson page that requires the learner to make a deduction and complete the rule. Learners can refer to a full grammar explanation in the Grammar Bank, and also complete practice activities.

Each unit features Future Skills. Also known as 'soft', '21st century' or 'transferable' skills, these skills are becoming increasingly important. Modern learners need to develop not just English language skills, grammar and vocabulary, but also skills which will help them become fully rounded citizens of the global community. *Speakout 3rd Edition* is aligned to the Pearson Personal and Social Capabilities (PSC) Framework.

The final GSE-based output task here is a Writing task, bringing together the vocabulary and grammar learnt in the lesson.

Grammar is taught in all four lessons, and there is a page of Reference and Practice for each grammar point in the Grammar Bank. The Grammar Bank is designed primarily for self-study, but can also be used in class.

2B Closer to nature

LISTENING

1. Listen to the audio and answer the questions.

GRAMMAR

2. Work in pairs. Read the comments about the radio programme. Which do you agree with? Which do you disagree with? Why?

PRONUNCIATION

3. Listen to the audio and complete the sentences with the words in the box.

SPEAKING

4. Work in pairs. Take turns to complete the sentences with your own ideas.

WRITING

5. Write an essay. Do you think it is better to live in the countryside or in the city? Write down the advantages and disadvantages of living in the countryside.

VOCABULARY

6. Complete the article with the words and phrases in the box.

There is a prominent pronunciation syllabus providing practice of individual sounds, stress, intonation and features of connected speech. Learners can record themselves in the Student's eBook activities and Online Practice activities.

Audio for all activities is embedded in the Presentation Tool and Student's eBook, and can also be downloaded from the Resources. The audioscripts are at the back of the Student's Book and Workbook, and there are audioscripts in situ in the Student's eBook and Online Practice activities.

The teacher has access to a variety of resources directly from the Presentation Tool, including Teaching Notes and Answer Keys.

Please note that this is a spread from Lesson B; it is not the complete lesson.

The Presentation Tool and Student's eBook contain the audioscript for each exercise.

In the Presentation Tool, each activity contains the notes relevant to that particular activity.

In the Presentation Tool, all lessons contain a link to a complete set of lesson notes.

GRAMMAR BANK

2B quantifiers

REFERENCE

Quantifier	Use	Example
all	Used to refer to the whole of something.	All the students passed the exam.
both	Used to refer to two people or things.	Both my parents are teachers.
each	Used to refer to individual members of a group.	Each student received a certificate.
every	Used to refer to every member of a group.	Every student passed the exam.
most	Used to refer to the majority of something.	Most of the students passed the exam.
many	Used to refer to a large number of people or things.	Many students passed the exam.
several	Used to refer to a small number of people or things.	Several students passed the exam.
some	Used to refer to an unspecified number of people or things.	Some students passed the exam.
few	Used to refer to a small number of people or things.	Few students passed the exam.
little	Used to refer to a small amount of something.	Little of the class passed the exam.
not many	Used to refer to a small number of people or things.	Not many students passed the exam.
not much	Used to refer to a small amount of something.	Not much of the class passed the exam.

PRACTICE

1. Complete the sentences with a quantifier.

2. Complete the sentences with a quantifier.

3. Complete the sentences with a quantifier.

4. Complete the sentences with a quantifier.

5. Complete the sentences with a quantifier.

6. Complete the sentences with a quantifier.

7. Complete the sentences with a quantifier.

8. Complete the sentences with a quantifier.

9. Complete the sentences with a quantifier.

10. Complete the sentences with a quantifier.

In the 'How to ...' section, students learn and put into practice real-world language that will help them in everyday situations, e.g. language for speculating and talking about certainty.

[illegible]

Lesson C contains a cross-reference to the Mediation Bank lesson at the back of the book. This is a standalone lesson relating to the topic of the main lesson. Find out more about Mediation in *Speakout 3rd Edition* on page 23.

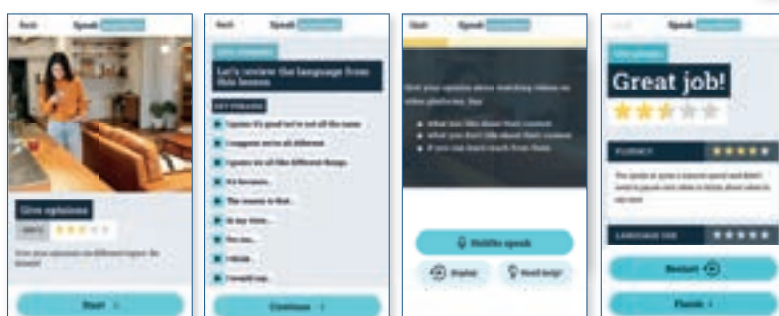
The Student's eBook links to an interactive speaking practice activity. This is designed to be done by individual students outside the classroom. It is not a graded activity; its purpose is to provide a safe space for students to practise speaking and receive feedback. See below for more details.

‘Speak Anywhere’ – interactive speaking activities

The Speaking Practice button in the Student's eBook takes learners to 'Speak Anywhere', an interactive speaking activity based on the topic and Learning Objectives of Lesson C. Students speak to a bot, and have a conversation on an everyday topic, such as giving opinions or speculating.

This activity is designed to be a fun activity for learners to do alone. It gives them a star rating for how well the bot could understand them, and a star rating for use of the target language from the lesson. It is a standalone activity for the learner and does not report to the Gradebook.

As with all the other activities in ***Speakout 3rd Edition***, the ‘Speak Anywhere’ activities can be done on a computer, tablet or mobile phone.



*examples are from level B1

'Speak Anywhere' *on mobile phone



'Speak Anywhere' *on computer

Lesson D – BBC video lessons

Lesson D might be the most enjoyable lesson in the book – the BBC video lesson! Units alternate between a programme clip from the BBC archive (even units), and bespoke BBC street interviews (odd units). Each lesson features a range of tasks to exploit the video fully.

The BBC video lesson teaches key vocabulary that occurs in the video.

Preview tasks and a summary of the video help to engage learners’ interest, activate schemata and set expectations.

Unit 2 | Lesson D

2D BBC Entertainment

The time traveller

VOCABULARY | extreme adjectives
SPEAKING | an imaginary trip back in time
WRITING | a competition entry

PREVIEW

1A Work in groups. Discuss the questions.

- 1 Which famous artists can you name?
- 2 What do you know about their lives?
- 3 What do you know about Vincent van Gogh?

1B Read the programme information. What did you learn about Vincent van Gogh?

VIEW

2A Watch the video. What does van Gogh learn about his paintings by the end of the episode?

2B Number the events in order. Then watch the video again and check.

- 1 Van Gogh talks about the wonders of the universe.
- 2 Van Gogh hears a tour guide speaking about his work.
- 3 Van Gogh takes the Doctor and Amy to his cluttered home.
- 4 The Doctor and Amy go back in time and meet van Gogh in a café.
- 5 A guide in a museum tells visitors about van Gogh.
- 6 The Doctor has an idea.
- 7 Van Gogh tries to give the Doctor a gift.

C Work in groups. Discuss the questions.

- 1 Why do you think the Doctor took van Gogh to the Musée d'Orsay?
- 2 How do you think van Gogh feels by the end of the episode? How has his life changed?

Doctor Who

Doctor Who is a BBC science fiction series about a character called the Doctor who can travel backwards and forwards in time. In this episode he and his companion, Amy, go to France to visit the artist Vincent van Gogh. Van Gogh was a 19th-century painter from the Netherlands. During his lifetime, he was unsuccessful and had a difficult life. He was often unhappy because no one recognised his talent. After he died, his work became popular and he is now one of the most famous artists in history.

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2D

BBC

SPEAKING

an imaginary trip back in time

4A 3.07 Listen to someone explaining where they would go if they could travel back in time. Where do they choose and why?

4B 3.07 Listen again. Tick the phrases that you hear.

KEY PHRASES

To start with, ...
So, what would I do?
With that in mind, I'd ...
What else?
Another possibility would be to ...
And last but not least, I'd ...

C Read the key phrases again and answer the questions.

- 1 Which two phrases introduce a new topic?
- 2 Which phrase refers to something just mentioned?
- 3 Which two phrases can we use to show a sequence of events?

5A Imagine you could travel back in time. Make notes about:

- where you would go (e.g., which area, city, country, etc.)
- what you would do
- when time you would go back to
- who you would like to meet
- what you would do.

B Work in groups. Take turns to explain which time periods you would visit and why. Whose trip sounds the most exciting?

WRITING

a competition entry

6A Work in pairs. Discuss the questions.

- 1 Have you ever won a competition? What was the prize?
- 2 Have you ever entered a creative competition (e.g., with a piece of writing, art, music, etc.)? Did you win?

B Write a competition entry. Go to the Writing Bank.

14 page 104 WRITING BANK

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Each BBC video lesson ends with a Writing task.

In the View section, students watch the video twice. During the first viewing, students complete a gist task; the second viewing is followed by tasks to check learners’ more detailed understanding. Videos are embedded in the Student’s eBook and the Presentation Tool, and can also be downloaded from the Resources.

There is a substantial Speaking section, providing opportunities for personalised pairwork and groupwork related to the topic of the video.

The Workbook and Online Practice activities provide further practice of the target language from Lesson D. It isn’t necessary for students to watch the videos again to do these activities.

Lesson 2D

VOCABULARY | extreme adjectives
READING | time travel

VOCABULARY

extreme adjectives

1 Choose the correct word to complete the sentences.

- 1 Paris during the 1920s was home to the **astonishing** / **incredible** / **finest** writers and artists of the age.
- 2 Have you ever seen a van Gogh painting in real life? They're **magnificent** / **mighty** / **precious**.
- 3 The **finest** / **mighty** / **precious** Amazon River winds its way through the rainforest.
- 4 The museum contains valuable pieces of jewellery which contain **precious** / **finest** / **mighty** stones.
- 5 Only the **magnificent** / **incredible** / **finest** coffee beans are used in this unique blend.
- 6 I can't believe how fast you can run – it's **astonishing** / **mighty** / **precious**!

READING

2A Skim the article quickly and answer the questions.

Do scientists think it is possible to:

- 1 travel forwards in time?
- 2 travel backwards in time?

B Complete the sentences with words from the article. Write between one and three words.

- 1 The writer says that we do not find our own kind of time travel.
- 2 The writer suggests that on-going would be a good reason to travel back in time.
- 3 The writer refers to a theory known as which involves complex mathematics.
- 4 If we lived on the ISS for a long time, we wouldn't need to apply.
- 5 Einstein's told us that backwards time travel is theoretically possible.
- 6 Unfortunately, the make travelling back in time impossible in reality.
- 7 Scientists are aware of , although it is impossible to see it.
- 8 Tunnels, known as , could allow us to travel enormous distances.

C Read the article again. What would make a good concluding sentence?

- a It looks as though time travel to the future is more likely than to the past!
- b For the moment, maths can only suggest that time travel is possible – but watch this 'space'!
- c You never know, time travel could be a reality in the very near future!

Is time travel actually possible?

Sofia Valdez | 20th Oct | 12.02 GMT

You may have seen Doctor Who, Back to the Future or read The Time Traveller's Wife, but can you imagine yourself jumping into the future or back into the past? Is it even a possibility? Here's what the scientists say.

We all travel through time, second by second, minute by minute, hour by hour. But there doesn't seem to be anything incredible about that (unless you stop and think about it) because it's our norm, and, much as we might like to go backwards in time, perhaps to correct our mistakes or experience something fantastic again, we can only go forwards. Scientists say we can travel faster than light. But explaining that involves Einstein and theories and physics and maths, and something known as 'space-time' (it's all a bit complicated).

Astronauts are the nearest we have to actual time travellers. They can be in space for several weeks or months. When they're on the International Space Station (ISS), they're moving faster than the rest of us back on Earth. This actually creates a situation where they're going slower in time than we are on Earth. (It's true, trust us!) If they were there for years, they'd age better than the rest of us. So, perhaps space travel is better than face creams and anti-aging diets!

But can we go back in time? Unfortunately, Earth's physics simply don't allow it. But if we return to Einstein for a minute, we know that some of his mathematical calculations do indeed suggest travelling back in time is possible. The problem is that although Einstein might have theoretically proven we can go back in time, in fact, all the other laws of physics really do make it impossible.

This doesn't stop scientists from trying, though! We know that dark matter exists (parts of the universe that we can't see because they don't give off energy or light – as far as we know). And in that dark matter, there might be 'wormholes' (theoretical tunnels through space and time). If there are, we could travel from one area of space to another – which could be billions of kilometres away and in a different place in time.

Speak English

2D | different worlds

1 Choose the correct word to complete the sentences.

1 Being **into** is my hobby and I've been **into** it since I was a child.

2 I'm **into** my new job, but I'm not **into** the new boss.

3 I'm **into** my new car, but I'm not **into** the new colour.

4 I'm **into** my new house, but I'm not **into** the new garden.

5 I'm **into** my new dog, but I'm not **into** the new vet.

6 I'm **into** my new cat, but I'm not **into** the new food.

7 I'm **into** my new friend, but I'm not **into** the new school.

8 I'm **into** my new teacher, but I'm not **into** the new class.

9 I'm **into** my new subject, but I'm not **into** the new teacher.

10 I'm **into** my new sport, but I'm not **into** the new equipment.

Online Practice

Review

There is a one-page Review at the end of each Student's Book unit. The Review provides practice of the language from the unit. It is designed to consolidate learners' understanding, and includes listening and pairwork speaking activities.

2 REVIEW

GRAMMAR

future probability

1 A Write as many predictions as you can using the topics in Box A and structures in Box B.

A

future holidays the weather your future career your plans for the weekend

B

be going to certain to could due to likely to may may not might might not unlikely to will + certainly/definitely/possibly/probably won't

I might go the cinema at the weekend. I'll definitely speak to my parents.

B Work in pairs. Take turns reading your predictions. Are any of them similar?

quantifiers

2 A Read the results of a survey about a group of language learners. Then choose the correct words to complete the sentences.

LANGUAGE LEARNING SURVEY
Participants: 20 students, aged 18-52, average age 28

use a book to learn the language	18
use online resources	20
use some kind of dictionary	13
use a pronunciation app	5
don't have enough time to study	16
review the lesson for ten minutes or more afterwards	10
read in the target language for more than four hours a week	2
prefer to learn with others	16

1 Few / Several / The majority use a book to learn the language.
2 Every student / Several / A handful use(s) the internet to get input.
3 A minority of / Few / Plenty of students use a dictionary.
4 The majority / A handful / Plenty of students use a pronunciation app.
5 Most students mention having a lack of / a bit of / plenty of time to study.
6 Half say they do all / a little / a good deal of revision outside class.
7 Very few / No / The majority of students read a lot in the target language.
8 A large number of / A lack of / Few students prefer learning with others.

B Work in pairs. Guess which of the sentences are true for your class.

VOCABULARY

3 Complete the sentences with the words in the box. There are two words you don't need.

coastline deserted findings predict scenery smart sunlight track virtual reality

1 It's impossible to the future.
2 Researchers should publish their .
3 is almost as realistic as real life.
4 You should go up into the mountains because the is amazing!
5 After midnight the town is .
6 The is very wild and dramatic.
7 Open the curtains! We need some .

4 A Choose the correct options (A-C) to complete the text.

Another world: Finding solitude
Anyone looking for solitude find it in a 21st-century city but there are still places one can be alone. In the 19th century, the American writer Henry Thoreau did an experiment in solitary living. He went to live on a patch of owned by his friend Ralph Waldo Emerson. Thoreau built a hut on the of Walden Pond. He spent over two years there and wrote a book, *Walden*, about his experiences.

More recently the Italian writer Paolo Cognetti left Milan and rented a shepherd's hut near the mountains of Valle d'Aosta. There he lived for months, surrounded by scenery and noise besides the wind. While there, he took time to his life and think about what he do next. Like Thoreau, he wrote a book: *The Wild Boy*.

people are able to escape like Thoreau and Cognetti. of us are lucky if we get a few days on a beach. But there will always be quiet places for those with the desire and resources to find them.

1 A is due to B good deal C A lack
2 A plenty B woodland C scenery
3 A track B open space C banks
4 A coastline B few C several
5 A A good deal of B few C several
6 A incredible B precious C mighty
7 A The majority of B each C very little
8 A research B analyse C predict
9 A might B is going to C was due to
10 A few B Little C Enough
11 A The minority C The majority
12 A coastline B deserted C woodland

B R2.01 Listen and check your answers.

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The Student's eBook provides access to the Online Practice reviews. In the Online Practice and the Workbook, there is a two-page Review after every two units, a Cumulative Review after Units 1-4 and another after Units 5-8, as well as a Cumulative Review for Units 1-8.

1-2 REVIEW

GRAMMAR

1 Choose the correct words to complete the sentences.

1 I'm looking forward to the weekend. I'm feeling relaxed.
2 I'm excited about the new project. I'm feeling motivated.
3 I'm happy to see you. I'm feeling happy.
4 I'm surprised to hear that. I'm feeling surprised.
5 I'm interested in the new technology. I'm feeling curious.

2 Complete the email with the correct form of the words in brackets.

Hi Alex! Things are pretty much the same here. I'm feeling good about the new project. I'm feeling motivated. I'm feeling happy to see you. I'm feeling surprised to hear that. I'm feeling interested in the new technology. I'm feeling curious about the new project.

3 Choose the correct word or phrase to complete the sentences.

1 I'm feeling good about the new project. I'm feeling motivated.
2 I'm feeling happy to see you. I'm feeling happy.
3 I'm feeling surprised to hear that. I'm feeling surprised.
4 I'm feeling interested in the new technology. I'm feeling curious.

VOCABULARY

4 Match the personality adjectives in the box with the descriptions in the box.

adventurous imaginative curious reflective idealistic

1 I'm feeling good about the new project. I'm feeling motivated.
2 I'm feeling happy to see you. I'm feeling happy.
3 I'm feeling surprised to hear that. I'm feeling surprised.
4 I'm feeling interested in the new technology. I'm feeling curious.

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1-4 CUMULATIVE REVIEW

GRAMMAR

1 Choose the correct words to complete the sentences.

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2 I'm excited about the new project. I'm feeling motivated.
3 I'm happy to see you. I'm feeling happy.
4 I'm surprised to hear that. I'm feeling surprised.
5 I'm interested in the new technology. I'm feeling curious.

2 Complete the email with the correct form of the words in brackets.

Hi Alex! Things are pretty much the same here. I'm feeling good about the new project. I'm feeling motivated. I'm feeling happy to see you. I'm feeling surprised to hear that. I'm feeling interested in the new technology. I'm feeling curious about the new project.

3 Choose the correct word or phrase to complete the sentences.

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2 I'm feeling happy to see you. I'm feeling happy.
3 I'm feeling surprised to hear that. I'm feeling surprised.
4 I'm feeling interested in the new technology. I'm feeling curious.

VOCABULARY

4 Match the personality adjectives in the box with the descriptions in the box.

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GRAMMAR

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Course methodology

A note from the authors

OVERVIEW

Speakout 3rd Edition is designed to inspire both learners and teachers through engaging topics and authentic BBC material that brings those topics to life. At the same time, it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course suggests, speaking activities are prominent, but that is not at the expense of the other core skills, which are developed systematically throughout. With this balanced approach to topics, language development and skills work, our aim has been to create a course full of lessons that genuinely engage learners and really ‘work’ in practice.

Each unit begins with vlogs involving speakers from around the world answering a question related to the unit topic. These clips are informal, authentic and unscripted. They provide short, manageable models of language for students to work from, as well as acting as highly motivating ‘tasters’ for the unit. The four lessons that follow the vlogs are all related to the unit topic and contain a rich variety of skills and language work – everything you would expect of a modern language course and more.

We recognise that motivation is key to language learning, and in order to help learners stay engaged in the learning process and to track their progress, every section of every lesson has clear, identifiable learning goals. These goals are based on the Learning Objectives from the Global Scale of English (GSE) and focus on grammar, vocabulary, functional language and skills, all carefully pitched at the target level. The language builds incrementally throughout each lesson so that by the end, learners can engage in an extended speaking and/or writing task which offers them opportunities to use all the new language they have learnt in that lesson. There is also a substantial pronunciation syllabus.

Each unit ends with a BBC video lesson which features either a clip from a BBC programme (drama, documentary, news, entertainment or travel) or BBC street interviews where people are filmed on the street answering carefully chosen questions relating to the topic. These videos are a springboard to extended speaking and writing tasks.

Topics and content

In *Speakout 3rd Edition*, we focus on topics that are relevant to students’ lives. Authenticity is important to learners, so we have chosen audio and video material sourced directly from the BBC, as well as drawing on other real-world sources for reading texts and listening activities. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students whilst keeping the tone as authentic as possible.

Every unit contains a variety of rich, authentic input material, including the vlogs, street interviews, and BBC programmes featuring some of the best the BBC has to offer.

Grammar

Knowing how to recognise and use grammatical structures is central to our ability to communicate with one another. We believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice. There is also the chance to notice and practise features of pronunciation that are connected to the grammar area being taught.

In *Speakout 3rd Edition*, you will find:

- **Grammar in context** – The target grammar is almost always taken from the listening or reading texts, so that learners can see the grammar in context, and understand how and when it is used.
- **Noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and to complete rules or tables.
- **Clear language reference** – The Grammar Bank provides a clear summary of rules and usage. This serves as a reference that students can return to again and again, as well as providing related practice activities.
- **Focus on use** – We ensure that there is plenty of practice, both form- and meaning-based, in the Grammar Bank to give students confidence in manipulating the new language. On the main input page, we often include personalised practice, which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the Review pages, and again the focus here is on moving learners towards communicative use of the language.

Vocabulary

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is also important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use at the right moment.

In *Speakout 3rd Edition*, this is reflected in:

- **A prominent focus on vocabulary** – We include vocabulary in almost all lessons whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a video clip or reading text. Where we want students to use the vocabulary actively, we encourage them to talk about their own lives or opinions. The Vocabulary Bank extends the vocabulary taught in the lessons, often using photographs and pictures to support students' understanding, and providing audio support, too.
- **Focus on 'chunks'** – As well as lexical sets, we also regularly focus on how words fit together with other words. We get students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- **Focus on vocabulary systems** – We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the Vocabulary sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- **Recycling** – Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, in the Vocabulary Bank at the back of the book, in subsequent lessons and on the Review page.

Functional Language (How to ...)

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (e.g. buying something in a shop or calling to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (e.g. talking about the weekend or responding appropriately to good news). As one learner commented, 'Grammar rules aren't enough – I need to know what to say.' In *Speakout 3rd Edition*, the focus on functional language comes in the 'C' Lesson in each unit, under the new heading of 'How to ...'.

The third lesson in every unit of *Speakout 3rd Edition* looks at one such situation and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both written and spoken formats.

Something that students often find frustrating when learning a language is the lack of opportunity to speak English outside class. At the end of the third lesson, students can do the 'Speak Anywhere' interactive speaking practice activity. These digital speaking 'roleplays' use speech recognition technology to give students the opportunity to build their confidence by having a realistic conversation with a bot on the topic of the lesson, and then receive feedback.

Also linked to the third lesson are the Mediation lessons. These standalone lessons appear at the back of the book and are based on GSE Mediation Learning Objectives.

Speaking

The dynamism of many lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for several minutes. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity in language use. Also, where appropriate, students should hear a model before they speak, in order to have a realistic goal.

There are several strands to speaking in *Speakout 3rd Edition*:

- **Communicative practice** – After introducing new language (vocabulary, grammar or functional language), there are many opportunities in *Speakout 3rd Edition* for students to use that language in activities which focus on communication as well as accuracy. These include personalised exchanges, conversations and roleplays.
- **Focus on fluency** – In every unit of *Speakout 3rd Edition*, we include opportunities for students to respond spontaneously. They might be asked to respond to a series of questions, to a short video or to a text, or to take part in conversations, discussions and roleplays. These activities involve a variety of interactional formations, i.e. in pairs or as groups.
- **Speaking strategies and sub-skills** – Throughout *Speakout 3rd Edition*, students are encouraged to develop speaking strategies and sub-skills highlighted in the GSE. Some examples include using fixed expressions to keep a conversation going, asking for clarification, managing a phone conversation and giving reasons for a viewpoint.

Introduction

- **Extended speaking tasks** – In the final lesson of each unit, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include a model, rehearsal time, useful language and a concrete outcome.

Listening

For most users of English (or any language), listening is the most frequently utilised skill. A learner who can speak well but who has problems understanding language to at least the same level is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening activities can act as a springboard to stimulate discussion in class.

There are several strands to listening in *Speakout 3rd Edition*:

- **Focus on authentic recordings** – We believe that it is motivating for all levels of learner to listen to authentic material. As such, each unit starts with vlogs and also includes either a clip from a BBC programme, or a street interview filmed in locations around central London. At the higher levels, there are also authentic, unscripted BBC radio and podcast extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where audio recordings, particularly at lower levels, are scripted, they nevertheless aim to reflect the patterns of natural speech.
- **Focus on sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. The latter are taken from the GSE and include, for example, listening and predicting what will come next, extracting key details, identifying chronological sequences, and understanding technical instructions.
- **As a context for new language** – We see listening as a key mode of input, and *Speakout 3rd Edition* includes many listening texts which contain target grammar, vocabulary or functional language in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, sometimes by using the audioscripts as a resource.
- **As a model for speaking** – In the third and fourth lessons of each unit, the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' own speaking.

Reading

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral skills. Within the classroom, reading texts can introduce stimulating topics and act as springboards for class discussion.

There are several strands to reading in *Speakout 3rd Edition*:

- **Focus on authentic texts** – As with *Speakout 3rd Edition* listening materials, there is an emphasis on authenticity. Many of the reading texts draw on real-world sources, including newspapers, magazines, media websites and books. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read, and the texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Focus on sub-skills and strategies** – In *Speakout 3rd Edition*, we strive to maintain authenticity in the way readers interact with a text. We always give students a reason to read and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and paying attention to discourse markers. As with the listening and speaking sub-skills, the reading sub-skills syllabus is based on the GSE.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency, and this can be most easily achieved through reading. In *Speakout 3rd Edition*, reading texts often serve as contexts for introducing grammar and vocabulary as well as discourse features.
- **As a model for writing** – In the writing sections, the texts serve as models for students in terms of overall organisation as well as style and language content.

Writing

Many students need to develop their formal writing for professional and exam-taking purposes, while others prefer to focus on less formal genres. For this reason, *Speakout 3rd Edition* covers both formal text types such as essays, formal emails and reports, and informal genres such as discussion forums, personal emails and social media posts.

There are several strands to writing in *Speakout 3rd Edition*:

- **Focus on genres** – In every unit, there is a section that focuses on a genre of writing, for example emails. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We then ask students to produce their own piece of writing. While there is always a written product, we also focus on the writing process, including stages such as brainstorming, planning and checking.
- **Focus on sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns. Strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking students to notice the feature. We then provide an opportunity for students to practise it.
- **Lesson D writing task** – At the end of the final lesson in each unit, following the final speaking task, we include a writing task. The idea is for students to develop fluency in their writing. While we always provide a model, the emphasis here is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout 3rd Edition*.

Pronunciation

For many learners the ability to pronounce English in a comprehensible way is very important. It is also vital in helping them to understand spoken English. In *Speakout 3rd Edition*, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items, or functional language. Where relevant to the level, a grammar, vocabulary or functional language focus is followed by a focus on a feature of pronunciation, for example, word stress, sentence stress, intonation or the weak forms of auxiliary verbs. Students are given the opportunity to listen to models of the pronunciation, notice the key feature and then practise it. In the Vocabulary Bank, we give the pronunciation of each item. At A1 level, there is a comprehensive focus on common sounds and their spelling, as well as on potentially confusing sound-spelling relationships.

Future Skills

We recognise that in addition to language skills, students need to be equipped with a range of other skills to improve their levels of employability and help them to thrive in the future. For this reason, we include a Future Skills feature in roughly half the lessons. The key skills taught are: collaboration, communication, creative and critical thinking, leadership, self-management, and social responsibility. These sections comprise short notes highlighting the relevant skills as they occur naturally in the flow of the lesson, followed by mini-tasks that encourage students to develop those skills.

Teaching B2 Learners

Students at B2 probably have extensive experience learning in classroom contexts and often know which classroom activities they like and don't like. They may also have very strong opinions about what's worth doing and how. That can work to the teacher's advantage if the teacher is open to students' comments, suggestions, and requests.

At this level, learners can normally communicate comfortably on a wide range of everyday topics, with relatively little of the sort of hesitation that is common at lower levels. Many B2 students can come across as impressive if they are on a topic that they have conversed about a lot, and this can be deceptive; a relaxed, smooth conversation can come to a sudden halt, or at least a significant slow-down, if the topic shifts to a specialised area or any topic that the student hasn't 'worked with' in English. A teacher needs to be aware of this, taking into account the need to challenge students and push them out of their comfort zone – and keeping in mind that their strategies for avoiding difficulty will be more sophisticated than at lower levels.

Students at this level have a great capacity and need to use the language to express themselves, to create their own meanings rather than only generate sentences that demonstrate or practise their knowledge. Lessons should be conducted with this in mind, giving space to individual expression and reducing the amount of sustained restricted practice.

B2 students also need to become more sophisticated in their use of functional language, focussing on its appropriacy in different situations, for example formal versus informal registers and academic versus non-academic settings. Similarly, B2 students will also be refining their use of speaking and listening strategies to increase competency in a range of contexts.

Learners at this level have made the rounds of the grammar syllabus at least once if not several times, and yet are still likely to struggle with certain language points. For example, future and perfect forms and the article system are often an issue. As well as consolidating previous learning, B2 students will be exploring these areas in greater depth and also encountering more complex clause and discourse level grammar, particularly in writing and reading.

Introduction

As in other levels, there may be a wide range of strengths and weaknesses across the skills in a B2 class. Also, motivations may differ, with some students needing to focus more on exam-style accuracy and on writing, and others more interested in developing fluency in speaking.

Here are our top tips for teaching at this level:

- Find out about your learners' experience studying English. What have they enjoyed most and found most useful? What sort of activities do they dislike? What do they find most challenging? What are their linguistic goals and ambitions and how can you help them to achieve these? Maintain a channel of communication with students over the course, and they will help you to be effective in your teaching.
- Challenge students. Don't let them cruise through a course using language they're already comfortable with, but rather push them to express themselves in greater depth and detail, and on topics that are not a comfortable part of their repertoire.
- In dealing with language errors, don't just correct, but upgrade and enrich the learners' language. Show them how more sophisticated structures and vocabulary, including lexical phrases, phrasal verbs, and idiomatic language can help them make the 'quality step' they need to go beyond the B levels.
- Devote more time than you have at lower levels to freer activities so that students have the opportunity to both articulate more complex ideas and to build greater fluency expressing themselves.
- Be as systematic and rigorous in focusing on grammar and vocabulary as you are with lower levels. Don't be fooled by the impression a B2 group can give, particularly those one or two strong students, of knowing it all already. Post-systematic errors – where the student knows the rule but makes the error – need to be handled mindfully, as it may well be that the learner doesn't know, or has forgotten, the relevant rule.
- Encourage personalised learning out of class so that learners can focus on areas they need to strengthen.
- Encourage students to record themselves performing extended speaking tasks and then to watch or listen to these recordings to note where they could make improvements.
- Encourage extensive, out-of-class reading, listening and viewing by identifying sources of texts, audio and film that are easy for students to access and of course likely to interest them. Along with vocabulary that is overtly taught on a course, students at this level have the capacity to make great gains in building their passive vocabulary as well as knowledge of syntax through reading, viewing and listening.
- As always, don't forget to praise your students. Praise can be a powerful motivator, and motivation is essential to making real progress in learning a language.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

Mediation

What is Mediation?

Mediation is a common feature of everyday language facilitating communication between people, or groups of people, who require the help of an interpreter or interlocutor to understand a text or a concept, to achieve consensus or to resolve a dispute. Mediation can be interlingual (between two languages) or intralingual (a single language). In an interlingual situation (between two languages), the interpreter translates from one language to another. Depending on the complexity of the topic, and the knowledge level of the person or people receiving the information, the interpreter may also have to moderate and simplify their explanation, even when explaining in the recipient's own language. In an intralingual situation (a single language), the interlocutor may have to absorb and understand the concept themselves, particularly if it is not their first language, and then interpret it in a different, perhaps simpler, way for the recipient. Mediation can be spoken or written.

Mediation and the CEFR and GSE

Mediation has become increasingly important in English language learning in recent years due to the addition of new Can Do statements in the CEFR Companion Volume with New Descriptors (2018). The Pearson GSE includes Mediation as a Communicative Skill, which is broken down into sub-skills and then further broken down into Learning Objectives (LOs).

The GSE Mediation sub-skills or competencies are:

- Acting as intermediary in informal situations (with friends and colleagues)
- Analysis and criticism of creative texts (including literature)
- Collaborating in a group
- Explaining data in speech (e.g. in graphs, diagrams, charts, etc.)
- Explaining data in writing (e.g. in graphs, diagrams, charts, etc.)
- Expressing a personal response to creative texts (including literature)
- Facilitating communication in delicate situations and disagreements
- Facilitating pluricultural space
- Leading groupwork
- Note-taking (e.g. lectures, seminars, meetings, etc.)
- Processing text in speech
- Processing text in writing
- Relaying specific information in speech
- Relaying specific information in writing
- Strategies to explain a new concept
- Strategies to simplify a text
- Translating a written text in speech
- Translating a written text in writing

An example of a GSE Mediation sub-skill and LO at two levels:

Speakout 3rd Edition levels	Examples of Mediation sub-skills featured	GSE LO
A2 GSE 30–38	Analysis and criticism of creative texts (including literature)	Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.
C1–C2 GSE 73–85		Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit (www.english.com/gse/teacher-toolkit/user/lo), and the Mediation Learning Objectives used in this level of **Speakout 3rd Edition** can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 200–209).

Why is Mediation important?

Teaching Mediation helps students to become versatile and successful communicators in a rapidly changing and increasingly intercultural environment. More and more communication is carried out online, where the most common language is English. Global companies require their employees to be able to use a common language when communicating with each other. That common language is generally English. However, communicating is not just about words, it's about how we use language to cooperate with others. Students who wish to take up opportunities in international careers and education not only have to be able to speak English well, they also have to have the soft skills that employers and universities demand, for example communication, collaboration and teamwork, leadership, critical thinking, and self-management.

Mediation in *Speakout 3rd Edition*

In **Speakout 3rd Edition**, we have included eight standalone Mediation lessons per level – one for every unit. These lessons appear at the back of the book in the Mediation Bank and are linked from each Lesson C – the functional language lesson, which teaches practical, real-world skills. They are linked to the theme of the unit and are based on GSE Mediation Learning Objectives. Each lesson focuses on Speaking or Writing as the final output task. Teaching notes and the GSE LOs for the eight Mediation lessons at this level can be found in this Teacher's Book and in the Presentation Tool.

Please note that all Mediation activities in **Speakout 3rd Edition** are intralingual activities, designed to be carried out in English.

Testing and assessment while using *Speakout 3rd Edition*

In-course testing

Speakout 3rd Edition offers a comprehensive package of tests. All tests are supplied in A and B formats (different tests which can be used for retakes) and there is also a version suitable for use with students with dyslexia. Tests are available as both ready-to-print PDFs and editable Word documents in the Teacher's Resources area on Pearson English Connect at www.pearsonenglish.com/speakout3e, or as tests assignable online via the Test Generator. The Tests Package audio, audioscripts, Answer Keys and marking guidelines for Writing and Speaking are also available in the Teacher's Resources area.

Types of test

Quick Day 1 Entry Test – a quick multiple-choice diagnostic test to allow teachers to identify any gaps in students' grammar knowledge from the previous level before beginning the current level

Full Unit Tests – a three-part test for every unit, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

Quick Unit Quizzes – twenty-five multiple-choice questions testing Grammar, Vocabulary and Functional Language from the unit

Progress Tests – four tests for each level, for use after Units 2, 4, 6 and 8, with cumulative testing of the preceding two units; consists of Grammar, Vocabulary and Functional Language (Part A); Listening and Reading (Part B); and Speaking and Writing (Part C)

Mid-course Test – a multiple-choice cumulative test for use after Unit 4 of each level, testing Grammar, Vocabulary and Functional Language from the preceding four units

Full End of Course Test – a three-part cumulative test for use after Unit 8 of each level, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

Quick End of Course Test – Part A of the Full End of Course Test is multiple-choice, and may be used as a standalone test

Adult Benchmark and Pearson English International Certificate

Speakout 3rd Edition is mapped to Adult Benchmark and Pearson English International Certificate.



Adult Benchmark

Benchmark takes the time, complexity and subjectivity out of the assessment process. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Tests alongside any English course to smooth and accelerate the journey to fluency.

Pearson English International Certificate



Pearson English International Certificate (PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, International Certificate is recognised by universities and employers in many countries around the world. The exam tests authentic communication skills in real-world contexts and is available in both paper-based and computer-based formats.

1 identity

Global Scale of English **LEARNING OBJECTIVES**

1A My ID

- **LISTENING** | Understand a podcast about identity: personality adjectives; suffixes
- Talk about your identity: present perfect simple and continuous
- Pronunciation: weak forms of *have* and *been*
- Write a blog post about yourself

GSE INFORMATION

VOCABULARY

59–75 Can use language related to personality, abilities and traits.

49 Can form adjectives from verbs and nouns with common suffixes.

LISTENING

64 Can understand main points and check comprehension by using contextual clues.

GRAMMAR

47 Can distinguish between present perfect simple and continuous.

SPEAKING

59 Can describe people's personality and emotions in some detail.

WRITING

59 Can support ideas with relevant examples.

1B Memory

- **READING** | Read an article about people who never forget: infinitive and *-ing* forms; collocations about memory; idioms: memory
- Pronunciation: chunking: two-part collocations
- Describe a memory

GSE INFORMATION

GRAMMAR

49 Can distinguish between 'to' + infinitive and *-ing* after certain verbs with a change of meaning.

READING

63 Can scan a long text or a set of related texts in order to find specific information.

VOCABULARY

59–75 Can use language related to remembering, forgetting, and reminding.

SPEAKING

59 Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest.

1C I'd much rather ...

- **HOW TO ...** | express personal preferences; emotions and feelings
- Pronunciation: word stress: dependent prepositions

GSE INFORMATION

VOCABULARY

59–75 Can use language related to expressing emotions.

59–75 Can use language related to expressing pleasure or happiness.

59–75 Can use language related to expressing likes or preference.

HOW TO ...

62 Can use a range of language to express degrees of enthusiasm.

65 Can use a range of language to express degrees of reluctance.

SPEAKING

62 Can use a range of language to express degrees of enthusiasm.

65 Can use a range of language to express degrees of reluctance.

1D Personality

- **BBC STREET INTERVIEWS** | Understand street interviews about people's personalities
- Talk about personality traits: *while*, *whereas* and *whilst*
- Write a letter of recommendation

GSE INFORMATION

PREVIEW

59–75 Can use language related to personality, abilities and traits.

VIEW

60 Can distinguish between relevant and irrelevant content in extended informal speech.

GRAMMAR

60 Can use 'while', 'whereas' and 'whilst' (Br Eng) to contrast and compare actions and situations.

SPEAKING

60 Can paraphrase in simpler terms what someone else has said.

WRITING

61 Can clearly signal the difference between fact and opinion in structured text.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 1A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ You may want to preteach *pragmatic* (= sensible and realistic). Read the question and the instructions for part 1 with the class to check they know what to listen for, then play the video for Ss to make notes. Put Ss in pairs to compare their notes, then play the video once more if necessary. Check the family members mentioned and the characteristics the speakers share with them with the class. Then put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class. On the board, write any new words or phrases which come up, especially personality adjectives as these will help lead into the main vocabulary section in Lesson 1A.

ANSWERS:

- 1 Speaker 1: mother; both enjoy cinema, reading and travelling
Speaker 2: father; love of reading and books, same colour eyes
Speaker 3: father and mother; father: pragmatic, peacemaker; mother: sociable, career-focused; looks like her mother
Speaker 4: father; dark hair, dark sense of humour, love language
Speaker 5: nobody

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 1
Online Digital Resources
Videoscript Unit 1 Opener: BBC Vlogs

1A My ID

GRAMMAR | present perfect simple and continuous

VOCABULARY | personality adjectives; suffixes

PRONUNCIATION | weak forms of *have* and *been*

LESSON OVERVIEW

In this lesson, Ss learn to describe their personality and what influences it. To do this, they learn personality adjectives and the present perfect simple and continuous to talk about things, situations or actions which started in the past and continue into the present. The context is a podcast in which they hear people talking about what makes them who they are. This leads into the grammar, where Ss also practise the weak forms of *have* and *been*. Ss then do a speaking activity where they practise telling each other about themselves. The lesson ends with a writing activity where Ss write a blog post about themselves.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Put Ss in breakout rooms to discuss the questions.
- **Ex 2B:** Put Ss in breakout rooms to describe people they know in pairs.
- **Vocabulary Bank 1A, Exs 1A and 1B:** Display the table on your device and share your screen. In feedback, elicit the answers and add them to the table.
- **Ex 4A:** Ask Ss to type their answers in the chat box so that they can compare them.
- **Ex 5A:** Ask Ss to type their answers in the chat box so that they can compare them.
- **Ex 6B:** Use a collaborative document for Ss to share their pie charts with each other.

Additional Materials

For Teachers:

Presentation Tool Lesson 1A
Photocopiable Activities 1A
Grammar Bank 1A
Vocabulary Bank 1A

For Students:

Online Practice 1A
Workbook 1A

TO START

Put Ss in small groups to brainstorm as many adjectives of personality as they can think of in one minute. When they have finished, elicit their adjectives, writing them on the board together with some example sentences to check understanding. You can also add any new words and phrases which came up while answering the questions about the BBC vlogs.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

personality adjectives

1 A You may want to introduce the activity by telling the class how you describe yourself to people you have never met before, e.g. 'I'm quite a quiet person, but I'm also sociable. I enjoy sports and can get very competitive. I'm generally a happy person and like to think I'm kind.' Read the questions and the factors in the box with the class, then put Ss in pairs to discuss. If you're teaching online, put Ss in breakout rooms. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

B Set a time limit of three minutes for Ss to read the article quickly and find out if any of their ideas from Ex 1A are mentioned. When they have finished, ask a few Ss if any of their ideas were mentioned, and if so which.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. If you record it, Ss can listen on personal headphones. Ss can also listen to it again in Ex 2A to help them contextualise the vocabulary.

C Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas and have a brief class discussion.

2 A Draw attention to the adjectives in bold in the article. Elicit the first answer as an example, then ask Ss to complete the rest of the meanings with the adjectives alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Though it removes the words from their context, you might want to provide Ss with dyslexia with the adjectives in a vertical list for them to complete the definitions. They then have the option to find them in the text to check context. An alternative is to separate the text into paragraphs and place the relevant meanings under each paragraph.

ANSWERS:

- | | | |
|----------------------|-------------------|------------------------|
| 1 rebellious | 2 curious | 3 ambitious |
| 4 outgoing | 5 cheerful | 6 argumentative |
| 7 adventurous | 8 stubborn | |

B Give Ss an example such as 'My brother is really cheerful. He's always smiling. He's also outgoing because he loves going out with friends and meeting new people.' Put Ss in pairs (in breakout rooms for online classes) to describe people they know. When they have finished, ask a few Ss to share anything interesting they found out with the class.

EXTRA SUPPORT With weaker classes, you might want to give Ss a few minutes to make notes about people they know before putting them in pairs to describe them.

C Refer Ss to the Vocabulary Bank on page 136.

▶ page 136 **VOCABULARY BANK** suffixes

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Write on the board: *Freya has a lot of experience in teaching. She's a very _____ teacher.* Ask Ss what kind of word is missing (an adjective) and what the root word is (*experience*). Then elicit the missing word (*experienced*), pointing out that we form it with the suffix *-ed*. Focus attention on the table and tell Ss to ignore the gaps at this stage. Ask them to write the root words in their notebooks individually, then check in pairs. Check answers with the class, going over any spelling changes as you do so. You might want to point out that sometimes the suffix is simply added to the root word (e.g. *relax – relaxed*), but sometimes the final letters of the root word change (e.g. *rely – reliable, practice – practical*).

ANSWERS:

experience – experienced
 relax – relaxed
 optimist/optimism – optimistic
 pessimist/pessimism – pessimistic
 real/realist – realistic
 generosity – generous
 rely/reliance – reliable
 thought – thoughtful
 cheer – cheerful
 practice – practical
 music – musical

VB

VB

B Ss complete the table in Ex 1A individually, then check in pairs. For online teaching, remember you can show the table on your device and ask Ss to complete it. Check answers as a class and write them on the board to check spelling.

EXTRA SUPPORT: DYSLEXIA Activities like this can present a challenge for Ss with dyslexia as they involve a number of different tasks. You can simplify this activity by giving them the root words they need for each gap and asking them to write the adjective forms.

ANSWERS:

1 talented	2 artistic	3 adventurous
4 ambitious	5 likeable	6 helpful
7 hopeful	8 emotional	

2A Elicit the first answer as an example, then ask Ss to complete the rest of the sentences, using the table to help them. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA If you have dyslexic learners, you can ask them to cover the sentences they're not working on to reduce distractions and help them focus.

B  **VB1.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

1 reliable	2 emotional	3 practical
4 optimistic	5 talented	6 helpful
7 thoughtful	8 sociable	9 adventurous
10 ambitious		

C Read the example with the class, and if necessary demonstrate using another adjective for the class to guess, e.g. 'This describes someone who is very focused on succeeding in their career.' (ambitious). Put Ss in pairs to do the activity. When they have finished, ask a few Ss to describe adjectives for the class to guess.

LISTENING

3A  **1.01** | Tell the class that they're going to listen to a podcast on what makes us who we are. Read the topics with the class so they know what to listen for. Ss listen and write who mentions each topic, then check in pairs. Check answers with the class.

ANSWERS:

1 both	2 both	3 both
4 Matteo	5 Hana	6 Hana

 AUDIOSCRIPT 1.01

J = Jamie G = Gini M = Matteo H = Hana

J: Hello and welcome to *Who Am I?* I'm your host Jamie Walker ...

G: ... and I'm Gini Cox.

J: This week we're focusing on identity – all the different elements that make us who we are.

G: That's right. So, we've been interviewing people out on the street, asking them how they would describe their identity. And we've had some really interesting replies.

J: Tell us a bit about yourself.

M: Hi, my name is Matteo and I'm a journalist. I'm thirty-four years old and I'm Brazilian. My mother tongue is Portuguese, but like many Brazilians, I have mixed roots. I'd say that my identity is made up of lots of different things.

J: What do you mean?

M: So, my mother is half Brazilian, half Italian, and my grandmother was Italian, so, I actually have an Italian passport and I spent some time living in Italy when I was younger.

J: Oh, right. So, do you feel that there is an Italian influence on your identity and your personality?

M: Hmm, I don't know about my personality so much. Is my personality connected to my Italian background? I don't know. But I think there is an influence on who I am as a person, you know, the things I do in my everyday life. Like, Italian families love getting together in big groups. That's not something I really enjoy. I **do** enjoy cooking Italian food though. And I love going to Italy on holiday and speaking the language. So, yeah, I guess the fact that I've got Italian heritage is part of my identity, definitely.

J: And how about the UK? How long have you been living here? And do you think it's influenced your sense of identity at all?

M: So, I've been living in the UK for over twenty years now. But I wouldn't say I feel particularly British. I mean, my wife is British, my kids grew up here and I speak the language pretty fluently, but I guess my identity comes more from the place where I grew up, which is Brazil. I definitely feel more at home with my Brazilian and Portuguese friends. And when I listen to Brazilian music, it goes straight to my heart, you know? Like, it makes me think of everything I grew up with – the food, the language, the people – all of that forms a big part of who I am.

G: So, tell us a bit about yourself. What do you think makes you who you are?

H: So, I'm Hana and I'm originally from Korea, but I've lived in lots of different places around the world – mainly the USA, but also Hong Kong, Australia, Germany. Now I'm based in Amsterdam, in the Netherlands, which I love. I've been learning Dutch, but it's really hard! So, I've always worked and travelled a lot around other countries and I would say that, um, all of these different places play a part in who I am, far beyond the idea of nationality or

belonging to one single place. All of these places and the languages have contributed to the person that I am now.

G: What do you mean?

H: You know, in terms of how I eat and how I choose to live my life, I think there's a lot of Asian influence there. A lot of my favourite dishes to cook are Korean, for example. But I think my **identity** comes more from my own experiences – the different jobs I've done, the people I've met. I guess my family probably influenced my personality a lot, too.

G: Can you give me some examples?

H: Yeah, so my father is pretty stubborn and I've definitely inherited that from him. I don't think I've inherited anything from my mum – she's very organised, and a great planner, but I'm really not. They've both had a big influence on my attitude to work and studying, though. When I was at school, they encouraged me to work hard and I suppose, because of that, I've always been really focused on my education and my career, even though none of my siblings are. I guess I've always been pretty ambitious.

G: And how about your career? Would you say that's influenced your identity at all?

H: Yeah, definitely. I'm a journalist and that's a big part of my self-identity. I guess, at the end of the day, we are all different and there are lots of influences. Everyone is an individual with different life experiences and different stories to tell.

B  **1.01 | Give Ss a minute to read the questions (you could have them write any answers they remember at this point) so they know what to listen for, or read them with the class. Play the recording again for Ss to answer the questions, then check in pairs. Check answers with the class.**

ANSWERS:

- 1 Because his mother is half Italian and his grandmother was Italian.
- 2 He cooks Italian food at home, travels to Italy and enjoys speaking the language.
- 3 No, he doesn't feel British, probably because he didn't grow up there. He feels more comfortable with his Brazilian and Portuguese friends.
- 4 She feels that all of the countries she has lived in form a part of her identity, more than just the country she was born in.
- 5 She is stubborn like her father.
- 6 Because being ambitious and working hard was encouraged by her parents.

C Put Ss in pairs to read the quotes then discuss how true they are for them. Encourage them to think of examples where possible. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

GRAMMAR

present perfect simple and continuous

4A Explain that the pairs of sentences are taken from the listening in Ex 3. Put Ss in pairs to answer the questions, identifying which sentence is in which tense. When they are ready, check answers with the class. Alternatively, if you're teaching online, you could ask Ss to type their answers in the chat box to compare.

ANSWERS:

- 1 present perfect simple – b
- 2 present perfect continuous – a
- 3 present perfect simple – a
- 4 present perfect continuous – b
- 5 present perfect simple – a
- 6 present perfect continuous – b

B The Grammar Bank on page 108 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 108 GRAMMAR BANK

This section covers a wide range of uses of the two tenses – all of which are tested in the exercises that follow. Depending on the strength of the group (and their familiarity with the grammar point), you can choose to let them read through the notes alone or work through them as a class, eliciting new examples for each use. If you do the former, check understanding where necessary, especially of the use of state verbs, experiences and habits. If you choose the latter option, it would be useful to divide the board into two columns, with the headings *present perfect simple* and *present perfect continuous*, then write the differences below them as described in the reference section (e.g. result vs. activity).

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 This exercise focuses on the use of the present perfect simple and the present perfect continuous. Elicit the first answer from the class and then ask Ss to choose the correct word(s) to complete the rest of the sentences individually. Ask Ss to compare their answers in pairs, then check answers with the class.

ANSWERS:

- | | |
|-----------------|----------------|
| 1 been watching | 4 been working |
| 2 been | 5 been staying |
| 3 known | 6 seen |

- GB 2** This exercise practises distinguishing between the present perfect simple and continuous. Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone. Ask Ss to compare their answers in pairs, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA To simplify this activity for dyslexic learners, you could provide both forms for each sentence and ask them to choose the correct one.

ANSWERS:

- | | |
|--------------------|--------------------|
| 1 's broken | 5 Have, arrived |
| 2 've been cooking | 6 's been working |
| 3 've, tried | 7 have, known |
| 4 have, sent | 8 's been studying |

- 3** This exercise practises question forms. Ss write the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 have you been teaching
- 2 have you known
- 3 have you been developing
- 4 have you been playing (golf on Saturdays)
- 5 have you been living
- 6 (awards) has he won

PRONUNCIATION

weak forms of *have* and *been*

- 5A**  **1.02** | Play the recording for Ss to listen and complete the questions, then check in pairs. Play the recording again if necessary, then check answers with the class and write them on the board (or invite Ss to come up and do so). With online classes, remember you can ask Ss to type their answers in the chat box for them to compare.

EXTRA SUPPORT: DYSLEXIA Ss can find activities where they listen and write at the same time difficult. In this case, pause the recording after each question and repeat it if necessary. Alternatively they can just listen for the pronunciation of *have* and *been* in preparation for Ex 5B.

ANSWERS:

- | | |
|-----------------|-----------------|
| 1 have you been | 3 have you been |
| 2 Have you ever | 4 have you been |

- B**  **1.02** | Before Ss listen again, demonstrate the pronunciation of the strong and weak forms of *have* and *been*. Ss listen again and identify if the speaker uses the strong or weak forms. Check answers with the class and drill the questions chorally and individually.

EXTRA SUPPORT: TEACHER When drilling phrases, make sure you drill them in chunks (i.e. *What_have_you* = /'wɒtəvju:/) rather than as isolated words, so Ss can hear and practise natural connected speech.

ANSWER:

The speaker uses the weak forms (/həv/ and /bi:n/).

- C** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their partner's answers with the class.

SPEAKING

- 6A** Focus attention on the pie chart and elicit what Ss can see. Check understanding of the topics by eliciting an example of each (e.g. cultural heritage – a local accent). You may want to draw your own pie chart on the board as an example. Read the examples with the class, then ask Ss to create their own pie charts. Tell them they can use some or all of the section headings given and add any others they want, e.g. *education*. Monitor while they work and offer help where necessary, writing any new words and phrases on the board.

- B** When they are ready, put Ss in small groups to present their pie charts to each other. Encourage them to give as much detail as possible. Monitor while they're speaking and make notes on their language use for later class feedback. When they have finished, ask a member from each group to share any similar ideas they had in their group with the class. Give the class feedback on their language use using the notes you made while they were speaking. With online classes, remember Ss can use a collaborative document to share their pie charts.

EXTRA SUPPORT: TEACHER When Ss are doing longer, freer speaking activities, it's not a good idea to hinder fluency by interrupting them to correct their mistakes. Instead, make a note of any common mistakes you hear, along with any examples of good language use. After feedback on the activity, write any errors on the board to correct as class errors (i.e. without saying who made them), and drill any examples of good language use.

EXTRA IDEA You could ask Ss to make posters about themselves, using their pie charts and any relevant photos they want to include.

WRITING

a blog post

- 7A** Divide the board into three columns: *Family background*, *Personality* and *Attitude to work*. Ask Ss to read the blog post and find information about these three things, then compare ideas in pairs. Check answers with the class and write the ideas in the correct columns on the board.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where there are missing sentences, so learners with dyslexia can listen while they read and to help prepare them for the gap-fill exercise in Ex 7B. Before they complete Ex 7B, you could also read the examples with the class.

ANSWERS:

Family background: Her parents are from China, but she was born in the USA.

Personality: She is adventurous, stubborn, outgoing and sociable.

Attitude to work: She is ambitious and works hard.

- B** Ss complete the post with the examples alone, then check in pairs. Check answers with the class. During feedback, ask Ss to identify the main ideas (e.g. 1 – *I identify quite strongly with my Asian roots*) and the examples (e.g. c – *I love the Chinese New Year celebrations, and I'm crazy about Asian food!*). Then elicit why it's useful to support your ideas with clear examples (e.g. it helps the reader understand what you're trying to say and helps them connect with the text through practical examples).

ANSWERS:

1 c 2 a 3 b 4 d

- C** Ss match the sentence halves individually, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find the matching activity less of a challenge if they are provided with the beginnings and endings side by side as this will help them to visually process the connection between the two parts of the sentences. To simplify it for them further, you could divide the sentences into two sets, one of three and one of four sentences (beginnings and corresponding endings).

ANSWERS:

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

- D** Give Ss a few minutes to make notes about themselves on the three topics. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, ask Ss to write their blog posts. They should aim to write around 140 words. Monitor while they are writing. Encourage Ss to use the sentence beginnings in Ex 7C and make sure they include examples to support their ideas. When they have finished, put Ss in pairs to swap posts and read each other's.

EXTRA IDEA: DIGITAL You could set up a class blog using a free blogging website for Ss to write a final draft of their blog posts on. You could then revisit this at the end of the course and ask Ss how they've changed since writing it.

TO FINISH

Tell the class about an aspect of you that you'd like to improve, e.g. 'Sometimes I can be a bit argumentative, especially with my family. I think I need to listen more at these times.' Put Ss in pairs to discuss an aspect of themselves they'd like to improve and how they could do this.

1B Memory

GRAMMAR | infinitive and *-ing* forms

VOCABULARY | collocations about memory; idioms: memory

PRONUNCIATION | chunking: two-part collocations

LESSON OVERVIEW

In this lesson, Ss extend their knowledge of infinitives and *-ing* forms after certain verbs. The context is a reading about people with amazing memories. Ss then learn collocations related to memory. They also practise chunking in two-part collocations in the pronunciation section. The lesson ends with a speaking activity where Ss describe a memory.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **To start:** Instead of real objects, share a photo showing a number of objects and show this for thirty seconds.
- **Ex 2A:** Put Ss in breakout rooms to discuss the questions.
- **Ex 3C:** Ask Ss to type their answers into the chat box so they can compare them.
- **Ex 5C:** Use an online noticeboard for Ss to add answers about themselves and then read other Ss' sentences.

Additional Materials

For Teachers:

Presentation Tool Lesson 1B
Photocopiable Activities 1B
Grammar Bank 1B
Vocabulary Bank 1B

For Students:

Online Practice 1B
Workbook 1B

TO START

Before class, collect some random, small objects together and a large piece of material such as a blanket. Arrange the objects on a table at the front of the classroom and cover them with the material. At the start of class, show the objects for thirty seconds then cover them up again. For online classes, remember that you can show a photo with a number of objects instead. Put Ss in small groups to write down as many of the objects as they can remember. When they have finished, show the objects again for Ss to check and ask them how many they remembered correctly.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

GRAMMAR

infinitive and *-ing* forms

- 1** Put Ss in pairs to ask and answer the questions. When they have finished, ask the class to give their answers to questions 1 and 2 via a show of hands, then elicit any special techniques they use or know of.
- 2A** Give Ss time to read the techniques, then put them in pairs (in breakout rooms if you're teaching online) to discuss the questions. In feedback, go through the techniques and elicit their answers.
- B** Draw attention to the phrases in bold in Ex 2A and the example. Ask Ss to match the phrases with the rules then check their answers in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide two options for each sentence (the correct rule and a distractor).

ANSWERS:

- 2** To keep (sentence 4)
- 3** by imagining (sentence 6)
- 4** remember to do (sentence 1), remember visualising (sentence 2), try to practise (sentence 3), tried taking (sentence 5)

- C** The Grammar Bank on page 109 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 109 GRAMMAR BANK

This practises the form and use of verbs followed by a *to* infinitive or an *-ing* form. It covers a wide range of rules surrounding their use. Ss may well have come across many of these rules before, and as such, this can be treated as revision. However, it's worth focusing on any of the rules that you think the class will need extra support with, by giving or eliciting your own examples.

EXTRA CHALLENGE You could elicit any other verbs Ss know which change meaning depending on whether they are followed by the infinitive or *-ing* form. You could also elicit other examples of *-ing* forms following a preposition.

GB

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1 Elicit the first answer as an example, then ask Ss to find the rest of the mistakes. Make sure they're aware that one of the sentences is correct. Ask Ss to check answers in pairs, then check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA This activity may be difficult for dyslexic learners as there is a lot of text to look through. In this case, remove the correct sentence and ask Ss to cover the sentences they're not working on in order to reduce the number of distractions.

ANSWERS:

- 1 ~~For~~ **To** improve your memory, you need to make emotional connections with the subject.
- 2 The purpose of this article is **to** show how memory is connected to our personalities.
- 3 She prepared for her exam by ~~revise~~ **revising** every day with a friend.
- 4 correct
- 5 He worked all morning except for when he stopped ~~taking~~ **to take** a coffee break.
- 6 If your computer freezes, try ~~to switch~~ **switching** it off and on again.
- 7 I remember ~~to play~~ **playing** in the back garden when I was six years old.
- 8 Don't forget ~~buying~~ **to buy** snacks for the party tomorrow!

- 2 Elicit the first answer as an example, and show how we often (but not always) need to use the *-ing* form or *to* infinitive of the action verb from the first sentence along with the verb in brackets to complete the second sentence. Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT As this is a multi-stage activity, weaker classes may benefit from some support regarding how to approach it. You could suggest they first identify the form needed to follow the verb in brackets (*-ing* or infinitive) to achieve the correct meaning, then the verb they should use in that form and then finally combine it with the correct form of the verb in brackets to complete the sentence.

EXTRA SUPPORT: DYSLEXIA Multi-stage activities like this can be challenging for dyslexic learners. You could simplify the process for them by providing two options, one with the correct structure and one with the incorrect structure (e.g. forgot to switch / forgot switching), for them to choose from. Covering the sets of sentences they are not working on will also help reduce distraction.

ANSWERS:

- | | |
|--------------------|-------------------|
| 1 forgot to switch | 4 stopped working |
| 2 tried drinking | 5 forget singing |
| 3 remember to take | 6 stopped cycling |

- 3 Ss choose the correct verb forms alone, then check in pairs. Check answers with the class and elicit anything that Ss found interesting in the text.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), including both options, so Ss with dyslexia can listen while they read to help them with the exercise. You could also ask dyslexic learners to cover the parts of the text they're not focusing on to avoid distractions.

ANSWERS:

- | | |
|---------------|-----------------------|
| 1 remembering | 6 So as not to forget |
| 2 to take | 7 To recall |
| 3 to forget | 8 try creating |
| 4 to create | 9 to put |
| 5 To remember | 10 to close |

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 3A Introduce the activity by telling the class your answers to the questions, e.g. 'My friend Emile has a fantastic memory. He remembers all our friends' birthdays – and how old we are! He's also really good at remembering dates generally.' Put Ss in pairs to discuss. When they have finished, ask a few Ss to share their partner's answers with the class.

- B Read the questions with the class so they know what to look for, then set Ss a time limit of three minutes to read the article quickly and find the answers. Explain that Ss will have a chance to read the text again more carefully afterwards. When they have finished, check answers with the class.

ANSWERS:

- 1 all the small details of their life
- 2 people who enjoy daydreaming, creating fantasies and imagining different worlds
- 3 We are more likely to remember something if we have an emotional connection to it.

- C Ss scan the article again to find the information, then check answers in pairs. Encourage Ss to highlight the parts of the text which give the answers as they do so. Check answers with the whole class, and elicit where in the text they found each piece of information. With online classes, remember Ss can type their answers in the chat box to compare them.

EXTRA SUPPORT: TEACHER Scanning (reading a text quickly for specific information) is a useful reading subskill, both in our first language and a foreign language. In order to encourage Ss to read quickly in this way it's important to set a strict limit for them to complete the activity. Alternatively, you could do it as a race, where the first student to find all the answers wins.

ANSWERS:

- 1 Jorge Luis Borges
- 2 It was the date Nima Veisheh started to remember everything.
- 3 thirty-four
- 4 16th August, 1977
- 5 Highly Superior Autobiographical Memory
- 6 half a century

D Ss discuss the questions in small groups. When they have finished, nominate a student from each group to summarise their ideas for the class.

EXTRA IDEA Before class, prepare some famous dates for events that are relevant to your class and write them on the board, e.g. *12th December, 2015 – The Paris Agreement on climate change*, *15th July, 2012 – release of Gangnam Style*. Avoid any events or dates that could be traumatic or triggering. Put Ss in groups and challenge them to remember what happened on those dates. You may also need to provide some clues. Award a point for a correct answer; the group with the most points wins.

VOCABULARY**collocations about memory**

4A Focus attention on the collocations in bold in the article in Ex 3. Ask Ss to complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: TEACHER Collocations are words which are commonly found together and are an important part of using English naturally. Remembering collocations as 'chunks' makes retrieving language easier when speaking, too. Encourage Ss to look for collocations and record them as whole units.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find activities like this difficult as they need to look through lots of text to find the answers. In this case, provide the collocations as a vertical list for Ss to complete the sentences. They have the option to refer to the text for context.

ANSWERS:

- 1 childhood memories
- 2 long-term memory
- 3 perfect recall
- 4 brings back memories
- 5 have a good memory
- 6 learn things by heart
- 7 remember every detail
- 8 short-term memory

B Write on the board: *I can never remember information about the economy. It goes in one ear and out the other.* Focus attention on the idiom and ask: 'Is this a literal meaning?' (no); don't elicit or explain the meaning yet, though. Explain that idioms are phrases in which the meanings of the individual words are different from the meaning of the phrase as a whole. Put Ss in pairs to find the idiom in the article and discuss what they think it means. Elicit their ideas then check the answer with the class.

ANSWER:

You forget something as soon as you hear it.

C Refer Ss to the Vocabulary Bank on page 136.

▶ page 136 **VOCABULARY BANK** idioms: memory

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1A Ss complete the idioms individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide the words in a vertical list, which they can process more readily.

B  **VB1.02** | Ss listen and check their answers. Check understanding of the idioms where necessary, then ask if Ss have similar ones in their language(s) and if so what they are.

ANSWERS:

- | | | |
|--------|----------|----------|
| 2 mind | 3 memory | 4 tongue |
| 5 bell | 6 tricks | |

- C** Elicit the first answer as an example, then put Ss in pairs to think of an idiom for each of the other situations. When they have finished, elicit Ss' ideas and find out if other Ss agree.

POSSIBLE ANSWERS:

- 1 Sorry, it totally slipped my mind.
- 2 The answer is on the tip of my tongue.
- 3 Things go in one ear and out the other.
- 4 Refresh my memory (and tell me their name).
- 5 It definitely rings a bell.
- 6 My memory is playing tricks on me.

- D** Read the example with the class, then ask Ss to roleplay the rest of the situations with their partner from Ex 1C. When they have finished, ask a few pairs to perform one of their roleplays for the class.

PRONUNCIATION

chunking: two-part collocations

- 5A**  **1.03** | Focus attention on the sentences and the collocations in bold. Ss listen and decide if the words are said with pauses or as a chunk. Check the answer with the class.

ANSWER:

They are said as one chunk.

- B**  **1.03** | Play the recording again for Ss to listen and repeat the collocations.
- C** Ss discuss the questions in pairs. Monitor and check their pronunciation of the collocations as they do so. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class. For online teaching, remember Ss can use an online noticeboard to share their answers.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the chunked collocations on their phones, then listen back and check their pronunciation.

SPEAKING

- 6A** You could demonstrate the activity by describing one of your memories to the class, answering the questions, e.g. 'I remember my first day at school when I was five. It was a big old building and it looked very frightening. My mum left me at the school gates and I felt terrified. But then I saw my friend from across the street and we went in together. I felt much better after that and actually had a lot of fun the rest of the day!' Ask Ss to think of a memory and make notes to answer the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

FUTURE SKILLS | Communication



- B** Read the Future Skills box with the class, then ask Ss to look back at their notes and add interesting details, using the ideas given to help them. Monitor and offer help where necessary.

- C** Put Ss in small groups to describe their memories. When they have finished, ask each group to choose the most interesting one to share with the class.

TO FINISH

Put Ss in small groups to compile a list of techniques which they can use to help them remember things. They could include ideas from the lesson and their own ideas. Ask them to try them out over the following week and then report back on which techniques they found most useful.

1C I'd much rather ...

HOW TO ... | express personal preferences

VOCABULARY | emotions and feelings

PRONUNCIATION | word stress: dependent prepositions

LESSON OVERVIEW

In this lesson, Ss learn vocabulary to describe emotions and feelings. The context is a reading where they read a travel guide entry about Lagos. Ss also practise using word stress with verbs and dependent prepositions. Ss then learn functional language for expressing personal preferences. The lesson ends with a speaking activity where Ss practise collaborating to create an itinerary for a day trip to a city.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the text in a shared document and ask Ss to highlight the things they'd like to do in different colours.
- **Ex 2A:** Display the sentences on your device and share your screen. Make sure the annotate function is on. In feedback, elicit which words are stressed and highlight them on your screen.

Additional Materials

For Teachers:

Presentation Tool Lesson 1C
Photocopiable Activity 1C
Grammar Bank 1C
Mediation Bank 1C

For Students:

Online Practice 1C
Workbook 1C

TO START

Write the following questions on the board: *What things do visitors to your city like doing? What activities would you recommend?* Put Ss in small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

emotions and feelings

1 A Ss discuss the questions in groups. When they have finished, elicit their ideas and have a brief class discussion.

B Ask if anyone has been to Lagos in Nigeria. Put Ss in pairs to read the travel guide entry, then discuss which of the activities they would and wouldn't like to do and why. When they have finished, elicit answers from a few Ss and find out if others agree. With online classes, remember you can share the text for Ss to highlight the things they'd like to do.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise.

C Read the example with the class, then ask Ss to complete the rest of the sentences alone, then check in pairs. Check answers with the class. You could elicit further example sentences using the phrases in order to check understanding.

EXTRA SUPPORT: DYSLEXIA Provide the words in bold as a separate list to help Ss with dyslexia to do the activity as they will find this easier to process than having to find the words in the text. They have the option to refer to the text for context.

ANSWERS:

- | | | |
|----------------------|------------------------|-----------------------|
| 2 fond | 3 nervous about | 4 terrified of |
| 5 thrilled by | 6 into | 7 keen on |
| 8 fed up of | | |

PRONUNCIATION

word stress: dependent prepositions

2 A  **1.04** | Ss listen and decide whether the adjective or the preposition is stressed, then check in pairs. Check the answer with the class and drill the phrases chorally and individually. For online teaching, remember you can share the sentences for Ss to highlight the stressed words.

ANSWER:

The adjective is stressed.

B Read the example with the class and highlight the use of the phrase *really into*. Put Ss in pairs to discuss the activities in the box using the phrases in Ex 1C. Monitor and check their pronunciation of the dependent prepositions as they do this. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

How to ...

express personal preferences

3A  **1.05** | Tell the class that they're going to listen to two people on a work trip to Lagos discussing what to do on their day off. Ss listen and find out what they decide to do. Check the answer with the class.

ANSWER:

In the morning they'll go to a street market and then to Freedom Park. In the afternoon they'll go surfing and in the evening they'll eat local food at a local restaurant.

AUDIOSCRIPT 1.05

N = Naomi A = Ayo

- N: You know Lagos already, right?
- A: A little bit. I came here on another business trip a few years ago. The thing I like about it is the street life. There are some really good markets where you can find handcrafted goods.
- N: Oh, that sounds interesting.
- A: Yeah, in the centre. And fairly close by, there's Victoria Island, which is sort of your more upscale area. It has designer stores and boutiques and fancy restaurants, that kind of thing. It's kind of the posh area. Do you want to check it out?
- N: Um, I'd be happy to go there for a bit, but maybe not more than a couple of hours. It's not really my cup of tea.
- A: OK, that's fine.
- N: Yeah, I'm not a big fan of shopping generally. I'd rather go to a park and just wander about for a bit.
- A: Actually, there is a park which you might like. It's called Freedom Park. It has life-size sculptures and an art gallery. And the last time I was there, there was live music.
- N: Oh wow, I'm really into live music.
- A: Yeah, there was a stage with a band and a dance group. It was awesome.
- N: That sounds great. You know, I've heard there are some beaches outside the centre that are worth visiting.
- A: Yeah, definitely.
- N: It might be nice just to hang out on a beach for a few hours. I think I'd prefer to do that than to go wandering around the shops.
- A: We can do that. There are a few beaches, if I remember rightly. One's called Tarkwa Bay Beach. It's about twenty minutes out of town and you take a boat to get there. It's idyllic, just beautiful.

- N: Oh wow. You know, what I really like doing is surfing. I don't suppose they rent out surfboards, do they?
- A: I'm pretty sure they **do**, actually. I didn't know you were into surfing.
- N: I love it.
- A: Me too.
- N: Shall we just spend the afternoon surfing then, I mean after the markets and the park?
- A: Fine with me.
- N: Are you sure?
- A: Totally! We can go to a street market and Freedom Park in the morning and spend the afternoon on the beach. Excellent! And then we'll find a local restaurant where we can eat some local food in the evening.
- N: Sounds good.
- A: Have you ever tried jollof rice?
- N: Nope. Not yet.
- A: You're going to love it!

B  **1.05** | Ss complete the sentences with what they can remember, then listen again and check their answers. Check answers with the class.

ANSWERS:

- | | | |
|-----------------------|--------------------|-----------------|
| 1 thing I like | 2 for a bit | 3 fan of |
| 4 rather go | 5 prefer to | 6 what I |

C Focus attention on the table, then ask Ss to complete it, using the sentences in Ex 3B to help, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Provide dyslexic learners with the phrases in a vertical list, which they may find easier to work with.

ANSWERS:

- 1** I'm (not) a big fan of
- 2** What I love about
- 3** I'd prefer
- 4** I'd rather
- 5** I'd be happy

D The Grammar Bank on page 110 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB

▶ page 110 **GRAMMAR BANK**

This focuses on the form and use of functional language for expressing personal preferences. Highlight that some of the phrases are semi-fixed and elicit the forms or words we use after them.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss choose the correct words alone, then check in pairs. Check answers with the class. You could also put Ss in pairs to practise the conversations.

ANSWERS:

- | | |
|----------------------------|--------------------------|
| 1 can't stand, What | 4 The thing, on |
| 2 fan, into | 5 Given, not to |
| 3 about, rather | 6 passionate, not |

- 2** Ss complete the email alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the email to the class (or record it before the lesson), leaving the gaps blank, so learners with dyslexia can listen while they read to help them with the exercise. You can also provide the words in the box as a vertical list for them to use when completing the email.

ANSWERS:

- | | | |
|-----------------|---------------------|----------------|
| 1 choice | 2 passionate | 3 into |
| 4 rather | 5 prefer | 6 about |
| 7 stand | 8 keen | |

- 4A** Ask the class if anyone has been to Prague and check they know where it is (the Czech Republic). Ss read the list and choose which activities they'd like to do.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner with whom they can read the list of things to do prior to discussing the activities together in Ex 4B.

- B** Read the example with the class, then put Ss in pairs to make suggestions and respond using the phrases in Ex 3C. When they have finished, ask a few pairs what they decided to do.

SPEAKING

- 5A** Arrange Ss in small groups to think of cities and agree on one they'd all like to visit.

- B** Ask Ss to work alone and make notes about the things in the list. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA: DIGITAL Ask Ss to find the information they need about their chosen city online.

FUTURE SKILLS | Collaboration

- C** Check understanding of *compromise* (= when two sides don't agree, they both give up something they originally asked for or change their view slightly so they can reach an agreement). Read the Future Skills box as a class and ask Ss to look back at the notes they made in Ex 5B and decide what and how they might compromise on their ideas.

EXTRA: EMPLOYABILITY SKILLS Collaborating by negotiating on ideas and suggestions like this is a very useful work skill as it allows people to come to an agreement that everyone is happy with. Encourage Ss to think about how they can compromise on their ideas in future group work in their lessons, jobs and other aspects of their lives to ensure everyone is happy.

- D** Put Ss back in the same groups they were in for Ex 5A and ask them to create an itinerary. Encourage Ss to use the functional language from the lesson and reach a compromise where necessary. When they have finished, ask each group to present their itineraries to the class.

EXTRA: HOW TO ... After each presentation to the class, ask other Ss to give their opinions on different aspects of the itineraries using language from Ex 3C.

TO FINISH

Tell the class about something you're really into, e.g. 'I'm really into travelling. I like to visit new places whenever I get the chance. It helps create good memories, I think.' Ask a few Ss what they're really into and find out if anyone else is, too.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 146 **MEDIATION BANK****MEDIATION BANK TEACHER'S NOTES** ▶ page 183

1D Street Interviews

Personality

GRAMMAR | *while, whereas* and *whilst*

SPEAKING | discuss personality traits

WRITING | a letter of recommendation

LESSON OVERVIEW

In this lesson, Ss learn how to discuss personality traits. The context is a series of BBC street interviews where people describe themselves. Ss learn how to use *while, whereas* and *whilst*. Ss then do a speaking activity where they discuss their personality traits in pairs. The lesson ends with a writing activity where Ss write a letter of recommendation.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A, 2B and 2C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Exs 4B and 4C:** Put Ss in different breakout rooms to discuss their personalities and their partner's personalities.

Additional Materials

For Teachers:

Presentation Tool Lesson 1D
Online Digital Resources
Grammar Bank 1D
Writing Bank 1D
Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D
Workbook 1D

TO START

Review the vocabulary related to personality from Lesson 1A with a 'bingo' activity. Ask Ss to look back to the lesson and choose and write down five of the adjectives. Each turn, read out a definition of one of the adjectives (you could use the meanings in Lesson 1A, Ex 2A). If a student thinks they have that adjective, they cross it out. The first student to cross off all their adjectives wins.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Read the instructions with the class and give an example relevant to your Ss, e.g. 'This person is very ambitious and always works hard in class and in their job. They're also outgoing and cheerful, and often make us laugh.' Put Ss in small groups to practise describing other Ss in the class for each other to guess. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

B Ss match the sentence halves alone, then check in pairs. Check answers with the class, then check understanding by asking Ss to come up with different example sentences for the adjectives.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for dyslexic learners to process by providing the two sets of sentence halves side by side.

ANSWERS:

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

C Give the class an example, e.g. 'My sister is usually bubbly, but she's grumpy in the mornings before she's had a cup of coffee!' Then put Ss in pairs to practise describing people they know using the adjectives in Ex 1B. When they have finished, ask a few Ss to share anything interesting their partner told them with the class.

VIEW

2 A  Read the two questions in the BBC programme information box with the class and explain that they're going to watch different people answering these questions. Ss watch the interviews and identify which speakers are similar to them and in what ways, then share their answers in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. In feedback, ask a few Ss to share their answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

B  Ss watch the first part of the interviews again and note down at least one adjective each speaker uses to describe themselves, then compare answers in pairs. Play the video again if necessary, then check answers as a class. Then put Ss in pairs to discuss which of the adjectives they can use to describe themselves.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find activities like this where they have to listen and write at the same time difficult. In this case, give them two adjectives per speaker (a correct one and a distractor) and ask them to choose the one they hear.

ANSWERS:

Elaine: liberal, happy-go-lucky, positive
 Anna: bubbly, passionate, committed
 Valeria: curious, enthusiastic
 Elijah: optimistic, loving, creative, grumpy
 Gwen: outgoing, sociable
 Roisin: friendly, welcoming, funny
 Collin: optimistic

- C** ▶ Give Ss time to read the sentences or read them with the class so they know what to listen for. When they are ready, play the second part of the interviews again for Ss to watch and choose the correct words, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------|-------------------|
| 1 at work | 5 a party |
| 2 serious | 6 with new people |
| 3 direct | 7 never changes |
| 4 friends | |

- D** Ss choose the correct meanings alone, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the activity they're not working on in order to avoid distractions.

ANSWERS:

- 1 a 2 b 3 a 4 b 5 b

GRAMMAR**while, whereas and whilst**

- 3A** Ask Ss to read the sentences, then focus attention on the words in bold and ask them to choose the correct option to complete the rule. Check the answer with the class.

ANSWER:

different from

- B** The Grammar Bank on page 111 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 111 **GRAMMAR BANK****GB**

This focuses on the form and use of *while*, *whereas* and *whilst*. Go through the notes with the class or give them time to read them and ask you any questions they have. Check understanding, especially of the use of *while* and *whilst* to introduce a time clause.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To make this exercise easier for Ss with dyslexia to process, present the two sets of sentence halves side by side in two columns. Ss can then draw lines to match the halves.

ANSWERS:

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

- 2A** Read the example with the class, pointing out the significance of the tick and cross, and demonstrate how *whilst* can also be replaced with *while* or *whereas* (*While I ... / Whereas I ...*). Ask Ss to write the rest of the sentences individually, making sure they use *while*, *whilst* or *whereas* at least once each, then check in pairs. Check answers as a class. Note that although the linker could be placed in the middle of the sentences, in these instances they sound more natural when it is at the start of the sentence.

ANSWERS:

- 2 Whereas/While/Whilst I'm always well prepared for things, I'm not good at organising other people. / I'm always well prepared for things, whereas/while/whilst I'm not good at organising other people.
- 3 Whereas/While/Whilst I enjoy going to parties, I don't enjoy talking to new people. / I enjoy going to parties, whereas/while/whilst I don't enjoy talking to new people.
- 4 Whereas/While/Whilst I like to follow a schedule, I'm also happy to make changes at the last minute. / I like to follow a schedule, whereas/while/whilst I'm also happy to make changes at the last minute.
- 5 Whereas/While/Whilst I generally feel comfortable around people, I don't like being the centre of attention. / I generally feel comfortable around people, whereas/while/whilst I don't like being the centre of attention.
- 6 Whereas/While/Whilst I'm interested in people, I'm not good at listening to other people's problems. / I'm interested in people, whereas/while/whilst I'm not good at listening to other people's problems.
- 7 Whereas/While/Whilst I'm usually in a good mood, I sometimes get stressed easily. / I'm usually in a good mood, whereas/while/whilst I sometimes get stressed easily.

- B** Read the example with the class. You could also provide an example about you and someone else in which you use the linker in the middle of the sentence., e.g. 'I'm not a very competitive person, whereas my brother is and always likes to win.' Monitor Ss while they're writing their sentences and check they're forming them correctly. Encourage them to use *while*, *whereas* and *whilst* at least once each and to use the linkers in the middle of some sentences rather than at the start. When they have finished, put Ss in pairs to compare their sentences.

SPEAKING

discuss personality traits

- 4A** Go through the questions with the class and elicit some initial ideas. Ss make their notes individually. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT: DYSLEXIA Record the questions so that Ss with dyslexia can listen to each one on their devices and make notes.

- B** Put Ss in pairs (in breakout rooms with online classes) to share their ideas and discuss the questions. Ask Ss to make notes of their partner's answers, as they'll need these to refer to in the next activity. Monitor and offer help where necessary. When they have finished, elicit answers from a few Ss and have a brief class discussion.
- C** Arrange Ss in new pairs (in breakout rooms with online classes) and ask them to describe their previous partner's personality and think of a job they would be good at, based on this information (they can choose one from the box in Ex 4A or use their own ideas). When they have finished, elicit the jobs they came up with and find out if the original student agrees.

WRITING

a letter of recommendation

- 5A** Read the questions with the class and check understanding, then put Ss in pairs to discuss the questions. When they have finished, elicit a few answers around the class.
- B** Refer Ss to the Writing Bank on page 104.

page 104 WRITING BANK

- 1 A** Ss read the letter of recommendation, then discuss in pairs whether Jenna would be suitable for the job. Monitor and encourage Ss to give reasons for their opinions.

EXTRA SUPPORT: DYSLEXIA Read the letter to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the activities. You could do the same for the advertisement in Ex 1C.

- B** Put Ss in pairs to answer the questions. When they have finished, check answers with the class and write the phrases for question 3 on the board.

ANSWERS:

- 1** She was a volunteer teacher at St Mark's School; She has worked with Martin for the past eight years; She has led several professional development workshops this term and has been mentoring one of their teaching assistants for the past year.
 - 2** She is a kind, friendly and enthusiastic teacher; She's very passionate about her work; She has good communication skills; She is sometimes shy and lacking in confidence when talking in public or making leadership decisions; She could make a good manager but will need training and support.
 - 3** I would say; I would also add; In my opinion; I believe
- C** Ss read the job advert then discuss in pairs who they think would be suitable for it. You could ask them to highlight the adjectives in the advert first to help them decide. If they can't think of a real person, they could make someone up.
- D** Ss write their letters individually, based on their discussion in Ex 1C. They should aim for around 140 words. Monitor and encourage them to use the language from the lesson in their letters, and check they're using it correctly. When they have finished, put Ss in pairs to swap their letters and read them.

TO FINISH

Put Ss in pairs and ask them to discuss which of the personality traits mentioned in the lesson they'd most like to have, and why.

1 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to use a collaborative document in pairs to write the questions.
- **Ex 3B:** Put Ss in breakout rooms in pairs to choose the names, then have them check by sending private messages to the people.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 1 (Grammar: present perfect simple and continuous, infinitive and *-ing* forms, *while*, *whereas* and *whilst*; Vocabulary: personality adjectives, suffixes, collocations about memory, idioms: memory, emotions and feelings; How to ... express personal preferences). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

present perfect simple and continuous

- 1 A** Elicit the first answer as an example. Ss write the questions alone, then check in pairs. In feedback, ask a different student to come up and write each question on the board to check answers. With online classes, remember you can use a collaborative document for Ss to write their answers.

EXTRA SUPPORT: DYSLEXIA In order to make this activity easier for Ss with dyslexia, give both forms for each question and ask them to choose the correct one. Note that for questions 3 and 5, both forms are acceptable.

EXTRA: ALTERNATIVE IDEA Books closed. Arrange Ss in two large groups and give each group a board pen. Each turn, read out the prompts for a student from each team to come up and write the question (a different student each time). The first to write it correctly gets a point for their team. At the end, the team with the most points wins.

ANSWERS:

- 1 How long have you been learning English?
- 2 How many teachers have you had?
- 3 What have you done to improve your English recently? / What have you been doing to improve your English recently?
- 4 Have you finished today's homework?
- 5 Have you been studying a lot recently? / Have you studied a lot recently?
- 6 Have you watched any films in English recently?

B Ss ask and answer the questions in pairs. When they have finished, ask a few Ss to share some of their partner's answers with the class.

infinitive and *-ing* forms

- 2** Ss complete sentences 1–8 alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the activity they're not working on in order to avoid distractions.

ANSWERS:

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

VOCABULARY

- 3 A** Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-----------|---------------|------------|
| 1 into | 2 keen | 3 about |
| 4 have | 5 adventurous | 6 outgoing |
| 7 nervous | 8 heart | |

B Read the example with the class. Put Ss in pairs (in breakout rooms for online classes) to choose someone in the class for each sentence. When they are ready, ask Ss to get up and find the people to check (or do so by private message with online classes). In feedback, ask a few Ss how many they guessed correctly.

4A This activity reviews both the grammar and vocabulary of Unit 1. Ss complete the anecdote individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the anecdote to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 4A. You can also make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

B  **R1.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

1 C 2 A 3 A 4 C 5 B 6 C
7 A 8 C 9 A 10 C 11 B 12 C

TO FINISH

Write on the board:

*What are the four most useful things you learnt in Unit 1?
How will you continue to work on these in the future?*

Ask Ss to work alone and look back through each lesson of the unit, choosing one thing (e.g. grammar, vocabulary, pronunciation, a skill or a fact) from each one. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise or use it in the future.

2 different worlds

Global Scale of English **LEARNING OBJECTIVES**

2A Real or virtual?

- **READING** | Read an article about virtual reality: science and technology; word families
- Discuss possible future uses of virtual reality: future probability
- **Pronunciation**: connected speech: future probability

GSE INFORMATION

READING

61 Can distinguish supporting details from the main points in a text.

VOCABULARY

59–75 Can use language related to scientific work.

49 Can form adjectives from verbs and nouns with common suffixes.

GRAMMAR

59 Can refer to certainty and probability using 'certain/likely/due to' with verb phrases.

SPEAKING

66 Can speculate about a future event using a range of linguistic devices.

2B Closer to nature

- **LISTENING** | Understand a radio programme about spending time in nature: nature; quantifiers
- Talk about ways to encourage people to spend time in nature
- **Pronunciation**: connected speech: quantifiers
- Write a for-and-against essay on living in the countryside

GSE INFORMATION

LISTENING

65 Can understand most of a radio programme aimed at a general audience.

GRAMMAR

52 Can correctly use 'little/a little' and 'few/a few' to refer to quantities with mass and count nouns respectively.

VOCABULARY

59–75 Can use language related to landscape features.

SPEAKING

61 Can refocus a discussion by suggesting what to consider next, and how to proceed.

WRITING

66 Can show the relationship between an opinion and a counter-argument in a discursive text.

2C Amazing lives

- **HOW TO ...** | speculate: lifestyle adjectives
- **Pronunciation**: stress to show certainty

GSE INFORMATION

VOCABULARY

59–75 Can use language related to describing something's quality.

HOW TO ...

64 Can speculate about causes, consequences or hypothetical situations.

SPEAKING

64 Can speculate about causes, consequences or hypothetical situations.

60 Can express an inference or assumption about a person's mood or emotional state.

65 Can use intonation to indicate various degrees of certainty during a discussion.

2D The time traveller

- **BBC PROGRAMME** | Understand a TV drama about time travel: extreme adjectives
- Talk about an imaginary trip back in time
- Write a competition entry

GSE INFORMATION

VIEW

61 Can understand scripted speech delivered quickly, if the accent is familiar.

VOCABULARY

59–75 Can use language related to describing something's quality.

SPEAKING

61 Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution.

WRITING

66 Can write engaging headlines or titles to capture a reader's attention.

➡ For full coverage of GSE Learning Objectives go to page 200.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 2A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ You could introduce the activity by telling the class about when you use social media and what for, e.g. *I use social media quite a lot. I like posting photos and looking at my friends' photos.* Read the question and the instructions for part 1 with the class to check they know what to listen for. At this point you may also want to preteach *distracting* (= stops you concentrating) and *impact* (= an effect on something). When Ss are ready, play the video for them to make notes. Check answers with the class then put Ss in pairs to do part 2. Ask them to find out if they have anything common. When they have finished, elicit answers from a few Ss and write any new words and phrases on the board.

ANSWERS:

- 1 Speaker 1: great way to keep in touch with people in different countries; a little bit distracting; spend more time on it than I would like
Speaker 2: big impact on professional life; community of followers; they buy furniture or watch tutorials
Speaker 3: spends way too much time looking at photos
Speaker 4: loves social media; text and message friends, swap photos, arrange things, buy things
Speaker 5: not a very large impact

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 2
Online Digital Resources
Videoscript Unit 2 Opener: BBC Vlogs

2A Real or virtual?

GRAMMAR | future probability

VOCABULARY | science and technology; word families

PRONUNCIATION | connected speech: future probability

LESSON OVERVIEW

In this lesson, Ss learn how to speculate about a future event. The context is a reading about the advantages and disadvantages of VR (virtual reality). Ss learn vocabulary related to science and technology and a range of ways to talk about future probability. They also practise connected speech. The lesson ends with a speaking activity where Ss discuss future predictions.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display the photo on your device and share your screen. Ask Ss to type their answers in the chat box.
- **Ex 1C:** Use a collaborative document with the table in it for Ss to add their ideas to.

Additional Materials

For Teachers:

Presentation Tool Lesson 2A
Photocopiable Activities 2A
Grammar Bank 2A
Vocabulary Bank 2A

For Students:

Online Practice 2A
Workbook 2A

TO START

Tell Ss about a piece of technology you couldn't live without, e.g. 'I love my tablet. I often use it to watch TV shows while I'm cooking. It's great because it's so portable, I can position it just about anywhere while I cook.' Put Ss in small groups to discuss their favourite piece of technology and what they use it for.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Focus attention on the photo showing the VR headset and elicit what Ss can see. If you have used a VR headset, tell the class about your experience, e.g. 'I had a go at VR once with a friend, it was really fun and quite scary when it felt like we were walking along the top of a very high building!' Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share any experiences they've had with VR with the class. Elicit their ideas for question 2 and write them on the board. With online classes, you can share the photo and ask Ss to type their answers in the chat box.
- B** You may want to preteach or check *participants* (= people who take part in an event). Read the topics with the class, then ask Ss to read the article to find out which topics are mentioned. In feedback, check answers with the class, then refer back to their ideas on the board from Ex 1A to see if any of them were mentioned in the article.

ANSWERS:

education, health, sport, training for work, travel

- C** Focus attention on the table and show how one column has the main points and the other has the supporting details, or examples. To help Ss understand the importance of using supporting details, you could rename the columns *Claims* and *Evidence* and highlight that you need both to form a strong argument – it isn't enough just to make a claim or to simply list information without showing how it is relevant to what you are saying. Identifying or producing arguments like this is a fundamental part of critical thinking. Read the example with the class. Ss read the article again and complete the table alone, then check in pairs. With online classes, you can share the table on your device and have Ss add their ideas. Encourage them to underline or highlight the relevant parts of the text as they do so. Check answers with the class, and elicit where in the article they found them.

EXTRA SUPPORT: DYSLEXIA Ss can listen again to the recording of the text while they read through the text to find the information. When they find a relevant section, tell them to pause the recording and cover the rest of the text to help them focus on the information they need.

ANSWERS:

- 2 You can visit places you are studying.
- 3 VR will be useful in health.
- 4 Surgeons will practise their skills in a virtual way before operating on patients.
- 5 VR will never replace real-life training.
- 6 Travel is about new experiences, and also taking photos and talking about the places you have been to.

- D** Put Ss in pairs to discuss the questions. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

VOCABULARY

science and technology

- 2 A** Draw attention to the words in bold in the article, then read the example with the class. Use the example to explain that they may need to change the form of the words. Ss complete the rest of the sentences individually, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this type of activity difficult because of the number of options and the need to scan the text. In this case, provide the words in a vertical list, perhaps on a piece of paper which Ss can scroll up and down to align with the sentence they're working on.

ANSWERS:

- | | |
|-------------------|------------|
| 2 virtual reality | 6 remotely |
| 3 Smart | 7 analyse |
| 4 findings | 8 predict |
| 5 tech industry | |

- B** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

- C** Refer Ss to the Vocabulary Bank on page 137.

VB ▶ page 137 **VOCABULARY BANK** word families

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Focus attention on the table which shows different forms of words Ss met in Ex 2A. With weaker classes, elicit the first answer as an example and write it on the board. Ss complete the table individually, then check in pairs. Check answers with the class and write them on the board to check spelling (or invite different Ss to come up and do so).

ANSWERS:

- | | |
|---------------|------------------|
| 1 researcher | 4 analysis |
| 2 predictable | 5 scientifically |
| 3 remote | |

EXTRA IDEA For the bottom two rows of the table, the stress shifts as the word changes class. Ask Ss to practise saying the words to themselves and mark the stress on each one. Check answers with the class and drill the words chorally and individually.

- B** Read the example with the class, then ask Ss to complete the rest of the news headlines. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia by giving them two options for each sentence (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|------------|------------------|
| 2 virtual | 6 scientifically |
| 3 analysed | 7 research |
| 4 remote | 8 remotely |
| 5 predicts | |

EXTRA CHALLENGE Ask Ss to come up with three more news headlines with their own ideas, using one of the words from Ex 1A in each. When they are ready, put them in small groups to take turns reading out their headlines with the word from Ex 1A missing for other Ss to guess.

GRAMMAR**future probability**

- 3 A** Read the example with the class and elicit that the modals are used to express different degrees of probability. Ss complete the uses alone, then check in pairs. Check answers with the class.

ANSWERS:

- a will, be going to
- b be certain to
- c be likely to, be unlikely to
- d could, might
- e be due to

- B** The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 112 **GRAMMAR BANK**

Write a scale on the board ranging from 0% = *sure it won't happen* on the left to 100% = *sure it will happen* on the right. Write the following sentence on the board: *I'll definitely be in class tomorrow*. Elicit where it goes on the scale (100%) and draw a line connecting it. Next write on the board: *Yuki probably won't be here tomorrow*, and elicit where it goes (around 10%). Follow the same process for as many of the other structures as you think is necessary, but make sure you cover *be certain to*, *be likely/unlikely to* and *be due to* as these are the more challenging structures at this level. Go through the notes with Ss or let them read them alone and check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This practises the form of the modals. Ss choose the correct words individually, then check in pairs. Check answers with the whole class.

ANSWERS:

- | | |
|---------------|----------------------|
| 1 to announce | 5 may not |
| 2 to | 6 probably won't |
| 3 certain to | 7 is likely |
| 4 will | 8 will definitely be |

GB

- GB 2** This practises the form and use of the modals. Ss choose the correct options individually, then check in pairs. Check answers with the class. Where possible, elicit why the other options aren't possible.

EXTRA SUPPORT: DYSLEXIA To make this activity simpler for Ss with dyslexia, divide the text into sections and place the corresponding options under the sections. This helps them with making the connection between the two as there is less distance for the eye to travel and potentially get distracted. If possible, either read out the text to the class or prerecord it, leaving blanks for the gaps, so that Ss can listen in preparation for the exercise.

ANSWERS:

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

- 3** This practises the form and use of the modals. Emphasise that Ss should write any other words they need to complete the sentences. Ss complete the sentences individually then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity less challenging for Ss with dyslexia by recording the first sentences for Ss to listen to on their devices while they read them, and asking Ss to highlight the word in brackets to help them focus on it while writing. Covering the pairs of sentences they are not working on will also help them to focus.

ANSWERS:

1 are likely to work
2 is due to arrive
3 're unlikely to get there
4 might not meet
5 is certain to back up
6 're going to spill

PRONUNCIATION**connected speech: future probability**

- 4A**  **2.01** | Play the recording for Ss to listen and complete the sentences, then compare answers in pairs. Check answers with the class and write them on the board.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia find it difficult to listen and write at the same time. In this case, you could give them the full sentences to look at while they listen, then move on to Ex 4B.

ANSWERS:

1 is certain to 3 is going to
2 are due to 4 is unlikely to

- B**  **2.01** | Play the recording again for Ss to listen and notice the connected speech, then practise saying the full sentences.

EXTRA SUPPORT: TEACHER In connected speech, expert speakers of English often take 'shortcuts' in order to improve fluency. Since the sounds /t/ and /d/ are plosive and quite staccato, these are often dropped when preceded and followed by other consonant sounds. For example, *old man* becomes /əʊlmæn/.

- C** Read the sentence beginnings with the class and elicit one or two examples, then put Ss in pairs to take turns completing them in a different way each time. Monitor and check they're connecting sounds naturally. When they have finished, ask a few pairs to share their best ideas with the class.

SPEAKING

- 5A** Give Ss time to read the predictions and decide which they agree and disagree with. Encourage them to make notes on their reasons why.

EXTRA SUPPORT: DYSLEXIA Read the list of predictions to the class (or record it before the lesson for dyslexic learners to listen to on their devices) so Ss with dyslexia can listen while they read to help them with the activities.

FUTURE SKILLS | Critical thinking

- B** Read the Future Skills box with the class, then ask Ss to look back at the predictions in Ex 5A and think about how to express their ideas about them accurately using the grammar from the lesson.

- C** Put Ss in small groups to discuss the predictions and answer the questions. When they have finished, nominate a student from each group to summarise their discussions for the class.

TO FINISH

Put Ss in pairs to come up with two more predictions they think are likely to happen in the next five, ten and twenty-five years. When they are ready, ask them to share them with the class and find out if others agree.

2B Closer to nature

GRAMMAR | quantifiers

VOCABULARY | nature

PRONUNCIATION | connected speech: quantifiers

LESSON OVERVIEW

In this lesson, Ss learn how to use quantifiers when presenting arguments. The context is a listening where they listen to a radio programme about spending time in nature in which quantifiers are used to express general assertions. This leads into the grammar, where Ss also practise linking in connected speech. Ss then learn vocabulary related to nature. Ss next do a speaking activity in which they discuss how to encourage people to spend more time in nature, and also learn how to move a discussion on to a new topic. The lesson ends with a writing task where Ss write a for-and-against essay.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the sentences on your device and share your screen. Make sure the annotate function is on. In feedback, ask different Ss to tick the ideas mentioned.
- **Ex 2B:** Display the comments and meanings on your device and make sure the annotate function is on. In feedback, ask Ss to draw lines between the quantifiers and the meanings.
- **Ex 5A:** Ask Ss to write their ideas in a collaborative document so they can share and compare them.
- **Exs 6A and 6B:** Use a collaborative document, shared with the class, for Ss to write their ideas in feedback and to add any other ideas from the model answer.

Additional Materials

For Teachers:

Presentation Tool Lesson 2B
Photocopiable Activities 2B
Grammar Bank 2B

For Students:

Online Practice 2B
Workbook 2B

TO START

Tell the class about a green space in your area where you go to relax and why, e.g. 'A few streets away from me there's a park. People walk their dogs there and in the summer have picnics. I go there to watch people. I find it very relaxing.' Put Ss in pairs to tell each other about a green space near where they live and what people use it for.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 A Ask Ss to read the programme information, then put them in pairs to discuss the questions. When they have finished, elicit ideas from a few Ss and find out if others agree.

EXTRA SUPPORT: TEACHER The BBC (British Broadcasting Company) produces TV and radio programmes in the UK and across the world. They also produce educational material for schools. This listening is an authentic BBC Radio programme and has not been edited for Ss, so it may be more challenging for them than other listening texts. It's worth reassuring Ss that they don't need to understand every word in order to complete the activities. The accompanying activities are graded to Ss' level, which means it provides a valuable opportunity to expose Ss to authentic material in class.

EXTRA SUPPORT: DYSLEXIA For Exs 1A and 1C, pair a dyslexic student with a partner who can read the programme information and the questions with them.

B  **2.02** | Read the sentences with the class so they know what to listen for. Ss listen and tick the ideas mentioned, then compare answers in pairs. Check answers with the whole class. For online teaching, remember you can share the sentences on your device for Ss to tick in feedback.

ANSWERS:

Ideas 1, 3, 5 and 6 are mentioned.

AUDIOSCRIPT 2.02

I want you to imagine yourself in paradise. Think about what you can see. What sounds can you hear? What do you feel? If you imagined a white sand beach with gently lapping waves or a woodland alive with birdsong, I'm guessing you also imagined a feeling of serenity and relaxation. The idea that spending time in nature can be good for our well-being isn't new. It's actually an idea that goes back for thousands of years. The word 'paradise' comes from the Ancient Persian term for park or orchard, which is *pardaiza* and I think if you ask most people to imagine paradise, people would think about a white sand beach with waves lapping or with a woodland maybe that's alive with birdsong. They're probably likely to imagine a feeling of serenity and relaxation. And that's the kind of feeling that medics began to try and promote in the UK as early as ... sort of ... the 1750s. We had doctors travelling around the country, trying to work out what it was like spending time near the sea and whether that's something that could almost be prescribed. And we had sea-bathing hospitals, the idea being that spending time there could help you overcome some of the sort of minor ailments that were common in the 1700s.

In the last 200 years, we've started to sort of lose our connection with some of the preventative effects that spending time in nature can have for us. We've had these incredible advances in technology, in pharmaceuticals, antibiotics, which have meant that we've saved, you know, millions of lives and improved the quality of life in so many countries across the world, but that shift in focus has meant that we've sort of moved away from our ancient nature-based perspectives, and in many cases sort of forgotten that connection that we have with nature.

So the problem now is that for the first time in history, most of the world's population live in big, busy and noisy cities, and they're so different to the kind of environments that we evolved to live in. And whether we're aware of it or not, cities place, you know, a huge amount of stress on our bodies. We're almost in a constant state of alert because we have to navigate things like crossing the road, busy, crowded spaces, threats from passing bicycles. And also the kind of complicated social interactions that we actually start to take for granted now, but that our bodies are constantly trying to deal with and respond to.

So when we live in demanding environments like cities, our body has this desperate need to be able to switch off for downtime. And the natural environment actually provides the perfect kind of setting to allow that kind of restoration to occur.

What's really interesting is that actually just having a view of nature can be enough to see some of these restorative effects. So there's a famous study from the 1980s where hospital patients were shown to recover faster from surgery if they had a view of trees rather than just a window that looked out at the rest of the hospital.

It also looks like the level of biodiversity could be quite important for well-being. It could be that simply seeing or hearing more plants and animals in an environment makes it more fascinating. Which brings us on to the sounds of nature, and several studies have shown that people prefer listening to natural sounds like birdsong or water flowing, compared to the other kinds of sounds they'd hear in a city, for example. But we don't really have a huge amount of data on what kinds of sounds might work best and whether just listening to them is enough. If you just put on a set of headphones on your commute, would that help calm you down enough, or do you need to see, touch, smell, be in nature for it to have the ultimate effect?

C Put Ss in pairs to answer the questions from what they can remember. In feedback, elicit their ideas but don't give any answers yet.

D  2.02 | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1** a white sand beach with waves lapping or a woodland alive with birdsong
- 2** Doctors in the 1700s recommended spending time at sea-bathing hospitals.
- 3** advances in technology and pharmaceuticals, such as antibiotics
- 4** It puts our body into a 'constant state of alert', so we are always under stress.
- 5** It helps us to switch off and relax (get some 'downtime').
- 6** Some patients had a view of trees rather than a view which looked out at the rest of the hospital, and they recovered faster.

GRAMMAR**quantifiers**

2A Give Ss a minute or two to read the comments, then put them in pairs to discuss which they agree with and which they disagree with. Encourage them to give reasons for their opinions. When they have finished, elicit their ideas and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Read the comments to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the activities. Alternatively, pair a dyslexic learner with another student who can read the comments with them as well as discuss their individual responses to them.

B Draw attention to the quantifiers in bold in the comments, then ask Ss to match them with the meanings alone, then check in pairs. Check answers with the class. With online classes, remember you can share the comments and meanings for Ss to draw lines.

EXTRA SUPPORT: DYSLEXIA You can make this activity less challenging for dyslexic learners by providing the quantifiers as a separate vertical list for them to work from. If you provide the quantifiers as a phrase, with a corresponding noun, they can also use this list to help them with Ex 2C.

ANSWERS:

- 1 the majority of, a good deal of, every
- 2 a lack of, very little, several, in a minority, a few, a handful of, a little
- 3 each
- 4 no

C Elicit the first answer as an example, referring back to the comments, then ask Ss to complete the rest of the rules. Check answers with the class.

ANSWERS:

- | | |
|-----------------------|---------------|
| 1 plural | 3 singular |
| 2 plural, uncountable | 4 uncountable |

D The Grammar Bank on page 113 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 113 GRAMMAR BANK

This focuses on the form and use of quantifiers. Explain to the class that they're now going to look at quantifiers in more detail. Check understanding of the notes, especially the higher-level language (e.g. *majority, lack, handful*), as it's likely that Ss will have come across a lot of the other language before.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 Ss choose the correct words alone, then check in pairs. Check answers with the class. It would be useful in feedback to also elicit why the wrong answers aren't possible, in order to explore the meaning and use of the quantifiers in more detail.

ANSWERS:

- | | |
|------------------|-------------------|
| 1 little | 6 several |
| 2 a little | 7 A few |
| 3 a few | 8 a lack of |
| 4 few | 9 The majority of |
| 5 a good deal of | 10 no |

2 Ss complete the text individually, then check in pairs. Check answers with the class. In feedback, ask Ss if they do any of the activities suggested in the text, and if not which activities they'd like to try.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give them two options for each gap (one correct, one incorrect). You can also divide up the text so that each sentence starts on a new line to help them navigate as they read.

ANSWERS:

- | | |
|-------------------|-----------------|
| 1 plenty | 6 handful |
| 2 the majority of | 7 a little |
| 3 a few | 8 a few |
| 4 each | 9 in a minority |
| 5 no | 10 lack of |

PRONUNCIATION

connected speech: quantifiers

3A  **2.03** | Play the recording for Ss to listen and mark the linking. In feedback, write the sentence on the board and elicit where the linking is. Drill the linking chorally and individually.

ANSWER:

The majority of the world's population now lives in cities.

EXTRA SUPPORT: TEACHER Features of connected speech like this are common among native speakers. However, the goal here isn't to encourage Ss to speak like native speakers, since there are far more non-native than native speakers of English in the world. Teaching features of connected speech can help learners when listening to native speakers and the aim here isn't to achieve perfect reproduction but rather raise awareness.

- B**  **2.04** | Encourage Ss to say the quantifiers in bold in each sentence quietly to themselves when identifying the linking. When they are ready, play the recording for Ss to listen and check their answers. Check answers with the class.

ANSWERS:

- 1 A good **deal** of my time is spent commuting.
- 2 There's a lack **of** green public spaces.
- 3 Several **of** us walk along the beach in the morning.
- 4 People who live in the countryside are definitely in **a** minority.
- 5 I grow a handful **of** herbs on my balcony.

- C** Read the sentence beginnings with the class and elicit one or two examples, then put Ss in pairs to take turns completing them in a different way each time. Monitor and check Ss' use of linking in their sentences. When they have finished, ask a few pairs to share their best ideas with the class.

VOCABULARY**nature**

- 4A** Explain that the text is about the health benefits of spending time in nature. Ss complete the text individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA In order to make this activity simpler for Ss with dyslexia, provide the words in the box as a vertical list, which they can then also refer to in Ex 4B.

ANSWERS:

- | | |
|--------------|--------------|
| 1 deserted | 5 woodland |
| 2 coastline | 6 sunlight |
| 3 open space | 7 track |
| 4 scenery | 8 river bank |

- B** Refer Ss back to the completed text (or the words and phrases in the box) in Ex 4A. Elicit the first answer as an example, then ask Ss to match the rest of the words and phrases in Ex 4A with the questions individually, using the article to help them. Check answers with the class.

ANSWERS:

- | | |
|--------------|-------------|
| 1 deserted | 5 woodland |
| 2 river bank | 6 scenery |
| 3 track | 7 coastline |
| 4 open space | 8 sunlight |

- C** Introduce the activity by telling Ss about a place you like, e.g. 'I love spending time in the woodland near my home. I usually go for a walk there at the weekend and enjoy the natural scenery.' Put Ss in pairs to discuss a place they know or enjoy spending time in. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

SPEAKING

- 5A** Arrange Ss in small groups. Go through the situation with them, then ask them to think of ideas for how they can encourage people to spend more time in nature. Explain that they should think of suggestions for each item on the list and make notes. They can also add further ideas to the list if they want. For online teaching, remember Ss can use a collaborative document to share their ideas.

FUTURE SKILLS | Leadership

- B** Read the Future Skills box with the class, then elicit expressions Ss can use to refocus the group, feeding in ideas from the possible answers if necessary.

POSSIBLE ANSWERS:

Anyway, ...; We also need to consider ...; Let's move on to ...; How/What about ...?; Shall we discuss ...?

- C** Put Ss back in the same groups as for Ex 5A to have their discussion. They should try to agree on one idea for each of the areas in the list. When they have finished, ask each group to choose one person to present their ideas to the class.

WRITING

a for-and-against essay

- 6A** Put Ss in pairs to come up with their lists. When they have finished, elicit Ss' ideas and write them on the board in two columns (or invite Ss to come up and do so). If you are teaching online, you can invite them to write their ideas in a collaborative document shared with the class.
- B** Ss read the essay and compare it with their ideas. When they have finished, tick any ideas on the board that are mentioned and ask a few Ss if they agree or disagree with the writer's point of view and why or why not. Also add to the list on the board (or the collaborative document if you are teaching online) any ideas mentioned in the essay that Ss didn't think of before, as these will be helpful when they come to write their own essays in Ex 7D.

EXTRA SUPPORT: DYSLEXIA Read the essay to the class (or record it before the lesson) so Ss with dyslexia can listen while they read to help them with the exercise.

- C** Ss read the essay again and choose the correct words alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This is quite an extensive text for Ss with dyslexia to read, so encourage them to cover up the parts of the text they're not focusing on for a specific question in order to minimise distractions while they read.

ANSWERS:

- 1 explains what the topic is and why we might be interested
- 2 for
- 3 against
- 4 gives the writer's

- 7A** This exercise focuses on using formal linkers in essays, which is an important writing skill for academic writing. Focus attention on the sentences in bold and the first linker (underlined) in the essay, then ask Ss to find the rest of the linkers. Check answers with the class.

ANSWERS:

- | | |
|------------|-------------------------|
| 2 Although | 4 Despite |
| 3 However | 5 Despite the fact that |

- B** Put Ss in pairs to answer the questions. When they have finished, check answers with the class.

ANSWERS:

- | | |
|-------------|-----------|
| 1 a comma | 3 Despite |
| 2 -ing form | 4 However |

- C** Read the example with the class and highlight the punctuation needed. Ask Ss to write the rest of the sentences individually, then check in pairs. Check answers with the class, highlighting the punctuation and any changes to the form of the verbs that are needed.

ANSWERS:

- 2 Despite the fact that public transport can be very overcrowded, people still use it.
While public transport can be very overcrowded, people still use it.
- 3 While life in the city is exciting, it can be stressful.
Life in the city is exciting. However, it can be stressful.
- 4 Although pollution and crime are problems, many young people prefer living in the city.
Despite pollution and crime being problems, many young people prefer living in the city. / Despite the fact that pollution and crime are problems, many young people prefer living in the city.

- D** Give Ss plenty of time to make notes on their ideas, following the four-paragraph structure outlined in Ex 6C. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, ask Ss to write their essay. Tell them 180–200 words is the range they should aim for.

EXTRA SUPPORT Before they start making notes, remind Ss of the paragraph plan given in Ex 6C using the essay in Ex 6B as a model. If you have left their ideas (and those from the essay) on the board, Ss could also adapt these to use in their own essay.

TO FINISH

Ask Ss to think of ways in which their local authority (either in their home town or where they are currently located if this is different) encourages the use of green spaces and discuss in small groups or as a class.

2C Amazing lives

HOW TO ... | speculate

VOCABULARY | lifestyle adjectives

PRONUNCIATION | stress to show certainty

LESSON OVERVIEW

In this lesson, Ss learn functional language for speculating. They also learn vocabulary related to lifestyle. The context is a reading where they read an article about the extreme lifestyles of three women. This leads into the functional language, where Ss also listen to and practise using stress to show certainty. The lesson ends with a speaking activity where Ss practise speculating about the lives of famous people.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display the photos on your device and share your screen. Ask Ss to type their answers in the chat box.
- **Ex 3C:** Use a collaborative document for pairs to add their answers after they've discussed them, then give the whole class a chance to read them.
- **Exs 5A and 5C:** Put each group in its own breakout room to have their discussions. During Ex 5C, go round each room monitoring carefully while they practise.

Additional Materials

For Teachers:

Presentation Tool Lesson 2C

Photocopiable Activity 2C

Grammar Bank 2C

Mediation Bank 2C

For Students:

Online Practice 2C

Workbook 2C

TO START

Give Ss an example of someone you know who does something unusual as part of their lifestyle, e.g. 'My friend is a long-distance runner. She goes for a normal run every day, but at the weekend she usually runs for 30 km or more.' Put Ss in small groups and ask them to tell each other about something unusual in the lifestyle of someone they know.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

lifestyle adjectives

1 A Focus attention on the photos and briefly elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if others agree. Remember that with online classes you can share the photos on your screen and ask Ss to type their answers in the chat box.

B Ss read the article then discuss what they think the hardest thing about each lifestyle is in pairs. When they have finished, elicit Ss' ideas and ask if others agree.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson) so learners with dyslexia can listen to support their reading.

2 A Draw attention to the adjectives in bold in the article. Ask Ss to complete the sentences alone, then check in pairs. Check answers with the whole class, and check understanding by eliciting different example sentences for each word.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find scanning through a long text difficult. In this case, give Ss two options per gap (one correct and one distractor). They also have the option to find the word in the text to use contextual clues to help them work out the answers.

ANSWERS:

- | | |
|---------------------|-----------------|
| 1 exhausting | 5 unique |
| 2 tedious | 6 modest |
| 3 rewarding | 7 harsh |
| 4 ordinary | |

B Ss discuss the statements in pairs. In feedback, ask a few Ss which statements apply to their lives and why.

How to ...

speculate

3 A  **2.05** | Tell the class that they're going to listen to two people talking about a TV series they've been watching. Explain that the conversation will focus on two of the three women from the article in Ex 1, Karen Nyberg and Rosie Swale-Pope. Tell Ss to make notes of the factual information they hear. Play the recording for Ss to listen, then put them in pairs to check. Check answers with the class.

ANSWERS:

Karen Nyberg: She's an astronaut. While in space she had to check systems, keep fit and wash her hair. She has a three-year-old son and was away for around six months.

Rosie Swale-Pope: She's in her 70s. She has written a book about her experiences. She raises money for charity. She sometimes prefers to sleep outside in her trailer even when she is back in the UK.

AUDIOSCRIPT 2.05

- A: Hey, so, I've been watching this amazing TV series about women with extreme lifestyles. Have you seen it?
- B: Yeah, I've been watching that, too. Last week there was one about a woman who's a sea nomad and has spent her whole life at sea.
- A: That's right. Amazing. Did you see the one about the astronaut? What was her name ...?
- B: Karen Nyberg? Yeah, I saw that one, too.
- A: It was incredible, wasn't it?
- B: I know. I mean I'd guess it must be so inspiring to see the world like that, from space. Can you imagine?
- A: Yeah, it would be incredible, wouldn't it?
- B: Absolutely! Although there's no way I would ever consider doing that. I know for a fact that I couldn't go into space. I don't even like getting on a plane! It must be an amazing experience, though.
- A: Yeah, it was interesting to find out how they actually live up there, you know, the ordinary things that they have to do every day. A lot of it looked pretty tedious, like checking all of the systems and whatever. And that bit about how they keep fit – it was really fascinating!
- B: Yeah and how she washes her hair! Did you see that bit?
- A: Yeah, it was really interesting to see how she does, you know, normal, everyday things up there. Must be difficult sometimes though – especially being away from people. I mean, she left her three-year-old son at home and was away for, like, six months. I mean I'd imagine that was really hard.
- B: I suppose they had video chats, but it's not really the same, is it?

- A: Not at all. And what about that woman who runs around the world? Did you see that one?
- B: Yeah, Rosie Swale-Pope I think her name was. I can't believe she's in her 70s and she runs all around the world by herself, pulling that little trailer behind her.
- A: I know, and she sleeps in it at night, and then just carries on running in the morning. It's pretty impressive.
- B: Yeah, I reckon it must be pretty lonely at times, though.
- A: Well, you would think so, but she obviously finds it really rewarding, seeing all those amazing places and meeting interesting people along the way. She's written a book about some of the things that have happened to her. And she raises money for charity.
- B: She's clearly the kind of person who just has to keep moving, sort of nomadic.
- A: Yes, that's right. I get the impression she's so used to this lifestyle that she wouldn't be happy living anywhere for long. Even when she's back home in the UK, she sometimes prefers to sleep outside in her little trailer than stay inside her house.
- B: Oh, really? I'd have thought it'd be exhausting to live like that all the time. And pretty frightening, too. She's bound to feel scared sometimes.
- A: I bet she does. Anyway, it's not for me. I can't even bear going camping for the weekend, let alone ...

B  **2.05** | Ask Ss to read the sentences and decide who they refer to, then play the recording again for Ss to check their answers. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner so they can read the sentences together.

ANSWERS:

1 K 2 R 3 K 4 R 5 R 6 K 7 K 8 R

C Put Ss in pairs to categorise the words and phrases. Monitor and help where necessary. When they have finished, check answers with the class. For online teaching, remember that Ss can use a collaborative document to share their ideas.

ANSWERS:

- 1 I'd guess; I'd have thought; I'd imagine; I reckon; I suppose
- 2 clearly; bound to
- 3 There's no way

D The Grammar Bank on page 114 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 114 **GRAMMAR BANK**

This focuses on the form and use of functional language for speculating and talking about certainty. Check understanding of the phrases, especially the use of *There's no way that ...*

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss complete the conversations alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide two options for each conversation (the correct one and a distractor).

ANSWERS:

- | | | |
|---------------------|------------------|-----------------|
| 1 way | 2 clearly | 3 sure |
| 4 impression | 5 thought | 6 reckon |

- 2** Elicit the first answer as an example. Ss complete the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss each time to come up and do so).

ANSWERS:

- 1** I'm not 100 percent sure, but I think
- 2** I know for a fact that
- 3** There's no way that
- 4** I get the impression that
- 5** I'm fairly certain that
- 6** bound to
- 7** He has clearly
- 8** have thought that

PRONUNCIATION**stress to show certainty**

- 4A**  **2.06** | Play the recording for Ss to listen and underline the words with the main stress. Ask Ss to check in pairs, then play the recording again if necessary. Check answers with the class and drill the sentences. Encourage Ss to respond emphatically to add a fun element to the activity.

ANSWERS:

- 1** There's no way I would ever consider doing that.
- 2** She's clearly the kind of person who just has to keep moving.
- 3** She's bound to feel scared sometimes.

- B** Give an example or elicit one from the class (e.g. 'I'd imagine Diana Botutihe is only able to sleep on her boat.'). then ask Ss to write their sentences. Monitor and offer help where necessary and make sure Ss are using the phrases in bold in Ex 3B in their sentences.

- C** Put Ss in pairs to share their sentences and discuss whether they agree. Monitor and check their use of stress to show certainty. When they have finished, ask a few Ss to share their sentences with the class and find out if others agree.

SPEAKING

- 5A** Put Ss in small groups (in breakout rooms for online teaching) to think of and agree on four famous people. Putting Ss of a similar age and/or background together may help them identify four people more easily.
- B** Ask Ss to make notes to answer the questions about their chosen people alone. Monitor and help with ideas where necessary.
- C** When they are ready, ask Ss to work in the same groups as for Ex 5A (in breakout rooms for online teaching) to discuss the questions about the people. Monitor and encourage them to use the phrases from the lesson. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

EXTRA: HOW TO ... Put Ss in different groups and ask them to discuss questions 1 and 3 from Ex 5B about the three people in the article in Ex 1B.

TO FINISH

Ask Ss to go online and check their ideas from Ex 5C, then share any information they guessed correctly with the class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 147 **MEDIATION BANK****MEDIATION BANK TEACHER'S NOTES** ▶ page 185

2D BBC Entertainment

The time traveller

VOCABULARY | extreme adjectives

SPEAKING | an imaginary trip back in time

WRITING | a competition entry

LESSON OVERVIEW

In this lesson, Ss learn how to describe an imaginary trip back in time. In order to do this, they learn some extreme adjectives. The context is an extract from a BBC science-fiction programme about a time traveller. Ss then do a speaking activity where they discuss which time period they would like to travel back to and why. The lesson ends with a writing activity where Ss write a competition entry.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 2C:** Put Ss in breakout rooms in groups to discuss the questions, then report back in the main area.

Additional Materials

For Teachers:

Presentation Tool Lesson 2D

Online Digital Resources

Writing Bank 2D

Videoscript 2D: BBC Entertainment

For Students:

Online Practice 2D

Workbook 2D

TO START

Elicit some genres of TV programmes from the class and write them on the board, e.g. drama, comedy, documentary, current affairs, etc. and make sure you elicit *science fiction* (or *sci-fi*). Put Ss in pairs to discuss which of the genres they like and don't like, giving their reasons why. Ask them to think of examples from their country/ies for each genre. When they have finished, find out which are the most and least popular with the class. Inform them that they will see part of a science-fiction programme in the lesson.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1A Put Ss in small groups to discuss the questions. When they have finished, elicit the different groups' ideas and add them to the board as notes.

B Ss read the programme information, then discuss the question in pairs. In feedback, refer back to the notes on the board and tick off any information Ss mentioned in Ex 1A.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the programme information with them before they discuss the questions together.

EXTRA IDEA Elicit from Ss if they have heard of or seen *Doctor Who*, or if they have something similar in their own country/ies that they watch. If so, what do they think of the programme?

VIEW

2A ▶ Read the question with the class so they know what to listen for. Ss watch the video and answer the question, then check in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWER:

He learns that they have become extremely popular.

- B** ▶ Ss order the events from what they can remember individually, then check in pairs. When they are ready, play the video again for Ss to check their answer.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find ordering activities like this difficult. In this case, give them the events in the correct order plus two distractors, and ask them to identify the distractors.

ANSWER:

The correct order is e, d, c, a, g, f, h, b.

- C** Put Ss in groups (in breakout rooms for online classes) to discuss the questions. When they have finished, nominate a student from each group to share their answers with the class and find out if others agree.

VOCABULARY

extreme adjectives

- 3A** Elicit the first answer as an example, then ask Ss to choose the rest of the meanings alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Advise Ss to cover the other sentences and meanings as they work on each set to reduce distraction.

ANSWERS:

1 b 2 a 3 a 4 a 5 b 6 a

- B** Remind or elicit from Ss what extreme adjectives are (adjectives with a very strong meaning that you don't need to use 'very' or other adverbs such as 'really', 'a little', etc. with; e.g. freezing = very cold, excellent = very good, terrible = very bad). Ss answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

Precious is the only adjective that can be used with 'very'. All the others are extreme adjectives.

- C** Put Ss in groups to think of the things. If they're struggling, they could use their devices to go online to help. Monitor and offer help where needed.
- D** Ask each group to select a spokesperson, then ask each spokesperson to read out their list to find out if other groups agree.

EXTRA: ALTERNATIVE IDEA Ask Ss to work individually in Ex 3C and write the names they think of in their notebooks in random order. In Ex 3D, put Ss in pairs to show each other their answers. Ss take turns to read each other's answers and guess which of the things listed in Ex 3C they are an example of.

SPEAKING

an imaginary trip back in time

- 4A** 🗣️ **2.07** | Explain to the class that they're going to hear someone talking about where they would go if they could travel back in time. Ss listen and answer the question, then check in pairs. Check answers with the class and ask if they'd also like to travel to this time period.

ANSWER:

Paris in the 1920s because she's a huge fan of the artists and writers from that period.

🗣️ **AUDIOSCRIPT 2.07**

If I could travel back in time to any place in the world, I'd go back to Paris in the 1920s. To start with, I'm a huge fan of all the artists and writers from that period, like Ernest Hemingway, F. Scott Fitzgerald, Salvador Dalí, Pablo Picasso and Gertrude Stein. And they all lived in Paris, so it was a really exciting city at that time. I'd love to meet all of them, but especially Hemingway because I really like his books.

So, what would I do? Well, at that time, there were all these nightclubs and cafés springing up all over Paris, with loads of incredible shows. With that in mind, I'd want to go dancing with F. Scott Fitzgerald and his wife Zelda. I can imagine that being a whole lot of fun. What else? I'd have a long chat with Hemingway and Picasso about their creativity and what they were planning to do next. And last but not least, I'd take Gertrude Stein out to dinner and ask her what she really thought of all these artists with their amazing talent, but also their big egos!

- B** 🗣️ **2.07** | Read the Key phrases with the class, then play the recording again for them to listen and tick the ones they hear, then check in pairs. Check answers with the class.

ANSWERS:

All the phrases are used, except: 'Another possibility would be to ...'.

- C** Ss answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia process the information, you could present the functions in one column and the phrases in another column next to it. Ss then draw lines to match the phrases with the functions.

ANSWERS:

- 1 What else?; Another possibility would be to ...
- 2 With that in mind, I'd ...
- 3 To start with ...; And last but not least, I'd ...

5A Give Ss plenty of time to prepare on their own and make notes. Encourage them to think of reasons for their answers. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in small groups to share their ideas. Encourage other Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss whose trip they think sounds the most exciting and why.

WRITING

a competition entry

6A Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

B Refer Ss to the Writing Bank on page 104.

WB ▶▶ page 104 **WRITING BANK**

1 A Ss read the information and answer the questions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the information to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. You could do the same for the competition entry in Ex 1B.

ANSWERS:

- 1** Winning essays will be published in next month's issue.
- 2** who you would meet if you could travel back in time, why and what you would do with them
- 3** 200 words
- 4** an attention-grabbing title

B Ss read the competition entry and choose the best title individually, then check in pairs. Check the answer with the class.

ANSWER:

b – a and c aren't quite accurate enough and b is alliterative (an effective literary device).

C Ss read the tips and decide which are best, then compare ideas in pairs and give their reasons. In feedback, check the answer and elicit why those tips are the best. They can refer back to the competition entry in Ex 1B for examples to illustrate.

ANSWER:

All of the tips are good, except 2.

D Ask Ss to read the information in Ex 1A again and plan their answer. They could write about the period they described in Ex 5 or choose a different time period. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

E Ss write their competition entries. Remind them that they should write no more than 200 words and of the need for a good title. When they have finished, put Ss in pairs to swap entries and read them.

EXTRA IDEA Ask Ss to write their entries on separate pieces of paper, without the titles. When they have finished, display them round the class and ask Ss to read and come up with a title for each one. The student who wrote it then decides if they want to choose one of the suggestions or keep their original title. Alternatively, you could number each entry and provide the titles as a separate list for Ss to try to match with the correct entries.

TO FINISH

Put Ss in pairs to discuss how far into the future they'd like to travel and what they might expect to see there.

2 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3 and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to write their predictions in a collaborative document, then read each other's predictions in Ex 1B.
- **Ex 2B:** Use an online poll to carry out the survey of the class.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: future probability, quantifiers; Vocabulary: science and technology, word families, nature, lifestyle adjectives, extreme adjectives; How to ... speculate). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

future probability

- 1 A** Go through the topics and the structures with the class, then set a time limit of five minutes for Ss to write their sentences (in a collaborative document if you are teaching online). Monitor while they are writing and correct any errors.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find choosing from lots of options in a box difficult. In this case, provide the structures in Box B as a vertical list to make it easier for them to refer to.

- B** Ss compare their predictions in pairs. In feedback, ask each pair if they had any similar predictions.

quantifiers

- 2 A** Focus attention on the survey results and check understanding. Ss choose the correct words alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes, go through the information at the top of the table about the participants (pointing out the number in particular) and explain that the sentences follow the order of the results in the survey to help them process the information.

ANSWERS:

- | | |
|------------------------|----------------------------|
| 1 The majority | 5 a lack of |
| 2 Every student | 6 a little |
| 3 Plenty of | 7 Very few |
| 4 A handful | 8 A large number of |

- B** Put Ss in pairs to discuss which of the statements in Ex 1A are true for their class. When they have finished, you could check answers with a show of hands for each statement (or using an online poll) and ask the class to suggest a suitable quantifier to describe the number each time.

VOCABULARY

- 3** Make sure Ss understand there are two extra words in the box. Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find exercises with options presented in this way challenging. Here, you could provide two options for each sentence (the correct one and a distractor).

ANSWERS:

- | | |
|--------------------------|--------------------|
| 1 predict | 5 deserted |
| 2 findings | 6 coastline |
| 3 Virtual reality | 7 sunlight |
| 4 scenery | |

EXTRA CHALLENGE Write on the board: *But plenty of people try!* and elicit that this could be a follow-up sentence to sentence 1. Ask Ss to write follow-up sentences for the rest of the sentences. Encourage them to use quantifiers where possible. With weaker classes, elicit some of the linking devices they could use for each sentence to start them off. Monitor and offer help where necessary. When they are ready, ask Ss to compare sentences in pairs.

4A This activity reviews both the grammar and vocabulary of Unit 2. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for the gap-fill exercise in Ex 4A. You can also make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each one.

B  **R2.01** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

1 C 2 A 3 B 4 C 5 C 6 A
7 C 8 B 9 A 10 A 11 C 12 B

TO FINISH

Ask Ss to think of the three most useful things they learnt in Unit 2. Give them a minute or two to look back over the unit and decide, then put them in pairs to compare answers.

3 showtime

Global Scale of English **LEARNING OBJECTIVES**

3A Festival

- **READING** | Read an article about a sustainable music festival: festivals; the environment; relative clauses
- Plan an eco-friendly festival
- **Pronunciation:** pitch in non-defining relative clauses
- Write a formal email about an event

GSE INFORMATION

VOCABULARY

59–75 Can use language related to theatre, dance, and public performance.

59–75 Can use language related to environmental issues.

READING

66 Can summarise, comment on and discuss a wide range of factual and imaginative texts.

GRAMMAR

59 Can omit the relative pronoun in defining (restrictive) relative clauses.

60 Can correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses.

SPEAKING

62 Can encourage discussion by inviting others to join in, say what they think, etc.

WRITING

66 Can adopt a level of formality appropriate to the circumstances.

3B Performers

- **LISTENING** | Understand a podcast about stage fright: phrasal verbs: performing; phrasal verbs: communication; cleft sentences
- Speak in public
- **Pronunciation:** emphatic stress

GSE INFORMATION

VOCABULARY

59–75 Can use language related to success or failure.

LISTENING

64 Can recognise the use of hyperbole (e.g. 'It's going to take me years to finish this').

GRAMMAR

59 Can use clauses with 'It' + 'be' ... to emphasise the topic or main point.

59 Can use clauses with 'What ...' to emphasise the topic or main point.

SPEAKING

66 Can give clear, detailed descriptions on a wide range of familiar subjects.

3C Binge-watch

- **HOW TO ...** | use vague language: film and TV
- **Pronunciation:** linking and elision

GSE INFORMATION

VOCABULARY

59–75 Can use language related to films and film-making.

59–75 Can use language related to TV, radio, and broadcasting.

HOW TO ...

64 Can fluently substitute an equivalent term for a word they can't recall.

SPEAKING

66 Can give a detailed summary of a film including information about the plot, characters and setting.

3D Music lover?

- **BBC STREET INTERVIEWS** | Understand people talking about music
- Talk about a music questionnaire: *do* and *did* for emphasis
- Write a forum comment about music

GSE INFORMATION

PREVIEW

59–75 Can use language related to music.

VIEW

65 Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.

GRAMMAR

61 Can emphasise a statement by adding 'do' or 'did'.

SPEAKING

61 Can give detailed answers to questions in a face-to-face survey.

WRITING

62 Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 3A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Read the question and the first part of the activity with the class and check Ss know what to listen for. You may want to preteach *atmosphere* (= the overall mood of a place or event) and *exhilarating* (= very exciting). Ss watch the video and note the events and reasons the speakers mention, then check in pairs. Play the video again if necessary, then check answers with the class. Put Ss in pairs to discuss the question in part 2. Encourage them to talk about why they enjoy the events. When they have finished, ask a few Ss to share what they found out from their partner with the class.

ANSWERS:

- 1 Speaker 1: theatre; the atmosphere before the curtain goes up, every night is different
Speaker 2: musical performances, jazz is especially exciting; musicians play in their own style, how the musicians interact and bring the music to life
Speaker 3: live comedy performances; improve their mood, make you see the funny side of situations
Speaker 4: music festivals; seeing their favourite artists play live, exploring new bands, the food at music festivals is amazing, different cuisines from around the world, fun to camp with your friends
Speaker 5: live sports, especially football; being in the stadium is so exhilarating and it's so full of energy

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 3
Online Digital Resources
Videoscript Unit 3 Opener: BBC Vlogs

3A Festival

GRAMMAR | relative clauses

VOCABULARY | festivals; the environment

PRONUNCIATION | pitch in non-defining relative clauses

LESSON OVERVIEW

In this lesson, Ss plan an eco-friendly festival. In order to do this, they learn vocabulary related to festivals and the environment. They then study and practise relative clauses. The context is a reading where they read about different festivals. Ss also practise using pitch in non-defining relative clauses. They then do a speaking activity where they plan a festival in small groups. The lesson ends with a writing activity where Ss write a formal email about an event.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1C:** Ask Ss to type their ideas into the chat box so they can compare answers.
- **Ex 3B:** Put Ss in breakout rooms to summarise their texts to each other.
- **Ex 6C:** Ss can search online for photos to include in their presentations in Ex 6D.
- **Ex 7D:** Ask Ss to write actual emails to send to a partner to read and give feedback on.

Additional Materials

For Teachers:

Presentation Tool Lesson 3A
Photocopiable Activities 3A
Grammar Bank 3A
Vocabulary Bank 3A

For Students:

Online Practice 3A
Workbook 3A

TO START

Write the following questions on the board:

What type of music do you like?

Who are some of your favourite bands and singers?

Why do you like them?

When was the last time you watched live music?

Put Ss in small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

festivals

1 A Write these prompts on the board: *Name of festival, Location, Dates, Performers, Atmosphere*. Introduce the topic by telling the class about a festival you've been to, giving information on the points on the board. Put Ss in pairs to discuss the questions, using the prompts on the board to help. When they have finished, ask a few pairs to share their experiences with the class and write any new words and phrases on the board.

EXTRA IDEA: DIGITAL You could ask Ss to search for festivals online using the search terms: *top festivals UK* (for festivals in the UK) and choose one they'd like to go to and say why.

B Focus attention on the main photo and elicit what Ss can see. Set a time limit of three minutes for Ss to read the article on page 32 and answer the question, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so learners with dyslexia can listen while they read. Encourage them to cover the lines they are not reading to help reduce distraction. They should do the same when looking for words in the text in Ex 2B.

ANSWER:

negative impact on the environment: waste, carbon emissions, plastic cups, tents and sleeping bags left behind

C Focus attention on the words in bold in the article and elicit the first answer as an example. Ss complete the rest of the sentences alone, then check in pairs. Check answers with the class. With online classes, you can ask Ss to type their answers in the chat box.

EXTRA SUPPORT: DYSLEXIA You can make this activity less challenging for Ss with dyslexia by providing the words in bold from the article as a vertical list printed on a separate piece of paper. Ss can then place this next to the meanings to help them do the activity. They also have the option to find the words in the text to contextualise them.

ANSWERS:

- | | |
|-------------------------|---------------------|
| 1 festival-goers | 5 attend |
| 2 venues | 6 line-up |
| 3 organisers | 7 attract |
| 4 act | 8 atmosphere |

2 A You may want to check understanding of *impact* (= the effect one thing, e.g. a person, event or situation, has on another). Ss discuss the questions in small groups. When they have finished, nominate a student from each group to share their ideas with the class and have a brief class discussion.

B Ask Ss to find words in the text related to the environment, then compare answers in pairs. In feedback, elicit what they found, check understanding and write them on the board.

EXTRA: ALTERNATIVE IDEA You could do this as a competition. The first pair to come up with all four of the vocabulary items wins.

ANSWERS:

waste, carbon emissions, rubbish, sustainable

C Refer Ss to the Vocabulary Bank on page 137.

▶ page 137 **VOCABULARY BANK** the environment

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Elicit the first answer as an example, then ask Ss to match the rest of the words with the meanings individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide the words as a vertical list, which they will find easier to read than the box. They can also move the list up and down the meanings to find matches. Ss can then use this list again in Ex 1C.

VB

B  **VB3.01** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

- | | |
|-----------------------|--------------------|
| 1 solar power | 5 sustainable |
| 2 (natural) resources | 6 renewable |
| 3 clean-up | 7 recycling |
| 4 carbon emissions | 8 carbon footprint |

EXTRA IDEA While Ss are doing Ex 1A, write the words and phrases on the board. Then, in feedback, elicit the stressed syllables in each word, drill them and underline them on the board. Pay attention to the weak forms in *carbon* (/ˈkɑːbən/) and *sustainable* (/səˈsteɪnəbəl/) and check Ss are pronouncing them correctly.

C Ss complete the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|---------------|---------------------|
| 1 sustainable | 5 natural resources |
| 2 recycling | 6 carbon emissions |
| 3 clean-up | 7 carbon footprint |
| 4 renewable | 8 Solar power |

D Put Ss in small groups to discuss the questions. When they have finished, ask each group to nominate a spokesperson to report back to the class on their ideas.

READING

EXTRA SUPPORT: DYSLEXIA There are recordings of the reading texts available to help dyslexic learners.

3A Arrange Ss in groups of three (A, B and C) and direct them to the relevant pages. Ask Ss to read about the festival and make notes individually. Monitor and offer help where necessary.

EXTRA SUPPORT: DYSLEXIA If possible, divide the class into groups and allocate them Student A, B or C roles before the class and share the relevant audio file with learners with dyslexia. As Ss work on their own in Ex 3A, they can then read and listen to the text if they prefer.

EXTRA SUPPORT Before moving on to Ex 3B, you could ask Ss from the same group (A, B or C) to check their answers together. You could then check the answers with each group separately.

With weaker classes, you may prefer to have Ss from the same reading group work together to read the texts and make notes before they join with readers of the other texts in Ex 3B.

ANSWERS:

Student A

Name of the festival: Burning Man

Venue: Nevada's Black Rock Desert

Dates: August/September

Activities, events and features of the festival: There is a temporary city built in the desert. There's a lot of art and creative expression, people wearing costumes and enjoying freedom. Nobody uses money – people give each other food and drink. No fixed line-up – things just happen. End of the festival everyone watches the 'burning man' – a huge statue of a man.

Eco-friendly ideas: Leave no trace (no rubbish or damage) – people are asked to pick up rubbish and to not buy things they will throw away. Organisers want to be carbon negative by 2030. They use the city as an example of how a sustainable city could be, with solar power for electricity and electric cars.

Student B

Name of the festival: Fuji Rock

Venue: Japan, stunning ski resort which is about a 90-minute train ride from Tokyo

Dates: July/August

Activities, events and features of the festival: The biggest music festival in Japan, with between 100,000 and 150,000 people attending. Held mainly outdoors – only one indoor stage. Hot springs where you can relax, plenty of nature walks.

Eco-friendly ideas: Fuji Rock is one of the world's most eco-friendly festivals. Recycling is an important element of the festival. Plastic bottles are recycled to make rubbish bags. Plastic bottle tops are used to make benches. Paper cups are recycled to make toilet paper. Wooden chopsticks, made from wood in the local forest, are recycled to make wooden furniture. Fuji Rock Forest Project maintains the forest. Fuji Rock Paper used for marketing comes from the recycled cups and plates. 300 volunteers build and maintain a natural path through the forest, made with wooden boards, to help people with wheelchairs who are attending the festival.

Student C

Name of the festival: Splendour in the Grass

Venue: Yelgun, New South Wales, Australia

Dates: July

Activities, events and features of the festival: Exciting line-up, music from around the world, different genres, science tents, dance lessons, an arts festival, family-friendly.

Eco-friendly ideas: has an Eco Ambassador, encourages people to travel by bus or share a ride together to reduce their carbon footprint, bring your own water bottle to reduce waste, you can donate money from tickets to promote solar energy, tree-planting session.

- B** Ask Ss to work together in the same groups of three as for Ex 3A (in breakout rooms for online teaching) and tell each other about the festivals they read about.
- C** Ss discuss the questions in the same groups. When they have finished, ask a member from each group to summarise their discussion for the class and find out if others agree.

GRAMMAR

relative clauses

EXTRA SUPPORT With weaker classes, review the meanings of the different relative pronouns before doing Ex 4A. You can also review the functions of defining relative clauses (to give important and essential information) and non-defining relative clauses (to give additional information).

- 4A** Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|---------|---------|---------|
| 1 which | 2 which | 3 who |
| 4 who | 5 where | 6 which |

- B** Put Ss in pairs to answer the questions about relative clauses. When they have finished, check answers with the class.

ANSWERS:

- defining relative clauses: sentences 2, 3, 5 and 6;
non-defining relative clauses: sentences 1 and 4
- sentences 2, 3 and 6
- sentence 6
- non-defining

- C** The Grammar Bank on page 115 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 115 GRAMMAR BANK

This focuses on the form and use of relative clauses. The section revises a wide range of rules relating to relative clauses, many of which Ss will have encountered before, so there's no need to spend time going over everything in detail unless you feel your class needs to. However, it's worth making sure Ss are comfortable with some of the less common pronouns (e.g. *when*, *where*, *whose* and *whom*), and can recognise when the pronoun can and can't be removed as this is one of the most challenging rules here. You may also want to highlight the use of prepositions with *whom* and *which* in formal English.

EXTRA SUPPORT If you think your class would benefit from more revision on the use and formation of relative clauses, you could use the following idea. Write on the board: *The festival recycles all the coffee cups. People use the coffee cups.* Elicit how to join the sentences using a defining relative clause (The festival recycles all the coffee cups which people use.) and write it on the board. Ask: 'Which part answers the question, "Which coffee cups?"?' (the second part) and 'Which pronoun can replace "which"?' (that).

Then write on the board: *The singer had to cancel her performance. Her throat was sore.* and elicit how to join the two sentences using a non-defining relative clause (The singer, whose throat was sore, had to cancel her performance.). Elicit the fact that the clause here gives additional, non-essential information.

Once you've gone through the notes with the class, you could refer Ss back to the defining relative clause on the board and elicit that the pronoun can be omitted.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss combine the sentences alone, then check in pairs. Check answers with the class and write them on the board or invite different Ss to come up and write the answers.

EXTRA SUPPORT: DYSLEXIA Encouraging Ss with dyslexia to cover the sentences they're not working on to reduce distraction will help support them in this exercise.

ANSWERS:

- WOMAD, which was founded in 1982 by rock musician Peter Gabriel, is an international arts festival.
- Only caterers who/that use solar power are invited to the festival.
- All the plastic which is used on site is recyclable.
- The festival which/that we went to last summer was the best festival I've ever been to.
- The person who/that I discussed the problem with was very understanding. / The person with whom I discussed the problem was very understanding.
- The exhibition, which opened last week, features paintings by local artists.
- The hotel, which (was) opened in 1886, overlooks the beach.
- This is the sort of occasion when you should play us a song on your guitar.

- 2** Ss decide from which of the relative clauses in Ex 1 the pronoun can be omitted individually then compare in pairs. Check answers with the class and elicit why the pronoun can be omitted in each case.

EXTRA SUPPORT: DYSLEXIA In Ex 2, it would be useful for Ss to have a clean set of correct answers from Ex 1 to work with. You could ask them to go through and highlight the relative pronouns first to help them focus on the relevant parts of the sentences.

ANSWERS:

Sentences 4 and 5

- 3** If you did the Extra support activity at the beginning of this section and wrote the sentences on the board, you can refer back to these and explain that Ss need to do the same thing in this activity. If not, you might want to join the first sentence with the class as an example. Ss combine the sentences alone, then check in pairs. If you think it would help them, you can tell Ss that all the relative clauses in the activity are defining. Check answers with the class.

ANSWERS:

- 1 You're the person who we always rely on to sort things out.
- 2 London is the city which I grew up in. / London is the city in which I grew up.
- 3 They are colleagues with whom I spend a lot of time.
- 4 These are the places in Laos where you can ride elephants.
- 5 This is the album which the band are most famous for. / This is the album for which the band are most famous.
- 6 We stayed in a hotel where they recycled a lot.
- 7 We stopped at a museum which we had never visited before.
- 8 This is the lady who I was talking to you about.

PRONUNCIATION

pitch in non-defining relative clauses

- 5A**  **3.01** | Demonstrate a low and high pitch with your voice first so that Ss understand what to listen for. Then play the recording for Ss to listen and decide if the pitch is high or low. Check the answer with the class.

ANSWER:

The speaker uses a lower pitch for the non-defining relative clause to show it is additional information.

- B** Elicit the first answer as an example, then ask Ss to insert the rest of the commas individually, then check in pairs. Check the answer with the class. Then ask Ss to practise reading it with the correct pitch to their partner.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for dyslexic learners to access by pairing them with a partner who can read the text to them while they work on it.

EXTRA IDEA: DIGITAL Ask Ss to record themselves on their devices during Ex 5B. They can then compare this with the recording in Ex 5C.

ANSWER:

The Green Man festival, which is held annually in Wales, is an independent arts and music festival. Being environmentally friendly is fundamental to Green Man, whose organisers encourage festival-goers to bring their own water bottles and take home all their waste. They also send any tents which have been left unwanted at the site to refugee charities. Green Man, which started with just a few hundred people in 2003, is now one of the UK's best-loved festivals.

- C**  **3.02** | Play the recording for Ss to compare their pronunciation with the pronunciation in the recording. In feedback, ask one or two Ss to read the text to the class.

SPEAKING

- 6A** Ask Ss to work individually and make notes of their ideas. They can look back at the texts in Ex 3A to help with ideas. Go round and offer help with vocabulary, writing any new words and phrases on the board.

FUTURE SKILLS | Collaboration



- B** Read the Future Skills box with the class, then ask Ss to think of more phrases in pairs. When they have finished, elicit their ideas and write them on the board. Leave them there for Ex 6C so that Ss can refer to them when speaking.

POSSIBLE ANSWERS:

What does everybody think about ... ?
Is it a good idea to start/end with ... ?
Are you all happy with/about ... ?
What do you think?
Anything to add?

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that actively taking part in meetings by encouraging others to speak as well as making your own voice heard is an important work skill. During the discussion in the next activity, you could reinforce this by appointing the strongest student in each group as the chairperson, whose main job is to ensure everyone has a chance to speak.

- C** Put Ss in small groups to plan their festivals, using the questions to guide them. Monitor and encourage Ss to invite each other into the conversation, using examples from the Future Skills box and their own ideas from Ex 6B. If you're teaching online, you could ask Ss to look for photos to include in their presentations in Ex 6D.
- D** Ask each group to present their ideas to the class. You could then hold a class vote via a show of hands for their favourite one. Ask Ss why they voted for each idea. When they have finished, give the class feedback on their language use.

WRITING

a formal email

- 7A** Ss read the email and answer the questions individually, then check in pairs. Check answers with the class. For question 4, ask a few Ss for their opinions on the ideas suggested and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Read the email to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. If you record the email, Ss can also use this recording again in Exs 7B and 7C. (For Ex 7B it would be helpful to include the paragraph numbers in the recording.)

ANSWERS:

- 1** to propose a music festival
- 2** family- and eco-friendly; local artists and musicians, a line-up of popular acts, music to suit all tastes, entertainment for children
- 3** encourage sustainable living ideas; festival has low carbon footprint (by using solar power, no single-use plastic); no mess (volunteers will organise a clean-up)
- 4** Students' own answers
- 5** formal – it uses formal language (Dear Ms ..., Kind regards, etc)

- B** Ss read the email again and match the paragraphs with the functions alone, then check in pairs. Check answers with the class.

ANSWERS:

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

- C** Explain that phrases 1–7 are informal versions of phrases used in the email. Elicit the first answer as an example. Ask Ss to find the rest of the phrases then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for dyslexic learners to manage by providing the informal phrases in the same order as their formal counterparts appear in the email and letting them know they're in the same order.

ANSWERS:

- 1** We look forward to hearing your response.
- 2** please feel free to contact us
- 3** Kind regards,
- 4** Dear Ms Draper,
- 5** If you require any further information ...
- 6** I hope you will consider our proposal.
- 7** We would like to assure you that ...

- D** Read the situation with the class, then ask Ss to write their emails. For online teaching, remember you can ask Ss to send these to a partner as actual emails. They should aim to write 140–200 words. They could write their emails based on the discussion they had in Ex 6C. Monitor as they work and encourage them to use the paragraph plan from Ex 7B and the formal phrases they identified in Ex 7C. When they have finished, put Ss in pairs to swap emails and read each other's work.

TO FINISH

Ask Ss to go online on their devices to find out about an unusual music festival from around the world or their own country and make notes. Then put Ss in pairs to share what they found out.

3B Performers

GRAMMAR | cleft sentences

VOCABULARY | phrasal verbs: performing; phrasal verbs: communication

PRONUNCIATION | emphatic stress

LESSON OVERVIEW

In this lesson, Ss learn how to speak in public. In order to do this, they learn phrasal verbs related to performing and communication. They then study and practise cleft sentences and also practise emphatic stress. The context is a listening where Ss hear a podcast about performing in public. The lesson ends with a speaking activity where they practise speaking in public.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1:** Put pairs of Ss in breakout rooms to rank the activities.
- **Ex 2D:** Ask Ss to message each other privately using the chat box to show each other what they've written as answers for their four chosen topics.
- **Ex 3A:** Put pairs of Ss in breakout rooms to discuss ideas.
- **Ex 4B:** Display the questions in a collaborative document and elicit the answers in feedback by asking Ss to write the speakers' initials next to each question.
- **Ex 6A:** Ask Ss to type their answers in the chat box so they can compare and check their answers in pairs.

Additional Materials

For Teachers:

Presentation Tool Lesson 3B
Photocopiable Activities 3B
Grammar Bank 3B
Vocabulary Bank 3B

For Students:

Online Practice 3B
Workbook 3B

TO START

Put Ss in pairs and ask them to think of advice for someone about to give an important presentation (e.g. make sure the device you're using is fully charged; practise the presentation several times; try not to overrun). Make sure both Ss in each pair write their ideas down. When they have finished, put Ss in new pairs and ask them to share their ideas. When they have finished, ask a few Ss to share the best piece of advice they heard with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

phrasal verbs: performing

- 1** Check understanding of the activities with the class, then put Ss in pairs (in breakout rooms for online classes) and ask them to try to agree on how to rank the activities. In feedback, ask pairs if they were able to agree or not on the ranking.

EXTRA IDEA You could ask the class if any Ss have done any of the activities and ask them to share their experiences, in particular how they prepared for the activity.

- 2A** Ss read the social media thread individually to see if any of the things have ever happened to them, then compare answers in pairs. When they have finished, invite Ss to share their experiences with the class if they're comfortable doing so.

EXTRA SUPPORT: DYSLEXIA Read the social media thread to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercises.

- B** Read the example with the class, then ask Ss to match the rest of the phrasal verbs with the definitions individually. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options within a text, can be difficult for Ss with dyslexia. In this case, you could tell them which part of the text to look in for the phrasal verb that matches each definition (all are in the original post apart from numbers 2 and 6 which are in the first comment; the example answer is in the second comment). Covering the definitions and parts of the text they are not working with will help reduce distraction.

ANSWERS:

- | | |
|----------------|---------------|
| 2 carry on | 6 put up with |
| 3 come up with | 7 put me off |
| 4 mess up | 8 end up |
| 5 live up to | |

C Demonstrate the activity in Exs 2C and 2D as follows. Write the six topics on the board in different circles. Tell Ss that you're going to give an example of one of the topics and that they should ask you questions to guess which one, as they will do in Ex 2D (e.g. T: 'Meeting my best friend.' S: 'Is it "an event that lived up to your expectations"?' T: 'No'). When they guess the correct topic, encourage Ss to ask follow-up questions to find out more information. This will help make it clear that they should keep their chosen topics secret for their partner to guess in Ex 2D. Ss work individually to write their answers. Make sure their answers don't use the words in the topics. Monitor and help with vocabulary, writing any new words and phrases on the board.

D Read the example with the class, then put Ss in pairs to do the activity as you demonstrated above. Encourage them to ask follow-up questions to find out more information, as in the example. With online classes, remember you can ask Ss to message each other privately, using the chat box. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

E Refer Ss to the Vocabulary Bank on page 138.

VB ▶ page 138 **VOCABULARY BANK** phrasal verbs: communication

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Explain the activity and elicit the first answer as an example. Ss choose the correct words alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ask Ss with dyslexia to cover the conversations they're not focusing on to minimise distractions.

ANSWERS:

- 1 louder
- 2 giving her useful information
- 3 explain something
- 4 talk about a new topic
- 5 start
- 6 return to that topic later
- 7 positive
- 8 explained her ideas clearly

B Ss choose the correct phrasal verbs, then check in pairs. Check answers with the class.

ANSWERS:

- 1 come across
- 2 speak up
- 3 bring up
- 4 get your message across
- 5 move on to
- 6 come back

C Put Ss in pairs to discuss which advice they agree with and why. When they have finished, elicit Ss' ideas and have a brief class discussion.

LISTENING

3 A Put Ss in pairs to come up with ideas. Monitor and offer help where necessary. If you're teaching online, this would be a good opportunity to put Ss in pairs in breakout rooms. When they have finished, elicit Ss' ideas and write them on the board.

B You may want to preteach *stage fright* (= a fear of performing in public). Give Ss a minute or two to read the information and answer the question. Elicit the answer from the class.

ANSWER:

performers

4 A  **3.03** | Read the options with the class so they know what to listen for. Ss listen to the podcast and choose the correct option alone, then check in pairs. Check the answer with the class.

ANSWER:

1

AUDIOSCRIPT 3.03**P = Pauline K = Katherine R = Rufus M = Mahmoud**

- P: We've all been there. You've practised a thousand times. You know your lines and you know how to say them. Yet when the time comes to perform, your legs turn to jelly and you just want to hide in the corner. Stage fright affects even the most experienced performers, and can make or break anyone just starting out. So, how do we cope with it? I'm Pauline Hazany and this week I interviewed a few well-known performers to find out. First up is professional musician, Katherine Sherrell, who I caught up with backstage on the first night of her UK tour.
- P: Katherine, you used to get pretty bad stage fright, didn't you?
- K: Yeah, I did, for years. Every time I had to go on stage, I could hardly stand up I was shaking so much. I just got so nervous. It was awful. And my time on stage seemed to go on forever!
- P: So, what happened? Did things just improve the more you performed?
- K: Well, sort of. It was a couple of things, really. Firstly, I told a friend, a fellow musician, about my nerves, and he said something surprising. He said, it's not about you; it's about the music. He also told me to stop worrying about the audience. You know, they want a great night out; they've paid for their tickets and they're on my side. From that moment, I had a different approach; I was calmer and more relaxed. And it's served me well ever since.
- P: Sounds like good advice. Have you picked up any more tips that could help our listeners?
- K: Something else I do is focus on my posture, how I stand and even how I walk on stage before the gig starts. I remember I've been doing this for years and I imagine I'm ten feet tall and that nothing can stop me!
- P: The second person I spoke to was Rufus Gerrard, a stage actor who's played all kinds of roles from Hamlet to Frodo in the theatre version of *The Lord of the Rings*. I caught up with Rufus during a rehearsal for his new play, Arthur Miller's *The Crucible*.
- P: Rufus, hi.
- R: Hi, Pauline.
- P: Tell us about stage fright.
- R: It's a real problem, even for experienced actors. You feel as if you're going to die of fright. It can hit you at any time and you have to find a way to overcome it.
- P: So how do you cope with it?
- R: In my case, I learnt quite early on in my career that what I needed to do was prepare both physically and mentally. So, physically I started doing stretching exercises for about fifteen minutes before every performance. And mentally I started using visualisation. Basically, I'd imagine myself not in front of a big, scary audience, but in front of my friends and family, people who'd supported me all my life, and I'd see them smiling and clapping. I also tried to erase myself and my ego, so I was no longer Rufus Gerrard acting in front of an audience, but I was the character in the play. It's the character that's important, not me.
- P: And it worked?
- R: Yeah, it made all the difference.
- P: My last interview was with motivational speaker, Mahmoud Jalil. Mahmoud regularly gives presentations to hundreds of people around the world, so he knows a thing or two about how to stay cool under pressure. I met up with him in a café a couple of hours before he was due on stage.
- So, you're on pretty soon, aren't you, Mahmoud?
- M: Er, yeah. I've got about an hour or so before I need to get ready.
- P: So, how are you feeling? Getting nervous yet?
- M: Haha! Not really. I used to get incredibly nervous before giving my talks though. I mean like a total disaster.
- P: So what changed?
- M: Well, it was the build-up beforehand that scared me. I used to spend hours going over the performance in my head. Was everyone going to like it? Would I forget what to say? Every time I had to go on stage, it was like the worst day of my life! And then one day I made a decision to just stop caring so much. I said to myself – what's the worst thing that can happen? That I forget what I'm trying to say? Or the technology breaks down? But if that happens, how much does it matter? Will it be the end of the world if I get lost and have to read my notes? The answer was no. And that was how it all changed for me. I mean, it was so liberating.
- P: So you just needed a change of mindset?
- M: Basically, yeah. What worked for me was approaching the presentation differently. I still get nervous, but I don't spend hours and hours preparing and imagining all the worst things that can happen. Now it's under control.

B 3.03 | Ss answer as many of the questions as they can from what they remember from the podcast, then compare in pairs. Play the recording again for Ss to check their answers, then check answers with the class. With online classes, remember you can use a collaborative document during feedback.

ANSWERS:**1 K 2 R 3 M 4 M 5 R 6 K**

- C** Put Ss in small groups to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

- 5A** Read the rubric and the sentence with the class and elicit the answer.

ANSWER:

more dramatic

- B** Ss identify the examples of hyperbole individually, then compare answers in pairs. Check answers with the class and ask Ss if they do similar things in their language(s).

ANSWERS:

- 1 My time on stage seemed to go on forever!
- 2 Every time I had to go on stage, I could hardly stand up I was shaking so much.
- 3 You feel as if you're going to die of fright.
- 4 I used to get incredibly nervous before giving my talks. I mean like a total disaster.
- 5 Every day I had to go on stage, it was like the worst day of my life!

EXTRA IDEA Drill the phrases in Ex 5B chorally and individually, emphasising the hyperbole in a dramatic or fun way.

GRAMMAR

cleft sentences

- 6A** Ss read the sentences and complete the rules individually, then check in pairs. If you're teaching online, ask pairs of Ss to type their answers in the chat box to compare. Check answers with the class, focusing on how cleft sentences can be used to add emphasis or focus.

ANSWERS:

- 1 what 2 be

- B** The Grammar Bank on page 116 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 116 **GRAMMAR BANK**

Write on the board:

Paul Hazany does a weekly podcast.

It's Pauline Hazany who does a weekly podcast.

Ask Ss what the second sentence emphasises (Pauline Hazany) and what might follow the sentence (e.g. Not Paul Hazany.). Show how each part of the cleft sentence has its own verb.

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of the singular form of *be* after *It* and *What*.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This focuses on the use of cleft sentences. Elicit the first answer as a class, then ask Ss to match the rest of the sentence halves alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could divide the activity into two sets of four sentences to make it easier for Ss with dyslexia to work with.

ANSWERS:

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

- 2** This focuses on the form of cleft sentences. Ss complete the conversation individually, then check in pairs. Check answers with the class. If Ss suggest 'all' for 4, point out that it is possible, but isn't practising cleft sentences and elicit 'what'. Ss could then practise the conversation in pairs.

EXTRA SUPPORT: DYSLEXIA Suggest Ss cover the lines they are not working on to help them focus on the individual gaps.

ANSWERS:

- | | | |
|--------|------|-------|
| 1 What | 2 It | 3 was |
| 4 what | 5 is | 6 's |

- 3** This focuses on the form and use of cleft sentences. Read the example with the class. Ss rewrite the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find the reordering required in this activity difficult. In this case, break the activity down into stages. First, Ss identify the first word of the cleft sentence and write it at the beginning of the line. Next they identify the verb clause that follows it and how they need the second word in the prompt to construct it. Finally, they construct the rest of the sentence.

ANSWERS:

- 2 What you need to do is (to) practise a lot before performing.
- 3 What works for me is taking deep breaths.
- 4 What I like the most is acting in public.
- 5 It's music that I'm studying, not theatre.
- 6 It was the low salary that put me off, not the hours.

PRONUNCIATION

emphatic stress

7 A Put Ss in pairs to identify the stressed words. Ss are likely to identify the content words (which carry meaning). Elicit their answers but don't confirm anything yet.

B  **3.04** | Play the recording for Ss to listen and check, then choose the correct option. Play the recording again if necessary, then check answers with the class.

ANSWERS:

Ex 7A

1 me **2** me **3** friend **4** music

Ex 7B

b

EXTRA SUPPORT With weaker classes, drill the sentences in Ex 7A, to help prepare Ss for Ex 7C.

C Put Ss in pairs to practise completing the sentences orally. Monitor and check Ss are using emphatic stress. When they have finished, ask a few Ss to share some of their completed sentences with the class.

EXTRA SUPPORT With weaker classes, you could give Ss a minute or two to prepare some endings for the sentences first and write them down, before putting them in pairs.

SPEAKING

8 A Focus attention on the grid and read the instructions with the class. Point out that they can start in any square in the first column and need to move across the grid to the other side either in a straight line or diagonally from there, and so will cover five squares in total. Give an example for the first square (e.g. 'Shabu Shabu is a dish that I've never eaten. It's a kind of Japanese stew and although I travelled ...'). You could also encourage Ss to time you to make sure you speak for a full thirty seconds. Give Ss time to plan their ideas and routes across the grid. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in groups to do the activity. Monitor and encourage Ss to use cleft sentences where possible.

EXTRA SUPPORT With weaker classes, allow them to note down or even write their answers before they start

FUTURE SKILLS | Self-management



B Read the Future Skills box with the class, then ask Ss to discuss the questions in the same groups as for Ex 8A. In feedback, elicit some advice from the class in response to question 4.

TO FINISH

Put Ss in pairs and ask them to decide on the three most useful things they learnt this lesson, and how they might use them in the future.

3C Binge-watch

HOW TO ... | use vague language

VOCABULARY | film and TV

PRONUNCIATION | linking and elision

LESSON OVERVIEW

In this lesson, Ss learn functional language for being vague. They also learn vocabulary related to film and TV. The context is a listening in which friends talk about TV shows. This leads into the functional language, where they also practise linking and elision. The lesson ends with a speaking activity where Ss recommend a film or TV show.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Display the sentence halves on your device and make sure the annotate function is on. In feedback, ask Ss to draw lines connecting the sentence halves.
- **Ex 2B:** Put Ss in breakout rooms to discuss the questions.
- **Ex 3B:** Display the list of points on your device and make sure the annotate function is on. In feedback, ask Ss to tick the points mentioned.
- **Ex 6:** Put Ss in breakout rooms to share their recommendations.

Additional Materials

For Teachers:

Presentation Tool Lesson 3C
Photocopiable Activity 3C
Grammar Bank 3C
Mediation Bank 3C

For Students:

Online Practice 3C
Workbook 3C

TO START

Tell the class how you watch TV programmes (on TV, online via a subscription service, on your phone, etc.) e.g. 'I often watch TV shows online on my tablet when I'm cooking in the evening.' Put Ss in small groups to discuss the different ways they watch.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

film and TV

- 1 Check the meaning of *binge-watch* (= watch all or a lot of episodes of a series one straight after another, usually online or on DVDs). Focus attention on the infographic and explain that it shows TV viewing habits. Give Ss time to read it, then put them in pairs to discuss the questions. When they have finished, elicit answers from a few Ss and find out if anyone else in the class does the same.

EXTRA SUPPORT: DYSLEXIA Read the infographic with the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise.

- 2A Put Ss in pairs to match the sentence halves, then discuss the meaning of the words in bold. Check answers with the class. With online classes, remember you can display the sentences halves on your device for Ss to annotate in feedback. Check understanding of the words using checking questions such as 'Is a scene in one place or many places?', 'Do you read or listen to subtitles?'

EXTRA SUPPORT: DYSLEXIA Provide the activity with the sentence beginnings and endings side by side, to make it easier for Ss with dyslexia to work with. Dividing the sentences into two separate sets of corresponding halves will also make it easier for them to manage the information.

ANSWERS:

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

- B Put Ss in groups to discuss the questions. If you're teaching online, put Ss in groups in breakout rooms. When they have finished, ask a few Ss to share their answers with the class.

How to ... use vague language

- 3A Introduce the activity by telling the class about the kind of TV programmes you like e.g. 'I really like crime dramas because the story is usually quite gripping and the acting is good.' Put Ss in pairs to discuss the question, making sure they give reasons. When they have finished, ask a few Ss to share their answers with the class.

B  **3.05** | Read the list of points with the class so they know what to listen for. Ss listen and tick the points mentioned, then check in pairs. Check answers with the class. With online teaching, remember you can display the list in feedback for Ss to tick the points that are mentioned.

ANSWERS:

All the points are mentioned except the soundtrack.

** AUDIOSCRIPT 3.05**

A = Alice S = Sam R = Ravi

- A: Hey, have any of you guys seen *The Queen's Gambit* yet?
- S: Yeah, I have. It's amazing, isn't it? I binge-watched the entire thing in a couple of days!
- R: Really? Wow. It must be good, then. What's it about?
- A: So, it's about a woman, Beth Harmon, who is a chess prodigy.
- R: Chess?
- A: Yeah, but trust me, it's good. Anyway, it's set in the USA around the 1950s and it shows her rise to becoming, like, a world-class chess player, you know, beating all the grand masters and that kind of thing.
- R: Is it a true story?
- S: Hmm ... I don't think so. It's based on a book by Walter Tevis. I'm pretty sure the main character is fictional.
- A: Well, yes but she's kind of based on a real person, Vera Menchik. So, the story is sort of real. It's beautifully written though, isn't it? And she's such an intriguing character.
- S: Yeah, definitely. It really takes us into her world. The acting is fantastic.
- A: Yes, I loved that bit at the end when ... well, I won't spoil it for you, but it's really good. And it's beautiful to watch, too. You know, the costumes and stuff. It's done really well.
- R: Ah, OK. Well, it sounds good. I'll add it to my watch-list.
- A: Yeah, do – it's well worth a watch. What about you, then? Have you binge-watched anything recently?
- R: Me? Yeah, I'm watching a programme called *Big Little Lies* at the moment. It's amazing!
- A: Oh, really? I remember hearing about it, but I don't think I ever watched it. Wasn't it the one about the women, set in California? It's like a murder mystery or something.

S: That's right. Oh, it's brilliant. It's based on a book by ... um ... what's her name? You know, that Australian author ... Liane Moriarty. It tells the story of five young-ish women in California who become involved in this murder investigation. And the acting is brilliant, you know, really powerful. So, every episode is sort of incredibly tense and gripping to watch.

A: Sounds good.

S: It's got a fantastic cast, as well – Nicole Kidman, Reese Witherspoon – and they give these really powerful, realistic performances.

A: Sounds great. Just my kind of thing.

S: Yeah, I think you'd love it. You get really caught up in the drama and that kind of thing, all the plot twists. But it's also visually stunning to watch. Every scene is beautifully shot. It's perfect for a late-night binge-watching session.

A: Brilliant! The show I'm watching at the moment has got about ten seasons, or something like that. But I'm getting through them really quickly, so now I'll have something to watch when I'm finished.

R: Yeah, good to know ...

S: I definitely ...

C  **3.05** | Put Ss in pairs and ask them to discuss what the speakers said about the topics in Ex 3B they spoke about. When they have finished, play the recording again for Ss to listen and check, then check answers with the class.

ANSWERS:**The Queen's Gambit**

the acting: The acting is fantastic.

where it's set: It's set in the USA around the 1950s.

who/what the story is based on: It's based on a book by Walter Tevis. The main character is based on a real person, Vera Menchik.

interesting characters: It's about a woman, Beth Harmon, who is a chess prodigy.

costumes: beautiful costumes

the ending: loved the bit at the end

Big Little Lies

the acting: brilliant, powerful, realistic

the cast: Nicole Kidman and Reese Witherspoon

where it's set: California

who/what the story is based on: It's based on a book by Liane Moriarty.

plot twists: You get caught up in the drama and all the plot twists.

- 4A**  **3.06** | Ss complete the extracts individually. When they are ready, play the recording for Ss to listen and check their answers. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the extracts to the class (or record them before the lesson), indicating where the gaps occur, so learners with dyslexia can listen while they read to help them with the exercise.

ANSWERS:

- | | |
|--------------------------|------------------------|
| 1 around the 1950s | 7 young-ish |
| 2 and that kind of thing | 8 sort of |
| 3 bit | 9 that kind of thing |
| 4 and stuff | 10 about |
| 5 or something | 11 something like that |
| 6 what's her name | |

- B** Focus attention on the sentences and explain that they contain examples of vague language. Read the sentences with the class and elicit which part of each sentence is the vague language. Then put Ss in pairs to discuss the questions. When they have finished, check answers with the class.

ANSWERS:

- Sentence b
- Sentence c
- We can add *-ish*.
- By using *sort of* or *kind of*.
- We can use a phrase like *and that kind of thing* at the end.

EXTRA SUPPORT: TEACHER There are a number of reasons why we use vague language in English. These include when we're not sure about the exact details of something (or they're not important), to be informal (and so build rapport) or just to save time.

- C** Ask Ss to find more examples of vague language for each of the categories 1–5 in Ex 4B in the extracts in Ex 4A, then compare what they've found in pairs. Elicit answers from the class.

ANSWERS:

- Refers to people without saying their name: It's based on a book by um, what's her name?
- Approximate numbers: around the 1950s; about ten seasons
- Changing adjectives to make them more vague: young-ish
- Say something is similar, but not exactly the same: Every episode is sort of incredibly tense; It's like a murder mystery or something
- Avoiding giving a long list: and that kind of thing; the costumes and stuff

- D** The Grammar Bank on page 117 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 117 **GRAMMAR BANK**

GB

This focuses on the form and use of functional language for being vague when referring to a range of things and people. Read the notes with the class or give them a few minutes to read them alone then ask any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Elicit the first answer as an example. Ss complete the statements alone, then check in pairs. Check answers with the class.

ANSWERS:

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

- 2** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this type of exercise difficult. In this case, provide two options for each sentence (the correct one and a distractor).

ANSWERS:

- | | | |
|-------------|--------|------------|
| 1 stuff | 2 so | 3 sort |
| 4 of | 5 bit | 6 four-ish |
| 7 something | 8 name | |

PRONUNCIATION

linking and elision

- 5A**  **3.07** | Draw attention to the sentences and explain that the linking between words is shown. Read the questions with the class, then play the recording for Ss to listen and answer. Check answers with the class.

ANSWERS:

- a** based on, on a, sort of, caught up, kind of, got about, seasons or
b get caught, that kind, of thing, like that

- B** Ss practise saying the sentences. Monitor and check how they link the words and correct where necessary.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences on their devices, then compare them with the recording.

SPEAKING

- 6** Read the example with the class, then put Ss in small groups (in breakout rooms in online classes) to give recommendations and ask questions about them. In feedback, ask a member from each group to share a recommendation with the class.

EXTRA: HOW TO ... Ask Ss to repeat Ex 6 in new groups, but recommend a book or game they've enjoyed rather than a film or TV programme.

TO FINISH

Put Ss in pairs to discuss a film or TV programme from their country/ies that they enjoyed when they were children.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

► page 148 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 188

3D BBC Street Interviews

Music lover?

GRAMMAR | *do* and *did* for emphasis

SPEAKING | a music questionnaire

WRITING | a forum comment

LESSON OVERVIEW

In this lesson, Ss learn how to discuss music they like. In order to do this, they learn how to use *do* and *did* for emphasis. The context is a series of BBC street interviews where people discuss the type of music they like. Ss then do a speaking activity where they discuss music they like in small groups. The lesson ends with a writing activity where Ss write a forum comment.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4B:** Put Ss in breakout rooms to answer the questionnaire.

Additional Materials**For Teachers:**

Presentation Tool Lesson 3D
Online Digital Resources
Grammar Bank 3D
Writing Bank 3D
Videoscript 3D: BBC Street Interviews

For Students:

Online Practice 3D
Workbook 3D

TO START

Prepare a playlist of songs that represent each of the genres in Ex 1. Put Ss in groups, then play the first few seconds of each track. Award each group one point if they correctly name the genre (adding any useful language to the board). Award a bonus point for any group that can name the song or artist. The group with the most points wins.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1** Go through the types of music in the box and check understanding (you could elicit a famous artist for each genre). Put Ss in small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

EXTRA IDEA: DIGITAL Ask Ss to share clips from songs they like as an extension to feedback to Ex 1.

VIEW

- 2A** ▶ Read the questions in the programme information box with the class. Explain that they're going to watch street interviews with people answering the questions. Draw attention to the photos of the people in the video. They can use these to keep track of who's who. Tell them also that in Ex 2B the names of the speakers are given in the order they appear. Read the questions in Ex 2A with the class so they know what to listen for, then play the video. Ss answer the questions then check in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

Kaelan – jazz; Roisin – hip hop, rap; Ryan – rock; Aslan – film scores, hip hop, rock; Oby – rap; Leanne – soft rock; Sophia – (contemporary) R&B, rap; Lucy – hip hop

All the speakers say that music is really or very important to them, except Leanne ('Erm, yeah, quite important').

- B** ▶ Give Ss a minute to read the options so they know what to listen for, then play the first part of the video again for Ss to match the people with what they say, then check in pairs. Play the first part of the video again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give them two names for each statement (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

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

- C** ▶ Read the statements with the class, then play the second part of the video again for Ss to decide if they are true or false. Put Ss in pairs to check answers, then play the second part of the video again if necessary. Check answers with the class and elicit why the false statements are false.

ANSWERS:

- 1 T
- 2 T
- 3 F – He's always listening to music when walking around – it's the 'soundtrack to [his] life'.
- 4 F – There are certain types of work where he doesn't, where he feels he can't listen to music (e.g. anything technical).
- 5 T
- 6 T
- 7 T
- 8 F – She says she doesn't go to festivals.

- D** Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss for their views and find out if others agree.

GRAMMAR

do and did for emphasis

- 3A** Put Ss in pairs to read the extracts and answer the question. When they have finished, check the answer with the class.

ANSWER:

to emphasise their statements

- B** The Grammar Bank on page 118 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 118 **GRAMMAR BANK**

This focuses on the form and use of *do* and *did* for emphasis. Go through the notes with the class or give them time to read them and ask you any questions they have. Check understanding.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss choose the correct options individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-------------|-------------|--------|
| 1 don't, do | 2 do | 3 does |
| 4 did | 5 do, don't | 6 do |
| 7 did | 8 did | |

- 2** Elicit the first answer as an example, then ask Ss to complete the rest of the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the items they're not working on in order to avoid distractions.

ANSWERS:

- | | | |
|-----------------|--------------|-------------|
| 1 did | 2 don't, did | 3 does |
| 4 Don't | 5 do | 6 don't, do |
| 7 doesn't, does | 8 did | |

SPEAKING**a music questionnaire**

- 4A** Ss read the questionnaire and make notes on their answers individually. Monitor and offer help where necessary.

EXTRA SUPPORT: DYSLEXIA You could pair Ss with dyslexia with a partner who can read the questions with them as they go through the questionnaire.

- B** Go through the Key phrases with the class and check understanding by eliciting how each sentence could be finished. Put Ss in small groups (in breakout rooms for online classes) to ask and answer the questions in the questionnaire. Monitor and check Ss are using *do* and *did* for emphasis correctly, where appropriate. When they have finished, ask a few Ss to share anything interesting they found out with the class.

WRITING**a forum comment**

- 5A** Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

- B** Refer Ss to the Writing Bank on page 105.

▶ page 105 **WRITING BANK**

- 1A** Put Ss in pairs to read the main post and comments then discuss whose opinion they agree with and why. Monitor and offer help where necessary.

EXTRA SUPPORT: DYSLEXIA Read the main post and comments to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the exercises.

- B** Ss read and categorise the highlighted phrases alone, then check in pairs. Check answers with the class and write them on the board in the correct categories so that Ss can refer back to them easily in Ex 1C.

EXTRA SUPPORT: DYSLEXIA Advise learners with dyslexia to cover everything except the highlighted phrase they are identifying and categorising.

ANSWERS:

A general opinion: I think that, I don't think, I'd say

An opinion that the writer feels very sure about: one thing I know is that, I do enjoy, it's definitely not, One thing is for certain, I do think

- C** Ss write their forum comments individually. Monitor and offer help where necessary and encourage them to use the opinion phrases. If they ask for guidance on length, you could suggest they write 50–60 words. When they have finished, put Ss in pairs to swap comments and read them.

EXTRA IDEA: DIGITAL Ask Ss to upload their comments to an online class forum and encourage them to read each other's and comment further on them.

TO FINISH

Put Ss in pairs and ask them to use their devices to play a song or piece of music to each other that they like and say why they like it.

WB

3 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Use a collaborative document for Ss to write their answers and check they've formed them correctly.
- **Ex 2B:** Put Ss in breakout rooms to take turns saying the sentences.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 3 (Grammar: relative clauses, cleft sentences, *do* and *did* for emphasis; Vocabulary: festivals, the environment, phrasal verbs: performing, phrasal verbs: communication, film and TV; How to ... use vague language). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

relative clauses

- 1 A** With weaker classes, elicit the first answer as an example. Ss complete the sentences alone, then check in pairs. If you are teaching online, you could use a collaborative document for Ss to write and check their answers. Check answers with the class, including the commas in sentence 5 (but don't identify this as a non-defining relative clause yet).

ANSWERS:

- 1 (who/that) I met yesterday was
- 2 (which/that) he wrote his books with / with which he wrote his books
- 3 whose father predicted the
- 4 when the first event took
- 5 , who is Lia's boyfriend, is
- 6 (which/that) he is famous for

- B** Ss answer the questions about the sentences individually, then check in pairs. Check answers with the class. If necessary, highlight that the pronoun can't be omitted from the formal version of sentence 2. Also, if Ss ask, 'when' can be omitted from sentence 4 because it is preceded by 'the year', but this is not covered in the Grammar Bank.

ANSWERS:

Non-defining: sentence 5

Relative pronoun can be omitted: sentences 1, 2 and 6

- C** Read the example with the class, then put Ss in pairs to take turns defining the things in the box for their partner to guess. When they have finished, ask a few Ss to give definitions for the class to guess.

EXTRA: ALTERNATIVE IDEA Put Ss in groups of at least four, with two teams in each group. Ss then do the activity as a competition, taking turns to define something for the other team to guess. If they guess correctly, they get a point. The team with the most points at the end wins.

cleft sentences

2A Ss order the words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find ordering activities like this difficult. In this case, give Ss the sentences in two halves and ask them to match them. Accept any answers which make sense grammatically and logically, as some sentence beginnings may match with more than one ending.

ANSWERS:

- 1 What we like about New Zealand is the scenery.
- 2 The thing that I'm nervous about is my exam.
- 3 It was on Monday that she was due to arrive.
- 4 What I find difficult is learning things by heart.
- 5 The person who taught me was my grandmother.
- 6 The thing she's passionate about is the location.

B Demonstrate the activity by giving some examples about yourself, e.g. 'It was my dad who taught me how to ride a bike.' Put Ss in pairs to take turns completing the sentences orally about themselves (for online teaching, use breakout rooms). When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY

3A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-------------|--------------|-----------|
| 1 off | 2 atmosphere | 3 line-up |
| 4 across | 5 based on | 6 up with |
| 7 subtitles | 8 across | |

B Put Ss in pairs to discuss which of the sentences in Ex 3A are true for them. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA CHALLENGE As well as saying which sentences are true for them, Ss could also change the other sentences so that they're true.

4A This activity reviews both the grammar and vocabulary of Unit 3. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the story to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for the gap-fill exercise in Ex 4A. You can also make this activity simpler for dyslexic learners by breaking up the text and providing the options after each chunk of text.

B  **R3.01** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

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

TO FINISH

Describe the last performance you attended to the class, e.g. 'Last month I went to a comedy club and saw three comedians. Two were OK, but the last one was so funny she had me in tears!' Ask Ss to describe the last performance they went to in small groups.

4 lifestyle

Global Scale of English **LEARNING OBJECTIVES**

4A Making changes

- **READING** | Read an article about healthy lifestyle choices: health and lifestyle; illness and treatment
- Discuss your future lifestyle: future continuous and future perfect
- **Pronunciation**: connected speech: future perfect

GSE INFORMATION

READING

63 Can make inferences about the attitudes and feelings of characters based on evidence in the text.

VOCABULARY

59–75 Can use language related to wellness and illness.

59–75 Can use language related to diet and nutrition.

GRAMMAR

60 Can use the future continuous with reference to actions in progress at a specific time in the future.

65 Can use the future perfect with reference to actions to be completed by a specific time in the future.

SPEAKING

65 Can describe goals using a range of expressions.

4B Sleep

- **LISTENING** | Understand a radio programme about sleep: sleep
- Discuss sleep: passives
- **Pronunciation**: sentence stress: content and function words
- Write an article about sleep

GSE INFORMATION

VOCABULARY

59–75 Can use language related to everyday activities.

LISTENING

65 Can understand most of a radio programme aimed at a general audience.

GRAMMAR

59 Can describe beliefs and opinions using verbs of judgement and evaluation in the passive.

61 Can describe past beliefs and opinions using 'it was' + passive forms of verbs of judgement and evaluation.

SPEAKING

60 Can bring relevant personal experiences into a conversation to illustrate a point.

60 Can justify and sustain views clearly by providing relevant explanations and arguments.

WRITING

62 Can present additional ideas using a range of linking words and phrases.

4C Keep moving

- **HOW TO ...** | express agreement and disagreement: exercise; sport: motivation and benefits
- **Pronunciation**: stress in phrases for partial agreement

GSE INFORMATION

VOCABULARY

59–75 Can use language related to fitness and training.

HOW TO ...

61 Can show degrees of agreement using a range of language.

64 Can understand the advantages and disadvantages of different options during a discussion.

SPEAKING

61 Can show degrees of agreement using a range of language.

63 Can develop an argument giving reasons in support of or against a particular point of view.

4D Ancient traditions

- **BBC PROGRAMME** | Understand a documentary about beekeeping: phrases related to time
- Talk about traditional vs. modern lifestyles
- Write a cause-and-effect essay

GSE INFORMATION

VIEW

61 Can follow changes of topic in factual TV news items and form an idea of the main content.

VOCABULARY

59–75 Can use language related to duration.

SPEAKING

64 Can compare and contrast situations in some detail and speculate about the reasons for the current situation.

61 Can make statements about appearance using 'seem/appear' (+ 'like/that') with complement clauses.

WRITING

60 Can clearly signal cause and effect relationships in a structured text.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 4A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Tell the class they're going to watch people talking about changes they can make to improve their health. Read the question and instructions for part 1 in the programme information box with the class. Ss watch and note down the changes the speakers mention. Check answers with the class. Then put Ss in pairs to do part 2, in which they discuss what change they could make to improve their health.

ANSWERS:

- 1 Speaker 1: go out more often, do more fitness outside, go out on their bike more
- Speaker 2: get more sleep
- Speaker 3: eating habits
- Speaker 4: take more exercise and perhaps go to the gym
- Speaker 5: do more exercise every day
- Speaker 6: drink more water

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 4
Online Digital Resources
Videoscript Unit 4 Opener: BBC Vlogs

4A Making changes

GRAMMAR | future continuous and future perfect

VOCABULARY | health and lifestyle; illness and treatment

PRONUNCIATION | connected speech: future perfect

LESSON OVERVIEW

In this lesson, Ss learn to describe their future lives. In order to do this, they learn vocabulary related to health and lifestyle and illness and treatment. They also learn the future continuous and future perfect. The context is an article where Ss read about three people who changed their lifestyle. This leads into the grammar, where Ss also practise connected speech in the future perfect. The lesson ends with a speaking activity where Ss practise speaking about their future lives in pairs.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **To start:** Ask Ss to type their ideas into a collaborative document set up with separate sections for the two categories.
- **Ex 1C:** In feedback, display the reading text on your device with the annotate function on. Use this to highlight the words and phrases that give the answers.
- **Ex 4A:** Type the sentences into a collaborative document or display them on your device and share your screen. Make sure your settings allow for annotations and invite Ss to draw the linking in the sentences.
- **Ex 5C:** Put Ss in breakout rooms to discuss their future lives. Move around the breakout rooms to monitor their conversations and offer help where necessary.

Additional Materials

For Teachers:

Presentation Tool Lesson 4A
Photocopiable Activities 4A
Grammar Bank 4A
Vocabulary Bank 4A

For Students:

Online Practice 4A
Workbook 4A

TO START

Divide the board into two sections. At the top of one write *healthy habits* and at the top of the other write *unhealthy habits*. Put Ss in pairs to make two lists and set a time limit of two minutes. When they have finished, ask Ss to come to the board to write their ideas and find out if others agree. If you're teaching online, Ss could type their ideas into a collaborative document.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

1 A Arrange Ss in small groups to discuss the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit answers from a few Ss and have a brief class discussion.

B You may want to check the meaning of *a turning point (in life)* (= a time when an important change begins to happen). Read the questions with the class so they know what to look for. Set a time limit of four minutes for Ss to read the text quickly and answer the questions. Explain that Ss will have a chance to read the text again more carefully afterwards. Ss read the text and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

The thinker

- 1 began a university degree in sociology, started learning French
- 2 retired from his job and wanted to keep mentally active
- 3 possibly working as a volunteer, or travelling around France

The bather

- 1 started doing exercise in a gym, then started wild swimming
- 2 was in a high-stress job and realised she wasn't healthy
- 3 swimming in exciting places around the world, maybe giving up her job and earning money as a wild-swimming influencer

The eater

- 1 started eating more healthy foods
- 2 didn't have much energy and started to get minor health problems
- 3 give up meat, transform his garden into a mini farm, grow his own fruit and vegetables

C Elicit the first answer as an example and explain to Ss that the ideas are paraphrased in the article, so they need to think carefully about the meaning behind the words. Ss read the text again and choose the correct options, then check in pairs. In feedback, encourage Ss to identify which parts of the text gave them the answers (i.e. what has been paraphrased, any synonyms, etc., see answers). If you're teaching online, you could use the annotate function to highlight words and phrases in the text during this stage.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can listen to the recording again as they read, pausing where they need to, and covering the parts of the text they're not working on to help them focus.

ANSWERS:

- 1 b – He uses the word 'luckily', which implies he is pleased.
- 2 a – She says it is one of her dreams, which suggests she is excited about the idea.
- 3 b – He says he finds it strange that it took him so long to realise his diet was unhealthy, which implies he is surprised that he didn't realise sooner.

D Ss discuss the questions in small groups. When they have finished, elicit answers from a few Ss and have a brief class discussion.

VOCABULARY

health and lifestyle

2 A Explain that the phrases in the box are also in bold in the article in Ex 1 (though in the correct form according to the context) so Ss can use the context to help them. Ss complete the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This activity might be difficult for dyslexic learners, due to the layout and number of options in the box. In this case, provide the phrases in a vertical list printed on a separate piece of paper. Ss can then hold this next to the exercise and move it up and down to help them match the phrases with the correct sentences. You could also divide the sentences into two sets and provide the options for each set separately to reduce the amount of information Ss need to process at a time.

EXTRA CHALLENGE Put Ss in pairs and ask them to cover the words in the box and guess what the missing phrase in each sentence might be. When they have finished, elicit their ideas but don't give any answers yet. Ss can then uncover the box and complete the exercise.

ANSWERS:

- 2 do a sedentary job
- 3 vary my diet
- 4 expand your horizons
- 5 stay in shape
- 6 cut down on
- 7 transform my lifestyle
- 8 work long hours
- 9 keep mentally active
- 10 keep up my progress

B Put Ss in pairs to discuss whether the sentences are true for them and give their reasons. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA IDEA Ask Ss to change the sentences which aren't true for them so that they are, then share them in pairs.

C Refer Ss to the Vocabulary Bank on page 138.

VB ▶ page 138 **VOCABULARY BANK** illness and treatment

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

EXTRA IDEA To introduce the topic, divide the board into two sections and write *illness* at the top of one section (and the example *flu* below it) and *treatment* at the top of the other (and the example *aspirin* below it). Elicit different illnesses and treatments from the class and write them on the board. Focus attention on Ex 1A and check to see if any of the illnesses and treatments they came up with are there.

1 A Read the examples with the class, highlighting the different categories of *illness* and *treatment*, then ask Ss to complete the rest of the sentences in small groups. Check answers with the class.

ANSWERS:

- | | |
|-------------------------|----------------------|
| 1 <i>asthma</i> | 5 <i>antibiotics</i> |
| 2 <i>food poisoning</i> | 6 <i>vaccine</i> |
| 3 <i>run-down</i> | 7 <i>first aid</i> |
| 4 <i>allergies</i> | 8 <i>medication</i> |

B Ss discuss the questions in small groups, these could be the same groups as for Ex 1A or different. When they have finished, ask a few Ss to share their answers with the class if they feel comfortable doing so.

GRAMMAR**future continuous and future perfect**

3 A Read the sentences and questions with the class. Ss answer the questions, then check in pairs. Check answers as a class.

ANSWERS:

- 1 Sentences a and b 2 Sentences c and d

B The Grammar Bank on page 119 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 119 **GRAMMAR BANK**

This focuses on both the form and use of the future continuous and future perfect. Write on the board: *6 p.m. to 7.30 p.m.: train to Edinburgh*. Tell the class this is your diary entry for tomorrow and ask: 'What am I doing?' (going to Edinburgh by train), 'What time does the train leave?' (6 p.m.), 'What time does it get there?' (7.30 p.m.), 'Where will I be at 6.30 p.m.?' and elicit the sentence: 'At 6.30 p.m. tomorrow, you'll be sitting on the train.' and the name of the tense (future continuous).

Ask 'What time do I arrive in Edinburgh?' (7.30 p.m.). Explain that you've arranged to meet some friends at about 7.45 p.m. as sometimes the train can be a bit late.

Write on the board: *Hopefully, by 7.45 p.m. ...* and elicit the rest of the sentence: 'I'll have arrived in Edinburgh' and ask: 'Do we know when exactly I'll arrive?' (no) and elicit the name of the tense (future perfect).

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how the tenses are formed and the use of other modals, and refer them back to the sentences on the board to remind them of the tense used for each.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- GB 1** This exercise focuses on the difference in meaning between the two forms. Ss choose the correct verb forms alone then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------------|-----------------|
| 1 be sleeping | 4 be thinking |
| 2 have finished | 5 have spoken |
| 3 be waiting | 6 be travelling |

- 2** This exercise focuses on the structure and use of the two forms. Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone, then check answers in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so).

ANSWERS:

- | | |
|-------------------|---------------------|
| 1 will have ended | 4 Will you be using |
| 2 'll be living | 5 won't have opened |
| 3 won't be doing | 6 will be playing |

- 3** Focus attention on the first piece of information and elicit the first two answers as an example. Ss complete the rest of the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|--------------------|-------------------|
| 1 'll be waiting | 4 'll have had |
| 2 'll have arrived | 5 'll have met |
| 3 'll be sleeping | 6 'll be visiting |

PRONUNCIATION

connected speech: future perfect

- 4A**  **4.01** | Play the recording for Ss to listen and complete the sentences. Elicit the answers and write the sentences on the board. Play the recording again for Ss to listen and mark the linking and to identify whether the strong or weak form of *have* is used. Check answers with the class and add the linking to the sentences on the board. For online classes, remember you can display the sentences for Ss to mark the linking. Drill the sentences with the class or play the recording once more for Ss to listen and repeat. You could also drill the forms with the pronouns here, i.e. *I'll have* /aɪjləv/, *she'll have* /ʃi:ləv/, *he'll have* /hi:ləv/, etc.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time difficult. In this case, provide Ss with the completed sentences (i.e. skip the first step above) and have them listen only for the linking and to identify whether the strong or weak form of *have* is used.

ANSWERS AND AUDIOSCRIPT:

- 1 This time next year, I'll have graduated from university.
- 2 I hope we'll have cut down on junk food by then.
- 3 When you next see me, I'll have started working out.
- 4 I hope you'll have found a new job by the summer.
We use the weak form of *have* /əv/.

EXTRA IDEA: DIGITAL Ss can record themselves saying the sentences in Ex 4A on their devices, then compare with the recording.

- B** Start by telling the class your own endings to the sentences, e.g. 'By the end of today, I'll have taught three classes.', 'I run five miles every morning before work, so, by next weekend, I'll have run twenty miles.', etc. Ss complete the sentences individually, then read them out in pairs. Encourage Ss to ask each other follow-up questions to find out more information. Monitor while they are speaking and check they're using the weak form of *have*. When they have finished, ask a few Ss to share something interesting they found out from their partner with the class.

SPEAKING

- 5A** Give Ss plenty of time to think about their future and make notes on two of the topics. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

FUTURE SKILLS | Communication



- B** Read the Future Skills box with the class, then ask Ss to look back at their notes from Ex 5A and add examples and reasons where they can.
- C** Read the example with the class, then put Ss in pairs (in breakout rooms with online classes) to take turns to share their information and ask questions. Monitor and encourage Ss to add examples and reasons to their plans. When they have finished, ask a few Ss to share anything interesting they found out with the class.

TO FINISH

Put Ss in pairs and ask them to imagine it's ten years into the future. Ask Ss to discuss what they think they will have achieved and what they will be doing. Give your own example, e.g. 'If I'm lucky, I'll have moved to the countryside and will be living in a small cottage by a stream where I can go fishing.'

4B Sleep

GRAMMAR | passives

VOCABULARY | sleep

PRONUNCIATION | sentence stress: content and function words

LESSON OVERVIEW

In this lesson, Ss talk about sleep. In order to do this, they learn vocabulary related to sleep by doing a quiz. They also learn/review passives. The context is a listening where they listen to an authentic BBC Radio programme about the science of sleep. This leads into the grammar, where Ss also practise sentence stress. They then do a speaking activity where they discuss myths about sleep in small groups. The lesson ends with a writing activity where Ss write an article about how to sleep well.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Ask Ss to type their answers in the chat box so they can compare.
- **Exs 2B and 2C:** Ask Ss to mute themselves (or you can mute them) while listening to the conversation to avoid any unnecessary distractions.
- **Exs 4A and 4C:** Display the sentences on your device with the annotate function on. Nominate a student to highlight the stressed words and ask if others agree.
- **Ex 7D:** Ask Ss to email their article to a partner for them to read.

Additional Materials

For Teachers:

Presentation Tool Lesson 4B

Photocopiable Activities 4B

Grammar Bank 4B

For Students:

Online Practice 4B

Workbook 4B

TO START

Ask Ss to imagine they have a friend who has trouble getting to sleep. Put Ss in pairs to come up with ideas as to how they can help them sleep. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree. Write any new words and phrases which arise from the activity on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

sleep

- 1 A** Start by telling the class your own answers to the questions, e.g. 'I didn't get much sleep last night because I had to work late and I found it difficult to switch off. I usually sleep well, though, for around eight hours.' Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss.
- B** Tell Ss they're going to do a quiz about how well they sleep, but will first work on some vocabulary. Ask Ss to read the quiz, complete the sentences with the words and phrases in bold, then check answers in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, where Ss need to first find and then choose from lots of options, can be difficult for Ss with dyslexia. You could separate the quiz into chunks and put the two or three sentences that relate to the two or three vocabulary items in bold in that section after each one. That way Ss have fewer options to choose from and can still use the context of the quiz questions to help them. As they read, covering the parts they are not working on will also help them to focus.

ANSWERS:

- | | |
|------------------------------------|----------------------------|
| 1 drop off | 6 snore |
| 2 nap | 7 nightmare |
| 3 insomniac | 8 have a lie-in |
| 4 exhausted | 9 keep (them) awake |
| 5 heavy sleeper, deep sleep | 10 oversleep |

EXTRA CHALLENGE After feedback on Ex 1B, put Ss in pairs and ask one student to close their book. Their partner reads out the sentences in Ex 1B in random order to test them. After testing a few items, Ss swap roles and repeat.

- C** Put Ss in pairs to ask and answer the quiz questions. When they have finished, ask a few pairs what they have in common in terms of their sleep habits.

LISTENING

2A Focus attention on the image and elicit what Ss can see. Ask Ss to read the BBC Radio programme information, then put them in small groups to discuss the questions. In feedback, elicit Ss' ideas and find out if others agree. With online classes, remember Ss can type their answers in the chat box to compare.

POSSIBLE ANSWERS:

- 1 about 6–7 hours
- 2 for the body and brain to rest; for the body to heal/restore its strength/energy; to force the body and brain to (partly) switch off and recharge similar to an electronic device; to allow the brain to organise the memories from the day
It's not a waste of time.

B  **4.02** | Read the topics with the class so they know what to listen for. Explain that the recording is an authentic BBC Radio programme so not to worry if they don't understand every word. With online classes, remind Ss to mute themselves while listening in this exercise and the next. Play the recording for Ss to order the topics.

EXTRA SUPPORT: TEACHER Since the recording is authentic, it may be more challenging for Ss than usual as it hasn't been graded to the level. Instead, the tasks have been graded to make them slightly easier. It's worth reassuring Ss that they don't need to understand every word in order to complete the activities. Grading the tasks (and not the text) like this provides useful preparation for when Ss listen to English outside class.

ANSWERS:

The correct order is c, b, d, a.

AUDIOSCRIPT 4.02

P = Presenter M = Matthew TV P = TV Presenter

- P: Matthew Walker researches how you spend around a third of your life.
- M: I'm a sleep scientist.
- P: Actually, one of the world's leading sleep scientists. At the root of sleep science lies a puzzle. All these hours lying down, eyes shut. Why? Why do we sleep? It's not just that it seems a monumental waste of time.
- M: Sleep actually seems to be the most idiotic of all things that human beings could do because when you're asleep, you're not finding a mate, you're not reproducing, you're not caring for your young, you're not finding food, and in fact, it's been suggested that if sleep doesn't serve an absolutely vital function, then it's the biggest mistake the evolutionary process has ever made.

- P: Managing eight hours' shut-eye is for me just a dream. And it turns out I'm not alone. There's evidence that in many parts of the developed world, we're sleeping less and less. A poll in 1942 found Americans were sleeping eight hours a night.
- M: Now, on a recent National Sleep Foundation survey, what they found was that the average adult in America was down to sleeping six hours and thirty-one minutes a night. In the United Kingdom it was six hours and forty-nine minutes. Japan perhaps the worst down to six hours and twenty-two minutes.
- P: Only ten percent of Japanese adults, according to this survey, were getting eight hours or more.
- TV P: Good morning, this is Diana Speed welcoming you to the network and reminding you that if you've forgotten that the clocks went forward last night so the time is now twenty past five on Sunday the twenty-ninth of March ...
- P: Researchers have studied what happens in countries after clocks are adjusted in spring and autumn.
- M: What they found was that in the spring, when we lose one hour of sleep, there was a twenty-four percent relative increase in heart attacks the following day, whilst in the autumn, in the fall, when we gain an hour of sleep, there was actually a twenty-one percent reduction in relative heart attack rates.
- P: When the clocks go forward and we lose an hour's sleep, there are also more hospital admissions and more car accidents.
- It also turns out that during sleep, we're able to reorganise information in the brain rather as though we were putting together the components of an IKEA furniture pack. And when we wake up, 'Eureka!' Every language has a variation of the English phrase 'sleep on it', 'sleep on the problem', 'Dormici su, ... la nuit porte conseil,' ...
- M: Yeah, I think there's probably a reason that no-one has ever told you to stay awake on a problem.

C  **4.02** | Put Ss in pairs to answer the questions from memory. When they are ready, play the recording again for them to check their answers. Check answers with the class.

EXTRA SUPPORT Alternatively, with weaker classes, read the questions with the class so they know what to listen for, then play the recording again for Ss to answer them.

ANSWERS:

- 1 Because when people are asleep they're not finding a mate, reproducing, caring for their young or finding food.
- 2 In the 1940s in America the average adult slept for around eight hours. Now it is six hours and thirty-one minutes.
- 3 When the clocks change and people lose an hour's sleep, they are more likely to suffer a heart attack, be admitted to hospital or be involved in an accident. When people have an extra hour's sleep, they are less likely to suffer a heart attack.
- 4 When we sleep, our brain is able to reorganise information. This means it can work on problem-solving, so that when we wake up, we have the answer.

D Put Ss in groups to discuss the questions. When they have finished, nominate a student from each group to share their answers with the class.

GRAMMAR**passives**

3A  **4.03** | Read the extract with the class and elicit Ss' ideas as to what's missing, but don't give the answer yet. Play the recording for Ss to listen and complete the sentence. Check the answer with the class and write it on the board.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time difficult. In this case, provide Ss with the completed sentence and ask them to highlight the phrase that is missing in Ex 3A. Then move on to Ex 3B.

ANSWER:

It's (It has) been suggested that

B Ss read the sentences and complete the rule alone, then check in pairs. Check the answer with the class.

ANSWER:

general ideas or beliefs

C The Grammar Bank on page 120 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB  page 120 **GRAMMAR BANK**

The first section here provides general revision of passives, which is a grammar point Ss will probably have encountered before, so there's no need to spend too much time on this unless you think your Ss need it. However, it's worth making sure they're comfortable with the structure for general beliefs and opinions presented here (*It is + thought/expected/believed/reported + that + clause*), along with its past variations, as this is the new element covered at this level. Go through the notes or ask Ss to read them alone and check understanding.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 Elicit the first answer as an example. Ss order the words alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find ordering activities like this difficult. In this case, give them the sentences with only the passive structure gapped and the verb in the infinitive and ask them to complete the sentences. You would need to indicate which tense they should use or simply accept any correct form that makes sense.

ANSWERS:

- 1 It has been reported that thirty percent of the population
- 2 It is thought that most people need
- 3 It is expected that if you get too little sleep
- 4 It is believed that in the 1800s
- 5 It has been suggested that the company
- 6 Last week it was reported that children
- 7 In Ancient Egypt it was believed that
- 8 It is reported that a large proportion

2 Elicit the first answer as an example. Ask Ss to complete the rest of the article individually, then check answers in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where the gaps occur, so Ss with dyslexia can listen while they read and to help prepare them for the exercise.

ANSWERS:

- 1 It is thought
- 2 it was believed
- 3 it is, expected
- 4 It has been reported / was reported
- 5 It is thought
- 6 it has been reported / was reported
- 7 it is believed
- 8 it is expected
- 9 it is considered

PRONUNCIATION

sentence stress: content and function words

- 4A**  **4.04** | Write the sentence on the board, then play the recording for Ss to listen and underline the stressed words. Play the recording again for Ss to listen and check their answer. Check the answer with the class and underline the stressed words in the sentence on the board. If you're teaching online, you could display the sentences in this exercise and Ex 4C with the annotate function on for a nominated student to highlight the stressed words to see if others agree.

ANSWER:

It's believed that most people need eight hours' sleep.

- B** Discuss the questions as a class. You can explain that this is good news for Ss when listening, because the content words are louder and clearer and so easier to hear.

EXTRA SUPPORT You can demonstrate sentence stress by writing the following on the board:
 _____ amount _____ sleep _____ get affects _____ health.

Ask Ss to guess the missing words (they should be able to, more or less). Then write on the board:

The of we our

and ask if these words carry any meaning (no).

ANSWERS:

Content words are stressed as these are the most important for meaning.

- C**  **4.05** | Put Ss in pairs to discuss which words they think will be stressed, then play the recording for them to check. Check answers with the class.

ANSWERS:

- 1 It's expected that as we get older, we need less sleep.
- 2 It has been suggested that our use of technology affects our sleep.
- 3 It was thought a hot drink would help you to sleep better.
- 4 It's believed that if we sleep less, we can be more productive.

- 5** Put Ss in pairs and direct them to the relevant pages. Give them time to read their instructions and answer any questions they have. Give them enough time to think of and write their sentences and monitor and check they're using passive structures correctly. Make sure when they share their sentences that they read them out in random order. When they have finished, ask Ss if they guessed the false beliefs correctly.

SPEAKING

- 6A** You may want to check the meaning of *myth* (= an idea that many people believe but which is not true). Read the statements with the class and check understanding. Read the example, then put Ss in groups to discuss if the statements are true or if they are myths. Encourage them to give reasons and refer to their own experience where possible. When they have finished, find out by a show of hands which statements Ss think are true and which are myths, but don't give any answers yet.

- B** Ask Ss to turn to page 142 to check their ideas.

WRITING

an article

- 7A** Give Ss time to read the article, then put them in pairs to discuss the questions. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so learners with dyslexia can listen while they read.

ANSWERS:

- 1 Main argument: People in the developed world are not getting enough sleep and are suffering health problems as a result.
Students' own answers
- 2 Reasons:
 - Modern work expectations since consumers expect information, entertainment and food to be available 24 hours a day
 - 24/7 culture means that people stay awake longer (as they have information, entertainment and food)
 - People working to provide information, entertainment and food also need to work longer hours or night shifts to meet demand
 - Fast-paced, competitive businesses expect employees to work long hours
 - People work long hours in order to progress their career
 - Increased pressure at work can result in stress and burnout.

EXTRA CHALLENGE Ask Ss to suggest other reasons why people in the developed world might sleep less.

- B** Focus attention on the linking words in bold, then elicit any others Ss can think of and write them on the board, feeding in ideas from the possible answers if necessary.

POSSIBLE ANSWERS:

What is more ...; Besides (this), ...; ...; too; Apart from ...; Additionally, ...

- C** Ss rewrite the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Restructuring the sentences may pose a challenge for Ss with dyslexia. In this case, you could present the sentences in their restructured form, leaving gaps for the linking words and phrases and giving two options to choose from for completing each sentence.

ANSWERS:

- 1** It has been suggested that people don't sleep well because not only do they consume more caffeine than in the past, but they also spend a lot of time on screens.
- 2** Many people sleep fewer than six hours a night and always feel tired. Furthermore, they are more likely to develop health problems.
- 3** One problem is that people are required to travel long distances to get to work. In addition to this, people are working longer hours than before.
- 4** As well as increasing your risk of heart attacks, lack of sleep also means you are more likely to be in an accident.

- D** Before Ss start writing, discuss as a class ideas for how to get a good night's sleep, drawing from the content of the lesson, and write them as notes on the board for Ss to refer to. Ss write their articles individually. Monitor and help where necessary, and encourage Ss to use the linking words they've learnt. When they have finished, put Ss in pairs to read each other's articles. With online classes, remember Ss can email each other their articles to read.

TO FINISH

Write on the board: *What was the most interesting sleep fact you learnt in today's lesson? Why?* Put Ss in pairs to discuss the question.

4C Keep moving

HOW TO ... | express agreement and disagreement

VOCABULARY | exercise; sport: motivation and benefits

PRONUNCIATION | stress in phrases for partial agreement

LESSON OVERVIEW

In this lesson, Ss learn how to express agreement and disagreement. They also learn vocabulary related to exercise and the motivation for and benefits of sport. The context is a reading where Ss read an article about getting and staying fit. This leads into the functional language, where Ss also practise stress in phrases for partial agreement. The lesson ends with a speaking activity where Ss discuss several statements in small groups.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Put Ss in groups in breakout rooms to discuss the questions.
- **Ex 1C:** Ask pairs of Ss to type their answers in the chat box so they can compare.
- **Ex 2A:** Put Ss in pairs in breakout rooms to discuss which of the statements are true for them.
- **Vocabulary Bank 4C, Ex 1B:** Show the sentences on your device and share your screen. In feedback, ask Ss to highlight the correct words.

Additional Materials

For Teachers:

Presentation Tool Lesson 4C
Photocopiable Activity 4C
Grammar Bank 4C
Vocabulary Bank 4C
Mediation Bank 4C

For Students:

Online Practice 4C
Workbook 4C

TO START

Write the letters of the alphabet vertically on the board. Put Ss in small groups and give them five minutes to think of as many sports beginning with each letter of the alphabet as they can (e.g. *archery*, *badminton*, etc.). In feedback, elicit their ideas and write them on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

exercise

1 A Put Ss in groups to discuss the questions (in breakout rooms if you are teaching online). You could give your own answers to start them off, e.g. 'I exercise for at least four hours a week. I go to the gym three times a week and often play tennis or badminton at the weekends. I sometimes find it difficult to make myself go to the gym after a tiring day, but once I'm there I feel fine.' When they have finished, ask a few Ss to share their answers with the class (if they are comfortable doing so).

B Read the questions with the class and elicit their ideas, but don't give any answers yet. Ss read the article and answer the questions. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. Alternatively, you could ask their partner for Ex 1C to read it with them.

ANSWERS:

150 minutes of moderate exercise or seventy-five minutes of vigorous exercise
No, less than half of the world's population do this amount of exercise.

C Focus attention on the words and phrases in bold in the text, then put Ss in pairs to answer the questions. Check answers with the class. (If you're teaching online, Ss can type their answers in the chat box to compare.) Check understanding by eliciting example sentences for each word or phrase. You could also refer back to the sports on the board from the To start activity and elicit which of the words and phrases apply to them.

EXTRA SUPPORT: DYSLEXIA Even though Ss will be working with a partner for this activity, you can support Ss with dyslexia further by giving them the words and phrases in bold in the text in a vertical list. They will also be able to refer to this list when they do Ex 1D.

ANSWERS:

- | | |
|----------------------------|------------------------|
| 1 vigorous exercise | 4 high-impact |
| 2 strength | 5 No, it isn't. |
| 3 stamina | 6 flexibility |

D Ss complete the statements individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|----------------------|------------------------------|
| 1 flexibility | 4 stamina |
| 2 high | 5 moderate/low-impact |
| 3 strength | |

2 A Put Ss in pairs (in breakout rooms with online classes) to discuss which statements are true for them. You could also ask them to change the others so that they're also true for them. When they have finished, ask a few Ss to share their answers with the class.

EXTRA CHALLENGE Put Ss in new pairs and ask them to say every sentence is true, even if they aren't. Ss then have to ask each other questions to determine which sentences are actually true.

B Refer Ss to the Vocabulary Bank on page 139.

▶ page 139 **VOCABULARY BANK** sport: motivation and benefits

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Introduce the topic by asking the class what the benefits of sport are and eliciting their ideas, writing any new words and phrases on the board. Ss read the article and match the words in bold with their meanings, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so learners with dyslexia can listen while they read. You could also provide the words as a vertical list printed on a separate piece of paper for Ss to refer to when they're doing the matching exercise.

VB

ANSWERS:

- | | |
|--------------|-----------------|
| 1 confidence | 6 motivation |
| 2 challenge | 7 encouragement |
| 3 teamwork | 8 incentive |
| 4 benefit | 9 discipline |
| 5 habit | |

B Ss choose the correct words individually, then check in pairs. Check answers with the class. For online teaching, remember you can display the sentences during feedback for Ss to highlight the correct words.

ANSWERS:

- | | |
|--------------|-----------------|
| 1 challenge | 6 encouragement |
| 2 discipline | 7 confidence |
| 3 incentive | 8 benefit |
| 4 motivation | 9 habits |
| 5 teamwork | |

C Put Ss in groups to discuss the questions. When they have finished, nominate a student from each group to share any interesting information with the class.

How to ...

express agreement and disagreement

3A  **4.06** | Explain to Ss that they are going to listen to two people discussing exercise. Ss listen and decide who does more exercise. Check the answer with the class.

ANSWER:

Leah

 AUDIOSCRIPT 4.06

M = Martin **L** = Leah

- M:** I read this article the other day about how much exercise we should do. It recommended 150 minutes of moderate exercise a week, which sounds about right to me. What do you think?
- L:** Hmm, I'm not sure. I agree with you up to a point, but it depends, doesn't it? I mean, it depends on your age, your general health and whether or not you're sporty. For most people, I'd say about an hour a day is enough to keep you fit and healthy. That's what I do, and I enjoy it.
- M:** An hour a day?! That's a lot, if you ask me!
- L:** Do you think so? It depends what kind of exercise, I guess. In my opinion, there's a big difference between, say, walking for an hour and playing football for an hour. So if you're doing a contact sport like football or basketball, you might only want to do that, say, two or three days a week. But you can easily do moderate exercise every day, like walking or jogging or swimming.

M: Yeah, that's a good point. Not all exercise is equal. But I completely disagree with you that everyone needs to do an hour a day. That's way too much for most people!

L: I know what you mean. Most people would find it hard to fit in exercise every day, but I'm talking about an ideal number. So, how much exercise do you do?

M: What, you mean vigorous exercise – sweating and getting out of breath?

L: Yeah.

M: None.

L: Really?

M: Yeah. But remember, I'm on my feet all day at work, aren't I? So I don't have the stamina to spend my evenings running around as well.

L: Oh, I see your point.

M: I know in theory I should go to the gym and all that stuff, but on the other hand, I think doing too much exercise is just as bad as doing too little.

L: True.

M: I do a physical job, and I'm exhausted by the evening. As far as I'm concerned, if you do physical work during the day, you don't need to go to a gym or do anything else.

L: Hmm. That's a fair point, although it could also be argued that you just need a different type of exercise, like stretching or yoga or something to help you relax.

M: No thanks! That's what the TV's for.

L: Well, you could at least kick a ball around every now and then, or walk the dog.

M: I couldn't agree more, but I don't have a dog.

L: Well, walk the cat, then.

M: Ha ha.

B  **4.06** | Read the statements with the class, then ask Ss to decide if and how the people agree on each one. Ask them to make a note of what they remember the people saying that helps them with the answers. When they are ready, play the recording again for Ss to listen and check their answers. Check answers with the class and elicit which parts gave them the answers.

EXTRA SUPPORT With weaker classes, you might want to play the recording again straight after going through the statements with the class, pausing after each item has been discussed to elicit the answer and also discuss the language used which gives the answer.

ANSWERS:

- | | |
|-------------------|------------|
| 1 partially agree | 4 disagree |
| 2 disagree | 5 agree |
| 3 partially agree | |

4A Ss complete the table in pairs, then check their answers in the audioscript. Check answers with the class and then drill the phrases in the table chorally and individually.

EXTRA SUPPORT: DYSLEXIA Provide the words and phrases as a vertical list for Ss to work with and advise them to cover the parts of the table they're not working on to help them focus.

ANSWERS:

- | | |
|------------------|------------------|
| 1 agree more | 4 the other hand |
| 2 fair point | 5 up to a point |
| 3 see your point | 6 although |

B The Grammar Bank on page 121 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ➡ page 121 **GRAMMAR BANK**

This focuses on the form and use of phrases for expressing personal opinions, phrases for expressing agreement and disagreement and phrases for expressing concession. Go through the notes with the class, especially how to modify expressions to show partial agreement. To make sure Ss are comfortable with the higher-level part of this section (concession), you could demonstrate by asking the class: 'Is it a school's responsibility to make sure students are fit and healthy?' Every time a student volunteers an opinion, immediately shoot them down (e.g. 'No, you're wrong! No!'). Next, ask if this is a good way to discuss an issue (no) and why not (you aren't responding to their argument). Finally, elicit how you could respond more constructively, using one of the phrases for concession (e.g. *I agree with you up to a point, but ...*).

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 With weaker classes, elicit the first answer as an example. Ss match the sentence halves alone, then check in pairs. Check answers with the class.

ANSWERS:

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

2 Ss complete the conversations alone, then check in pairs. Check answers with the class. Ss could also practise the conversations in pairs.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, remove the two extra words from each box.

ANSWERS:

- | | | |
|-----------|------------|---------|
| 1 opinion | 2 disagree | 3 point |
| 4 suppose | 5 ask | 6 fair |
| 7 hand | 8 agree | |

3 Elicit the first answer as an example and write it on the board to ensure Ss understand that they should add any extra words they need. Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support dyslexic learners in referring to the phrases in the reference section, you could provide them as a separate list so they can identify and select the correct ones to complete the sentences.

ANSWERS:

- | | |
|---------------------|------------------------|
| 1 my opinion | 5 From my perspective |
| 2 On the other hand | 6 suppose so |
| 3 makes sense | 7 to a point |
| 4 I couldn't agree | 8 far as I'm concerned |

PRONUNCIATION

stress in phrases for partial agreement

5A  **4.07** | Explain that in these sentences, one word in the phrases in bold is stressed more than the others for emphasis. Ss listen and identify the word, then check in pairs. Check the answer with the class.

ANSWER:

point

B  **4.07** | Ss listen and repeat the sentences. If necessary, drill them chorally and individually, too.

6A Ss choose the correct words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA If you have Ss with dyslexia, ask them to cover the conversations they're not focusing on to avoid distractions.

ANSWERS:

- | | |
|--------------|-------------|
| 1 couldn't | 3 up to |
| 2 completely | 4 the other |

- B** Put Ss in pairs to discuss which of the ideas in Ex 6A they agree with. Encourage them to give reasons for their answers. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

SPEAKING

- 7A** Read the statements with the class and check understanding. Ss decide whether they agree, partially agree or disagree and make notes on their reasons individually. Go round and help with vocabulary where necessary.
- B** Put Ss in small groups to discuss the statements. Encourage Ss to use the phrases from the lesson as well as the notes they made in Ex 7A. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

EXTRA: ALTERNATIVE IDEA Organise the discussion as a class debate. Organise Ss in two groups, one for and one against the statements. Together they think of and write down their arguments on a piece of paper. They then swap arguments with the other group to give them a chance to read them and think of how to respond. When they are ready, they debate each statement by setting out their arguments and counter arguments. At the end, hold a class vote via a show of hands for each statement.

EXTRA IDEA: HOW TO ... Write the following statement on the board: *Professional sportspeople are paid too much.* Put Ss in small groups to discuss whether they agree, partially agree or disagree, and why.

TO FINISH

Write on the board: *If time and money were no issue, what sport would you like to take up? Why?* Put Ss in pairs to discuss the question. When they have finished, ask a few Ss to share their answers with the class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

► page 150 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 190

4D BBC Documentary

Ancient traditions

VOCABULARY | phrases related to time

SPEAKING | a discussion about traditional vs. modern lifestyles

WRITING | a cause-and-effect essay

LESSON OVERVIEW

In this lesson, Ss discuss traditional vs. modern lifestyles. In order to do this, they learn phrases related to time. The context is an extract from a BBC documentary about a group of nomadic beekeepers. Ss then do a speaking activity where they discuss traditional vs. modern lifestyles. The lesson ends with a writing activity where Ss write a cause-and-effect essay.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4B:** Display the Key phrases on your device with the annotate function on. In feedback, ask different Ss to highlight the phrases used.
- **Writing Bank 4D, Ex 1D:** Ask Ss to write their essays in a collaborative document so they can read each other's work when they've finished.

Additional Materials

For Teachers:

Presentation Tool Lesson 4D
Online Digital Resources
Writing Bank 4D
Videoscript 4D: BBC Documentary

For Students:

Online Practice 4D
Workbook 4D

TO START

Write the following questions on the board:

What are some of the biggest changes that have

happened in your country in the last ten years?

What positive and negative effects have they had?

Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Focus attention on the photos and elicit what Ss can see. Put Ss in pairs to discuss the second question. When they have finished, elicit Ss' ideas.

ANSWERS:

- 1 The photos show the ancient tradition of beekeeping.
- 2 Students' own answers

- B** Check Ss understand the meaning of *nomadic* (= describing an individual or group of people that move from place to place instead of living in the same place all the time). Ss read the programme information, then discuss the questions in pairs. When they have finished, elicit Ss' ideas and write them on the board as notes.

VIEW

- 2 A** ▶ Ss watch the video and check their ideas from Ex 1B. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. In feedback, refer back to the notes on the board and tick any ideas which were mentioned in the video.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

Mr Dai and his son are nomadic beekeepers who travel across China making honey. However, at the start of the clip, thick clouds are blocking the sun, making it too cold for the bees to fly. In two weeks' time, the rapeseed farmers will spray pesticides over the fields, making it a dangerous place for the bees. Finally, after three days, the weather changes and it's warm enough for the bees to leave their hives. Mr Dai and his son are happy as the bees produce enough honey for them to move on.

- B** ▶ Go through the sentences with the class and elicit what type of information is missing from each one. Play the video again for Ss to complete the sentences, then check in pairs. Play the video again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening/watching and writing at the same time a challenge. You could support them in this exercise by providing two options for each gap (the correct answer and a distractor) for them to choose from.

ANSWERS:

- | | | |
|---------------|-----------|---------|
| 1 20/twenty | 2 cold | 3 2/two |
| 4 3/three | 5 million | 6 crop |
| 7 (honey)bees | 8 plenty | |

EXTRA IDEA: DIGITAL If Ss are interested, you could ask them to go online on their devices and find out more about the beekeepers in the programme, then share what they find out with the class.

VOCABULARY

phrases related to time

- 3 A** Put Ss in pairs to read the sentences and discuss what the phrases in bold mean. When they have finished, elicit their ideas and offer explanations where necessary. Check understanding by eliciting different example sentences with the phrases.

EXTRA SUPPORT If they're having difficulty with the phrases, Ss could go online on their devices to look up their meanings.

ANSWERS:

- 1 moments before something else happens
- 2 there isn't much time left to do something
- 3 something bad may happen in the future if the current situation stays the same
- 4 the period of time during which you are able to do something
- 5 something happened when it was almost too late
- 6 the point at which something needs to happen or usually happens

- B** Put Ss in groups to take turns to complete the sentences with their own ideas. Monitor and check Ss are forming them correctly. When they have finished, ask a few Ss to share their ideas with the class.

SPEAKING

a discussion about traditional vs. modern lifestyles

4A  **04.08** | Read the instructions with the class so they know what to listen for. Ss listen and make notes, then check in pairs. Check the answers with the class.

ANSWERS:

Traditional	Modern
Women would stay at home to cook, clean and look after the household.	Most young women get a good education and go out to work.
People would buy produce from local farmers at the market.	Some still do, but most people do their shopping in supermarkets.
Farmers would focus on food production to make their living.	Many now run an agritourism business as a way to make money.
People would cook most of their own food and make things by hand.	People don't have time for long recipes, so they buy microwave food or use machines to help.
People would repair things when they broke.	People throw away anything that's broken and buy replacements.

AUDIOSCRIPT 4.08

I would say that my modern lifestyle is quite different from the traditional lifestyle of, say, my grandmother. Especially as a young woman. Nowadays, most young women where I come from get a good education and go out to work, whereas in the past, in my grandmother's generation, that didn't happen so much. My grandmother left school when she was young, and married my grandfather. She never went out to work, although she used to earn money by sewing, and making suits for people. She dedicated her life to looking after everybody, her parents, her aunt, her children, her grandchildren. She cooked and kept the house clean. She would get up early and go down to the market to buy fresh fruit and vegetables from the local farmers, freshly caught fish and seafood from the fishermen. We still have a market that sells local produce. I suppose that tradition is still quite strong. But it's much smaller than it used to be, and people do most of their shopping in the supermarket, so it's much more difficult for the local fishermen and the farmers to make money. Their lifestyle is disappearing, and we only have a small window of opportunity to save it. A lot of farmers are now choosing to run agritourism businesses instead – essentially providing holidays on the farm – which is something that didn't exist before. Another tradition

that is under threat is home cooking. My grandmother made home-made pasta and bread every day. She would spend hours preparing meals for the family. She lived a simple life. Nowadays, I think the expectations of young people are very different. We don't have so much time to spend at home, so a lot of the traditional skills of cooking and making things at home have been lost. These days, it seems like nobody has time for those lengthy recipes. We use a machine or we buy food that is ready-made and put it in the microwave, so I would say that this is another tradition which is in danger of disappearing. Also, when something breaks, we throw it away and buy a replacement, but I remember my grandfather was always repairing things and making them work again. Our modern-day lifestyle is much more focused on consumerism than in the past. Perhaps it's time to make a change.

B  **4.08** | Go through the Key phrases with the class and check understanding. Ss listen again and tick the phrases the speaker uses. If you're teaching online, in feedback display the Key phrases with the annotate function on so different Ss can highlight the phrases used.

ANSWERS:

All the phrases are used, except: 'Traditionally/In the old days, ...'.

C Focus attention on the questions then ask Ss to make notes individually. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the questions with them to help them prepare.

D Put Ss in groups to share their information and discuss the questions. In a multicultural class, when they have finished, ask a few Ss to share any interesting information they found out with the class. In a class where Ss come from the same background, they could discuss the first question and then whether they think the changes are good or bad.

WRITING

a cause-and-effect essay

5A Put Ss in pairs to discuss the question. When they have finished, ask a few Ss to share their ideas with the class.

B Refer Ss to the Writing Bank on page 105.

- 1 A** Ss read the extract from the essay and answer the question, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the essay extract to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercises.

ANSWERS:

the shift from rural to urban living; more opportunities in the cities; better education has led to higher ambitions; long working hours

- B** Ss scan the essay and categorise the phrases individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the text they're not working on to avoid distractions. Ask them to highlight the expressions as they find them, with different colours for expressions introducing a cause and those introducing an effect.

ANSWERS:

Cause: Because ... ; Due to ...

Effect: Resulting in .../which has resulted in ...; This has led to .../which has led to ...; As a result, .../Because of this, ...

- C** Ss make notes to plan their essays individually. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.
- D** Ss write their essays individually. They should aim to write around 180 words. Monitor and encourage Ss to use the phrases from Ex 1B. For online teaching, remember you can ask Ss to write in a collaborative document. When they have finished, put Ss in pairs to swap essays and read each other's work.

TO FINISH

Put Ss in pairs to discuss how people can reduce the negative effects of the changes they discussed and wrote about in the lesson.

4 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3, 4 and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Use an online poll to carry out a survey with the class.
- **Ex 4:** Show the sentences on your device and share your screen. In feedback, ask Ss to highlight the correct alternatives.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 4 (Grammar: future continuous and future perfect, passives; Vocabulary: health and lifestyle, illness and treatment, sleep, exercise, sport: motivation and benefits, phrases related to time; How to ... express agreement and disagreement). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

future continuous and future perfect

- 1 A** Ss complete the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so).

ANSWERS:

- | | |
|-------------------------------------|-----------------------------|
| 1 won't be living | 4 'll be working |
| 2 'll have visited | 5 'll have completed |
| 3 'll still be communicating | |

- B** Put Ss in pairs to discuss which sentences are true for them and change the others so that they are true. When they have finished, ask a few Ss to share some of their answers with the class.

passives

- 2 A** Ss complete the sentences alone, then check in pairs. With weaker classes, you could complete the first sentence together as an example. Check answers with the class.

ANSWERS:

- | | |
|------------------------|---------------------------|
| 1 It has been reported | 3 it was suggested (that) |
| 2 It is expected that | 4 It is believed (that) |

- B** Put Ss in pairs to discuss which sentences they think are true and which are myths. When they have finished, find out via a show of hands how many Ss think each sentence is true and how many think it's a myth. With online classes, remember you can use an online poll for this. Refer Ss to page 142 to check their answers.

VOCABULARY

- 3** Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide the words in a vertical list printed on a piece of paper which they can hold next to the sentence they're working on. You could also divide the exercise into two parts and provide the options for each part separately.

ANSWERS:

- 1 workout, run-down
- 2 long hours, vary, cut down
- 3 transform
- 4 sedentary, shape
- 5 keep up
- 6 asthma, medication

EXTRA IDEA Put Ss in pairs to discuss which of the sentences in Ex 3 are true for them.

- 4** Ss choose the correct words alone, then check in pairs. Check answers with the class. With online classes, remember you can display the sentences in feedback for Ss to highlight the correct words.

ANSWERS:

- | | |
|-----------------|-----------------|
| 1 snores | 4 keep me awake |
| 2 have a lie-in | 5 overslept |
| 3 heavy | 6 insomniac |

- 5 A** This activity reviews both the grammar and vocabulary of Unit 4. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for the gap-fill exercise in Ex 5A. It would also be useful to break up the text into smaller parts and place the relevant options below each one.

- B**  **R4.01** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

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

TO FINISH

On the board write:
three useful new words or phrases
two new pieces of information
one question I have

Ss note down the three words or phrases they learnt in this unit they feel are most useful, two new pieces of information or facts they have learnt and find most interesting and one question they have about what they learnt. Ss can write them on a piece of paper and give them to you or share them digitally. Review them and deal with any questions in this or the next lesson.

5 work

Global Scale of English **LEARNING OBJECTIVES**

5A First day!

- **READING** | Read an article about first days at work: time expressions; past perfect simple and continuous
- Tell a story about the first time you did something
- **Pronunciation**: connected speech: past perfect continuous

GSE INFORMATION

READING

60 Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.

GRAMMAR

62 Can use the past perfect continuous in a range of common situations.

63 Can use the past perfect with adverbial clauses of time.

VOCABULARY

59–75 Can use language related to point or period of time.

SPEAKING

67 Can narrate a story in detail, giving relevant information about feelings and reactions.

5C You're on mute!

- **HOW TO ...** | describe problems and suggest solutions: video conference calls
- **Pronunciation**: intonation to show degrees of certainty

GSE INFORMATION

VOCABULARY

59–75 Can use language related to telephoning and making calls.

HOW TO ...

60 Can suggest solutions to problems and explain why they would work.

63 Can accurately describe a problem with a product or piece of equipment.

61 Can follow the stages of a complex process described using non-technical language.

SPEAKING

60 Can suggest solutions to problems and explain why they would work.

63 Can accurately describe a problem with a product or piece of equipment.

5B Change of plan

- **LISTENING** | Understand a BBC Radio programme about portfolio careers: work and careers; areas of work
- Talk about a change of plan: past plans and intentions
- **Pronunciation**: connected speech: intrusive /w/ sounds
- Write a report about the future of work

GSE INFORMATION

LISTENING

64 Can understand unscripted speech delivered quickly, if the accent is familiar.

VOCABULARY

59–75 Can use language related to work activities.

59–75 Can use language related to jobs.

GRAMMAR

60 Can talk about past plans and intentions using 'not' meant/supposed to' + infinitive.

61 Can express past intentions and plans with 'thinking of' and verbs in the gerund.

SPEAKING

62 Can justify reasons for a particular decision or course of action.

WRITING

61 Can write a brief standard report conveying factual information, stating reasons for actions.

5D Are you a team player?

- **BBC STREET INTERVIEWS** | Understand street interviews about people's work: non-defining relative clauses for comments
- Talk about working alone vs. in a team
- Write a thank-you message

GSE INFORMATION

VIEW

65 Can understand cause and effect relationships in informal conversation at natural speed.

GRAMMAR

66 Can use adverbial phrases to make comments.

61 Can use non-defining (non-restrictive) relative clauses to make a comment.

SPEAKING

66 Can develop an argument well enough to be followed without difficulty most of the time.

WRITING

59 Can write a formal email/letter of thanks or apology with appropriate conventions.

► **For full coverage of GSE Learning Objectives go to page 200.**

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 5A. It shouldn't be exploited or taught at length, just played once or twice in class.

► Read the question and part 1 with the class and check Ss know what to listen for. You may want to preteach *make sacrifices (for others)* (= not have or do something so that others can benefit), *interpreter* (= someone who translates spoken language in real time) and *be under (a lot of / loads of) pressure* (= feel stress/anxiety while you are doing something). Ss watch the video and note the jobs the people mention and their reasons for admiring them, then check in pairs. Play the video again if necessary, then check answers with the class. Put Ss in pairs for part 2 to discuss which professions they admire and encourage them to give reasons. When they have finished, ask a few Ss to share their ideas with the class.

ANSWERS:

- 1 Speaker 1: artist, patisserie chef, graphic designer, fashion designer; anything that involves creativity and really putting skills and hands to work
Speaker 2: teachers; important job to educate young people
Speaker 3: teachers, healthcare professionals; make big sacrifices to better society
Speaker 4: surgeons; under loads of pressure, work long shifts/hours
Speaker 5: farmers; grow our food
Speaker 6: interpreters; under a lot of pressure, have to remember everything people have said and translate it perfectly

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 5
Online Digital Resources
Videoscript Unit 5 Opener: BBC Vlogs

5A First day!

GRAMMAR | past perfect simple and continuous

VOCABULARY | time expressions

PRONUNCIATION | connected speech: past perfect continuous

LESSON OVERVIEW

In this lesson, Ss learn to talk about the first time they did something. In order to do this, they study and practise the past perfect simple and continuous. The context is a reading where they read an article about things that went wrong for people on their first day at work. This leads into the grammar, where Ss also practise connected speech in the past perfect continuous. Ss also learn time expressions. The lesson ends with a speaking activity in groups where Ss talk about the first time they did something.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** So Ss don't look at the text, type the title and headings from the article in the chat box for them to make their predictions.
- **Ex 2A:** Put Ss in breakout rooms to discuss what the phrases mean. Monitor and help where necessary.
- **Ex 3A:** Share the sentences in a collaborative document and ask Ss to highlight the verbs using a different colour for each tense.

Additional Materials

For Teachers:

Presentation Tool Lesson 5A
Photocopiable Activities 5A
Grammar Bank 5A

For Students:

Online Practice 5A
Workbook 5A

TO START

Give the class a piece of advice for the first day in a new job/course, e.g. 'Try to remember the name of everyone you meet.' Put Ss in pairs and ask them to think of more advice for the first day of a new job/course. When they have finished, ask each pair to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Put Ss in small groups to discuss the questions. If your Ss haven't started work yet, you could ask them to discuss question 1 about starting a new course of study. When they have finished, nominate a student from each group to share anything interesting they discussed with the class.
- B** Rearrange Ss into pairs. Focus attention on the title and headings in the article and ask them to predict what they think happened to each person. With online classes, remember you can type the title and headings in the chat box instead. When they have finished, elicit their ideas but don't give any answers yet.
- C** Set a time limit of three minutes for Ss to read the article quickly and check their ideas. When they have finished, ask the class if they guessed correctly.

EXTRA SUPPORT: DYSLEXIA As well as listening to the recording on their devices as they read, encourage Ss to cover the parts of the article they are not focusing on to avoid too much distraction. They can use the recording again to help them answer Ex 1D.

ANSWERS:

The crash: A man crashed a company car on his first day at work.

Locked out: A woman explored the building on her first day at work and got locked out of the lift to take her to the right room.

An unfamiliar face: A woman didn't recognise her famous boss.

- D** Ss read the article again and decide if the sentences are true or false alone, then check in pairs. Check answers with the class and elicit which part of the article gives the answer for each one.

ANSWERS:

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

- 2 A** Put Ss in pairs (in breakout rooms for online teaching) to find the phrases in the article, then discuss what they think they mean. When they have finished, check answers with the class.

ANSWERS:

- 1 I was so embarrassed I wanted to disappear.
- 2 I had some free time before an event or meeting.
- 3 I became so curious that I couldn't resist doing something to find out about something.
- 4 I decided to look quickly at something.
- 5 You have to meet a lot of people and be charming and impressive.
- 6 I'd been talking about unimportant things just to be friendly.
- 7 He was friendly to show that he wasn't insulted.

EXTRA IDEA Ask Ss to think of experiences they've had for three of the expressions (e.g. a time when they wanted the earth to swallow them up) and to make notes to help them explain what happened. When they are ready, put Ss in pairs to share their experiences. Encourage Ss to ask each other follow-up questions to find out more information.

- B** Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if others agree.

GRAMMAR

past perfect simple and continuous

- 3 A** Although Ss may have studied the past perfect simple before, the past perfect continuous may well be new to them. To help get started, you could elicit the form of the present perfect simple and continuous (adding both to the board), then elicit how to put them in the past (by changing 'have/has' to 'had'). Put Ss in pairs to identify the tenses in the sentences. When they have finished, check answers with the class. For online teaching, remember you can put the sentences in a collaborative document and ask Ss to highlight the verbs using a different colour for each tense.

ANSWERS:

- 1 was = past simple, I'd been trying = past perfect continuous
- 2 found out = past simple, I'd been doing = past perfect continuous
- 3 was = past simple, I'd been making = past perfect continuous
- 4 I'd (only) passed = past perfect simple
- 5 had to = past simple, had destroyed = past perfect simple
- 6 noticed = past simple, I'd (already) met = past perfect simple

B Ss match the descriptions with the tenses individually, then check in pairs. Check answers with the class.

ANSWERS:

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

C The Grammar Bank on page 122 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 122 **GRAMMAR BANK**

This focuses on the meaning and form of the past perfect simple and past perfect continuous. Go through the notes with Ss, using the timelines to show how we use each tense. Check understanding where necessary, especially of the past perfect continuous form (which may well be new to them) and the use of the simple form with state verbs.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Explain that the story is about the retirement of a physiotherapist who worked for a rugby team. Ss choose the correct verb forms alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the story to the class (or record it before the lesson), including both options, so learners with dyslexia can listen while they read.

ANSWERS:

- | | |
|--------------------|--------------------|
| 1 had been working | 5 had been waiting |
| 2 had treated | 6 made |
| 3 had been looking | 7 sang |
| 4 hadn't finished | 8 hadn't expected |

- 2** Elicit the first answer as an example, then ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board to check spelling.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia manage the task, you could provide two alternatives for each sentence (one correct and one distractor) and ask Ss to choose the correct one.

ANSWERS:

- | | |
|--------------------|-------------------|
| 1 'd never visited | 6 'd met |
| 2 'd been painting | 7 'd been driving |
| 3 'd already seen | 8 hadn't known |
| 4 did you think | 9 'd been running |
| 5 'd been snowing | 10 didn't eat |

PRONUNCIATION**connected speech: past perfect continuous**

- 4A**  **5.01** | Read the sentences with the class so they know what to listen for, then play the recording for Ss to listen and complete the sentences. Check answers with the class and write them on the board (or invite Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time difficult. In this case, provide Ss with the completed sentences (i.e. skip Ex 4A) and have them listen for the pronunciation of *had been* only.

ANSWERS:

- | | | | |
|------|--------|----------|-----------|
| 1 'd | 2 been | 3 They'd | 4 'd been |
|------|--------|----------|-----------|

- B**  **5.01** | Elicit how *had been* is pronounced in connected speech, then play the recording again for Ss to check. You could also drill the chunk *I had been* with the intrusive /j/ sound between *I* and *had* (/ˈaɪjədbɪn/).

ANSWER:

We use the contracted form of *had* and the weak form of *been* (/bɪn/).

EXTRA IDEA: DIGITAL Ss can record themselves saying the sentences in Ex 4A on their devices, then compare with the recording.

- C** Put Ss in pairs to take turns completing the sentences with their own ideas. Monitor and check Ss are pronouncing the connected forms correctly. When they have finished, ask a few Ss to share their sentences with the class.

VOCABULARY

time expressions

- 5A** Explain that the sentences are all taken from the article in Ex 1. Ss match the expressions in bold with their meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia to manage by providing the expressions in bold as a separate list printed on a piece of paper which they can hold next to the meanings. They can refer to the original sentences for context.

ANSWERS:

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

- B** Ss choose the correct time expressions alone, then check in pairs. Check answers with the class and elicit the contextual clues that helped them work out the answers.

ANSWERS:

1 Up to that point	4 in no time
2 for ages	5 for a while
3 By the time	6 just hours earlier

EXTRA CHALLENGE For further practice of the time expressions, ask Ss to choose three expressions and write a sentence with each expression and their own ideas. Monitor and offer help where necessary. When they have finished, put Ss in pairs to read out their sentences without the time expressions. Their partner listens and tries to guess the time expression.

SPEAKING

- 6A** Give Ss time to read the options (or read them with the class) and decide what they're going to talk about and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

FUTURE SKILLS | Communication



- B** Read the Future Skills box with the class, then ask Ss to look back at their notes from Ex 6A and add details where they can. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- C** Look at the example conversation with the class. Put Ss in small groups to share their stories and encourage them to ask follow-up questions to find out more information. Monitor while they work and make notes on their language use. When they have finished, ask each group to choose one story to share with the class. Give Ss feedback on their language use.

TO FINISH

Put Ss in pairs to tell each other the most interesting thing they learnt in this lesson, giving their reasons.

5B Change of plan

GRAMMAR | past plans and intentions

VOCABULARY | work and careers; areas of work

PRONUNCIATION | connected speech: intrusive /w/ sounds

LESSON OVERVIEW

In this lesson, Ss learn how to tell a story about a time they changed their plans. They also learn vocabulary related to work and careers. The context is a listening where Ss listen to an authentic BBC Radio programme about having multiple careers. They learn grammar related to past plans and intentions and also practise intrusive /w/ sounds in connected speech. They then do a speaking activity where they talk about a time they had to change their plans. The lesson ends with a writing activity where Ss write a report.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 4B:** Ask Ss to type their answers in the chat box so they can compare.
- **Ex 8C:** Ask Ss to write their reports in a collaborative document shared in pairs for them to read and make suggestions after they've written them.

Additional Materials

For Teachers:

Presentation Tool Lesson 5B
Photocopiable Activities 5B
Grammar Bank 5B
Vocabulary Bank 5B

For Students:

Online Practice 5B
Workbook 5B

TO START

Ask Ss to think of three jobs they'd like to do if they could do anything at all. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in small groups to share their ideas and reasons for them.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 A Demonstrate by telling the class your answers to the questions, e.g. 'When I was a child I really wanted to be a police officer. However, as I got older I realised that I really enjoy working with languages, so that's why I became a teacher.' Put Ss in pairs to discuss the questions. In feedback, elicit answers from a few Ss and find out if anyone does the job they wanted to do when they were growing up.

B Write *portfolio career* on the board and elicit Ss' ideas as to what it means, but don't give any answers yet. Give Ss a few minutes to read the programme information and check their ideas. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with someone who can read the information with them to make it easier for them to follow.

ANSWER:

A portfolio career is when you do not just have one job or specialisation, but you work in a few different areas.

2 A  **5.02** | Play the recording for Ss to listen and identify the advantages mentioned, and then ask them to check in pairs. With weaker classes, you may want to play the recording a second time. Check answers with the class.

EXTRA SUPPORT: TEACHER Since the recording is authentic, it may be more challenging for Ss than usual as it hasn't been graded to the level. Instead, the tasks have been graded to make them slightly easier. Grading the tasks (and not the text) like this provides useful preparation for when Ss listen to English outside class. If necessary, reassure Ss that, although they may not understand everything, they should be able to identify the key points and answer the questions.

ANSWERS:

able to pursue different interests
gives you greater freedom and the chance to be more entrepreneurial

AUDIOSCRIPT 5.02

SM = Sarfraz Manzoor EW = Emily Wapnick
CH = Charles Handy HM = Heather McGregor

- SM: Emily Wapnick is an artist, entrepreneur, speaker, coach and the author of *How to Be Everything: A Guide for Those Who (Still) Don't Know What They Want to Be When They Grow Up*.
- EW: More and more people are, erm, doing multiple things and multiple jobs, and it's not just to make ends meet, a lot of people are choosing this kind of lifestyle.
- SM: She lives and works in Canada, and has coined the term 'multipotentialite' to describe folks like her.
- EW: You'll have people who have five different part-time jobs, each of which they love for a different reason. They've got, you know, three different businesses that are just thriving, or they're a serial entrepreneur or they've got a career in two different areas. There's a guy that I mention who is a psychotherapist and, er, a luthier – he makes violins. Um, and he's very successful in both.
- SM: And, I mean, how old are you?
- EW: I'm thirty-two.
- SM: And do you think that you are emblematic, or do you think you're typical of your generation in the idea of, you know, making it work by doing a variety of different, different things.
- EW: Possibly. I do feel like things are moving in this direction and, you know, there's all these new, um, career models and new technology which make, er, a lot of things more possible for us.
- SM: I'm just not sure whether somebody like myself would have the same capacity to learn new skills. Is there an age limit to when one can reinvent oneself or, you know, open a new door in their career or in their enthusiasms?
- EW: I don't think so. I, I really believe that we can learn something new at any age.
- CH: Eighty percent of the people in corporate jobs hate them or are dissatisfied with them.
- SM: This is Charles Handy, the man who popularised the idea of the portfolio career.
- CH: Whereas if you're doing your own thing, eighty percent of them really like the freedom and the entrepreneurial spirit, even if they're not making an awful lot of money. It's a balancing job really.
- HM: You need to know what the costs are of changing careers. So, one of the most important things is to know what it's cost you to live.
- SM: Professor Heather McGregor, 'Mrs Moneypenny' to readers of the *Financial Times*, started out in PR and communications, retrained as an investment banker, set up a highly successful business and is now an academic. If one career isn't enough, is it best to establish yourself and then switch to another in mid-life or is a portfolio of jobs a better prospect?

HM: A portfolio career is where there is almost no principal job. You know, everybody should have other things that they do in their career, apart from their main job. Otherwise, they will never advance their career. So, I have a main job and then I have other things, but I wouldn't call it a portfolio.

B 5.02 | Read the statements with the class so they know what to listen for. Ask Ss to decide if the statements are true or false from memory, then check in pairs. When they are ready, play the recording again for Ss to listen and check their answers. Check answers with the class.

EXTRA SUPPORT With weaker classes, when checking answers, pause the recording after the relevant part for each statement to check understanding, and replay that part if necessary.

EXTRA IDEA You could refer Ss to the audioscript at the back of the Students' Book when checking answers for them to identify the parts that give the answers. With online classes, you could show the audioscript for individual Ss to highlight the relevant parts.

ANSWERS:

- 1 T (... a lot of people are choosing this kind of lifestyle. ... You'll have people who have five different part-time jobs, each of which they love for a different reason.)
- 2 F (I really believe that we can learn something new at any age.)
- 3 T (Eighty percent of the people in corporate jobs hate them ...)
- 4 T (Whereas if you're doing your own thing, eighty percent of them really like the freedom and the entrepreneurial spirit, even if they're not making an awful lot of money.)
- 5 F (You know, everybody should have other things that they do in their career, apart from their main job. Otherwise, they will never advance their career.)

C Put Ss in small groups to discuss the questions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

VOCABULARY**work and careers**

3A Explain to the class that the words and phrases in the box all come from the listening in Ex 2 and point out that Ss may need to change the form of the word for some of the sentences. With weaker classes, you may want to go through them with the class and check understanding first. Ss complete the sentences then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give them two options for each sentence (a correct one and a distractor).

B  **5.03** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1 part-time
- 2 entrepreneur
- 3 reinvent
- 4 started out, retrained, set up
- 5 switch
- 6 advance

C Elicit the first answer as an example, and point out that Ss may need to change the form of the word for some of the questions. Ss complete the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help dyslexic learners manage the information needed to complete the task, provide the words and phrases in the box in Ex 3A as a vertical list for them to identify the correct word or phrase needed to fill each gap.

ANSWERS:

- | | |
|--------------|----------------|
| 1 setting up | 4 switch |
| 2 retrain | 5 entrepreneur |
| 3 advance | 6 part-time |

D Put Ss in pairs to discuss the questions in Ex 3C. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

E Refer Ss to the Vocabulary Bank on page 140.

VB  page 140 **VOCABULARY BANK** areas of work

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

EXTRA IDEA To introduce the topic, say: 'I work in education. What area do you work in?' Elicit Ss' answers and write them on the board. If your Ss aren't working yet, elicit a few other areas of work that Ss know or are interested in and write them on the board.

1 A Elicit the first answer as an example, then ask Ss to complete the rest of the sentences individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give them two options for each sentence (a correct one and a distractor). You could also ask Ss to cover up the sentences they're not working on, to help them focus on each gap.

B  **VB5.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- | | | |
|----------------|----------------|---------------|
| 1 agriculture | 2 construction | 3 social work |
| 4 banking | 5 accountancy | 6 medicine |
| 7 Journalism | 8 research | 9 publishing |
| 10 consultancy | | |

EXTRA IDEA Put Ss in pairs to discuss which areas of work they would most and least like to work in and why. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

GRAMMAR

past plans and intentions

4A Explain that the comments are in response to the radio programme in Ex 2. Ss read the comments and answer the questions, then compare answers in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the comments to the class (or record them before the lesson) so learners with dyslexia can listen while they read.

ANSWERS:

- | | |
|-------------|---------|
| 1 Rachael | 3 Maite |
| 2 Guillermo | 4 Amit |

B Ss refer back to the comments in Ex 4A and answer the questions about the grammar alone, then check in pairs. Check answers with the class. For online classes, ask Ss to type their answers in the chat box.

EXTRA SUPPORT: DYSLEXIA Encourage Ss with dyslexia to cover the parts of the comments they are not working on to help them focus on finding the phrases.

ANSWERS:

- 1 plans that didn't happen
- 2 *I was meant to* and *I was supposed to* are followed by the infinitive.
I was thinking of and *I was planning on* are followed by the *-ing* form.

- C** The Grammar Bank on page 123 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 123 **GRAMMAR BANK**

You could introduce the grammar by giving Ss an example of a plan you had yesterday and which you didn't do, e.g. 'Last night I was going to go for a run, but I was tired when I got home so just stayed in.' Point out that to describe a past intention (that most likely changed) we use the past form of *be* in *be going to*.

Go through the notes with Ss or let them read them alone. If you think it's useful, you could group all the verbs that are followed by the infinitive on one side of the board and all those that are followed by the *-ing* form on the other. It's also worth making sure Ss are confident with *meant to*, *supposed to* and *thinking of* as these are the main learning objectives for this section.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This activity focuses on the form of past plans and intentions. Tell Ss that sometimes there is more than one possible answer. Ss complete the sentences alone, then check in pairs. Monitor and check Ss are using the correct forms. Check answers with the class and write them on the board (or invite Ss to come up and do so).

ANSWERS:

- | | |
|-------------------------------------|--------------------|
| 1 to check / to have checked | 6 to see |
| 2 joining | 7 staying |
| 3 to go | 8 to sign |
| 4 retraining | 9 applying |
| 5 to tell / on telling | 10 to visit |

- 2** This activity also focuses on the form of past plans and intentions. Elicit the first answer as an example, then ask Ss to identify the rest of the incorrect options alone, then check in pairs. Check answers with the class.

ANSWERS:

The options that are NOT possible are:

- 1** supposed to meeting
- 2** thinking of
- 3** meant to inviting
- 4** going to having
- 5** considering to resign

- 3** This focuses on both the form and use of past plans and intentions. Elicit the first answer as an example and write it on the board. Tell Ss that sometimes there is more than one possible answer. Ss complete the responses individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia by breaking it down into stages. First, ask them to write the structure next to the sentence, then put it in the correct form to fit the sentence.

ANSWERS:

- 1** was thinking of studying
- 2** was planning to stay in / was planning on staying in
- 3** were hoping to see him
- 4** expecting to win
- 5** was supposed to meet / to be meeting
- 6** were considering taking
- 7** was planning on telling
- 8** were going to have a swim

PRONUNCIATION

connected speech: intrusive /w/ sounds

- 5A**  **5.04** | Focus attention on the sentences and point out that there's a /w/ sound where the linking is shown. Play the recording for Ss to listen and notice the sound.

EXTRA SUPPORT: TEACHER When a word ends with a /u/ sound (e.g. the weak form of *to* used before vowels), our lips are rounded. When this is followed by a vowel sound at the start of the next word in fast speech, our lips remain in this shape, and so a /w/ sound is made in order to link the words smoothly.

- B** Put Ss in pairs to discuss the question, then check the answer with the class.

ANSWER:

vowel sounds

- C** Put Ss in pairs to complete the sentences with their own ideas and practise saying them. Monitor and check Ss are using the /w/ sound to link the words. When they have finished, ask a few Ss to share their sentences with the class.

EXTRA IDEA: DIGITAL Ss use their devices to record themselves saying their sentences, then listen back to check they're saying them with an intrusive /w/.

SPEAKING

6A Go through the questions with the class, then give Ss time to make notes about their experience. If they're having trouble thinking of ideas, give them some additional topics to help, e.g. studies, where to live, a plan for buying or renting something big like a car or accommodation. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B When they are ready, put Ss in small groups to share their experiences. Monitor and encourage Ss to ask follow-up questions to find out more information. When they have finished, nominate a student from each group to share any interesting information they found out with the class.

WRITING

a report

7A Elicit from the class where we usually see reports (at work or school), their function (to give detailed information about something) and whether they're formal or informal (formal). Focus attention on the report. Then give Ss a few minutes to read it and answer the questions, and then discuss them in pairs. Check answers with the class and elicit examples for question 4.

EXTRA SUPPORT: DYSLEXIA Read the report to the class (or record it before the lesson), indicating where the missing headings occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 7B.

ANSWERS:

- 1 To outline the difference between young people's career aspirations and the reality of the modern workplace
- 2 Young people still choose traditional careers even though these work roles are disappearing due to increased use of technology. Young people do not choose careers in industries that are going to have the most growth, (such as renewable energies, healthcare, information technology, cybersecurity and data analysis).
- 3 It is recommended that young people are encouraged to explore different career options and that closer connections are made between new industries and schools, e.g. by giving work placements to students and training teachers how to help young people to make smarter career choices.
- 4 Formal; examples: The aim of this report is to ..., It appears that ..., studies have shown that ..., To conclude ..., It is recommended that ...

B Ss complete the report with the headings alone, then check in pairs. Check answers with the class.

ANSWERS:

1 B 2 A 3 D 4 C

C Point out the phrases in bold in the report. Ask Ss to put them in the correct places in the table, then check in pairs. Check answers with the class. (In the answers, items 2, 3 and 5 are given in the order they appear in the text but accept them in any order.)

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this task difficult as there are lots of things to do and options to choose from at the same time. In this case, break up the report into three sections (i.e. Introduction, Background situation and Main issues and Conclusion/recommendations), with the relevant part of the table underneath each one. Ss should be encouraged to cover the parts of the text they are not working on to reduce distractions while they are looking for and at the phrases in bold.

ANSWERS:

- 1 the aim of this report is ...
- 2 It appears that ...
- 3 It seems that ...
- 4 There has been a slight increase in ...
- 5 studies have shown that ...
- 6 To conclude, ...
- 7 It is recommended that ...

8A Ss read the task, then work in pairs to discuss their ideas and make notes. Monitor and offer help where necessary.

B Ss read the ideas listed and compare them with their own ideas in their pairs from Ex 8A. In feedback, ask a few Ss if they had any of the same ideas as in the notes.

C Ss write their reports. As a guide, you could tell them to aim to write 140–200 words. Monitor and offer help where necessary, and encourage Ss to use the formal phrases from the table in Ex 7C where possible. When they have finished, put Ss in pairs to swap and read each other's reports. For online classes, remember they can use a collaborative document to share their writing.

TO FINISH

Put Ss in pairs to discuss how they could include more STEM activities in their English lessons. When they have finished, ask each pair to share one of their ideas with the class.

5C You're on mute!

HOW TO ... | describe problems and suggest solutions

VOCABULARY | video conference calls

PRONUNCIATION | intonation to show degrees of certainty

LESSON OVERVIEW

In this lesson, Ss learn how to describe problems and suggest solutions. The context is video conference calls, which they also learn vocabulary for. This leads into the functional language, where Ss also practise intonation to show degrees of certainty. The lesson ends with a speaking activity where Ss practise describing a problem and suggesting solutions.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Ask Ss to type any other rules they can think of in the chat box so others can read them.
- **Ex 2A:** Display the article on your device and share your screen so that Ss can see the rules and refer to them while they listen.
- **Ex 2C:** When checking answers, display the table on your screen with the annotate function on for individual Ss to write in the correct phrases.

Additional Materials

For Teachers:

Presentation Tool Lesson 5C
Photocopiable Activity 5C
Grammar Bank 5C
Mediation Bank 5C

For Students:

Online Practice 5C
Workbook 5C

TO START

Write the following on the board:

phone call
text message
video call
other

Put Ss in pairs and ask them to discuss which of the forms of communication they use most often, and what they use each for. You could also elicit ideas for 'other' communication, e.g. instant messaging, email, etc.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

video conference calls

- 1 A** Read the questions with the class and check understanding, then put Ss in small groups to discuss them. When they have finished, elicit answers from a few Ss and find out if others agree. Write any new words and phrases that come up during feedback on the board, especially any of the vocabulary items in the text (e.g. *invite*, *on mute*).
- B** Focus attention on the title of the article and elicit a few ideas as to what it might include. Ask Ss to read the information, then put them in pairs to discuss which rules they think are most important and why and to think of any other rules they would add. For online classes, remember to ask Ss to type any other rules they can think of in the chat box. When they are ready, elicit Ss' ideas and reasons and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so learners with dyslexia can listen while they read and to help prepare them to choose the most important rules. If you record the article, they can listen again when they do Ex 1C.

- C** Put Ss in pairs to answer the questions about the words in bold in the article. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia to process by providing the words in bold as a vertical list on a piece of paper. Ss can refer to the text for contextual clues, covering the parts of the text they're not using.

ANSWERS:

- 1** on mute, unmute
- 2** echo, delay; *Echo* means you hear everything twice. *Delay* means the sound comes late.
- 3** internet connection
- 4** chat box
- 5** invite
- 6** is frozen
- 7** link
- 8** get in
- 9** host
- 10** volume

FUTURE SKILLS | Social responsibility

D Read the Future Skills box with the class, then put Ss in pairs to discuss the rules and how they can improve their participation in video conferences. When they have finished, ask Ss to share their ideas with the class.

EXTRA IDEA: EMPLOYABILITY SKILLS Put Ss in pairs to identify the most important rules to follow (including their own ideas). They can then make a checklist and share it with their work colleagues or anyone else they regularly have video conference calls with.

How to ... describe problems and suggest solutions

2A **5.05** | Explain that Ss are going to listen to parts of three video conference calls and that in each one some of the rules they encountered in Ex 1B are broken. Ss listen and identify which rules are broken, then check in pairs. For online classes, remember to share the article on your device while Ss listen. Check answers with the class.

ANSWERS:

Conversation 1: Lisa, one of the women, is on mute and she didn't check her sound (there's an echo).

Conversation 2: Nick, the man, didn't check his internet connection. He has a problem with his computer crashing, then the sound, then he freezes.

Conversation 3: The woman/host didn't know how to get screen share working. One of the men, David, didn't get the file ready and showed the wrong file.

AUDIOSCRIPT 5.05

**J = Juan B = Britney L = Lisa N = Nick
S = Sue A = Alison D = David Ja = Jack**

Conversation 1

- J: What do you think, Lisa?
J: Lisa, you're on mute!
B: Can you unmute yourself?
L: Sorry! Yes, I think that's a very good idea.
J: There's an echo.
L: Oh, really? What about now?
J: You're still echoing.
B: Why don't you try turning down the volume on your speakers? It's worth a try because sometimes the echo's from the mic.
L: What about now?
B: That's better.
L: Well, I was just saying ... Hi, Jingles! There's a good girl!
J: Lisa?

Conversation 2

- N: Hi again! Sorry, my computer crashed.
S: That's OK, Nick.
N: Um, so where were we? I think I was just ...
S: Nick? Nick?
N: There seems to be a problem with my internet connection.
S: Perhaps you could try logging off and on again? That might work because sometimes the computer just seems to fix itself.
N: OK. ... I'm back. Can you hear me?
S: Yes.
N: And can you see me?
S: Yes.
N: Oh good. OK, so ...
S: But now you're frozen.
N: Oh no!
S: It's OK. It's actually quite a funny picture of you, to be honest. Hold on, let me take a screen shot ...
N: What? No!

Conversation 3

- A: David, can you bring up the figures on your screen for us?
D: Er, yeah. I need your permission though, as you're the host.
A: Oh. Hmm. Hang on. I can't get the screen share working.
D: Click on the icon at the bottom of the screen. It says, 'screen share'.
A: Hmm.
Ja: David, maybe you could post the document as a link in the chat box.
A: No, it's OK. Wait a minute. Here we go. How about that?
D: OK. Can you all see the spreadsheet?
Ja: Nope.
D: How about now?
A: Er, I think you've opened the wrong file there ...
Ja: Nice photo, David!

B **5.06** | Ask Ss to complete the extracts in pairs. When they are ready, play the recording for them to check their answers. Check answers with the class.

ANSWERS:

- | | |
|------------------|----------------|
| 1 turning | 5 might |
| 2 worth | 6 get |
| 3 seems | 7 could |
| 4 try | |

- C** Focus attention on the table and the function of each section, then ask Ss to add the phrases in the box to it. Check answers with the class. For online classes, you could display the table on your screen for Ss to annotate with the answers.

ANSWERS:

- 1 ... isn't working
- 2 It might be worth + *-ing* form
- 3 It sometimes helps if you + infinitive (without *to*) because ...

- D** The Grammar Bank on page 124 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 124 **GRAMMAR BANK**

This focuses on the form and use of the phrases for describing problems and suggesting solutions. Go through the notes with the class or give them a few minutes to read them alone then ask any questions they have. Check the use of the different verb forms after the phrases for suggesting solutions.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss match the sentence halves alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support Ss with dyslexia to manage this task, it would be helpful to separate the sentences into two groups of five to provide fewer options to choose from.

ANSWERS:

- 1 h 2 d 3 j 4 a 5 b
6 i 7 g 8 c 9 f 10 e

- 2** Ss complete the conversations individually, then check in pairs. Check answers with the class, then put Ss in pairs to practise the conversations.

EXTRA SUPPORT: DYSLEXIA To help Ss process the phrases in the boxes, provide them as vertical lists, one for each conversation.

EXTRA: ALTERNATIVE IDEA Put Ss in pairs and ask them to practise the conversations before they complete them, effectively doing this as an oral activity. When they have finished, Ss can complete the conversations in written form.

ANSWERS:

- 1 There seems to be
- 2 Every time
- 3 Have you tried
- 4 Maybe you could
- 5 Worth a try
- 6 There's something wrong
- 7 I can't get
- 8 It keeps
- 9 It sometimes helps if
- 10 isn't working
- 11 Why don't you try
- 12 It might work because

PRONUNCIATION**intonation to show degrees of certainty**

- 3A**  **5.07** | Play the recording for Ss to listen and decide which speaker sounds more confident. Check the answer with the class.

ANSWER:

a

** AUDIOSCRIPT 5.07**

- a Perhaps you could try switching it off.
b Perhaps you could try switching it off.

- B**  **5.08** | Ss listen to four more suggestions and choose which speaker sounds more confident in each case, then check in pairs. Check answers with the class.

ANSWERS:

- 1 b 2 a 3 b 4 b

- C**  **5.08** | Play the recording again for Ss to listen and repeat, focusing on the intonation each time.

EXTRA SUPPORT: TEACHER Asking Ss to repeat both forms (the less confident and more confident versions) helps reinforce the difference between the two.

- D** You may want to give Ss time to think of and note down possible solutions before they start. Ss practise offering solutions in pairs. You may want to encourage them to exaggerate the intonation to have fun with the activity. When they have finished, ask a few Ss to share their solutions with the class.

SPEAKING

4A Give Ss time to read the instructions and think about what to say. With weaker classes, you may want to model the conversation with a stronger student. When they are ready, put Ss in A/B pairs to practise the conversation. Monitor and check they are using the functional phrases from the lesson correctly.

B Ss swap roles and practise again with a different problem. When they have finished, you could ask one or two pairs to perform their conversation for the class.

EXTRA: HOW TO ... Ask Ss to think of a problem they've had or have in their own lives that they don't mind sharing with another student. Put Ss in new pairs to discuss their problems and offer solutions. When they have finished, ask a few Ss to share the best solution their partner offered with the class.

TO FINISH

Put Ss in groups to discuss which of the problems mentioned in the lesson they have had, and how they solved them.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

► page 151 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 192

5D Street Interviews

Are you a team player?

GRAMMAR | non-defining relative clauses for comments

SPEAKING | a discussion about working alone vs. in a team

WRITING | a thank-you message

LESSON OVERVIEW

In this lesson, Ss discuss working alone vs. in a team. The context is a series of BBC street interviews where people say whether they prefer working alone or in a team. Ss learn how to use non-defining relative clauses for comments. They then do a speaking activity where they discuss their own experiences of working alone vs. in a team. The lesson ends with a writing activity where Ss write a thank-you message.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A, B and D:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3A:** Display the sentences on your device and make sure the annotate function is on. Ask different Ss to highlight the non-defining relative clauses.

Additional Materials

For Teachers:

Presentation Tool Lesson 5D
Online Digital Resources
Grammar Bank 5D
Writing Bank 5D
Videoscript 5D: BBC Street Interviews

For Students:

Online Practice 5D
Workbook 5D

TO START

Review the vocabulary from Lesson 5C with a team game. Arrange Ss in small groups. Each turn, describe one of the words or phrases, e.g. 'You type in this.' (chat box). The first team to call out the correct answer wins a point. The team with the most points at the end wins.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1** Start by telling the class some of your preferences and reasons, e.g. 'I prefer studying alone because I can focus better that way.', 'When I'm driving long distances, I like having other people in the car because we can talk and it makes the journey seem shorter.' Put Ss in groups to discuss the questions. Monitor and encourage them to give their reasons. In feedback, ask a student from each group to share anything interesting they found out about people's preferences with the class.

EXTRA IDEA Elicit ideas from each group in turn for advantages and disadvantages of working in a team and working alone and write them on the board. Have a brief class discussion and find out which form of working the majority of the class prefers generally.

VIEW

- 2A ▶** Refer Ss to the questions in the programme information box and explain that they're going to watch street interviews with people answering the questions. Read the questions in Ex 2A with the class so they know what to listen for and suggest they keep tallies for each question. Play the video for Ss to answer the questions alone, then check in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

- 1** More of the speakers prefer working in a team – two said they prefer working alone, three said they prefer working in a team.
- 2** Three speakers describe bad experiences. (Kathiane – her old team would leave things until the last minute and play around; Olivia – did a group project online, which was difficult because of the time differences; Hannah – is a police officer and faced a dangerous situation, but the team helped her.)

- B ▶** Refer Ss to the photos at the top of the page, then read the sentences with the class so they know what to listen for. Ss watch the video again and match the speakers with what they say, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-------------------|-----------------|----------------|
| 1 Olivia | 2 Hannah | 3 Aslan |
| 4 Kathiane | 5 Onika | |

- C** Put Ss in pairs to discuss what they think the words and phrases in bold mean and which of the sentences are true for them. When they have finished, elicit Ss' answers. Check understanding with closed questions such as 'Are accomplishments positive or negative?' (positive), 'Do they require hard work?' (yes), 'If you support someone, do you do their work or help them do their work?' (help them).

EXTRA IDEA: DIGITAL If Ss need to, they could use their mobile devices to look up the words and phrases in Ex 2C to find out their meaning.

ANSWERS:

- 1** share accomplishments – enjoy achievements together
support each other – give emotional and practical help to each other
suits me – I like it and it's good for me
a bit of a perfectionist – someone who likes things to be done correctly and to a high standard
bounce ideas off of other people – discuss ideas and work them out together
- 2** Students' own answers

- D ▶** Read the statements to the class so they know what to listen for, then play the second part of the video again for Ss to watch and decide if the statements are true or false, then check in pairs. Check answers with the class.

ANSWERS:

- 1** F (Her old team would leave things until the last minute and play around, her new team gets straight down to work.)
- 2** T
- 3** F (She didn't like working with other students because of the time differences.)
- 4** T
- 5** T

GRAMMAR

non-defining relative clauses for comments

3A Before starting the exercise, remind Ss of the notes on non-defining relative clauses in Grammar Bank 3A. For online teaching, remember to display the sentences for Ss to highlight. Otherwise, Ss underline the relative clauses in the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair dyslexic learners with a partner who can help them read the sentences. Dyslexic learners will also find it easier to highlight rather than underline the sentences as underlining can distort the appearance of the letters and so make them more difficult to read.

ANSWERS:

- a Erm, my old team never wanted to do the work until the last minute and would rather play around, which was incredibly frustrating because ...
- b We had to do the whole project online, which was really difficult because ...
- c We had a group lunch, which was really fun.
- d I was in a dangerous situation, which was very scary.

B Put Ss in pairs to answer the questions. When they are ready, check answers with the class.

ANSWERS:

- 1 They are all non-defining relative clauses.
- 2 They all give an opinion.

C The Grammar Bank on page 125 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 125 GRAMMAR BANK

This focuses on the form and use of non-defining relative clauses for comments. Ss will be fairly familiar with relative clauses in general by this point, so there's no need to spend too much time on the revision at the top of this section. The new element here is using non-defining relative clauses to make comments (i.e. to give an opinion about the main clause), so it's worth making sure Ss are comfortable with this use before moving on. Go through the notes with the class or give them time to read them and ask you any questions they have. Check understanding, especially of the position of non-defining relative clauses in a sentence when they are used to make a comment.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 Ss match the main information with the comments individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia to process by dividing the sentences and the corresponding comments into two sets of three.

ANSWERS:

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

2 Read the example with the class, then ask Ss to rewrite the rest of the sentences, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA To reduce the amount of writing Ss with dyslexia need to do, ask them to just write the non-defining relative clause that fits at the end of each sentence.

ANSWERS:

- 2 We worked in a small office, which wasn't very comfortable.
- 3 I've got a new boss, who's great to work with.
- 4 When I told her my plans, she was very understanding, which I didn't expect.
- 5 My first year has gone really well, which is quite a relief.
- 6 I'm much happier working on my own, which is quite surprising.
- 7 He offered everyone a promotion except Dennis, which seems/seemed a bit unfair.
- 8 He sits around all day doing nothing, which drives me crazy.
- 9 The worst part of the job is over, which I'm really pleased about.
- 10 We were delayed on the way to the airport, which I found really annoying.

SPEAKING

a discussion about working alone vs. in a team

4A Give Ss plenty of time to think of an experience for each situation and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in small groups to describe their experiences and discuss the questions. Monitor and encourage them to give reasons for their answers. When they have finished, discuss the questions as a class.

WRITING

a thank-you message

5A Put Ss in groups to discuss the questions. When they have finished, ask a few Ss to share anything interesting they found out from their group with the class.

B Refer Ss to the Writing Bank on page 106.

WB ▶ page 106 **WRITING BANK**

1A Tell the class they're going to read a thank-you message. Ss read the email and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the email to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise.

ANSWERS:

- 1** Alison Scarmacci, the project manager
- 2** She is thanking the Southside team for all of their hard work on the Southside project so far.

B Put Ss in pairs to discuss which tips are useful, and encourage them to give reasons for their answers. Check answers with the class.

ANSWERS:

All of them are useful, except tip 3.

C Read the situations with the class and check understanding. Give Ss time to think of other situations and/or more details and make notes individually.

D Ss write their messages individually. They should aim to write around 180 words. Monitor and offer help where necessary. When they have finished, put Ss in pairs to swap messages and read them.

TO FINISH

Put Ss in pairs and ask them to discuss tips they'd give to someone working in a team for the first time.

5 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1, 2A, 3A, 4 and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tip useful:

- **Ex 3A:** Ask Ss to type their answers in the chat box so they can compare their answers.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 5 (i.e. Grammar: past perfect simple and continuous, past plans and intentions, non-defining relative clauses for comments; Vocabulary: time expressions, work and careers, areas of work, video conference calls; How to ... describe problems and suggest solutions). Ss can then check their ideas by looking at the unit lesson objectives.

GRAMMAR

past perfect simple and continuous

1 With weaker classes, elicit the first answer as an example and write it on the board. Ss complete the sentences alone, then check in pairs. Check answers with the class and write them on the board.

EXTRA SUPPORT: DYSLEXIA Advise Ss with dyslexia to cover the pairs of sentences they're not working on to help reduce distraction.

ANSWERS:

- 1** 'd been waiting
- 2** 'd left
- 3** had nearly finished
- 4** 'd run

past plans and intentions

2A With weaker classes, you may want to remind them about the tenses and/or refer them back to the Grammar Bank to help. Elicit the first answer as an example and write it on the board. Ss complete the sentences individually, then check in pairs. Check answers with the class and write them on the board.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia by breaking it down into stages. First, ask them to write the structure next to the sentence, then put it in the correct form to fit the sentence.

ANSWERS:

- 1 was meant to study
- 2 was thinking of / thought about going
- 3 wasn't expecting / didn't expect to enjoy
- 4 was hoping to travel
- 5 was considering / considered switching
- 6 was going to suggest

B Demonstrate the activity by giving Ss an example of your own, e.g. 'I was thinking of going hiking last weekend, but some friends called in to visit, so I stayed at home.' Ask Ss to choose three sentences and rewrite them so they are true for them. Monitor and check they are using the forms correctly. When they are ready, put Ss in pairs to share their sentences. In feedback, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY

3A Ss complete the conversations individually, then check in pairs. Check answers with the class and write them on the board. For online classes, remember you can ask Ss to type their answers in the chat box.

EXTRA SUPPORT: DYSLEXIA You can reduce the complexity of this activity for Ss with dyslexia by breaking it down into sections and stages. First, divide the words in the box into two separate vertical lists, one for each conversation. Ss select the correct word from the list for the first conversation to fill each gap and write the number next to it. Then they work out changes they need to make to the form (if necessary) to fill the gap. They repeat the process for the second conversation.

ANSWERS:

- | | |
|----------------|---------------|
| 1 switching | 6 advance |
| 2 retraining | 7 set |
| 3 part-time | 8 consultancy |
| 4 started | 9 reinvented |
| 5 construction | |

B Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA: DIGITAL If Ss don't know anyone who has done these things, ask them to use their devices to go online and find out about someone who has, then share what they found out in pairs.

4 Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------|--------|
| 1 for | 5 on |
| 2 for | 6 chat |
| 3 that | 7 host |
| 4 earlier | 8 echo |

5A This activity reviews both the grammar and vocabulary of Unit 5. Ss complete the article alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where the options occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 5A. You could also ask them to cover the parts of the article around each option so as to avoid distractions when doing the exercise.

B  **R5.01** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

- | | |
|-------------|---------------------|
| 1 switch | 6 planning |
| 2 reinvent | 7 had been studying |
| 3 had been | 8 setting up |
| 4 which | 9 up to that point |
| 5 start out | 10 retrain |

TO FINISH

Ask Ss to think of the three most useful things they learnt in Unit 5 (grammar and/or vocabulary). Give them a minute or two to look back over the unit and decide, then put them in pairs to compare answers and say why they think their choices are the most useful.

6 psychology

Global Scale of English **LEARNING OBJECTIVES**

6A Pay attention!

- **READING** | Read an article about staying focused: prefixes
- Talk about how you stay focused: necessity, prohibition and permission
- **Pronunciation:** word stress; prefixes
- Edit notes to make them more concise

GSE INFORMATION

VOCABULARY

48 Can negate adjectives with the correct negative prefix.

READING

67 Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc.

GRAMMAR

59 Can use 'need' with the passive infinitive to express necessity.

63 Can use 'need' with verbs in the gerund to express necessity.

60 Can express prohibition in the present or future with 'forbid' and '(not) allow'.

SPEAKING

61 Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.

WRITING

64 Can edit notes or bullet points to make them more concise.

6B Quiet

- **LISTENING** | Understand a conversation about introversion: reporting verbs; reported orders, requests and advice
- Discuss whether you are an introvert or an extrovert
- **Pronunciation:** consonant clusters

GSE INFORMATION

LISTENING

66 Can distinguish between fact and opinion in informal discussion at natural speed.

GRAMMAR

60 Can report orders, requests and advice with infinitive clauses.

VOCABULARY

59–75 Can use language related to reporting.

SPEAKING

61 Can describe what they would do and how they would react to situations in a text.

6C Here's my advice

- **HOW TO ...** | ask for advice and give advice tactfully: collocations with *get* and *take*
- **Pronunciation:** pitch for sounding tactful

GSE INFORMATION

VOCABULARY

59–75 Can use language related to asking for help.

59–75 Can use language related to offering help.

HOW TO ...

66 Can give advice on a wide range of subjects.

62 Can use 'ought(n't) to' to offer or ask for advice or suggestions.

65 Can understand the speaker's point of view on most topics if delivered at natural speed and in standard language.

SPEAKING

62 Can recommend a course of action, giving reasons.

6D Would I lie to you?

- **BBC PROGRAMME** | Understand a TV comedy programme in which contestants guess if a story is true or false
- Talk about a true or false story: fillers
- Write an email giving news

GSE INFORMATION

VIEW

62 Can follow a natural group discussion, but may find it difficult to participate effectively.

VOCABULARY

64 Can use stock phrases to gain time and keep the turn whilst formulating what to say.

SPEAKING

64 Can use stock phrases to gain time and keep the turn whilst formulating what to say.

61 Can respond to clearly expressed questions on a presentation they have given.

WRITING

60 Can write personal emails/letters giving and commenting on news in detail.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 6A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ You may want to preteach *have a nap* (= have a short sleep in the day), *box set* (= a collection of episodes/series of a TV programme) and *closet* (= what Americans call a wardrobe) before Ss watch the video. Read the question in the programme information box and tell Ss they're going to watch a video of people answering the question. Explain that they will hear a variety of activities but they should focus just on those that the speakers never find the time to get done. Play the video for Ss to watch and make notes. Check answers with the class. Then put Ss in pairs to do part 2, where they discuss things that they never find the time to do.

ANSWERS:

- 1 Speaker 1: housework
- Speaker 2: drawing, painting
- Speaker 3: reading books
- Speaker 4: clean my closets, get rid of the things
- Speaker 5: call people back
- Speaker 6: finish a novel
- Speaker 7: clean my windows
- Speaker 8: a haircut

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 6
Online Digital Resources
Videoscript Unit 6 Opener: BBC Vlogs

6A Pay attention!

GRAMMAR | necessity, prohibition and permission

VOCABULARY | prefixes

PRONUNCIATION | word stress: prefixes

LESSON OVERVIEW

In this lesson, Ss discuss distractions and staying focused. The lesson starts with a focus on prefixes, where Ss also practise word stress. Ss then learn language for describing necessity, prohibition and permission. The context is a reading where they read an article about staying focused. They then do a speaking activity where they discuss tips for avoiding distractions. The lesson ends with a writing activity where Ss practise editing notes.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Vocabulary Bank 6A, Ex 1C:** Ask Ss to type their sentences in a collaborative document and share it with each other for their partner to complete.
- **Ex 2A:** Display the sentences on your device and share your screen. Use the annotate function for Ss to highlight the stressed syllables.
- **Ex 3A:** Use an online poll for Ss to choose the best summary.
- **Grammar Bank 6A, Ex 3:** Invite individual Ss to write the answers in the chat box during feedback.

Additional Materials

For Teachers:

Presentation Tool Lesson 6A
Photocopiable Activities 6A
Grammar Bank 6A
Vocabulary Bank 6A

For Students:

Online Practice 6A
Workbook 6A

TO START

Tell the class about things which distract you when you're working at home (e.g. emails, your kids, social media, etc.), then put Ss in small groups to discuss what things distract them and what measures they take to try and stay focused.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

prefixes

1 A Check understanding of *multitasking* (= doing several things at the same time). Give Ss time to read the opinions and check understanding if necessary, then put Ss in small groups to discuss the question. When they have finished, elicit answers from a few Ss and have a brief class discussion.

B Point out the prefixes in bold in the statements, then ask Ss to match them with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Give Ss the meanings in the box in a column with the words from the statements with the prefixes highlighted in a second column for them to draw lines from the meanings to the prefixes.

EXTRA SUPPORT: TEACHER Prefixes usually change or alter the meaning of a word. Suffixes don't usually change the meaning, instead they change the grammar of a word (e.g. from a noun to a verb).

ANSWERS:

again: re
below/under: sub
incorrectly/badly: mis
not: un, im
opposite action: dis

C Refer Ss to the Vocabulary Bank on page 140.

VB ➡ page 140 VOCABULARY BANK prefixes

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Ss add the correct prefixes alone, then check in pairs. Check answers with the class, along with which words have hyphens.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia to process by providing the prefixes as a vertical list printed on a separate piece of paper which they can position next to the words in the sentences.

ANSWERS:

- 1 imperfect, impatient
- 2 retrain, rewrote
- 3 subheading, sub-zero
- 4 unhelpful, unrealistic
- 5 dishonest, disappeared
- 6 misheard, misread

B Demonstrate the activity with a sentence of your own and write it on the board, e.g. *I had to redo my uni application when I made a mistake on the form.* Ask Ss to choose three of the prefixes to write sentences for, using different words. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT With weaker classes, elicit some other examples of words which use these prefixes and write them on the board before they do the activity, e.g. *dissatisfied, impractical, misunderstand, redo, subway, unknown.*

C Ask Ss to rewrite their sentences from Ex 1B with the words removed, then put them in pairs to swap sentences and guess the missing words. For online classes, remember to ask Ss to type their sentences in a collaborative document to share with their partner. In feedback, you could ask a few Ss to read out their gapped sentences for the class to guess the missing words.

EXTRA CHALLENGE Put Ss in pairs to play prefix tennis. Ask them to choose a prefix then take turns saying a different word with that prefix until they can't think of any more. Monitor and adjudicate where necessary.

PRONUNCIATION

word stress: prefixes

2 A  **6.01** | Ss underline (or highlight) the stressed syllables. Play the recording for them to check their answers, then check with the class. For online teaching, remember to display the sentences and ask Ss to highlight the stressed syllables. Drill the words chorally and individually if necessary.

ANSWERS:

- | | |
|--------------------------|------------------------|
| 1 <u>re</u> write | 4 sub <u>stan</u> dard |
| 2 im <u>prac</u> tical | 5 <u>unk</u> nown |
| 3 mis <u>under</u> stood | |

- B** If you're short of time, do this activity as a class. Otherwise, Ss choose the correct word(s) then check in pairs. Check answers with the class.

ANSWER:

part of the root word

- C** Put Ss in pairs to take turns giving their examples. With weaker classes, you could give them some individual preparation time to think of their examples and make notes. Monitor and make sure Ss use the words with prefixes in their answers, and with the correct stress. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 3A** Read the summaries with the class and check understanding. Set a strict time limit of three minutes for Ss to read the article quickly and choose the best summary, then check in pairs. Check answers with the class and elicit why the other two answers are wrong. For online classes, you can create a poll for Ss to choose the best summary. If you did the discussion in the To start activity, you could also ask Ss which (if any) of their ideas on staying focused are mentioned in the article.

EXTRA SUPPORT: TEACHER In order to get Ss to practise skim reading (i.e. reading for gist), it's important to give them a strict time limit. When you do this, explain that they'll have a chance to read again more carefully afterwards. Alternatively, you can do it as a race – the first person to find the correct answers wins.

EXTRA IDEA: DIGITAL If you have a screen in class, use it to show a big timer when setting a time limit for gist reading.

ANSWER:

2

- B** Ss read the article again more carefully and answer the questions, then compare answers in pairs. Check answers with the class and answer any questions Ss have about other vocabulary in the article.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can listen to the recording while they read, pausing it after each paragraph to answer the questions. They should also cover the parts of the text they're not working on to avoid distraction.

ANSWERS:

- 1 You do them at the same time.
- 2 small jobs around the house
- 3 external triggers: things outside the individual (e.g. phones, the internet)
internal triggers: things inside the individual (e.g. feelings)
- 4 They are moments when you are moving from one task to another.
They are a problem because we may be tempted to do something we think will be quick at these moments, but which turns out not to be.
- 5 in control

- C** Ss discuss the questions in small groups. When they have finished, ask a few Ss to share their ideas with the class.

GRAMMAR**necessity, prohibition and permission**

- 4A** Check understanding of *prohibition* (= the act of not allowing something). Elicit the first answer as an example, then ask Ss to underline (or highlight) the rest of the words and phrases individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|------------------|---------------------|
| 1 needed | 3 wasn't allowed to |
| 2 allowed him to | 4 needed to be |

- B** Put Ss in pairs to answer the questions. When they have finished, check answers with the class.

ANSWERS:

- 1 allow + someone + to
- 2 need to be + past participle
- 3 wasn't allowed to
- 4 need

- C** The Grammar Bank on page 126 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 126 **GRAMMAR BANK**

To introduce the grammar, you could ask the class: 'What do you need to show to get on a plane?' (boarding card and passport), 'Can you get on the plane without your boarding card?' (no). Then elicit 'You need your boarding card to get on a plane.' and ask: 'Is this an example of necessity, prohibition or permission?' (necessity). You could then use other examples to elicit the other functions.

Go through the notes with Ss or let them read them alone. Check understanding where necessary.

GB EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This focuses on the use of the different structures. Ss decide if the meaning of each pair of sentences is the same (S) or different (D), then compare their ideas in pairs. Check answers with the class and elicit reasons for any differences.

ANSWERS:

- 1 S
- 2 D – *aren't allowed* is the opposite of *are permitted*
- 3 D – *were forbidden* refers to the past; *mustn't* refers to the present
- 4 S
- 5 D – *forbids* is the opposite of *allows*
- 6 S

- 2** This focuses on the form of the different structures. Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 allowed to do
- 2 retraining
- 3 permitted us to enter
- 4 is forbidden
- 5 need to be rewritten
- 6 forbidden to play
- 7 couldn't go
- 8 isn't allowed

- 3** This focuses on both the form and use of the different structures. Ss complete the sentences alone, adding any other words necessary, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so). With online classes Ss can write their answers in the chat box.

EXTRA SUPPORT With weaker classes, break the activity down into the following stages:

- 1 Identify and highlight the expression in the first sentence (e.g. *must do* in sentence 1).
- 2 Identify the expression needed to replace it (e.g. *need + -ing* in sentence 1).
- 3 Complete the sentence using the expression, changing the tense and making any other changes necessary.
- 4 Check the second sentence has the same meaning as the first.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia by giving them two options for each sentence (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

- 1 need doing
- 2 needed to be
- 3 weren't allowed to use
- 4 need to be edited
- 5 aren't permitted
- 6 allowed me to stay
- 7 is forbidden
- 8 permits parents to make

SPEAKING

- 5A** Give Ss time to read the tips and think of others individually. Remind them of the discussion in the To start activity and the ideas they came up with there. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When Ss are ready, elicit any other ideas they had and write them on the board.

- B** Ask Ss to choose the three most useful tips (including their own ideas on the board) and make notes on their reasons why.

- C** Put Ss in small groups to share their ideas from Ex 5B and find out if others agree. When they have finished, nominate a student from each group to share what they agreed on with the class.

FUTURE SKILLS | Self-management



- D** Read the Future Skills box with the class, then put Ss in pairs to discuss the question. When they have finished, ask a few Ss to share their ideas with the class.

EXTRA IDEA: EMPLOYABILITY SKILLS Put Ss in pairs to discuss which of the new ideas are also relevant in a work situation, and how.

WRITING

editing notes

- 6A** Explain that these are two versions of notes people made about the article in Ex 3. Ss read them and choose the version they think is clearer, then discuss reasons for their choice in pairs. Encourage them to focus on the structure of the notes by asking them which is easier to refer back to quickly. Check the answer with the class and elicit Ss' reasons for their choice.

EXTRA SUPPORT: DYSLEXIA Read the notes to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the activities.

ANSWER:

Version 2 is clearer because the notes are shorter and will be easier to review later.

- B** Put Ss in pairs to read the advice then discuss which ideas are the most useful. When they have finished, elicit Ss' ideas and reasons for their choices.

ANSWERS:

All the points are good for making notes more concise, except 3, 5 and 6.

- C** Refer Ss to page 143. See below for notes on the exercises.

- 1** Give Ss time to read the article and notes and choose the bullet point which doesn't add anything, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the text and notes to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the exercises.

ANSWER:

Remove the second bullet point (The author says that without deadlines, some people don't do the work.) because it repeats the information in the first bullet point.

- 2** Remind Ss of the advice for making notes in the main lesson and encourage them to use their favourite advice to edit the notes. Monitor while they work and offer help where necessary.
- 3** Put Ss in small groups to compare their ideas. When they have finished, ask one or two Ss to share their edited version with the class.

POSSIBLE ANSWER:

- procrastination – a problem for some
- pressure means we have to focus
- creative activities – limitations sometimes useful, help people to focus

TO FINISH

Put Ss in pairs and ask them to think of different situations in which they'll be able to use the advice they learnt for making notes in this lesson (e.g. when studying, in a meeting, etc.).

6B Quiet

GRAMMAR | reported orders, requests and advice

VOCABULARY | reporting verbs

PRONUNCIATION | consonant clusters

LESSON OVERVIEW

In this lesson, Ss learn or review reported orders, requests and advice. The context is a listening, where they listen to people discussing introverts and extroverts, which leads into the grammar. Ss then learn reporting verbs and practise pronouncing consonant clusters. The lesson ends with a speaking activity where Ss do a quiz.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3C:** Ask Ss to write the direct speech in a collaborative document so they can compare what they've written.
- **Grammar Bank 6B, Ex 2:** Invite individual Ss to write the answers in the chat box during feedback.
- **Ex 5B:** Display the forum posts on your device and make sure the annotate function is on. Ask Ss to tick the comments with similar opinions to theirs.

Additional Materials

For Teachers:

Presentation Tool Lesson 6B
Photocopiable Activities 6B
Grammar Bank 6B
Vocabulary Bank 6B

For Students:

Online Practice 6B
Workbook 6B

TO START

Review the vocabulary from Lesson 6A with a board race. Divide the class into two or three teams and give each team a board pen. Each turn, write a different prefix (e.g. *mis*) on the board and ask a different student each time from each group to come and write a word with that prefix (e.g. *misunderstand*). The first team to write a word with the prefix correctly wins a point. The team with the most points at the end wins.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 A Put Ss in pairs to complete the definitions. Check answers with the class. You could further check understanding by asking Ss what the words are in their own language(s).

EXTRA SUPPORT: TEACHER If Ss notice or ask about the prefixes used in the words, you could explain that they are forms of *extra*, meaning outside (as in 'extraordinary') and its opposite, *intra*, meaning within. This may also help them remember the distinction between the words.

ANSWERS:

- 1 introvert 2 extrovert

B Put Ss in small groups to discuss the questions. When they have finished, elicit answers from the class and have a brief class discussion.

POSSIBLE ANSWERS:

- 1 Introverts are commonly perceived to be shy and retiring, and unwilling to join in socially; extroverts are typically seen to be very sociable, chatty, open and outgoing, and are also often perceived to be loud. As a result, extroverts are often viewed as natural leaders and teamworkers due to their visibility, while introverts tend not to be viewed in this way.
- 2 The typical views of the types are stereotypical. An introvert may be quiet but this doesn't mean they are not sociable, likewise an extrovert isn't necessarily always loud and wanting to be the centre of attention. Being visible also doesn't automatically make you a good leader and teamworker.

C  **6.02** | Read the questions with the class so Ss know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT In real-life listening, a lot of meaning is provided by context, which is often lost with a classroom listening. That's why it's a good idea to prepare Ss for the listening as best we can. We can do this by establishing the context, getting Ss to predict what they'll hear and even just reading the questions with them first, so that they approach the listening knowing what to listen for.

ANSWERS:

- 1 They're talking about introverts and extroverts and a programme that Miriam heard on the radio.
- 2 She found she couldn't work effectively, so she left her desk and worked in the cafeteria. She asked her manager to find her somewhere quieter for her to work. She asked her manager to let her work from home. Her manager refused and Nishma eventually left the job.
- 3 They are both introverts. Miriam talks about not looking forward to team-building exercises and not doing well at them. Nishma says she thinks she's quite introverted and talks about needing to spend time alone.

AUDIOSCRIPT 6.02

M = Miriam N = Nishma

- M: So, I was listening to a programme this morning about the power of introverts.
- N: Oh, yeah? That sounds interesting.
- M: Yeah, it was really good actually. They were interviewing a woman called Susan Cain, who wrote a book called *Quiet: The Power of Introverts in a World That Can't Stop Talking*.
- N: Oh, yeah. I think I heard about that book when it came out. It sounds really interesting. So, what was she saying?
- M: Basically, she thinks that the world is designed for extroverts – that everything is organised around people who are bold and confident and happy to be in the spotlight. And that if you're not like that, if you're the kind of person who's quiet, or doesn't enjoy, you know, public speaking or whatever, and likes to have time to think before they speak, then you're basically at a massive disadvantage. The world just doesn't seem to listen to introverts. Take team-building exercises, for example. They're really popular with companies – loads of companies do them – but I never look forward to them, and I don't think I ever do particularly well at them.
- N: Yeah, that makes sense. I mean the world's run by politicians, isn't it? And I would say you need a lot of the qualities usually associated with extroverts to be a successful politician. I mean, introverts don't make very good public speakers, do they?
- M: Well, according to Susan Cain, that's not true, actually. There are loads of influential people who have been described as introverts – like Bill Gates, for example. Even Barack Obama is known to be an introvert, and for me, he's one of the best public speakers I've ever heard. Maybe it's because introverts generally like to be better prepared that they can actually be really good at giving speeches.
- N: Yeah, maybe. It also kind of depends what you mean by 'introvert', doesn't it? People always seem to think that introverts are shy and don't like being with other people. But I don't think that's true. I mean, I think I'm quite introverted, but I wouldn't say I was shy. I'm actually pretty sociable – I love being

with other people. It's just that I also really enjoy spending time by myself. In fact, I'd say I actually need to spend time on my own. It's how I recharge my batteries. If I'm around lots of people for too long, I always feel like I need to go and sit quietly somewhere for a bit to get my energy back.

- M: Yeah, I know what you mean. It's all about what energises you, isn't it? They actually said on the programme that rather than thinking of introverts as shy, we need to realise that they get more from being alone. They don't need other people to feel energised.
- N: Exactly. And it's not just in social situations either. I had this job once in a massive open-plan office in town. I hate open-plan offices. I know they're designed to encourage social interaction, which is great if you like being loud and sociable, but personally, I find it difficult to get any work done in that kind of environment. I just couldn't concentrate! For me, being around so many people all the time was completely exhausting. In the end, I asked my manager to let me work somewhere a bit quieter.
- M: Oh, yeah? So, what happened?
- N: Well, there wasn't really anywhere else to go, so I used to just take my laptop and go and find an empty table in the cafeteria. It was pretty bad to be honest!
- M: What? That's ridiculous!
- N: Yeah, I know. Anyway, one day my manager found me working alone in the cafeteria and she told me to get back to my desk. She seemed pretty angry, actually.
- M: Urgh. So, what did you do?
- N: Well, I spoke to a colleague and he advised me to talk to my manager about working from home three or four days a week. I asked, but she refused to give me permission to do that. We weren't really encouraged to work from home. In the end, my manager threatened to sack me if I didn't work in the same office as everyone else. I thought her attitude was pretty unreasonable, so I ended up leaving the company and getting a better job somewhere else.
- M: Well, good for you. That's kind of what the programme this morning was all about – the fact that introverts always have to adapt themselves to things that are set up for extroverts. But we'd probably all be a lot better off if we just listened to introverts more.

D 6.02 | Ss choose the correct words individually, then check in pairs. When they are ready, play the recording for Ss to check their answers. Check answers with the class by pausing the recording at the relevant points and asking Ss where the answers are.

EXTRA SUPPORT: DYSLEXIA You can help make it easier for Ss with dyslexia to focus in this activity by asking them to cover the parts of the text they're not working on in order to minimise distractions.

ANSWERS:

- 1 extroverts
- 2 more
- 3 shy
- 4 public speaking
- 5 train themselves to be more like extroverts

2A 6.02 | Introduce the activity by writing the following sentences on the board:

Joe Biden is the 46th President of the USA.

Joe Biden is an excellent politician.

Ask: 'Which sentence is an opinion?' (the second), 'Which is a fact?' (the first).

Go through the topics with the class and elicit what they can remember about each one. Ss listen again and note the facts and opinions, then check in pairs. Play the recording again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia find listening and writing at the same time difficult. In this case, give them a piece of paper with a table with *fact* and *opinion* at the top and give them some answers on pieces of paper for them to position as they listen.

ANSWERS:

- 1 Fact: The book is called *Quiet: The Power of Introverts in a World That Can't Stop Talking*; It was written by Susan Cain.
Opinion: (Nishma) It sounds interesting.
- 2 Fact: They are very popular with companies.
Opinion: (Miriam) I never look forward to them.
- 3 Fact: He is known to be an introvert.
Opinion: (Miriam) He's one of the best public speakers I've ever heard.
- 4 Fact: It was open-plan.
Opinion: (Nishma) I hate open-plan offices.
- 5 Fact: She found Nishma working in the cafeteria. / She told Nishma to get back to her desk. / She refused to let Nishma work from home. / She threatened to sack Nishma.
Opinion: (Nishma) She seemed pretty angry. / Her attitude was pretty unreasonable.

B Ss discuss the opinions in Ex 2A in pairs. Monitor and encourage them to give reasons. When they have finished, elicit Ss' ideas and reasons.

C Ss discuss the questions in groups. When they have finished, elicit Ss' ideas and have a brief class discussion.

GRAMMAR

reported orders, requests and advice

3A Explain that the sentences are taken from the conversation Ss listened to in Ex 1C. Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

1 to let 2 to get 3 to talk

B Ss match the sentences in Ex 3A with the type of information they report individually, then check in pairs. Check answers with the class.

ANSWERS:

1 b 2 c 3 a

C Read the example with the class and explain that it's what the first sentence in Ex 3A was reporting. Ss rewrite the rest of the sentences alone, then compare in pairs. Alternative answers are possible, so, in feedback, elicit sentences from a few Ss and find out if the rest of the class agrees. For online teaching, remember Ss can use a collaborative document to share their sentences.

POSSIBLE ANSWERS:

- 2 'Get back to your desk!'
3 'I think it would be a good idea if you talked to your manager about working from home.'

4A Put Ss in pairs to choose the correct option, then check the answer with the class.

ANSWER:

infinitive with *to*

B The Grammar Bank on page 127 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 127 GRAMMAR BANK

To introduce the grammar before Ss go through the notes, you could do the following class activity. Write on the board:

- 1 *Open your books at page 56.*
- 2 *Can you tell me what's on the page?*
- 3 *You should study this carefully.*

Elicit how we can report each sentence (and its function) and write it on the board, next to the sentences you wrote in direct speech:

- 1 *The teacher told us to open our books at page 56. (order)*
- 2 *The teacher asked us to tell him/her what was on the page. (request)*
- 3 *The teacher advised us to study it carefully. (advice)*

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the changes in references to time and place given in the last row of the table.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 This focuses on the form of reported speech. Ss put the words in the correct order, then check answers in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find ordering activities like this difficult. In this case, give them the reported versions of each sentence but gap the verbs (providing the infinitive form in brackets) and ask Ss to complete the sentences with the correct form of the verbs.

ANSWERS:

- 1 He ordered me to complete the report by Monday.
- 2 She asked me to open the door for her.
- 3 They asked me to arrange a meeting for Wednesday.
- 4 She asked me to organise a taxi to collect her.
- 5 She advised me not to work at the weekend.

2 This focuses on the form and use of reported speech. Read the example with the class, then ask Ss to complete the rest of the sentences, then check in pairs. Check answers with the class and write them on the board or invite Ss to come up and do so; for online classes they can use the chat box for this.

EXTRA SUPPORT With weaker classes, ask Ss to identify the reporting verb needed for each sentence first and then complete the sentences.

EXTRA SUPPORT: DYSLEXIA To make this activity simpler for Ss with dyslexia to process, position the comments next to the reported speech so they can move more easily between the two.

ANSWERS:

- b advised him to leave
- c ordered/told me to put
- d asked me to give
- e advised them to take

3 This focuses on the use of reported speech. Ss complete the stories alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, divide each of the five stories into its own section and place the relevant pairs of words under each story for them to choose from.

ANSWERS:

- 1 asked me to stop
- 2 asked me to allow
- 3 told him to go
- 4 advised her to arrive
- 5 ordered me to wait
- 6 advised me not to call

EXTRA CHALLENGE When they've finished Ex 3, put Ss in pairs and ask them to cover the stories. Ss then use the verbs in the box as prompts to try and remember each story and report it to their partner.

VOCABULARY

reporting verbs

5A Put Ss in pairs to discuss the questions. Monitor and encourage them to give reasons and refer to their own experience if possible. When they have finished, ask one or two Ss to share their opinions with the class and find out if others agree.

B Ss read the forum posts, then discuss which opinions are similar to theirs in pairs. In feedback, ask a few Ss to share which are similar to their opinions with the class. For online teaching, remember you can share the comments for Ss to tick the ones with similar opinions to theirs.

EXTRA SUPPORT: DYSLEXIA Read the forum posts to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the exercise.

C This exercise focuses on the meaning of the reporting verbs. The idea is to show Ss that we often use reporting verbs to show *how* something was said, rather than relay the exact words used. Ss choose the correct direct speech equivalents individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the sets of sentences they're not working on to help them focus.

ANSWERS:

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

D Refer Ss to the Vocabulary Bank on page 140.

▶ page 140 **VOCABULARY BANK** reporting verbs

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1A  **VB6.01** | Give Ss a minute to read the sentences first so they know what to listen for, then play the recording for them to listen and choose the correct words. Put Ss in pairs to check their answers, then check answers with the class.

EXTRA SUPPORT With weaker classes (and classes where there are dyslexic learners), pause the audio between speakers for them to identify and select the answers.

ANSWERS:

- 1 a breaking
b an accident
- 2 a deleting
b deleting
- 3 a do the job well
b be very good at it
- 4 a arrive
b earlier

AUDIOSCRIPT VB6.01

R = Rob D = Dan A = Ahmed S = Samira M = Max
R = Rose Mthr = Mother Dau = Daughter

Conversation 1

- R: Dan, I'm so sorry that I broke your phone.
I didn't mean to.
- D: That's OK, Rob. I know you didn't do it deliberately.

Conversation 2

- A: Samira, you were the last person to use those files. You must have deleted them by mistake.
- S: No, Ahmed, I'm absolutely sure that I didn't delete them.

Conversation 3

- M: I'm not sure that I'll be good at that job, Rose.
- R: Of course you will, Max! You'll be brilliant at it.

Conversation 4

- Mthr: Remember, Julia, you have to be here on time, at ten o'clock.
- Dau: Yes, we will.
- Dau: Oh no! I knew we should have left earlier. Now, we're going to be late.

- VB B** Elicit the first answer as an example, then ask Ss to complete the rest of the table individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This exercise involves a lot of cross-referencing which Ss with dyslexia will find challenging. You can support them by providing the reporting verbs and structures from Ex 1A (e.g. *apologise for breaking*) as a vertical list to put in the right places in the table.

ANSWERS:

- 1–2 deny, regret (in either order)
 3 apologise for
 4–6 accept, doubt, insist (in any order)
 7 remind
 8 accuse someone of

- C** Ss complete the reported speech individually, then check in pairs. Check answers with the class and elicit the contextual clues which gave them the answers. Write the correct forms on the board.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. Here, give two options for each gap (one correct and one distractor) for Ss to select the correct one according to the direct speech prompt and the form of the rest of the sentence.

ANSWERS:

- | | |
|----------------------|----------------------|
| 1 accused, telling | 4 reminded, to bring |
| 2 doubted | 5 insisted |
| 3 apologised, waking | 6 regretted wasting |

PRONUNCIATION

consonant clusters

- 6A**  **6.03** | Ss listen and complete the sentences. Pause the recording after each one for Ss to write and be prepared to play the recording several times if necessary. When they have finished, check answers and write them on the board.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time difficult. In this case, you could give them the complete sentences to listen to in Ex 6A before moving on to Ex 6B.

ANSWERS:

- | | | |
|--------------|-------------|--------------|
| 1 threatened | 2 asked | 3 emphasised |
| 4 admitted | 5 suggested | 6 claimed |

- B** Elicit the first answer as an example, then ask Ss to underline or highlight the clusters in the rest of the reporting verbs, then check in pairs. Check answers with the class. You may need to explain that 'ned' in *threatened*, 'sked' in *asked*, 'sed' in *emphasised* and 'med' in *claimed* are viewed as consonant clusters because the 'e' is silent.

ANSWERS:

- | | | |
|---------------------|--------------------|---------------------|
| 1 <u>threatened</u> | 2 <u>asked</u> | 3 <u>emphasised</u> |
| 4 <u>admitted</u> | 5 <u>suggested</u> | 6 <u>claimed</u> |

- C**  **6.03** | Demonstrate the activity with the recording of the first sentence, then play the recording from the beginning, pausing after each sentence for Ss to repeat the sentences.
- D** Demonstrate the activity by telling the class about your own experience for the first situation, e.g. 'The other day, my girlfriend asked me to go to the shop and buy some milk. I really didn't want to as it was cold outside and I was watching TV. But I did it anyway because I'm nice!' With weaker classes, give Ss a few minutes to think of what to describe and make notes if they want to. When they are ready, put Ss in pairs to share their experiences. Monitor and check they're saying the consonant clusters in the reporting verbs they use correctly. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

SPEAKING

- 7A** Focus attention on the quiz and explain that it's about whether they're an introvert or an extrovert, which the answers to the questions should help them to find out. Put Ss in groups to discuss the questions. Monitor and offer help where necessary. They may find it useful to note down people's answers as this will help them give examples in Ex 7B.
- B** Read the example with the class, then ask Ss to discuss the questions in their groups. Point out that nobody is completely an introvert or an extrovert: we can all be both depending on the situation, our mood, etc.

TO FINISH

Put Ss in pairs to discuss benefits of being an introvert and benefits of being an extrovert. Elicit some ideas from the class.

6C Here's my advice

HOW TO ... | ask for advice and give advice tactfully

VOCABULARY | collocations with *get* and *take*

PRONUNCIATION | pitch for sounding tactful

LESSON OVERVIEW

In this lesson, Ss learn how to ask for advice and give it tactfully. The context is a reading where Ss read a blog post about giving advice. They learn collocations with *get* and *take* as well as the functional language to use. They also practise pitch for sounding tactful. The lesson ends with a speaking activity where Ss practise asking for and giving advice.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Provide the conversations in a collaborative document for Ss to complete and for you to check answers.
- **Grammar Bank 6C, Ex 1:** Invite individual Ss to write the answers in the chat box during feedback.
- **Ex 5:** Put Ss in breakout rooms to practise their conversations. Monitor with your sound and video off in order to be unobtrusive.

Additional Materials

For Teachers:

Presentation Tool Lesson 6C
Photocopiable Activity 6C
Grammar Bank 6C
Mediation Bank 6C

For Students:

Online Practice 6C
Workbook 6C

TO START

Elicit/Preteach the meaning of *tactful* (= being sensitive and skilful at dealing with difficult issues with others). Elicit some examples of situations in which it's important to be tactful, e.g. when telling a colleague they're doing something incorrectly, when asking someone for a big favour, when rejecting an invitation or suggestion, and why. Then discuss as a class how being tactful may differ in their own language(s)/culture(s).

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

collocations with *get* and *take*

- 1 A** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class.
- B** Ss read the blog post and decide which of the statements are true individually, then check in pairs. Check answers with the class and elicit which part of the text gave them the answers.

EXTRA SUPPORT: DYSLEXIA Read the statements and the blog post to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. If you record the text, Ss can listen again to help them contextualise the collocations for Ex 1C.

ANSWER:

Statements 1, 3 and 4

- C** Remind Ss what collocations are (words which frequently occur together). Point out the collocations in bold in the blog post, then ask Ss to complete the definitions with the correct form of them individually, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia by providing the collocations as a vertical list for them to match with the definitions. If they want to refer to the blog post for context, advise them to cover the parts they are not looking at to help reduce distraction. In feedback, elicit the whole sentences so Ss can hear the context.

ANSWERS:

- | | |
|-------------------------------|-----------------------------|
| 1 get involved | 5 get, wrong |
| 2 get through to | 6 take it personally |
| 3 get something, chest | 7 take advice |
| 4 take, mind off | 8 gets the message |

- D** Read the example with the class, then put Ss in pairs to talk about the situations. When they have finished, ask a few Ss to share their answers with the class.

How to ...

ask for advice and give advice tactfully

2A  **6.04** | Tell the class that they're going to listen to two conversations where people ask for and give advice. Read the questions with the class so they know what to listen for, then play the recording for Ss to listen and answer the questions. Put Ss in pairs to check their answers. Play the recording again if necessary, then check answers with the class.

ANSWERS:

Conversation 1

- 1 Ryan wants to give up studying to play in his band, but he isn't a very good musician.
- 2 Stay at university and perhaps get some guitar lessons.
- 3 No, because Ryan thinks he is a very good musician.
- 4 Probably not.

Conversation 2

- 1 Giselle needs to buy a new car, but she doesn't have enough money.
- 2 Spend less on going out and buying clothes.
- 3 No, because Giselle doesn't accept that she spends a lot.
- 4 Probably not.

AUDIOSCRIPT 6.04

S = Samira R = Ryan G = Giselle F = Fergus

Conversation 1

- S: Hi, Ryan. Well done! You managed to play all the songs without making any mistakes.
- R: Yeah. It was amazing! I really think the band is coming together, and I know we can make it big!
- S: Well, ...
- R: I mean, I was just talking to the other band members, and I was thinking maybe I'll leave university so I can practise my guitar full-time, and maybe write some new songs.
- S: Ryan, I hope you don't take this the wrong way, but I'm not sure it's a good idea to stop studying.
- R: Why?
- S: Well, not many bands actually become successful enough to make a living from their music.
- R: I know, but we're getting really good now! You have to believe in yourself!
- S: Look, I'm telling you this as a friend, Ryan. I don't think you should give up your place at university. I mean, you might need your degree if you don't manage to become a rock star!
- R: But how am I going to improve on the guitar if I can't practise more?

- S: Well, have you thought about getting some lessons? To be honest, it might be useful to focus a bit more on your technique.
- R: Yeah, but it's all about the energy in the music, not just technique! So, what would you do?
- S: Well, it's up to you. But if I were you, I definitely wouldn't leave university!
- R: I'll see. But it would be so amazing if we could play some of the big festivals ...

Conversation 2

- G: Hi, Fergus.
- F: Oh, hi, Giselle. How's it going?
- G: Well, I'm a bit fed up really. You know my car's in the garage again – it keeps breaking down. I really think I need a new one, but I don't know how I'm ever going to afford one!
- F: Well, you earn quite a good salary ...
- G: Yeah, but life's expensive, isn't it?
- F: That's true, but other people seem to manage. I mean, don't take this personally, but you do go out a lot, don't you?
- G: Yeah, but I have to see my friends!
- F: Yes, but perhaps you ought to see friends just at the weekends? Rather than every night?
- G: You're probably right, but I love going out. Maybe I can save money in other ways instead. What do you think?
- F: Well, it might be an idea to buy fewer clothes – I mean, you do seem to buy new clothes pretty much every week, so I'm guessing you spend quite a lot on clothes.
- G: Well, not really. I usually buy things in the sale.
- F: Look, I don't want you to get the wrong idea, but I just think generally you could be a bit more careful with money. My advice would be to set a budget each month, and then ...
- G: Yeah, thanks for the advice Fergus. Sorry, I need to take this. ... Hi, Sarah! Yeah, I'm looking forward to tonight ...

B  **6.04** | Ss complete the expressions from the conversations alone, then check in pairs. Play the recording again for Ss to check their answers, then check answers with the class. For online teaching, remember you can provide the sentences in a collaborative document for Ss to complete.

EXTRA SUPPORT: DYSLEXIA You can make this activity (and Ex 3A) easier to process by asking Ss with dyslexia to cover the parts of the conversations they're not working on to help them focus.

ANSWERS:

- | | | |
|--------------|----------|-----------|
| 1 wrong | 2 friend | 3 thought |
| 4 honest | 5 would | 6 were |
| 7 personally | 8 ought | 9 think |
| 10 might | 11 idea | 12 advice |

- 3A** Elicit the first answer as an example, then ask Ss to continue individually. Check answers with the class.

ANSWERS:

- | | |
|------------------------|----------------|
| 1 take, should | 4 would, might |
| 2 as | 5 my, wrong |
| 3 some, take, would be | |

- B** The Grammar Bank on page 128 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 128 **GRAMMAR BANK**

This focuses on the form of phrases for asking for and giving advice. Read the notes with the class or give them a few minutes to read alone then ask any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Elicit the first answer as an example and write it on the board. Ss complete the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so); when teaching online, the chat box can be used here.

ANSWERS:

- 1 advice would
- 2 you considered writing
- 3 ought to listen to / take
- 4 the wrong way, but
- 5 the wrong idea, but
- 6 would/do you recommend
- 7 good idea to
- 8 To be honest

- 2** Ss choose the correct words individually, then check in pairs. Check answers with the class. You could then put Ss in pairs to practise the conversations.

EXTRA SUPPORT: DYSLEXIA Advise Ss to cover the parts of the conversations they're not working on in order to minimise distractions.

ANSWERS:

- | | | |
|--------|----------|---------|
| 1 take | 2 advice | 3 get |
| 4 were | 5 should | 6 might |
| 7 If | | |

PRONUNCIATION**pitch for sounding tactful**

- 4A**  **6.05** | Ss listen and decide what happens to the pitch, then compare their ideas in pairs. Check the answer with the class. You could also drill the sentences chorally and individually.

ANSWER:

The speakers start with a high pitch and get higher.

- B** Put Ss in pairs to practise giving advice. They might find it easier to first discuss what advice they would give in each situation before they practise giving their advice. Monitor and check Ss are using pitch correctly. When they have finished, ask a few Ss what advice they'd give in each situation.

EXTRA SUPPORT With weaker classes, give Ss time to write their ideas before they practise.

EXTRA IDEA With the right class, this activity could be made more fun by exaggerating the pitch when they give their advice.

SPEAKING

- 5** Put Ss in A/B pairs and refer them to the relevant pages. Ss read their information and then have their conversations. For online teaching, remember you can put Ss in breakout rooms. Monitor and encourage them to use the functional language. When they have finished, ask a few Ss what the best advice they received was.

EXTRA SUPPORT A planning stage has been deliberately omitted from this activity to make the situation more realistic and the advice more off-the-cuff. However, if you feel your class will struggle, you could consider giving them a few minutes before they start speaking to think about what they can say in each situation. You could write some of the functional language on the board for Ss to refer to as they are doing the activity.

EXTRA SUPPORT: DYSLEXIA If possible, record the instructions and allocate Ss A and B roles before the lesson. Provide Ss with dyslexia with the relevant audio files for them to listen to while they read. Alternatively, you could pair them with a partner who can help them do the initial reading of the situations. They should also be encouraged to cover the parts they are not focusing on as they do the activity to help reduce distraction.

EXTRA CHALLENGE With stronger classes, encourage Ss to report back on what was said to them using the functional language of the lesson and reporting verbs.

EXTRA: HOW TO ... Ask Ss to think of a real problem they have in their life which they don't mind sharing (or to invent one). Ask Ss to stand up and walk around the classroom, asking for and giving advice from/to other Ss. When they have finished, elicit the best advice people received.

TO FINISH

Put Ss in small groups to discuss the worst advice they've ever been given. When they have finished, nominate a student from each group to share the worst piece of advice with the class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

► page 152 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 194

6D **BBC Entertainment**

Would I lie to you?

VOCABULARY | fillers

SPEAKING | a true or false story

WRITING | an email giving news

LESSON OVERVIEW

In this lesson, Ss learn how to tell a story. The context is an extract from a BBC comedy panel show where celebrities tell stories which may or may not be true for other guests to guess if they are true or false. Ss learn spoken fillers. They then do a speaking activity where they play the game themselves. The lesson ends with a writing activity where Ss write an email giving news.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4C:** Display the Key phrases on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the phrases the speaker uses.

Additional Materials

For Teachers:

Presentation Tool Lesson 6D
Online Digital Resources
Writing Bank 6D
Videoscript 6D: BBC Entertainment

For Students:

Online Practice 6D
Workbook 6D

TO START

Elicit what a *panel show* is (a TV or radio programme in which famous people take part in a game or quiz and often say funny things). Tell the class about one or two of your favourite panel shows, then put Ss in pairs to describe a panel show from their country/ies.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Focus attention on the photo and check Ss know who Pelé is (a Brazilian footballer from the 1950s–70s; one of the most famous and successful players ever). Put Ss in small groups to discuss what they know about him. When they have finished, elicit Ss' ideas.

B Ss read the programme information, then discuss the question in pairs. When they have finished, check the answer with the class.

ANSWER:

One of the panellists on the show describes an experience he had with Pelé.

VIEW

2 A  Read the sentences with the class so they know what to listen for. Ss watch the video and choose the best summary, then check in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check the answer with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWER:

2

B  Put Ss in pairs to answer the questions from memory. When they are ready, play the video again for Ss to check their answers. Check answers with the class.

ANSWERS:

- 1 Dan had a New York Cosmos gym bag.
- 2 Pelé was 'the face' of New York Cosmos – they'd paid him a lot of money to front the rebranding of the club.
- 3 2011
- 4 some pencils and a flannel
- 5 Pe

C Put Ss in groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

VOCABULARY

fillers

3 A Read the sentences with the class, then put Ss in pairs to answer the questions. When they have finished, check answers with the class. It would be a good idea to write the fillers Ss suggest on the board (plus some more, if necessary, from the possible answers below) for Ss to refer to in Ex 3B.

ANSWERS:

- 1 to give themselves time to think
- 2 Possible answers: anyway, you know, I mean, as I say, for a start, mind you, etc.

B Put Ss in pairs to take turns answering the questions. Make sure they know they should randomly make some true and some false. Monitor while they are speaking and check they're using the fillers from Ex 3A. When they have finished, ask a few Ss how many they managed to guess correctly.

SPEAKING

a true or false story

4 A  **6.06** | Read the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Elicit their ideas, but don't give any answers yet.

AUDIOSCRIPT 6.06

**O = Olga S1 = Speaker 1 S2 = Speaker 2
S3 = Speaker 3**

- O: One of my best friends was once mistaken for the tennis player Serena Williams and spent ten minutes taking selfies with people and signing autographs, and no one realised that she wasn't the real star.
- S1: Really? But Serena Williams is really famous. Everyone knows who she is. Does your friend look like Serena Williams?
- O: Yes, she does, actually. In fact, she looks exactly like her – same face, same hair, same build, even the same height.

S2: And does she often get mistaken for Serena?

O: Hmm, that's a difficult question for me to answer, because obviously, I'm not with my friend all the time, but I think probably other people have mistaken her, yes.

S3: So, where did this happen?

O: Well, we were travelling together, and were at the airport, and it started with one kid who said, like, 'Serena!' and all of a sudden, we were just surrounded by people wanting to take selfies with her, and wanting her to sign their T-shirts, their luggage, that kind of thing.

S1: And no one asked her, 'Are you Serena Williams?'

O: Er, let me think. Er, no, I don't think anyone asked that. Everyone just assumed she was Serena, especially once a crowd formed around her, you know.

S3: OK, so what did you do while your friend was being a superstar?

O: That's a good question. Er, I think I just sort of stood there. I mean, I couldn't believe what was happening, so I think I was laughing and not taking it very seriously.

S2: I'd like to ask if your friend is American – I mean, does she sound like Serena Williams when she speaks?

O: That's a good point. And that's one of the strange things, that no one really spoke to her. They just kind of smiled and handed her things to sign, so I don't think she really spoke, because she actually sounds nothing like Serena – she isn't American – she's got a British accent.

S3: Hmm, I'm finding this quite hard to believe. Are you saying she signed people's T-shirts and things with the name 'Serena'?

O: Er, I'm just trying to remember. Er, no. In fact, she actually signed with her own name – Nana – and the weird thing is that no one seemed to notice! So, the fans were all really happy, and after about ten minutes, we just waved and walked off to catch our flight.

S1: OK, so what do we think, team? True or a lie?

B  **6.07** | Play the recording for Ss to find out if the story was true or false.

ANSWERS:

- 1 The other speakers believed her story but it was a lie.
- 2 Students' own answers

AUDIOSCRIPT 6.07

S1 = Speaker 1 S3 = Speaker 3 S2 = Speaker 2
O = Olga

S1: OK, so what do we think, team? True or a lie?

S3: I actually think it might be true.

S2: Me too. Things like this do happen.

S1: OK, we're going to say it's true.

O: Well, in fact it was ... a lie!

C  **6.06** | Go through the Key phrases with the class and check understanding. Ss listen to Olga's story again and tick the phrases they hear. In feedback, ask different Ss to tick the phrases used. For online classes, remember to display the Key phrases on your device for Ss to highlight.

ANSWER:

All the phrases are used, except: 'I'll have to think about this.' and 'That's an interesting question.'

D Ss answer the question individually, then check in pairs. Check the answer with the class. If you're short of time, this can be done as a whole-class activity.

ANSWER:

b

5A Give Ss plenty of time to think of their story – which can be true or false – and make notes. Monitor and help with vocabulary where necessary.

B Arrange Ss in small groups to play the game, taking turns to tell their stories. Monitor and check Ss are using the fillers from Ex 3A. When they have finished, ask a few Ss to share their stories with the class for them to guess if they're true or false.

WRITING

an email giving news

6A Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

B Refer Ss to the Writing Bank on page 106.

 page 106 **WRITING BANK**

1A Ss read the email and answer the question, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the email to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the activities. If you record the email, they can listen again for Exs 1B and 1C. They should also cover the parts of the email they're not reading while doing the activities to help avoid distractions.

ANSWER:

She thought Leah might like to know because Laura Marling was one of their 'childhood heroes'.

B Read the questions with the class, then ask them to read the email again and answer the questions, then check in pairs. Check answers with the class.

WB

ANSWERS:

Context: yesterday, lunch break, café near her workplace

How she felt: She was 'in a state of muted excitement'.

What she did/didn't do in the end, and why: She tried not to stare and eventually did nothing but bask 'in the glow of her presence' as she thought that Laura must have to put up with the annoying attention of fans all the time.

Her reason for writing the email: She said she 'thought [Leah] might like to know' and it made her think of the 'happy days' they spent together.

- C** Ss find the phrases and match them with their functions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia to process by arranging the phrases and functions side by side.

ANSWERS:

1 b 2 c 3 d 4 a

- D** Ss make notes to plan their emails individually. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.
- E** Ss write their emails individually. You could suggest they should aim to write 160–180 words. Monitor and encourage Ss to use the phrases from Ex 1C. When they have finished, put Ss in pairs to swap emails and read each other's work.

TO FINISH

Put Ss in pairs to discuss in what situations the fillers from Ex 3A will be most useful to them.

6 REVIEW**LESSON OVERVIEW**

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2, 3, 4A, 5 and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Use an online poll to find out which of the jobs in Ex 1A Ss would like to do.
- **Ex 2:** When checking answers, ask different Ss to type a sentence into the chat box so you can check them as a class.

Additional Materials**For Teachers:**

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 6 (Grammar: necessity, prohibition and permission, reported orders, requests and advice; Vocabulary: prefixes, reporting verbs, collocations with *get* and *take*, fillers; How to ... ask for advice and give advice tactfully). Ss can then check their ideas by looking at the unit lesson objectives.

GRAMMAR**necessity, prohibition and permission**

- 1 A** Introduce the activity by writing the four unusual job titles on the board and elicit from Ss what they think each job involves. Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|---------------------|---------------|
| 1 needs to be eaten | 3 permitted |
| 2 allowing | 4 not allowed |

- B** Put Ss in pairs to discuss the questions. Monitor and make sure they are giving reasons. In feedback, elicit via a show of hands (or an online poll in online classes) who would like to do each job and ask one or two Ss for their reasons.

reported orders, requests and advice

- 2** Refer Ss to sentences 1–5 and ask them to report the direct speech using *me* as the object in each case. Ss write the reported speech alone, then check in pairs. Check answers with the class. With online classes, remember you can ask Ss to type their answers in the chat box.

EXTRA SUPPORT: DYSLEXIA You can make this simpler for Ss with dyslexia by reducing the amount of writing they need to do. Give them the reporting verb for each sentence and ask them to write the reported speech part only.

ANSWERS:

- 1 Last week an interviewer asked me to talk about my biggest weakness.
- 2 The other day a ticket inspector told me to get off the train because I couldn't find my ticket.
- 3 My sister advised me to start looking for a job.
- 4 This morning a complete stranger asked me to carry their suitcase for them.
- 5 The concierge in the hotel advised me to leave early because there might be traffic.

EXTRA IDEA Put Ss in pairs and ask them to tell each other about times when people have ordered them to do something, requested something or given them advice. Monitor and check they're forming reported speech correctly. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

VOCABULARY

- 3** Ss complete the words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this easier for Ss with dyslexia to process by providing them with a vertical list of the prefixes that they can place next to words to help them determine the correct matches.

ANSWERS:

- | | | |
|-------|--------|-------|
| 1 mis | 2 im | 3 dis |
| 4 un | 5 sub- | 6 re |

- 4A** Ss complete the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia to do by providing them with the words as a vertical list to help them identify the right one for each sentence.

ANSWERS:

- | | | |
|-----------|-------------|-----------|
| 1 suggest | 2 admit | 3 refused |
| 4 remind | 5 apologise | 6 accused |

- B** Ss ask and answer the questions in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share one or two of their answers with the class.

- 5** Ss correct the mistakes individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 I often find it hard to take my mind ~~on~~ **off** work.
- 2 Sometimes I just need to tell someone about a problem and get it ~~on~~ **off** my chest.
- 3 If someone says something negative to me, I try not to take it ~~personal~~ **personally**.
- 4 I'm not very good at taking anyone else's ~~advices~~ **advice**.
- 5 I tried talking to Jo, but I couldn't ~~put~~ **get** through to her.
- 6 I hate it when people just don't ~~keep~~ **get** the message.

- 6A** This activity reviews both the grammar and vocabulary of Unit 6. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for the multiple-choice gap-fill exercise in Ex 6A. You can also break up the text into paragraphs and place the relevant options below each paragraph.

- B**  **R6.01** | Play the recording for Ss to listen and check their answers. Check answers with the class.

ANSWERS:

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

TO FINISH

Write on the board:

What are the four most useful things you learnt in Unit 6?

How will you continue to work on these in the future?

Ask Ss to work alone and look back through each lesson of the unit, choosing one thing (e.g. grammar, vocabulary, pronunciation, a skill or a fact) from each one. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise them in the future.

Global Scale of English **LEARNING OBJECTIVES**

7A An unexpected passion

- **READING** | Read an article about *The accidental pianist*: compound adjectives; chance
- Speculate about a story: past modals of deduction
- Pronunciation: connected speech: past modals of deduction

GSE INFORMATION

READING

62 Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text.

GRAMMAR

52 Can use 'may'/'might (+ not) have ...' to talk about past possibilities.

VOCABULARY

50 Can form a range of hyphenated compound adjectives.

59–75 Can use language related to deliberate or accidental.

SPEAKING

60 Can talk about possibilities in the past with precision.

7B I wish!

- **LISTENING** | Understand a discussion about missed opportunities: idioms: regrets
- Talk about regrets: *wish, if only, should have*
- Pronunciation: chunking in idioms
- Write a personal essay

GSE INFORMATION

LISTENING

65 Can follow chronological sequences in extended informal speech at natural speed.

GRAMMAR

62 Can use 'I wish/if only ...' to express regrets and wishes about the past.

VOCABULARY

69 Can express an attitude, opinion or idea using idiomatic language.

SPEAKING

63 Can describe the personal significance of events and experiences in detail.

WRITING

65 Can develop a clear written description or narrative with relevant supporting detail and examples.

7C Let me explain

- **HOW TO ...** | describe a process: phrasal verbs: explaining
- Pronunciation: stress in phrasal verbs

GSE INFORMATION

VOCABULARY

59–75 Can use language related to exemplifying and explaining.

HOW TO ...

62 Can describe how to do something, giving detailed instructions.

64 Can make a complicated process easier to understand by breaking it down into a series of smaller steps.

60 Can describe the degree of necessity of various actions.

LISTENING

61 Can follow the stages of a complex process described using non-technical language.

SPEAKING

63 Can give a clear, detailed spoken description of how to carry out a procedure.

7D Hard work or talent?

- **BBC STREET INTERVIEWS** | Understand street interviews about hard work vs. talent
- Talk about talents: adverbials of concession
- Write a social media post

GSE INFORMATION

VIEW

59 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.

GRAMMAR

61 Can use adverbials such as 'however', 'on the other hand', and 'though' to express concession.

SPEAKING

66 Can build on people's ideas and link them into coherent lines of thinking.

WRITING

61 Can end a discursive argument with a clear conclusion and opinion.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 7A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Tell the class they're going to watch people talking about their hidden talents (= things they're good at but not many people know about). Ss watch and note down the talents they mention. Check answers with the class (writing them on the board if you want to use the Extra idea below). You may want to check Ss understand the meaning of *fencing* (= the sport of fighting with a long thin sword) as this word also occurs in the Mediation Bank for this unit. Then put Ss in pairs to discuss any hidden talents they have.

ANSWERS:

- 1 Speaker 1: remembering birthdays
Speaker 2: fencing
Speaker 3: baking (making cakes and sweets)
Speaker 4: playing the saxophone
Speaker 5: picking things up with my foot
Speaker 6: great basketball player
Speaker 7: plays a lot of musical instruments, learning Persian
Speaker 8: really good painter

EXTRA IDEA Refer Ss back to the list of hidden talents you added to the board during the feedback stage for part 1 of the activity above. Then put Ss in pairs to rank them from 1 (= very useful) to 8 (= completely useless). You could also incorporate some of the hidden talents Ss mention in part 2. Discuss as a class, encouraging Ss to justify their reasoning.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 7
Online Digital Resources
Videoscript Unit 7 Opener: BBC Vlogs

7A An unexpected passion

GRAMMAR | past modals of deduction

VOCABULARY | compound adjectives; chance

PRONUNCIATION | connected speech: past modals of deduction

LESSON OVERVIEW

In this lesson, Ss learn to speculate about chance events. In order to do this, they learn past modals of deduction. The context is a reading, where they read about how someone became a pianist by chance. This leads into the grammar, where Ss also practise connected speech. Ss then learn some compound adjectives. The lesson ends with a speaking activity where Ss practise speculating in groups.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Vocabulary Bank 7A, Ex 1:** Display the sentences on your device and make sure the annotate function is on. In feedback, draw lines between the sentences to show which go together.
- **Ex 5B:** Use a collaborative document for Ss to complete the rules for everyone to see.
- **Ex 7A:** Ask Ss to type their answers in the chat box in order to compare with other Ss.

Additional Materials

For Teachers:

Presentation Tool Lesson 7A
Photocopiable Activities 7A
Grammar Bank 7A
Vocabulary Bank 7A

For Students:

Online Practice 7A
Workbook 7A

TO START

Tell the class about something you were really into when you were a child/teenager, e.g. 'When I was 12 I was really into skateboarding. I used to meet my friends at the park and we'd practise doing tricks.' Put Ss in small groups and ask them to tell each other what they were into in the past.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There are two recordings of the reading text available to help dyslexic learners. The first indicates where the missing sentences occur, so learners with dyslexia can listen while they read and prepare for the gap-fill exercise in Ex 2. The second is a complete recording for them to check their answers.

- 1 A** You could demonstrate the first part of the discussion by telling the class about one of your passions or interests, e.g. 'I'm really into cycling. I have quite an expensive bike and at the weekend I go for really long rides, about 30 miles. I've been into it since I was a child and I love going really fast on an empty road.' If you have a photo of yourself doing the activity you describe, you could show it to Ss at this point. Put Ss in pairs to discuss the questions. (They could also share any photos of themselves doing the activity that they have on their devices.) When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.
- B** Focus attention on the title of the article and the photo in it and ask Ss what they think the article is about. Ask Ss to read it, then put them in pairs to answer the questions. Check answers with the class.

EXTRA SUPPORT: TEACHER Before Ss read a text in class, it's a good idea to get them to try and predict the content first, using the title and/or accompanying pictures. We generally learn new information best when we can connect it to what we already know, and using our knowledge of the world to predict content in a reading text makes it easier to absorb when we read it.

ANSWERS:

He is passionate about piano music, listening to it, playing it and composing it.

He developed the talent after his accident, when he had a desire to listen to classical piano music, and then started to learn to play. He practised a lot (he was quite obsessed) and finally learnt how to write down music so that he could perform his own piano sonata to worldwide audiences.

- 2** Find the sentence that fits the first gap with the class as an example, eliciting the language and contextual clues that help Ss decide. Tell Ss that in this kind of task there will be contextual clues in the sentences around the gap in the text which will help them. Make sure Ss understand that there is one extra sentence, then ask them to complete the article individually, then check in pairs. Check answers with the class and ask what helped them choose each correct answer.

EXTRA SUPPORT: DYSLEXIA This type of activity can pose a challenge for Ss with dyslexia. You could support them by providing the article with each gap starting a new line and/or highlighted to help them identify where they are in the text. On a separate piece of paper, give two options for each gap (one correct and one distractor) for them to position next to the gap and choose the correct one. Covering the parts of the text they are not working on will help reduce distraction. They can listen to the recording of the full text once they have completed the exercise.

ANSWERS:

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

- 3 A** Put Ss in pairs to read the prompts and make notes. Make sure they don't read the article again; you could ask them to cover the text. Monitor and offer help where necessary.

FUTURE SKILLS | Communication



- B** Read the Future Skills box with the class, then ask Ss to look back at their notes from Ex 3A and think of some descriptions to add. When they are ready, ask Ss to practise retelling the story in pairs.

- 4 A** Put Ss in groups to discuss the question. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask each group to share one idea with the class.
- B** Elicit the words and phrases in bold in the article from the class and write them on the board for Ss to refer to while they answer the question. Check the answer with the class.

ANSWER:

They are all used to describe events that we have no control over.

- C** Refer Ss to the Vocabulary Bank on page 141.

▶ page 141 **VOCABULARY BANK** chance

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1** Elicit the first answer as an example, eliciting how the words *selection* in sentence 1 and *out of a hat* (= a traditional way of selecting names, with pieces of paper with names on mixed in a hat and pulled out at random) in sentence g are connected. Ss match the sentences alone, then check in pairs. Check answers with the class. (For online classes, remember you can share the sentences on your screen for Ss to draw lines matching them during feedback.) Answer any questions Ss have about the words and make sure they understand the subtle differences in meaning suggested by the choice of words (e.g. *freak* implies something unusual, *fortunate* has a positive meaning, whereas *by chance* is neutral, etc.).

EXTRA SUPPORT: DYSLEXIA You can make this activity less of a challenge for Ss with dyslexia by reducing the number of options they have to choose from. After eliciting the first answer as an example, split the rest of the activity in half, so they have two sets of three sentences to match. Arranging the sentences they need to match into two columns, side by side, will also help Ss to process the information and identify the matches.

EXTRA SUPPORT Ss could use online dictionaries to help them with this exercise if you think they'll struggle.

ANSWERS:

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

- 2A** Ss choose the correct words individually, then check in pairs. Don't give any answers yet.

- B**  **VB7.01** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

1 random	5 fortunate
2 by chance	6 freak
3 unexpected	7 accidental
4 Unfortunately	

GRAMMAR

past modals of deduction

- 5A** Read the comments and meanings with the class, then ask Ss to match the past modals in bold with the meanings, then check in pairs. Check answers with the class.

ANSWERS:

1 a 2 c and d 3 b

- B** Ss complete the rules alone, using comments a–d in Ex 5A to help, then check in pairs. Check answers with the class. For online classes, remember Ss can use a collaborative document to complete and compare the rules.

ANSWERS:

1 must	3 can't
2 might/could (in either order)	4 been

- C** The Grammar Bank on page 129 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 129 **GRAMMAR BANK**

Elicit some examples of deductions to introduce the Grammar Bank, for example by patting down your pockets and saying: 'I can't find my wallet. I last used it to pay for lunch/breakfast/coffee.' (depending on the time of day). Elicit a deduction, e.g. 'You must have left it at the restaurant/café.' Then respond to elicit more, e.g. 'I can't have left it at the restaurant, because I had it when I came back to school.' ('It might have fallen out of your coat'), etc.

The focus of the notes is on the form and use of past modals of deduction. Go through them with Ss or let them read them alone. Check understanding where necessary, especially of the use of the past modals with continuous and passive forms.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This activity focuses on the form of past modals of deduction. Ss choose the correct verb forms individually, then check in pairs. Check answers with the class and elicit why each answer is correct.

ANSWERS:

1 practised	4 been built
2 might	5 have been stolen
3 can't	6 might

- 2** This activity focuses on the meaning of past modals of deduction. Read the example with the class and check Ss understand they need to use a past modal of deduction to rewrite each sentence so that it keeps the same meaning. Ss complete the rest of the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this exercise simpler for Ss with dyslexia by providing them with more complete sentences with just the modal missing for them to fill in.

GB

GB

ANSWERS:

- 2 must have read
- 3 can't have saved it
- 4 must have been
- 5 might/could/may have phoned
- 6 can't have been

- 3** This activity focuses on the form and meaning of past modals of deduction. Elicit the first answer as an example and write it on the board. Ss complete the conversations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA

Ss with dyslexia can find activities with lots of options to choose from and stages to process difficult. In this case, focus them on the formation of the past modals by giving them the verb for each gap in the infinitive and getting them to produce the correct modal and structure. Covering the other conversations will help reduce distraction as they work on each gap.

ANSWERS:

- 1 must have broken
- 2 must have cost
- 3 can't have been
- 4 might/could/may have been offered
- 5 can't have looked
- 6 might/could/may have been given

PRONUNCIATION

connected speech: past modals of deduction

- 6A**  **7.01** | Ss listen and complete the sentences, then check in pairs. Check answers with the class, writing the completed sentences on the board in preparation for the next activity.

EXTRA SUPPORT: DYSLEXIA

Ss with dyslexia can find listening and writing at the same time difficult. In this case, give them the complete sentences and ask them to just listen and read.

ANSWERS:

- | | |
|--------------|-----------------|
| 1 might have | 3 couldn't have |
| 2 can't have | 4 must have |

- B**  **7.01** | Read the questions with the class. Tell Ss to focus on the past modals when they listen then play the recording again. Ss listen and answer the questions. Check answers with the class and mark the sentences on the board to show the connections. It's also a good idea to drill the modals focusing on the weak form of *have* (e.g. /'mʌstəv/, /'kɑːntəv/, etc.).

ANSWERS:

- 1 might_have /maɪtəv/
 - 2 can't_have /kɑːntəv/
 - 3 couldn't_have /kədəntəv/
 - 4 must_have /mʌstəv/
- The pronunciation of *have* is weak.

- C** Read the example with the class, then put Ss in pairs to speculate about what it was like for Tony Cicoria and the people that knew him. Encourage them to use a range of past modals of deduction and check their use of the weak form of *have*. When they have finished, elicit ideas from a few Ss and find out if others agree.

VOCABULARY

compound adjectives

- 7A** Read the example with the class, then put Ss in pairs to think of different ways to express the words in bold in the other sentences. Monitor and offer help where necessary. When they have finished, check answers with the class. (Note that there are a variety of ways to rephrase the words.) Remember that for online classes Ss can type their answers in the chat box.

POSSIBLE ANSWERS:

- 2 He was respected by many people.
- 3 His job took/consumed a lot of his time. / His job took/consumed twelve to fourteen hours a day.
- 4 His life was changed when he was struck by lightning.
- 5 The effects lasted a long time.
- 6 The piano (was not new but) had been owned by someone else. / The piano (was not new but) had been passed from one hand to another.
- 7 His determination consumed him completely. / His determination consumed him mentally and physically.
- 8 He is famous around the world.

EXTRA CHALLENGE

Put Ss in pairs and give them two minutes to brainstorm other compound adjectives. When they have finished, elicit their ideas and write them on the board (or invite Ss to come up and do so). You could also ask Ss to suggest sentences to show how they can be used in context.

- B** Do this as a whole-class activity if you're short of time. Otherwise, ask Ss to do it individually, before checking the answer with the class.

EXTRA SUPPORT: TEACHER When we form compound adjectives with a hyphen, all the words act as one word or 'unit'. This then functions the same as a single-word unit. Because adjectives don't have plural forms in English, none of the words in the compound adjective are plural, e.g.

a ten-year-old boy

I went for a five-kilometre run.

However, we do use the 's' when the description comes after the noun (and does not function as a compound adjective), e.g.

The boy is ten years old.

The run was five kilometres long.

ANSWER:

a

- C** Put Ss in A/B pairs and direct them to the relevant pages. Make sure Ss understand that they should just say the sentences in black for their partners to rephrase and that the sentences in blue are the answers. Monitor and check Ss are forming the compound adjectives correctly. When they've finished, Ss can show each other the answers. Point out that *highly qualified* and *widely respected* don't need a hyphen.

SPEAKING

- 8** Put Ss in small groups to read the stories and speculate about what they think happened. With weaker classes, you could give Ss time to make notes first. Encourage them to use the language from the lesson. Allow them to make a range of speculations in order to use a range of language and not just be limited to the final outcomes. When they have finished, ask each group to share their possibilities with the class. Finally, direct Ss to page 143 to find out what happened.

EXTRA DIGITAL If Ss are interested, they could go online to find out more about the people in Ex 8.

TO FINISH

Write on the board:

Which three words or phrases did you find most useful in today's lesson?

How can you use them in the future?

Put Ss in pairs to discuss the questions.

7B I wish!

GRAMMAR | *wish, if only, should have*

VOCABULARY | idioms: regrets

PRONUNCIATION | chunking in idioms

LESSON OVERVIEW

In this lesson, Ss learn to describe the personal significance of events and experiences in detail. In order to do this, they learn structures with *wish, if only* and *should have*. The context is a listening where they listen to people talking about missed opportunities. Ss also learn idioms related to regrets, as well as practise chunking when saying idioms. Then they do a speaking activity where they discuss regrets. The lesson ends with a writing activity where Ss write a personal essay.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Display the three sets of events in a collaborative document and share this with Ss. In feedback, type numbers next to the events to show the correct order.
- **Ex 6D:** Put Ss in groups in breakout rooms to discuss their regrets. Visit the rooms with your sound and video turned off so as to monitor unobtrusively.

Additional Materials

For Teachers:

Presentation Tool Lesson 7B

Photocopiable Activities 7B

Grammar Bank 7B

For Students:

Online Practice 7B

Workbook 7B

TO START

Write the following questions on the board:

What are some things you're good at?

How did you become good at those things?

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share what they found out about their partner with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 Ss discuss the questions in groups. When they have finished, ask a few Ss to share their answers with the class.

2A  **7.02** | Read the question with the class so they know what to listen for. Ss listen and answer the questions about each person, then check in pairs. Check answers with the class.

ANSWERS:

Speaker 1 was a talented footballer. He was offered a trial at a professional academy, but turned it down because there was a lot going on in his life at home and he wasn't mature enough to see the opportunity.

Speaker 2 was a talented actor. She didn't want to move to London because she didn't want to be so far away from her family.

Speaker 3 was a singer in a band. She went to college three hours away from the band and played with them at weekends, but the travelling was too much and the band didn't seem to be going anywhere, so she left.

 AUDIOSCRIPT 7.02**Speaker 1**

My biggest regret is from when I was twelve years old. I'd started playing football when I was four and by the time I was seven, I was really good – I think partly because I had older brothers, I learnt to be tough and competitive, and I also picked up their skills. We had a goal in the back garden and we used to play out there most days. So anyway, when I turned twelve, I started attracting a bit of attention locally, you know, getting in the papers, that kind of thing. Within a few months, I was offered a trial at a professional academy, but I turned it down. At the time, there was a lot going on in my life, particularly at home, and I just wasn't mature enough to see the opportunity for what it was. I carried on playing for a few more years, then, when I was eighteen, I decided to call it a day and got a regular job, which I've been doing ever since. When I look back, I wish I'd gone to the trial. Of course, there are no guarantees in sport, but I now think I should have gone to the trial, just to see if I was good enough.

Speaker 2

So, I was really into acting when I was younger. My parents took me to the theatre when I was, maybe, five or six, and I just fell in love with it and then started doing all of the school plays and everything. Then, when I was a teenager, I went to drama classes and my tutor said I could definitely make a career out of it. I thought she was pulling my leg, but she seemed convinced I had a real talent. Anyway, at the time, I was living in a small town in the north of England and there just weren't that many opportunities for actors. You kind of had to be in London to get noticed and to be invited to auditions, and at that time I didn't want to be so far away from my

family. So, I stayed at home. Then, when I was eighteen, I started working in an office and basically gave up acting. Sometimes I think, 'if only I'd kept going with it'. Or maybe I should have moved to London. I suppose that's the one regret of my life.

Speaker 3

When I was a teenager, I started a band with a group of friends. I was the lead singer and we played, like, heavy rock? I took it quite seriously, and I even had a singing teacher for a while. Anyway, we used to do a lot of gigs in my hometown and we were becoming quite well known. We released one song that got some radio time and got us noticed. But it reached a point where I had to decide whether to stick with the band and try to make it or quit and get an education. I was kind of on the fence about it until my dad suggested I try and do both. I enrolled in college three hours away and I went home to play with the band at weekends. But after a while, the travelling was too much and I felt the band wasn't really going anywhere, so I ended up leaving. Anyway, they replaced me with another singer, and less than a year later, they signed a recording contract with a big label. Now I wish I'd stayed with the band.

B  **7.02** | Refer Ss to the key events from the speakers' lives. Ask Ss to put them in order for each speaker. When they are ready, play the recording again for them to check their answers, then compare in pairs. Play the recording again if necessary, then check answers with the class. For online teaching, remember that the sets of events can be numbered in a collaborative document to show the correct order.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find ordering activities like this difficult. In this case, give them the events from the speakers' lives in the correct order, but with one event missing from each set given at the side. Ss insert the event in the correct place for each speaker, then listen and check.

ANSWERS:**Speaker 1**

The correct order is e, c, b, a, d.

Speaker 2

The correct order is e, c, a, d, b.

Speaker 3

The correct order is c, a, e, d, b.

C  **7.03** | Read the extracts with the class so they know what to listen for, and elicit what type of information is missing from each one. With weaker classes, highlight the fact that they are listening for phrases, not just a single verb or adjective. Ss listen and complete the extracts, then check in pairs. Play the recording again if necessary, then check answers with the class and write them on the board. Elicit or remind Ss that these are idioms (phrases that do not have a literal meaning).

EXTRA SUPPORT: DYSLEXIA Dyslexic learners find simultaneous listening and writing a challenge. You could make this exercise into a matching activity where they are given the information in two columns: the extracts in the first and the idiomatic phrases in the second. Ss then draw lines to match the correct pairs.

ANSWERS:

- 1 call it a day (= decide to stop doing something)
- 2 pulling my leg (= playing a joke, trying to make someone believe something that's not true)
- 3 on the fence (= unable to decide)

D Ss discuss the questions in pairs. Encourage them to justify their answers with information from the recording. When they have finished, elicit their ideas and have a brief class discussion.

GRAMMAR

wish, if only, should have

3 A Ss underline (or highlight) the phrases individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 should have
- 2 If only
- 3 I wish

B Ss answer the questions alone, then check in pairs. Check answers with the class. If you're short of time, you could do this exercise together as a class.

ANSWERS:

- 1 If only, I wish
- 2 should(n't) have

C The Grammar Bank on page 130 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 130 **GRAMMAR BANK**

This focuses on the form and use of the expressions used for expressing regret. Start by telling the class about one of your regrets, e.g. 'I used to play the guitar and I was quite good at it, but now I never have the time to play and I've forgotten how to.' Use the situation to elicit three sentences on the board:

I wish I hadn't stopped playing.

If only I'd kept going with it.

I should have continued playing the guitar.

Go through the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 Ss match the sentence halves alone, then check in pairs. Check answers with the class.

ANSWERS:

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

2 Ss complete the anecdotes individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This activity may be difficult for Ss with dyslexia because there are lots of options to choose from and they have to move their eyes quite a long way between the text and the options. In this case, split up the options so that the relevant ones are under each anecdote. You could also record the anecdotes (indicating where the gaps appear) or read them out in class so Ss can listen while they read.

ANSWERS:

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

3 With weaker classes, elicit the first answer and write it on the board to illustrate that they should add any other words they need so that the second sentence has a similar meaning to the first. Ss complete the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA You could support Ss with dyslexia to do this exercise by advising them to break it down into stages to process. First, they should identify the correct structure to use and write it next to the sentence. Then they should put it in the correct form to fit the rest of the sentence.

ANSWERS:

- 1 I should have learnt to swim
- 2 I wish I hadn't bought
- 3 If only I'd listened
- 4 I wish my car would
- 5 She shouldn't have dropped out
- 6 If only I could remember
- 7 I wish I had
- 8 I wish Alberto wouldn't

VOCABULARY

idioms: regrets

4A Refer Ss to the first post and explain that they are going to read some forum posts that describe people's regrets. Ss read the posts and answer the question, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the forum posts to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. If you record them, Ss can listen again when they do Ex 4B.

ANSWER:

Luca765

B Point out the idioms in bold in the forum posts, then ask Ss to match them with the situations in which we use them individually, then check in pairs. Check answers with the class, and elicit further example sentences for each idiom to check understanding.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia by providing the idioms as a vertical list printed on a separate piece of paper that they can match with the situations. Ss can refer back to the idioms in the text for context if they need to. They can also use the list to refer to when they do Ex 4C.

ANSWERS:

- 1 (be/go) back to the drawing board
- 2 (be) a blessing in disguise
- 3 (it's) not my cup of tea
- 4 (be) a piece of cake
- 5 missed the boat
- 6 the grass is always greener on the other side

C Read the sentences with the class, pausing to indicate the gaps. With weaker classes, you might want to complete the first sentence together, showing how the sentence provides clues for the answer in its meaning and language. Ss complete the sentences, then check in pairs. Check answers with the class, eliciting which parts of the sentences provided clues for the correct idiom each time.

ANSWERS:

- 1 blessing in disguise
- 2 the grass is always greener on the other side
- 3 my cup of tea
- 4 piece of cake
- 5 missed the boat
- 6 back to the drawing board

PRONUNCIATION

chunking in idioms

5A  **7.04** | Play the recording for Ss to listen and pay attention to how the idioms are said. You could also model the idioms as separate words, unnaturally (i.e. without chunking), then say them naturally in order to highlight the difference.

AUDIOSCRIPT 7.04

- 1 My exam? It was a piece of cake!
- 2 I applied too late to get on the course, so I missed the boat.
- 3 I don't like rock music. It's not my cup of tea.
- 4 The company failed, so it was back to the drawing board for me.
- 5 I don't think you'd be any happier in New York – the grass is always greener on the other side!
- 6 Losing my job turned out to be a blessing in disguise because it gave me time to think about what I really wanted to do.

B  **7.04** | Play the recording again for Ss to listen and repeat. If you think your Ss would find it useful, you could drill the idioms in context chorally and individually, too.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the idioms on their devices, then compare with the original recording.

C With weaker classes (and if you have time), give Ss a minute or two to think of their examples first and make notes. Put Ss in pairs to take turns sharing their experiences. Monitor and offer help where necessary, and check Ss are chunking the idioms. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

SPEAKING

6A Focus attention on the infographic and explain that it shows common regrets that people have. Ss read the infographic and complete it with the headings alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Encourage Ss to cover the parts of the infographic they are not working on to help them focus on identifying the correct headings.

ANSWERS:

- | | | |
|----------|-----------------|-------------|
| 1 Work | 2 Relationships | 3 Education |
| 4 Travel | 5 Character | |

- B** Demonstrate the activity by giving another example to go under the first heading, e.g. 'Not starting my career earlier in life.' Put Ss in pairs to think of more regrets for each of the areas in Ex 6A. When they have finished, elicit Ss' ideas and find out if others came up with any of the same ideas.
- C** Give Ss plenty of time to think of their regrets and make notes. Go round and help with vocabulary where necessary, writing any new words and phrases on the board.
- D** Arrange Ss in small groups (in breakout rooms for online teaching) to share their regrets and experiences. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask one or two Ss to share their experiences with the class (as long as they're comfortable doing so). Give Ss feedback on their language use as a class.

WRITING

a personal essay

- 7A** Put Ss in pairs to discuss the question. When they have finished, ask a few Ss to share their experiences with the class.
- B** Refer Ss to page 145. See below for notes on the exercises.
- 1** Draw Ss' attention to the idiom in the title before they read. Ss read the essay and answer the question alone, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the essay with the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the related exercises.

ANSWER:

Because something bad happened (the author broke his leg), which turned out to be good in the end (he learnt to draw and became an artist).

- 2** Point out that the descriptions are in the same order as the paragraphs in the essay. Ss complete the descriptions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To make this simpler for dyslexic learners to process, you could turn it into a multiple-choice activity, providing two options for each gap (one correct and one distractor).

ANSWERS:

- | | | |
|----------------|----------------------|------------------|
| 1 theme | 2 event | 3 details |
| 4 good | 5 consequence | 6 summary |

- 3** Put Ss in pairs to answer the questions. Monitor and offer help where necessary. When they have finished, check answers with the class. You could elicit or point out how the details and examples the writer provides add depth and interest to the essay.

ANSWERS:

- 1** The rain was falling like needles and a cold wind lifted the dead leaves from the earth.
... the road was wet from the rain.
- 2** He wished he had paid more attention to the road conditions. He regrets using his bike that day.
- 3** He drew a pair of pigeons on the windowsill, a rubber plant, the moon peeking behind the curtains and portraits of his seven brothers and sisters.
- 4** cafés, trains and hotel rooms
- 5** Disasters can be opportunities.

- 8A** Demonstrate by giving an example for the first idiom, e.g. 'One day I lost my wallet/purse. Somebody found it and contacted me. Now we're in a relationship.' Put Ss in pairs to think of more situations for the idioms. Tell them that although the section is about a personal essay, they can invent the details if they want to. When they have finished, elicit a few examples for each idiom.

- B** Ss choose a situation and make notes for their essay individually. Remind them to include details and examples. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA You could remind Ss of the Future Skills box in Lesson 7A, Ex 3B to help them focus on adding interesting details to their notes. Monitor and help with ideas where necessary.

- C** Ss write their essays individually. You could suggest they write about 180 words. When they have finished, put Ss in pairs to swap essays and read each other's work. Ss could write a second draft for homework.

TO FINISH

Put Ss in different pairs from the ones they were in for Ex 8A. Ask them to take turns describing one of the situations from Ex 8A, adding interesting or useful details but without saying which idiom it relates to. Their partner guesses the idiom.

7C Let me explain

HOW TO ... | describe a process

VOCABULARY | phrasal verbs: explaining

PRONUNCIATION | stress in phrasal verbs

LESSON OVERVIEW

In this lesson, Ss learn how to describe a process. Ss learn phrasal verbs related to explaining, as well as practising stress in phrasal verbs. The context is a reading where they read some advice on how to explain things. This leads into the functional language. The lesson ends with a speaking activity where Ss explain a process in small groups.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1C:** Ask Ss to type their answers in the chat box so they can compare their answers.
- **Ex 3A:** Use an online poll for Ss to share if they think the explanation is clear or not.
- **Ex 4B:** Use a collaborative document for Ss to complete the table, so they can refer back to it later in the lesson.

Additional Materials

For Teachers:

Presentation Tool Lesson 7C
Photocopiable Activity 7C
Grammar Bank 7C
Mediation Bank 7C

For Students:

Online Practice 7C
Workbook 7C

TO START

Put Ss in pairs and ask them to tell each other about the last thing they learnt and how they learnt it. When they have finished, ask a few Ss to share their experiences with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

phrasal verbs: explaining

- 1 A** To make the activity more fun, pretend that you're extremely picky about how you make your coffee. Tell the class: 'Making a cup of coffee is an art form. You've got to do it right! First, measure out 10.6 grams of coffee beans – no more and no less. Then grind them for one minute. Make sure the ground coffee isn't too smooth or too rough. Next, put the ground coffee into the press, then pour 200 millilitres of hot, but not boiling – never boiling – water in and stir once. Then leave to sit for four and a half minutes before pressing and pouring.' Put Ss in groups to talk through how they do the things. When they have finished, ask each group to share any similarities they have with the class.
- B** Ss read the article individually, then discuss in the same groups as Ex 1A which of the techniques they used in their discussions.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise.

- C** Read the example with the class, then ask Ss to match the rest of the phrasal verbs in bold with their meanings alone, then check in pairs. Check answers with the class and encourage them to record them as in the example (e.g. *talk something through*), not how they appear in the article (e.g. *talk it through*). For online teaching, remember you can ask Ss to type their answers in the chat box.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia by printing the phrasal verbs as a vertical list on a separate piece of paper, which Ss can position next to the meanings and move up and down depending on the one they're working on. They can also refer to the phrasal verbs in the article for contextual clues.

ANSWERS:

- 2** go over something
- 3** leave out something
- 4** slow down
- 5** get something across
- 6** figure out something
- 7** go into something
- 8** break something down

EXTRA IDEA Put Ss in pairs to discuss which of the pieces of advice in the article they found most and least useful and why.

PRONUNCIATION

stress in phrasal verbs

2A  **7.05** | Give Ss a minute to read the sentences first to familiarise themselves with them. Check understanding of *particle* (= the preposition or adverb in a phrasal verb). Ss listen and identify where the stress is, then compare answers in pairs. Check the answer with the class.

ANSWER:

on the particle

B Put Ss in pairs to take turns describing the situations. Monitor and check they're stressing the phrasal verbs correctly. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

How to ... describe a process

3A  **7.06** | Go through the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class. Remember you can use an online poll if you are teaching online.

ANSWERS:

Yes, she gives a clear explanation.
Her secret ingredient is chilli.

AUDIOSCRIPT 7.06

Hi, everyone! It's Maya here, back with another simple recipe for you to make at home. This week, I'm going to show you how to make a delicious vegetable lasagne that even your meat-eating friends won't be able to resist. Let's get started!

Now, it's quite a tricky recipe, so I'll break it down into stages and talk you through it step by step. First, let's start by going over the basics. To begin with, you'll want to get your ingredients together. You'll need about twelve sheets of lasagne – choose the kind that you don't need to cook in advance – then an aubergine, two courgettes, two red or yellow peppers, ten small tomatoes, half an onion and some garlic. For the sauce, you'll need flour, butter, milk and some grated parmesan cheese.

The next step is to make the vegetable mixture, and I'm going to roast the vegetables in the oven. So, chop the aubergine, courgettes, onion and peppers into medium-sized pieces – about two centimetres.

Then arrange them in a dish, with the tomatoes. Chop the garlic very finely and sprinkle this over the top. Pour on a little oil – I would recommend using olive oil – and

add salt and pepper. You can also add some fresh herbs, but this is optional. Then put this into a hot oven for about thirty minutes.

Then for the sauce, put the butter into a small pan and heat it over a low heat. Add the flour, then add the milk gradually, and keep stirring all the time. It's essential that you stir it, so the sauce stays nice and smooth. Keep stirring until the sauce thickens, then take the pan off the heat and add the grated parmesan cheese.

So, the vegetables should be ready now. Be careful not to overcook them. It's nicer if they're still a bit firm.

So it's time to make the lasagne. You'll need a baking dish, like this one. First, put a little cooking oil in the bottom. Once you've done that, add a layer of your roasted vegetables. Next, put a layer of lasagne sheets on top and then a layer of the cheese sauce. So you have three layers: vegetables, pasta, then the cheese sauce. Then add a little more grated cheese. Repeat, adding the same layers: vegetables, pasta, cheese sauce and grated cheese. If you want, you can add my secret ingredient, a little chilli, in with the vegetables or you could come up with your own secret ingredient.

The final stage involves baking the dish at 180 degrees Celsius until the top layer of cheese is golden brown. You'll want to avoid taking it out too early because it may not be cooked on the inside. After thirty-five minutes, you'll have the perfect vegetable lasagne!

B  **7.06** | Ss listen again and order the pictures, then check in pairs. Play the recording again if necessary, then check the answer with the class.

EXTRA: ALTERNATIVE IDEA Challenge Ss to order the illustrations from memory before they listen again to check.

ANSWERS:

The correct order is A, D, E, F, C, B.

4A  **7.07** | Explain that the extracts all come from the listening in Ex 3. Ss complete them in pairs. When they are ready, play the recording for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT You could play the recording from Ex 3A again before Ss do Ex 4A to remind them of what they heard.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give them two options for each sentence (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

- | | | |
|------------|-------------|-------------|
| 1 begin | 2 step | 3 recommend |
| 4 optional | 5 essential | 6 careful |
| 7 you've | 8 want | 9 involves |
| 10 taking | | |

B Ss complete the table individually, then check in pairs. Check answers with the class. Remember you can use a collaborative document when teaching online so that Ss can refer back to it later.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia by providing the phrases as a vertical list for Ss to use to complete the table.

ANSWERS:

- 1 The next step is
- 2 Once you've done that,
- 3 The final stage (involves)
- 4 This is optional.
- 5 It's essential that you
- 6 If you want, you can
- 7 Avoid (taking)

C Put Ss in pairs to discuss the questions. Monitor and offer help where necessary. When they have finished, check answers with the class.

ANSWERS:

- 1 It's essential that you
- 2 I would recommend; This is optional.; If you want, you can

D The Grammar Bank on page 131 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 131 **GRAMMAR BANK**

This focuses on the form and use of the phrases for describing a process. Read the notes with the class or give them a few minutes to read them alone then ask any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 Ss choose the correct words individually, then check in pairs. Check answers with the class. You could then ask Ss to practise the conversations in pairs.

ANSWERS:

- | | | |
|------------|----------|--------------|
| 1 To begin | 2 step | 3 Once |
| 4 optional | 5 buying | 6 travelling |

2 Ss complete the text individually, then check in pairs. Check answers with the class and ask which tips they find most and least useful.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for the multiple-choice gap-fill exercise. Another way to help Ss with dyslexia with this activity is to break up the text into smaller parts and place the relevant options under each part.

ANSWERS:

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

3 Elicit the first answer as an example, then ask Ss to complete each of the other sentences using the word given and adding any other words that are needed, then check their answers in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA You can make this activity less challenging for Ss with dyslexia by providing them with sentences with just one or two words missing for them to complete.

ANSWERS:

- 1 essential that you buy / essential to buy
- 2 'd recommend checking in
- 3 final stage involves
- 4 Watch out for
- 5 careful not to overcook
- 6 this/it is optional

SPEAKING

5A/B Give Ss a minute to choose what to describe, then ask them to make notes on the points in Ex 5B. You could elicit some vocabulary and potential problems for each topic and write the words on the board. Monitor while they work and help with further vocabulary where necessary, writing any new words and phrases on the board.

FUTURE SKILLS | Communication

C Read the Future Skills box with the class, then ask Ss to look back at their notes from Ex 5B and think about which parts will be difficult and how they can deal with them. Monitor and offer help where necessary.

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that predicting which parts of instructions will be difficult for listeners is a very useful work skill. Put Ss in pairs and ask them to discuss which aspects of their job (or studies) this skill will be useful for, giving practical examples.

- ▶ Put Ss in groups to take turns teaching their processes to each other. When they have finished, ask a few Ss which was the most useful or interesting thing they learnt.

EXTRA: HOW TO ... Ask Ss to imagine they are mentoring someone at work (or school/university) who is new. Ask them to choose one of their work or study processes to explain, then put them in pairs to explain it to each other.

TO FINISH

Ask Ss to discuss which of the things in Ex 5A they'd like to learn and why.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 196

7D Street Interviews

Hard work or talent?

GRAMMAR | adverbials of concession

SPEAKING | a discussion about talents

WRITING | a social media post

LESSON OVERVIEW

In this lesson, Ss learn how to discuss people's talents. In order to do this, they learn adverbials of concession. The context is a series of BBC street interviews where people discuss the importance of talent vs. hard work. Ss then do a speaking activity where they discuss talents. The lesson ends with a writing activity where Ss write a social media post.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A, B and C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 5B:** Put Ss in breakout rooms to have their discussions.

Additional Materials

For Teachers:

Presentation Tool Lesson 7D
Online Digital Resources
Grammar Bank 7D
Writing Bank 7D
Videoscript 7D: BBC Street Interviews

For Students:

Online Practice 7D
Workbook 7D

TO START

Write three sentences on the board describing things you can and can't do, e.g.

I can write code to design an app.

I can cook, but I can't bake.

I can speak three languages and understand two more.

Make sure two of them are true and one is false. Invite Ss to ask you questions to find out which is false, e.g. 'When did you learn to write code?', 'How often do you design apps?', 'What apps have you designed?', etc. When you have finished, ask Ss to write three of their own true/false sentences about what they can and can't do, then work in pairs to ask and answer questions to find out which is false.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Put Ss in small groups to discuss the talents. Encourage them to give reasons for their opinions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

EXTRA SUPPORT: TEACHER In Ex 1A, Ss may well answer 'It depends.' If they do, encourage them to describe exactly what it depends on e.g. 'Making people laugh is good if you want to work in sales, but is less useful if you're a police officer.'

- B** Put Ss in pairs to discuss the questions. When they have finished, ask Ss if they found out anything interesting about their partner.

VIEW

- 2 A** Look at the questions in the programme information box with the class. Explain that they're going to watch street interviews with people answering the questions. Read the questions in Ex 2A with the class so they know what to listen for, then play the video. You could suggest that Ss keep a tally for question 2. Ss answer the questions then check in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

EXTRA SUPPORT: DYSLEXIA If you have Ss with dyslexia, provide the list of talents in Ex 1A as a vertical list so they tick the relevant talents. You may also need to play the video twice (once for question 1 and once for question 2).

ANSWERS:

- 1 cooking, football, horse riding, making people laugh, science, singing, tennis, writing
- 2 None (though Amit says both are necessary)

- B** Focus attention on the photos and read the questions with the class. Ss watch the first part of the video again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-----------|--------|-------------|
| a Olivia | b Amit | c Constance |
| d Delaney | e Flo | f Kirsty |
| g John | | |

- C** Ss complete the extracts alone, then check in pairs. Play the second part of the video again for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give them two options for each sentence (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

- | | | |
|-----------|---------|-------|
| 1 in | 2 put | 3 by |
| 4 natural | 5 excel | 6 get |
| 7 take | | |

- D** Put Ss in pairs to discuss whether or not they agree with the statements in Ex 2C. Encourage them to give reasons for their opinions.

- 3 A** Put Ss in pairs to read the extract and discuss what the phrase in bold means. When they have finished, elicit their ideas and offer further explanation if necessary.

POSSIBLE ANSWER:

If a talent or tendency is in, or runs in, someone's blood, it is natural to them and others in their family.

- B** Ss discuss the question in small groups. When they have finished, ask each group to share what they have in common with the class.

GRAMMAR

adverbials of concession

- 4A** Ask Ss to read the extracts, or read them with the class, then focus attention on the words and phrases in bold and ask them to choose the correct option to complete the rule. Check the answer with the class.

ANSWER:

a contrasting idea

- B** The Grammar Bank on page 132 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 132 GRAMMAR BANK

This focuses on the form and use of adverbials of concession. Write the following stem on the board: *Raw talent is important. However, ...* and elicit how to finish it. Then show Ss how to rewrite the same sentence using, *though/although* and *on the one hand ... on the other hand*. Go through the notes with the class or give them time to read them and ask you any questions they have. Check understanding, especially of the use of punctuation.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss choose the correct options individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|------------|---------------------|
| 1 Though | 5 Though |
| 2 However | 6 On the other hand |
| 3 Although | 7 Although |
| 4 However | 8 However |

- 2** Elicit the first answer as an example, then ask Ss to complete the rest of the exercise, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support dyslexic learners, you could reduce the amount of information they need to process by dividing the exercise into two sections with four matches in each.

ANSWERS:

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

- 3** Ss complete the article individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To make this exercise easier for Ss with dyslexia to manage, ask them to cover the text and just reveal the parts they're working on when completing the article, so as to avoid too many distractions. You can also record the text, indicating where the gaps are, for Ss to listen to while they do the exercise.

ANSWERS:

- | | |
|------------|-----------------------|
| 1 one | 4 though/although/but |
| 2 other | 5 However |
| 3 Although | 6 However |

SPEAKING

a discussion about talents

- 5A** You could start by telling the class about talents you wish you had. Ask Ss to think of three talents and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Put Ss in groups (in breakout rooms if teaching online) to share their ideas and discuss the questions. Monitor and offer help where necessary. When they have finished, nominate a student from each group and ask them to summarise their discussion for the class.

WRITING

a social media post

- 6A** Put Ss in groups to discuss the questions (they could remain in the same groups as for Ex 5B). When they have finished, ask a few Ss to share anything interesting they found out from their group with the class.
- B** Refer Ss to the Writing Bank on page 107.

1 A Ss read the question and two answers in an online forum. They then answer the questions in Ex 1A, then check in pairs. Check answers with the class and have a brief class discussion about whose argument they think is better and why.

EXTRA SUPPORT: DYSLEXIA Read the question and two answers in the online forum to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. If you record them, Ss can listen again for Ex 1B.

ANSWERS:

What they disagree about: Lydia997 thinks that talent is far more important than hard work. MJ_3000 argues that you can easily waste talent if you don't work hard, so hard work is more important than talent.

Whose argument is better: Students' own answers

B Put Ss in pairs to discuss the questions. When they have finished, check answers with the class and elicit which phrases are more appropriate for an online forum.

ANSWERS:

1 Overall, So IMHO

2 a (although it originally meant 'in my humble opinion')

3 b, d, e

C Give Ss a minute to decide which question to write a response to, then ask them to write it. Ss should aim to write about 100 words. Monitor and offer help where necessary, and make sure they include a clear conclusion giving their opinion. When they have finished, put Ss in pairs to swap answers and read them.

EXTRA IDEA: DIGITAL Ask Ss to write their responses on an online class forum. They can then read each other's answers and respond to them online.

TO FINISH

Put Ss in pairs and ask them to discuss which of the talents mentioned in the lesson they'd most like to have, and why.

7 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4, 5 and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Ask Ss to type their speculations in the chat box to compare ideas before they find out.
- **Ex 2A:** Ask Ss to write their sentences in a collaborative document so they can compare ideas.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 7 (Grammar: past modals of deduction, *wish*, *if only*, *should have*, adverbials of concession; Vocabulary: compound adjectives, chance, idioms: regrets, phrasal verbs: explaining; How to ... describe a process). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

past modals of deduction

1 A Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|----------------|----------------|----------------|
| 1 can't | 2 might | 3 must |
| 4 might | 5 must | 6 can't |

- B** Give Ss an example for the first scenario, e.g. 'It can't have been the end of the performance.' to demonstrate the activity. Then put Ss in pairs to speculate about what they think happened. Monitor and check they're using past modals correctly. When they have finished, elicit their ideas, or for online teaching, ask Ss to type their answers in the chat box. Then direct them to page 143 to check their predictions. Ask via a show of hands who guessed correctly.

POSSIBLE ANSWERS:

- 1 She might have been practising in an empty concert hall. / She must have been deaf. / The audience can't/couldn't have liked the music.
- 2 She might have landed on a mattress. She couldn't have been very careful.
- 3 They must have had the same level of talent. They couldn't have both won!

EXTRA IDEA Ss might know of similar riddles (stronger classes could even make up their own). If so, they could present them to the class for them to speculate about what happened.

wish, if only, should have

- 2A** Go through the topics and ask Ss to think about wishes and regrets they have about each one. Give or elicit an example from the class (e.g. 'If only I had travelled more before I had a family.'), then ask Ss to write their sentences (in a collaborative document if teaching online). Monitor and check Ss are forming their sentences correctly.

POSSIBLE ANSWERS:

I should have followed my dreams.
I wish I'd finished my degree at university.
If only I had lived abroad for a year.
I should have travelled more when I was younger.
I wish I'd bought my own house.

- B** Put Ss in pairs to share their sentences and ask and answer follow-up questions. (You could use your example sentence from Ex 2A to demonstrate, e.g. elicit the question, 'Why do you wish you had travelled more before you had a family?' and give an answer, e.g. 'Because I don't have the time to really explore new places and it's expensive to travel with children.') When they have finished, ask a few Ss to share their experiences with the class, if they're comfortable doing so.

VOCABULARY

- 3A** Read the example with the class, then ask Ss to complete the rest of the questions individually, then check in pairs. Remind Ss that we don't use a hyphen in compound adjectives formed with *widely*. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this activity difficult due to the number of options and boxes. In this case, give Ss the complete compound adjectives to choose from to fill the gaps.

ANSWERS:

- | | |
|------------------|--------------------|
| 2 time-consuming | 5 widely respected |
| 3 world-famous | 6 long-lasting |
| 4 life-changing | |

- B** Put Ss in pairs to ask and answers the questions in Ex 3A. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

- 4** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this activity difficult because of the number of options. In this case, split the activity in half so they have two sets of three sentences to complete, with their respective options provided in a vertical list.

ANSWERS:

- 1 grass is always greener on the other side
- 2 a piece of cake
- 3 go back to the drawing board
- 4 missed the boat
- 5 a blessing in disguise
- 6 not my cup of tea

- 5** Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-----------|---------|--------|
| 1 through | 2 break | 3 down |
| 4 go | 5 leave | 6 out |

- 6A** This activity reviews both the grammar and vocabulary of Unit 7. Elicit the first answer as an example, then ask Ss to complete the rest of the article alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLLEXIA

Read the article to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for the gap-fill exercise. You could also ask them to cover the parts of the article they're not working on. If you think your Ss need additional support, you could provide options for each gap and/or reduce the number of gaps they need to complete.

B  **R7.01** | Play the recording for Ss to check their answers, then check answers as a class.

ANSWERS:

- | | | |
|--------------------|-------------------|---------------|
| 1 have | 2 only | 3 wish |
| 4 had | 5 have | 6 cake |
| 7 missed | 8 all | 9 out |
| 10 changing | 11 drawing | |

TO FINISH

Write on the board:

What are the four most useful things you learnt in Unit 7?

How will you continue to work on these in the future?

Ask Ss to work alone and look back through each lesson of the unit, choosing one thing (e.g. grammar, vocabulary, pronunciation, a skill or a fact) from each one. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise it in the future.

8 community

Global Scale of English **LEARNING OBJECTIVES**

8A A new way of living

- **READING** | Read about co-living communities: collocations with *go*, *have* and *make*; describing homes and living conditions; participle clauses
- Discuss living in a co-living community
- **Pronunciation**: pitch in participle clauses
- Write an application letter/email

GSE INFORMATION

READING

68 Can recognise contrasting arguments in structured, discursive text.

GRAMMAR

71 Can order a sequence of events using an appended clause with present participle or 'having' + past participle.

VOCABULARY

59–75 Can use language related to differences and similarities.

59–75 Can use language related to describing homes and living conditions.

SPEAKING

67 Can encourage members of a group to describe and elaborate on their thinking.

WRITING

65 Can write a letter of application with appropriate register, conventions and supporting detail.

8B If the world ...

- **LISTENING** | Understand a presentation on world issues: world issues
- Discuss hypothetical ideas: conditionals with conjunctions
- **Pronunciation**: stress in conditional sentences

GSE INFORMATION

VOCABULARY

59–75 Can use language related to social issues.

LISTENING

63 Can recognise the speaker's point of view in a structured presentation.

59 Can relate information in a presentation to the same information given in graphs, charts and tables.

GRAMMAR

64 Can use a range of complex conjunctions in conditional statements (all three types).

SPEAKING

64 Can express views clearly and evaluate hypothetical proposals in informal discussions.

8C Online communities

- **HOW TO ...** | develop an argument: prepositional phrases
- **Pronunciation**: sounding persuasive

GSE INFORMATION

VOCABULARY

59–75 Can use language related to emphasizing.

59–75 Can use language related to expressing vagueness or approximation.

59–75 Can use language related to cause, purpose, and effect.

HOW TO ...

66 Can develop a clear argument with supporting subsidiary points and relevant examples.

SPEAKING

66 Can develop a clear argument with supporting subsidiary points and relevant examples.

60 Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.

8D Second shot

- **BBC PROGRAMME** | Understand a documentary about someone making a difference
- Give a presentation on a project: phrases with *get*
- Write a mission statement

GSE INFORMATION

VIEW

64 Can understand TV documentaries, interviews, plays and most films in standard speech.

VOCABULARY

59–75 Can use language related to get or give.

SPEAKING

66 Can outline an issue or problem clearly.

WRITING

62 Can clearly signal problem and solution relationships in structured text.

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 8A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ You may want to preteach *flourish* (= grow and become very successful) before Ss watch the video. Read the question in the programme information box. Tell the class they're going to watch a video in which people answer the question. Ss watch and note down the things they mention. Check answers with the class. Then put Ss in pairs to do part 2, where they discuss what 'community' means to them.

ANSWERS:

- 1 Speaker 1: a sense of belonging/togetherness
- Speaker 2: a sense of belonging
- Speaker 3: helping each other
- Speaker 4: a group of supportive people, who would like to see each other benefit in a way that is socially beneficial to the group
- Speaker 5: a group of people who come together and make each other feel loved and cared for
- Speaker 6: people with the same passion/interests

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials**For Teachers:**

Presentation Tool Unit 8
Online Digital Resources
Videoscript Unit 8 Opener: BBC Vlogs

8A A new way of living

GRAMMAR | participle clauses

VOCABULARY | collocations with *go*, *have* and *make*; describing homes and living conditions

PRONUNCIATION | pitch in participle clauses

LESSON OVERVIEW

The aim of this lesson is for Ss to collaborate in a discussion. In order to do this, they learn about participle clauses. The context is a reading about co-living. This leads into the grammar, where Ss also practise pitch in participle clauses. Ss also learn collocations with *go*, *have* and *make* and vocabulary for describing homes and living conditions. Ss then do a speaking activity where they have a discussion in groups. The lesson ends with a writing activity where Ss have an opportunity to use participle clauses in an application letter.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the topics on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the topics which are mentioned.
- **Ex 1D:** Put pairs in breakout rooms to discuss the questions.
- **Grammar Bank 8A, Ex 3:** Ask individual Ss to write the answers in the chat box during feedback.
- **Ex 4C:** Display the text with the annotate function on for Ss to highlight the words they find.
- **Vocabulary Bank 8A, Ex 1C:** Put pairs in breakout rooms to have their discussions.
- **Ex 5A:** Use a collaborative document to elicit and write the phrases Ss come up with, so they can refer back to it when speaking in Ex 5B.

Additional Materials**For Teachers:**

Presentation Tool Lesson 8A
Photocopiable Activities 8A
Grammar Bank 8A
Vocabulary Bank 8A

For Students:

Online Practice 8A
Workbook 8A

TO START

Elicit the meaning of *community* (= a group of people living in the same place or having something in common). On the board write:

What groups and activities are there in your area that promote a sense of community?

Which are you a part of? Think about:

- *online groups*
- *meet-up groups*
- *annual events*
- *community projects*

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers with the class and write any new words and phrases on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

1 A If you didn't do the To start activity above, it would be a good idea to elicit the meaning of *community*. Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

B Check understanding of *convenience* (= being able to do something easily and without difficulty), *loneliness* (= sadness caused by being alone) and *networking* (= interacting with other people to exchange information and make contacts). Focus attention on the title and read the introductory sentences with the class. Ask Ss what they think *co-living* is and elicit their ideas, but don't give any answers yet. Ss read the article and tick the topics mentioned. Elicit which topic is not mentioned. For online teaching, remember you can display the topics on your device for Ss to highlight.

ANSWER:

The topic not mentioned is rising house prices.

C Ss read the article again and make notes on the arguments for and against co-living, then compare notes in pairs. When they have finished, check answers with the class.

ANSWERS:

For:

Affordable
Not committed to long-term contracts (can leave with one month's notice)
Like-minded people
Ready-made community
Opportunities for networking
Communal amenities and events
Room-cleaning service
Flexibility
Convenient

Against:

Doesn't offer privacy
Rules and regulations
Overly controlled
Concerns about data privacy
Small rooms
Too impersonal

D Put Ss in different pairs to discuss the questions (in breakout rooms for online teaching). When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

GRAMMAR

participle clauses

2 A Focus attention on the extracts and explain that the phrases in bold are called participle clauses. Ss read the sentences and answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the sentences to the class to make it easier for Ss with dyslexia to follow. They can also cover the sentences they're not working on to minimise distractions.

ANSWERS:

- a** *Having decided* ... (sentence 1) and
Having moved ... (sentence 3)
b *Moving into* ... (sentence 2)

B Ss either do this individually or you can do it as a class if you're short of time, eliciting the answers and writing them on the board.

ANSWERS:

present participle (-ing form) or perfect participle
having + -ed

- C** The Grammar Bank on page 133 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 133 **GRAMMAR BANK**

Write the following sentences on the board: *I was living alone. I didn't meet many people.* Elicit how we can combine the sentences using a participle clause i.e. *Living alone, I didn't meet many people.* Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how the two actions in the sentence have the same subject.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This activity practises the form of participle clauses. Elicit the first answer as an example, then ask Ss to choose the correct verb forms to complete the rest of the second sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-------------------|---------------|
| 1 Working | 4 Standing |
| 2 Having finished | 5 Having read |
| 3 Having visited | 6 Opening |

- 2** This activity focuses on the form and use of participle clauses. Elicit the first answer as an example and write it on the board. Ss complete the rest of the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Activities with lots of options and multiple stages to process like this can be difficult for Ss with dyslexia. In this case, give Ss the verb for each sentence and ask them to write the correct participle clause.

ANSWERS:

- 1 Having visited
- 2 Moving
- 3 Sitting/Working
- 4 Having completed
- 5 Working/Sitting
- 6 Having cleaned
- 7 Leaving
- 8 Having promised

- 3** Read the example with the class, then ask Ss to write the rest of the sentences individually, then check in pairs. In feedback, ask a different student to come up and write each sentence on the board to check the answers. With online classes, Ss could write the answers in the chat box.

EXTRA SUPPORT: DYSLEXIA You could reduce the amount of writing required of Ss with dyslexia by providing the answers as gapped sentences, with just the participle clauses missing. Remind them that it is a good idea to cover the sentences they're not working on to minimise distractions.

ANSWERS:

- 2 Living in Lisbon, he enjoys his job and has the chance to surf.
- 3 Having considered the various options, they decided to move into the co-living space.
- 4 Walking through the park, she realised (that) she had forgotten her laptop.
- 5 Having lived with someone who didn't pay the rent, he was now looking for a different solution.
- 6 Cooking meals together, they got to know each other better.
- 7 Having looked at the available workshops, they chose the pizza-making course.
- 8 Having finished her work, she went to the beach to swim.

PRONUNCIATION

pitch in participle clauses

- 3A**  **8.01** | Focus attention on the sentences in Ex 2A, then play the recording for Ss to listen and answer the question. Check the answer with the class.

ANSWER:

A higher pitch is used on the participle clauses.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences in Ex 2A, practising the right pitch. They can then compare themselves with the recording in Ex 3A.

- B** Put Ss in pairs to take turns completing the sentences. Monitor and check Ss are using pitch correctly. When they have finished, ask a few pairs to share their sentences with the class.

EXTRA SUPPORT With weaker classes, give Ss a minute or two to think of their ideas before they do the activity.

VOCABULARY

collocations with *go*, *have* and *make*

EXTRA SUPPORT For weaker classes, before doing Ex 4A, you might want to write the following questions on the board:

Which place:

- 1 *isn't yet complete?*
- 2 *teaches residents new skills?*
- 3 *brings old and young people together?*

Set Ss a time limit of three minutes to skim the texts and find the answers. Check answers with the class (1 Arcosanti, 2 Coworksurf, 3 Sällbo).

4A Focus attention on the texts and explain that they describe three more co-living communities around the world. Ss complete the texts with *go*, *have* or *make* in pairs. Check answers with the class, then use a show of hands to find out which place Ss think sounds the most enjoyable to live in.

EXTRA SUPPORT: DYSLEXIA Read the texts to the class (or record them before the lesson), indicating where the gaps occur, so learners with dyslexia can listen while they read to help them with the exercise.

ANSWERS:

- | | | |
|--------|--------|--------|
| 1 go | 2 make | 3 have |
| 4 have | 5 have | 6 go |
| 7 make | 8 go | 9 make |

B Ss complete the questions with the correct form of collocations in Ex 4A individually, then check in pairs. Check answers with the class, then put Ss in pairs to ask and answer the questions. Monitor and encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA SUPPORT: DYSLEXIA Provide the three correct collocations in full as a vertical list for Ss with dyslexia to choose from to complete the sentences.

ANSWERS:

- 1 had the opportunity
- 2 go according to plan
- 3 had a go

C Ask Ss to find the words individually, then check in pairs and think of more examples. When they are ready, elicit Ss' answers and ideas and write them on the board. For online classes, remember you can display the texts on your device for Ss to highlight the words they find.

POSSIBLE ANSWERS:

fashionable, beautiful, spacious, modern

EXTRA IDEA: DIGITAL Ask Ss to go online on their devices to search for more adjectives, then share them with the class and write them on the board.

D Refer Ss to the Vocabulary Bank on page 141.

▶ page 141 **VOCABULARY BANK** describing homes and living conditions

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1A Elicit the first answer as an example, then ask Ss to match the rest of the words with their meanings alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give Ss two words for each of the meanings (one correct and one distractor), and ask them to choose the correct option. They have the option to refer to sentences 1–8 for context.

ANSWERS:

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

B  **VB8.01** | Ss choose the correct words individually, then check in pairs. When they are ready, play the recording for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can cover the parts of the text they're not reading in order to minimise distractions.

ANSWERS:

- | | | |
|---------------|-------------|-----------|
| 1 fashionable | 2 exclusive | 3 in good |
| 4 stylish | 5 character | 6 elegant |
| 7 spacious | 8 secure | |

C Put Ss in pairs to use the words in Ex 1A to describe different areas of their town or city (in breakout rooms for online lessons).

EXTRA CHALLENGE If your Ss all live in the same town or city, put them in pairs and ask them to describe an area without saying where it is. Ss listen and try to guess the area being described.

VB

SPEAKING**FUTURE SKILLS | Collaboration**

5A Read the Future Skills box with the class, then put Ss in pairs to think of other questions they can use to encourage participation. When they have finished, elicit their ideas and write them on the board. Remember you can use a collaborative document to do this with online classes.

POSSIBLE ANSWERS:

Can you tell me more about that?

Could you explain the part about ... ?

Why do you think that?

Why do you think ... ?

What's your reasoning for saying that?

What did you mean by ... ?

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that encouraging people to participate in discussions is a very useful work skill, especially in management. Put Ss in pairs and ask them to discuss which aspects of their job (or studies) this skill will be useful in, giving practical examples (e.g. meetings, planning presentations, etc.).

B Remind Ss of the co-living spaces in Ex 4A, then put them in groups to discuss the questions. Monitor and encourage Ss to use the ideas from the Future Skills box in Ex 5A to help people participate and encourage them to explain their ideas. When they have finished, ask a few Ss to summarise their discussion for the class and find out if others agree.

WRITING**an application letter/email**

6A Ss read the job advert then discuss what qualities and experience are needed in pairs. When they have finished, elicit Ss' ideas and write them on the board. You could also ask Ss if this sounds like a job they'd like to apply for.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the text with them to make it easier for them to follow. They could also do the same with the job application in Ex 6B.

ANSWERS:

Qualities: fun, sociable and outgoing people who can help build the brand, create a vibrant community of young professionals and help the company make a real difference

Experience: involvement in architecture, marketing, finance, events management, sports, sustainability, catering or social media management

B Ss read the job application, then discuss in pairs whether they think Evelina is well suited to the position or not and give their reasons. When they have finished, ask a few pairs to share their opinions and reasons and find out if others agree.

ANSWERS:

Yes, Evelina seems well suited to the position. She is an experienced chef (they need caterers). She enjoys bringing people together (believes in the benefits of collaboration and community). She offers to cook for them (shows she is confident and suggests she is outgoing).

C Ss match the paragraphs with the topics, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia by providing the topics as a vertical list and asking them to write the correct number next to each topic.

ANSWERS:

1 c 2 d 3 a 4 b

D Elicit the first answer as an example, then ask Ss to find the rest of the formal phrases in the email, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes or to support Ss with dyslexia, go through the informal phrases and elicit where Ss might find the formal equivalents in an application email before giving Ss time to locate the formal phrases for themselves.

ANSWERS:

- 1 I look forward to hearing from you.
- 2 I can be available for interview at your convenience.
- 3 Yours sincerely,
- 4 (I) would be happy to provide any further information you require.
- 5 I have held several positions within 4-star restaurants
- 6 It would be a pleasure to ...

7A Explain to the class that they're also going to write an application email in response to the job advert in Ex 6A. Give Ss time to make notes to answer the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. Tell Ss that if their own qualities and experience are not a fit, they can make up something suitable.

B Ss write their emails individually. Monitor as they work, checking their writing and helping with vocabulary where necessary. They should aim to write around 180 words. When they have finished, put Ss in pairs to read each other's applications and offer suggestions on how to improve them. Ss can then write a second draft for homework.

TO FINISH

Put Ss in pairs to discuss their experiences of applying for jobs and if they plan to apply for any in the near future. If Ss don't have any experience of job interviews, ask them to discuss what kinds of jobs they think they'd be good at and why.

8B If the world ...

GRAMMAR | conditionals with conjunctions

VOCABULARY | world issues

PRONUNCIATION | stress in conditional sentences

LESSON OVERVIEW

In this lesson, Ss discuss and evaluate hypothetical proposals. In order to do this, they learn vocabulary related to world issues and conditionals with conjunctions. The context is a listening where Ss listen to a talk about world issues. This leads into the grammar, where Ss also practise stress in conditional sentences. The lesson ends with a speaking activity where Ss discuss hypothetical possibilities.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Use an online poll for Ss to add their predictions before they listen and check in Ex 2B.
- **Ex 3B:** Ask Ss to type their answers in the chat box before they listen and check, so they can compare ideas.

Additional Materials

For Teachers:

Presentation Tool Lesson 8B
Photocopiable Activities 8B
Grammar Bank 8B

For Students:

Online Practice 8B
Workbook 8B

TO START

Write the following question on the board: *What do you think are the three biggest issues facing the world at the moment?* Put Ss in small groups to discuss the question. Monitor and help with vocabulary where necessary. If you have a multicultural class, try to have a mix of nationalities in each group. Bring the class back together and ask each group to share their lists. Encourage class discussion as appropriate, writing any new words and phrases on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

world issues

1 A Demonstrate the activity with an example e.g. 'I worry about unemployment in my country. If people don't have a job, it has wider effects on the rest of society.' Put Ss in pairs to discuss the question. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

B Ss read the comments, then match the words and phrases in bold with the definitions in pairs. You could ask them to check their ideas using an online dictionary on their devices if they need to. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the comments to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the activity. Providing the words and phrases in bold in the comments as a vertical list for Ss to match with the definitions will also help them with managing the task and they can then use the list again in Exs 1C and 1D. Dividing the words and definitions into two sets of five would support them further.

ANSWERS:

- | | |
|-------------------------------|-------------------------|
| 1 literacy | 6 unemployment |
| 2 justice | 7 global warming |
| 3 endangered languages | 8 homelessness |
| 4 overcrowding | 9 poverty |
| 5 housing | 10 civil rights |

C Elicit the first answer as an example. Ss complete the rest of the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could support Ss with dyslexia with the reading required for this exercise by recording the sentences before the lesson, leaving pauses to indicate where the gaps appear, or reading them out in class. They can reuse the vertical list of the words and phrases from Ex 1B to select from. Encouraging them to cover the sentences they are not working on will help reduce distraction.

ANSWERS:

- | | |
|-------------------------|-------------------------------|
| 1 poverty | 6 literacy |
| 2 global warming | 7 civil rights |
| 3 Unemployment | 8 housing |
| 4 homelessness | 9 endangered languages |
| 5 Overcrowding | 10 justice |

D Ss rank the issues in pairs. Monitor and encourage Ss to give reasons for their choices. When they have finished, put pairs together in small groups to compare their rankings. In feedback, ask each group what they agreed on.

LISTENING

2 A Focus attention on the infographic and explain that it shows what the world would be like if it was scaled down to 100 people. Put Ss in pairs to read the infographic and guess the missing numbers. When they have finished, elicit their ideas but don't give any answers yet. With online classes, remember you can use an online poll for this.

B  **8.02** | Play the recording for Ss to listen and check their answers. Check answers with the class and ask a few Ss how many (if any) they guessed correctly.

ANSWERS:

Note: only the missing numbers are given here.

Literacy: 14 people can't read

Poverty: 10 people live on less than \$2 per day

Language & endangered languages: 7 speak English, 5 speak Spanish

Higher education: 7 go on to college/university

Electricity: 15 have no access to electricity

Housing: 22 have no access to decent housing

Technology: 40 have no access to the internet

Phones: 62 own a mobile phone

Transport: 16 own a car

Clean water: 12 have no access to safe drinking water

Population: 59 from Asia, 9 from South/Central America/Caribbean, 1 from Oceania

AUDIOSCRIPT 8.02

Thank you. Now, talking about global issues can be overwhelming. The numbers involved can be so huge that it's often difficult to fully appreciate what they mean. So, to help me explore a topic that's close to my heart, I'd like to start by putting some of the biggest issues into a simpler context.

Now, imagine that instead of over seven and a half billion people, the population of the world was represented by a village of one hundred. In this context, each villager would represent seventy-five million people. So, in terms of populations, fifty-nine of the villagers would be from Asia, sixteen from Africa, ten from Europe, nine from South and Central America and the Caribbean, five from Canada and the USA, and just one from Oceania, which is Australia, New Zealand and the Pacific islands.

Ten of our villagers would live on less than two dollars per day. Only seven would have a university education, and fourteen wouldn't be able to read. When it comes to housing, twenty-two of them wouldn't have adequate and permanent shelter, while twelve wouldn't have safe drinking water. In this village, fifteen would live without electricity and about forty without access to the internet. Sixty-two would own a mobile phone and sixteen would own a car.

Fourteen would speak Mandarin as a first language, eight would speak Hindi, seven would speak English, six would speak Arabic, five would speak Spanish, and the rest would speak one of over 7,000 other languages. Of these, over 3,000 are endangered and this is what I'd like to talk to you about today.

- C** Put Ss in pairs to discuss which statistics they found most surprising and encourage them to give reasons why. In feedback, elicit answers from a few pairs and find out if others agree.

- 3A** **8.03** | Ss listen and answer the questions, then check in pairs. Explain to the class that although this is a longer recording, they shouldn't worry if they don't understand everything the first time they listen, and should just remain focused on the task at hand. At this stage they should listen for the general gist. Check answers with the class.

EXTRA SUPPORT To help Ss, write *Cornish, the UK, Tunica, Bolivia, Wikitongues, Nalu, Guinea, Congo and Kihunde* on the board. This will help Ss follow the talk as many of these are likely to be unfamiliar.

ANSWERS:

endangered languages; to inform people about the issue and possible solutions (you could also infer that the speaker wants people to tackle the issue themselves)

AUDIOSCRIPT 8.03

Simply put, if a language has no native speakers, it dies. Perhaps the best-known example of this is Latin. Although it's still sometimes used for formal purposes, no one learns it as their first language and it's no longer passed down from generation to generation.

So, why does this happen? Well, there are many factors that cause languages to become endangered. But arguably the most common is that the language is no longer used or taught in schools, usually because there is a more popular or 'dominant' language in the area. As a result, children are less likely to use the language at home or teach it to their children when they grow up.

So, why should we care? If we all spoke the same language, wouldn't it be easier to communicate? Well, language plays a central role in people's culture and identity. If their language dies, part of their culture will die, too. And this means their unique way of seeing the world is gone forever, because language shapes how we think.

But things **are** beginning to change for the better. People are reviving dying languages and rebuilding their cultures.

One success story is Cornish, a language spoken in the southwest corner of the UK. Cornish was barely surviving until recent decades. Then, in the twenty-first century, Cornish speakers found one another online and used social media to keep the language alive. They organised regular events to speak together in public and the result was a wonderful rebirth. Today there are street signs in Cornish and some schools teach it. This is really important. As long as young people are learning a language, it will survive.

There are many other examples of people reviving their endangered languages. One Native American tribe called the Tunica is reviving its language by teaching a curriculum based on an old Tunica dictionary and recordings of songs and stories. In Bolivia, people are working to revive endangered languages by creating blogs, virtual communities, videos and podcasts in the languages.

One tool that is helping this effort is Wikitongues. Wikitongues is a global network of people who are trying to keep endangered languages alive. They do this using different methods such as building an index of languages, providing a toolkit for identifying the needs of an endangered language, and supporting individual projects. One project is the creation and distribution of children's books in Nalu, a language from Guinea. Another project is building community language education programmes in Congo to keep a language called Kihunde alive. A third project involves Wikitongues recording oral histories, people talking about their lives and cultures and telling stories in their mother tongue. These outstanding projects are essential. They're a shining light in the effort to preserve languages.

All of these projects show that it's **people** that make the real difference. As long as there are people that care enough about their language to record and document it, teach it to new speakers and use it regularly, the language will survive. Thank you.

- B**  **8.03** | Put Ss in pairs and ask them to try and answer the questions from memory. For online teaching, remember you can ask Ss to type their answers in the chat box here. When they are ready, play the recording again for Ss to check their answers. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 The main reason a language becomes endangered is if it is no longer used or taught in schools, usually because there is a more popular or 'dominant' language in the area. So, children are less likely to use the language at home or teach it to their children when they grow up.
- 2 If a language dies, part of the speakers' culture dies.
- 3 The speaker is happy and impressed that Cornish survived. (She calls it a 'success story' and 'a wonderful rebirth'.)
- 4 They are creating blogs, virtual communities, videos and podcasts in the languages.
- 5 The speaker is very enthusiastic about Wikitongues' projects. (She says 'these outstanding projects are essential. They're a shining light in the effort to preserve languages'.)
- 6 People have to care enough to record and document them, teach them to new speakers and use them regularly.

- C** Put Ss in groups to discuss the questions. When they have finished, elicit answers from a few groups and have a brief class discussion.

GRAMMAR**conditionals with conjunctions**

- 4** Explain that the sentences are all taken from the talk in the listening section. Ss match them with their descriptions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this easier for Ss with dyslexia to process by reading the description of each type of conditional with them, then giving them a choice of two types (the correct one and a distractor) for each extract, and asking them to choose the correct one.

ANSWERS:

1 c 2 a 3 b 4 d

- 5A** This exercise can be done as a class if you're short of time. Otherwise, Ss do it alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 The conjunctions have a similar meaning.
- 2 The conjunctions have different meanings.

- B** The Grammar Bank on page 134 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 134 GRAMMAR BANK

This focuses on the form and use of conditionals and different conjunctions that can be used with them. Ss should already be familiar with much of the general information on conditionals, so you may want to skim over this part of the notes quite quickly. To focus Ss' attention on and further introduce the use of conjunctions, you could do the following activity with the class.

Write the following sentence on the board:

People's standard of living will improve if unemployment decreases.

Ask Ss to rewrite the sentence using *as long as* and elicit the answer (People's standard of living will improve as long as unemployment decreases.). Now ask them to rewrite the sentence using *unless* and elicit the answer (People's standard of living won't improve unless unemployment decreases.).

Go through the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** Ss decide if the sentences in each pair have the same or a different meaning individually, then compare ideas in pairs. When they are ready, check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the sentences they're not working on in order to minimise distractions.

ANSWERS:

1 S 2 S 3 D 4 S

- 2** Ss complete the text alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide the relevant options under each paragraph for Ss to choose from.

ANSWERS:

- | | | |
|-------------------|-----------------|--------------------|
| 1 Provided | 2 unless | 3 will |
| 4 that | 5 don't | 6 condition |
| 7 wouldn't | | |

- 3** Elicit the first answer as an example and write it on the board. Then ask Ss to rewrite the rest of the sentences, then check in pairs. Monitor while they work (especially Ss with dyslexia) and offer help where necessary. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia manage the task, you could provide the sentences with just the conjunctions and verbs gapped for them to complete.

ANSWERS:

- 1** will die out unless we act
- 2** 'll be OK as long as you do
- 3** accept the job offer on (the) condition that I
- 4** 'll be there at midday providing (that) our plans don't
- 5** 'll get into trouble unless we keep

PRONUNCIATION

stress in conditional sentences

- 6A**  **8.04** | Ss listen and underline (or highlight) the main stressed word, then compare in pairs. Check answers with the class and elicit why the word is stressed.

ANSWERS:

- 1** used **2** effort **3** speak

The stress is on the most important word in the conditional clause.

- B** Look at the example with the class and elicit or show how it has been formed from phrases in the two boxes. Ss write their sentences individually. Monitor and check they're forming the sentences correctly, and offer help where necessary.

EXTRA SUPPORT With weaker classes, and for dyslexic learners who may find processing information presented in this way a challenge, ask them to break the activity down into two stages. First, they match the conditions with the results according to topic. Second, they construct the conditional sentences.

- C** Put Ss in pairs to share their sentences and discuss whether they agree with them or not, and why. Encourage them to ask follow-up questions to find out more information about their partner's opinion. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

SPEAKING

FUTURE SKILLS |

Creative and critical thinking



- 7A** Read the Future Skills box with the class, then put Ss in pairs to discuss the questions about thought experiments in Ex 7A. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

- B** Read the statements with the class, then ask Ss to choose five of the statements and make notes on their ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- C** Read the example with the class, then put Ss in groups to discuss their ideas. Monitor and encourage them to give reasons for their opinions. In feedback, ask a few groups to share anything interesting they discussed with the class.

EXTRA IDEA If you have time, Ss could discuss the rest of the statements in Ex 7B in their groups.

TO FINISH

Keep Ss in the same groups as for Ex 7C and ask them to discuss which of the possibilities in the statements in Ex 7B might become true in the future and why.

8C Online communities

HOW TO ... | develop an argument

VOCABULARY | prepositional phrases

PRONUNCIATION | sounding persuasive

LESSON OVERVIEW

In this lesson, Ss learn functional language for developing an argument. They also learn prepositional phrases. The context is a reading where Ss read about building communities. This leads into the functional language, where Ss also practise using stress to sound persuasive. The lesson ends with a speaking activity where Ss have a debate.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Ask Ss to type their answers in the chat box so they can compare before feedback.
- **Ex 3A:** Ask Ss to share their ideas in a collaborative document.
- **Ex 6A:** Use an online poll for Ss to choose which of the topics they want to debate.

Additional Materials

For Teachers:

Presentation Tool Lesson 8C
Photocopiable Activity 8C
Grammar Bank 8C
Mediation Bank 8C

For Students:

Online Practice 8C
Workbook 8C

TO START

Have a class discussion about the benefits of increased use of the internet, apps, social media, etc. Try to focus the class on how they can be used for the collective benefit of users, in particular through online communities, e.g. by sharing important local information or gauging people's reactions to new ideas you want to try out. Write any language that may be relevant to the lesson on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

prepositional phrases

1 A Start by telling the class about any online communities you're a part of e.g. 'I like running and I'm part of a running group online. It's great because we all motivate each other to run.' Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

B Ss read the article and answer the questions individually, then check in pairs. Check answers with the class, and elicit which parts of the article gave them the answers.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where the gaps occur, so learners with dyslexia can listen while they read to help them with the exercises.

ANSWERS:

- 1 She set up a Facebook group organising a community riot clean-up.
- 2 Many of the people stayed in touch and offered to volunteer again regularly.
- 3 Students' own answers

2 A Elicit the first answer as an example, then ask Ss to complete the rest of the phrases alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia to manage by reminding them to cover the parts of the text they are not working on.

ANSWERS:

- 1 by 2 on 3 at 4 out 5 in 6 In 7 At

B Ss answer the questions individually, then check in pairs. For online teaching, remember that Ss can type their answers in the chat box to compare. Check answers with the class and answer any questions they have about the meaning of the phrases.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia to process by providing them with the completed phrases as a vertical list to match with the meanings and uses. They have the option to refer to the text for context.

ANSWERS:

- | | |
|----------------|--------------------|
| 1 on the whole | 5 by far |
| 2 in fact | 6 at the same time |
| 3 in order to | 7 out of control |
| 4 at least | |

C Ss choose the correct phrases individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|---------------|--------------------|
| 1 In order to | 3 On the whole |
| 2 By far | 4 At the same time |

D Put Ss in pairs to discuss the statements in Ex 2C. Encourage them to give reasons for their opinions. When they have finished, ask a few Ss to share their opinions and have a brief class discussion.

How to ... develop an argument

3A Read the statement with the class, then put Ss in pairs to think of and discuss their arguments for and against it. Monitor and offer help where necessary. Remember you can ask Ss to share their ideas in a collaborative document if you're teaching online.

B  **8.05** | Tell the class that they're going to listen to two people discussing the statement in Ex 3A. Play the recording for Ss to listen and identify whether the speakers agree or disagree with it, and why. Ask them to compare answers in their pairs and also to compare them with their own ideas and the reasons they agree or disagree with the statement. Check answers with the class and ask if any of their ideas were mentioned.

ANSWERS:

The man agrees for three reasons:

- 1 Online communities allow us to connect with people all over the world, at any time of the day or night, from our sitting room.
- 2 Online communities involve people from all types of different backgrounds and cultural experiences.
- 3 Online communities are more efficient. 'I don't have to waste time interacting with people I'm not interested in.'

The woman disagrees for two reasons:

- 1 Interaction in online communities is not as meaningful as face-to-face interaction.
- 2 The evidence suggests that online communities encourage you to live in a bubble where everybody thinks in the same way as you.

** AUDIOSCRIPT 8.05**

1

I'd like to start off by saying that I completely agree with the idea that online communities are the best way to connect with like-minded people. This is true for three main reasons. Firstly, online communities allow us to connect with people all over the world, at any time of the day or night, from our sitting room. A good example of this is when I get home from work and I'm tired and I don't have very much time. I can't really go out with friends, but I can easily spend an hour or so interacting with people in my network on social media. Or when I'm away travelling for work and I can't go out with my friends, I can still keep in touch that way. As a result, I still manage to have a good social life even when I'm busy.

Secondly, online communities involve people from all types of different backgrounds and cultural experiences, which are different to my own. They allow for an amazing exchange of ideas, based on our own interests, but which incorporate different cultural values and experiences. For instance, one group I belong to has people in it from India, Argentina, Canada, the USA and Europe. In my day-to-day life, I would never have the opportunity to connect with so many different people who are all interested in the same thing that I am. The obvious impact of this is to broaden our understanding and widen our knowledge of a particular area because we can learn about it from many different viewpoints.

And finally, online communities are more efficient. I don't have to waste time interacting with people I'm not interested in, but who maybe live or work near to me, or are friends of my friends. When I spend time in my online communities, I get to choose exactly who I want to socialise with in my very limited free time.

2

I'm afraid I completely disagree for the following reasons. As far as I can see, whilst online communities allow us to connect with people from around the world, face-to-face interactions are far more meaningful. Secondly, you say that online communities allow you to exchange ideas with people who are very different from you, but I don't think that's true. The evidence suggests that online communities encourage you to live in a bubble where everybody thinks in the same way as you. This would lead to the idea that ...

- 4A**  **8.05** | Explain that the extracts come from the listening in Ex 3B. Ss complete them from memory in pairs. When they are ready, play the recording again for Ss to check their answers. Check answers with the class.

ANSWERS:

- | | |
|-------------------------|-------------|
| 1 agree | 6 group |
| 2 reasons, people | 7 knowledge |
| 3 work | 8 efficient |
| 4 social life | 9 connect |
| 5 different backgrounds | |

- B** Ss complete the table with the headings alone, then check in pairs. Check answers with the class. Point out that this is a very effective technique for structuring an argument and that the stages need to be completed in the order they're presented in the table.

ANSWERS:

- 1 Making a claim
- 2 Presenting evidence and examples
- 3 Describing the impact

- C** The Grammar Bank on page 135 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 135 **GRAMMAR BANK**

Read the notes with the class or give them a few minutes to read them alone then ask any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This exercise focuses on the form of the phrases for developing an argument. Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-------------|------------|--------|
| 1 by saying | 2 I'd like | 3 One |
| 4 reasons | 5 of | 6 lead |

EXTRA IDEA Write the three stages of developing an argument on the board (*Making a claim*, *Presenting evidence and examples* and *Describing the impact*). After checking the answers to Ex 1, ask Ss to categorise the phrases without looking back at the Grammar Bank notes (they could also cover them).

- 2** This exercise focuses on the use of the phrases for developing an argument. Ss complete the argument alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This type of activity, with options, can be difficult for Ss with dyslexia, especially as the options are distant from the gaps in the text. In this case, divide the argument into shorter sections and put the relevant options under each section. Recording the argument or reading it out in class (indicating where the gaps occur) would also provide support as Ss can listen while they read.

- 3**  **GB8.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

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

PRONUNCIATION**sounding persuasive**

- 5A**  **8.06** | Play the recording and pause after the first extract, and elicit the answer as an example. Ss listen and mark the rest of the extracts according to the instructions given, then check in pairs. While Ss are listening (or before), write the extracts on the board. In feedback, invite different Ss to come up to the board and mark the extracts in order to check answers.

ANSWERS:

- 1 I'd like to start off by saying / that I completely agree ...
- 2 This is true for three / main / reasons. / Firstly, online communities ...
- 3 A good example of this is when I get home from work / and I'm tired / and ...
- 4 As a result, / I still manage to have a good social life.
- 5 The obvious impact of this / is to broaden our understanding ...
- 6 As far as I can see, / whilst online communities allow us to ...

- B** Put Ss in pairs to take turns to make sentences using the prompts in Ex 5A. Monitor and check Ss are using stress and pauses to sound persuasive. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

SPEAKING

6A Read the topics with the class and give them some time to think about their preference, then ask them to vote for the topic they want to discuss via a show of hands (or an online poll for online classes).

B Put Ss in groups of at least four, then ask them to split into A/B teams and plan their arguments. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. Encourage Ss to think about how to use the functional language from this lesson when developing their arguments and to follow the structure given in Ex 4B when planning their arguments.

C Ss have their debates in their groups. Monitor and make notes on Ss' language use for later feedback.

D Ask each group to vote for which side they agree with according to their own personal opinion (not necessarily the side of the debate they argued for). When they have finished, ask each group which way they voted. Give Ss feedback on their language use as a class.

EXTRA: HOW TO ... Rearrange Ss into different groups of at least four and ask them to choose a different topic from Ex 6A and have another debate.

TO FINISH

Put Ss in pairs to discuss how they can use the three-part structure for planning an argument in situations outside the classroom and/or at work.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

► page 156 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 198

8D BBC Documentary

Second shot

VOCABULARY | phrases with *get*

SPEAKING | a presentation on a project

WRITING | a mission statement

LESSON OVERVIEW

In this lesson, Ss learn how to give a presentation on a project. In order to do this, they learn phrases with *get*. The context is an extract from a BBC documentary about people who have achieved amazing things. Ss then do a speaking activity where they plan and give a presentation. The lesson ends with a writing activity where Ss write a mission statement.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3A:** Use your device to share the exercise from your screen. Make sure the annotate function is on. In feedback, ask a different student to draw a line between each phrase and its meaning.
- **Ex 4D:** Use an online poll for Ss to vote for which project idea they think is the best.

Additional Materials

For Teachers:

Presentation Tool Lesson 8D

Online Digital Resources

Writing Bank 8D

Videoscript 8D: BBC Documentary

For Students:

Online Practice 8D

Workbook 8D

TO START

Write the following social issues on the board: *homelessness, unemployment, poverty, lack of affordable housing, overcrowding*. Ask Ss to rank the issues according to how much of a problem they are in their city. When they are ready, put Ss in pairs to compare their lists.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Put Ss in small groups to discuss the questions. When they have finished, elicit the different groups' ideas and find out if others agree.
- B** Ss read the programme information, then discuss the question in pairs. When they have finished, elicit Ss' ideas and find out if other Ss agree.

VIEW

- 2 A** ▶ Read the questions with the class so they know what to listen for. Ss watch the video and answer the questions, then check in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

- Before training with Julius, Edge had been homeless for three years and unemployed for ten. Julius trained him how to make coffee and how to deal with people. This gave him his confidence back and helped 'put [himself] back in life'. He is now no longer on the streets and has gone on to become a chef. He also gives speeches on homelessness.
- The café trains homeless people in how to make coffee and serve customers as a way to help them get back into society. It also provides free food and drinks for homeless people as part of the 'pay it forward' scheme.

- B** ▶ Put Ss in pairs to do the activity from what they can remember. Ask them to make notes on why each sentence is true or false, then play the video again for Ss to check their answers. Check answers with the class and elicit their reasoning for each answer.

ANSWERS:

- T
- F (Julius says they help homeless people 'build up their confidence'.)
- T
- F (It allows customers to buy food and drinks for homeless people in advance.)
- T
- F (He says it's nice when he doesn't see them again because he knows he's helped them to 'exit homelessness' / transition back into society.)

EXTRA IDEA: DIGITAL If Ss are interested, you could ask them to go online on their devices and find out more about Julius and his café (they could use the search terms *amazing humans BBC Julius*), then share what they find out with the class.

VOCABULARY

phrases with *get*

- 3 A** Elicit the first answer as an example, then ask Ss to match the rest of the phrases with the meanings alone, then check in pairs. Check answers with the class. With online classes, remember you can display the exercise on your device for Ss to draw lines between matching phrases and meanings.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for dyslexic learners by providing the phrases in bold in a vertical list printed on a separate piece of paper. Ss then position this next to the meanings to help them focus. They have the option to refer to the sentences for context.

ANSWERS:

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

- B** Put Ss in pairs to describe how the café helps homeless people using the phrases with *get* in Ex 3A. When they have finished, ask a few Ss to share their ideas with the class.

SPEAKING

a presentation on a project

- 4 A** ▶ **8.07** | Read the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 The project aims to tackle food waste and provide food for homeless people.
- 2 Businesses notify them via an app when they are going to throw away food (e.g. ready-made sandwiches, salads, etc.) and volunteers collect and deliver it to people on the streets.

AUDIOSCRIPT 8.07

One of the biggest problems we have in our cities is food waste. In every city around the world, a huge amount of food is wasted and thrown away every day. According to our research, one-third of the world's food is wasted. Furthermore, there are large numbers of people living on the street who are hungry and can't afford to feed themselves. On the Street Food Bank is a project which works with shops and cafés to help reduce food waste. We take food that is going to be thrown away and give it to people who need it. The project is run by volunteers. We collect food from businesses at the end of the day so it doesn't get thrown away. We collect ready-made food like sandwiches and salads, and we deliver it to people who are homeless on the streets. We started the programme because we were so shocked when we saw how much food cafés and shops in the city were throwing away every day, when there are so many homeless people on the streets who don't have anything to eat. The purpose of On the Street Food Bank is to try and solve that problem, or at least to help reduce the problem. We have an app, which businesses can use to tell us when they have food that's available to be given away. The app then notifies one of our local volunteers, who arrives to collect the food and distributes it to people who need it. We've only been doing it for about a year, but we've already had a pretty big impact on the local community. I'm really proud of what we've achieved so far.

- B**  **8.07** | Go through the Key phrases with the class and check understanding. Ss listen again and tick the phrases the speaker uses.

ANSWERS:

One of the biggest problems/issues ...; According to our research, ...; There are large numbers (of people) ...; The project is run by ...; The purpose of ... is to ...

- C** Put Ss in groups and tell them they're going to plan a project to help people in need. Elicit a few ideas as to who this could be and write them on the board (e.g. *homeless people, families on low incomes, people with low literacy levels*, etc.). Ss plan their projects in their groups, using the questions to help. Monitor and offer help where necessary.

EXTRA IDEA: DIGITAL If Ss have trouble thinking of ideas, you could ask them to research projects online using their devices to get inspiration.

- D** Tell the class that they're going to present their project to the class. Ask them to prepare for this by deciding who will present each part and plan which of the Key phrases they're going to use. When they are ready, ask each group to present their project to the class. Encourage the other Ss to listen and ask questions after each presentation to find out more information. When all the groups have presented, you could hold a class vote for the best project idea via a show of hands (or an online poll in an online lesson).

WRITING**a mission statement**

- 5A** Read the definition of a mission statement with the class. Then put Ss in pairs to discuss the question. When they have finished, elicit Ss' ideas and have a brief class discussion.

- B** Refer Ss to the Writing Bank on page 107.

▶ page 107 WRITING BANK

- 1A** Ss read the mission statement and match the paragraphs with their functions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the mission statement and functions to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the exercise.

ANSWERS:

1 b 2 c 3 a

- B** Remind Ss of the projects they discussed in Ex 4D, then ask them to choose one to write a mission statement for. (It needn't be the one they presented.) Give Ss time to plan their mission statements and make notes, using the questions to help them. Monitor and offer help where necessary.
- C** Ss write their mission statements individually. You could tell them they should aim to write 180–200 words. When they have finished, put Ss in pairs to swap mission statements and read each other's work.

TO FINISH

Put Ss in pairs to discuss which of the two projects from the lesson (the café in the BBC Documentary and the On the Street Food Bank they heard about in Ex 4A) they think is more valuable, and why.

8 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2, 3, 4, 5A, 6 and 7A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3:** Ask Ss to type their answers in the chat box so they can compare before feedback.
- **Ex 5B:** Put Ss in pairs in breakout rooms to discuss which statements they agree with. Monitor with your video and microphone turned off so as to be unobtrusive.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 8 (Grammar: participle clauses, conditionals with conjunctions; Vocabulary: collocations with *go*, *have* and *make*, describing homes and living conditions, world issues, prepositional phrases, phrases with *get*; How to ... develop an argument). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

participle clauses

- 1 A** Ss choose the correct options individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts they are not working on in order to minimise distractions.

ANSWERS:

- | | |
|------------------------|--------------------------|
| 1 Having bought | 4 Not having seen |
| 2 Waiting | 5 Not wanting |
| 3 Having spent | 6 Having been |

- B** Elicit a few ideas from the class as to how the story might continue, then ask Ss to write a few sentences more to finish it individually. Monitor and encourage them to use participle clauses in their sentences. When they have finished, put Ss in pairs to compare what they've written.

- 2** Ask Ss to complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise can be difficult for Ss with dyslexia. In this case, provide the verbs as a vertical list on a separate piece of paper and break the exercise down into stages. First they choose the correct verbs and write them at the side of the sentences. Then they decide which participle form is needed and write it in the gap.

ANSWERS:

- | | |
|------------------------|-----------------------|
| 1 Having worked | 5 Not knowing |
| 2 Looking up | 6 Having lived |
| 3 Realising | 7 Pushing |
| 4 Having eaten | 8 Having left |

conditionals with conjunctions

- 3** Elicit the first answer as an example, pointing out that they should write no more than two words in each gap. Ss complete the rest of the conversations individually, then check in pairs. With online classes, remember you can ask them to type their answers in the chat box. Check answers with the class and write the answers on the board (or invite Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA You can make this activity less challenging for Ss with dyslexia by providing two options for each gap (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|---------------------|---------------------------------|
| 1 will/would | 4 long as |
| 2 unless | 5 (the) condition (that) |
| 3 I were/was | 6 would have |

- 4** Elicit the first answer as an example, pointing out that there is no word limit but they must use the word in brackets and make sure the meaning is the same as the original sentence. Ss complete the rest of the sentences individually, then check in pairs. Check answers with the class and write the answers on the board (or invite Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the pairs of sentences they are not working on to reduce distractions.

ANSWERS:

- 1 Unless we leave now
- 2 on (the) condition that you're
- 3 Provided (that) everything goes well
- 4 unless you pay me
- 5 providing (that) you maintain it
- 6 on (the) condition that I
- 7 Providing (that) you work hard
- 8 Unless we act now

VOCABULARY

- 5A** Make sure Ss are clear that there are two extra words. Ss complete the statements individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give Ss two options for each gap (one correct and one distractor).

ANSWERS:

- | | | |
|---------|--------|---------|
| 1 makes | 2 goes | 3 equal |
| 4 make | 5 have | 6 gone |

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss whether they agree or disagree with each statement in Ex 5A and give their reasons.
- 6** Ask Ss to complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia, provide the missing words on separate pieces of paper that they can try in each gap and remind them to cover the sentences they are not working on.

ANSWERS:

- 1 by 2 in 3 On 4 out 5 at 6 at 7 In

- 7A** This activity reviews both the grammar and vocabulary of Unit 8. Ss choose the correct options individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the story to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for the gap-fill exercise. You can also make this activity more accessible for dyslexic learners by dividing the story into sections and placing the relevant options below each section.

- B**  **R8.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

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

TO FINISH

Write on the board:

What is the most memorable thing you've learnt on this course? Why?

How do you think you'll use it in the future?

Ask Ss to look back through the book and give them a few minutes to decide. When they have finished, put Ss in pairs to compare what they chose.

UNIT 1

Opener: BBC Vlogs

- 1 In my family, I probably take after my mother. She really enjoys the cinema, she enjoys reading, she enjoys travelling and that's, kind of, what I've spent a large part of my life trying to do. And I think I probably got that interest in those subjects from her.
- 2 Oh, I take after my father, Edward. He lives in Indiana. He has a passion for science and he's the person who gave me my love for reading and my love for books. As you can see, I've tonnes of books. And we have the very same eye colour.
- 3 Hmm ... I believe I take after a combination of both my father and my mother. My father was a pragmatic man and the peacemaker of the family and I believe that I demonstrate those skills. My mother is very sociable and also very career focused, er, I believe that I've also got those characteristics as well. I've also been told that I look like my mother, which I consider a compliment because, er, I think my mother looks great.
- 4 In my family, I take after my father, more than my mother. We both have dark hair, we have dark senses of humour, er, and we both love language.
- 5 Who do I take after in my family? I don't think there's anyone like me to be quite honest. The rest of my family wishes they were like me, but there can only be one.

1D: BBC Street Interviews Exs 2A and 2B

- Elaine: I would describe myself as, erm, liberal, erm, I'm quite, er, happy-go-lucky, erm, I try to make the best that I can out of life, so quite positive I think?
- Anna: I would say I'm bubbly, a passionate and committed person. Erm, I, I'm a people person, so I like to interact with different types of people and, like, er, get to know all different walks of life.
- Valeria: So, my personality is quite curious and enthusiastic.
- Elijah: Optimistic, loving and, er, creative. But sometimes I'm a bit grumpy.
- Gwen: Er, I think I'm quite outgoing, erm, quite sociable, erm, I like to chat to people, meet new people, go to parties, and stuff like that – so I think I'm quite an outgoing person.
- Roisin: Erm, I would say I'm friendly, welcoming ... maybe a bit funny sometimes.
- Collin: I'm optimistic, er, I like people, erm, I never give up.

1D: BBC Street Interviews Exs 2A and 2C

- Elaine: Generally speaking, I'm reasonably confident, erm, in social situations, erm, due to the nature of the work that I do – I recruit people worldwide. Erm, so my personality will change depending on the people that I am talking with because, erm, I will need to be a little bit more professional in how I come across, erm, in that situation.
- Anna: Er, so at work, maybe I'm more serious, whereas when I go to, like, a café with my friends, er, I'm a lot more relaxed.
- Valeria: I can be quite direct at work, erm, and, I think with my friends, I can be quite compassionate.
- Elijah: So, if I'm hanging out with friends, I might be more talkative. If I'm with my mother, er, maybe I'll listen a little more.
- Gwen: Yeah, I'm ... I'd say I'm confident in most situations, but then sometimes like everybody, you know, maybe your mood's not that great and, you know, you can maybe feel, I don't know, sometimes walk into a party and just think, 'Oh, I don't want to be here!'. So, yeah, I think it varies, but not necessarily the situation, more just how I'm feeling inside myself.
- Roisin: Erm, I'm probably less confident when I meet new people, whilst when I'm with my friends, I'm a bit more confident, a bit more chatty, a bit more comfortable.
- Collin: Erm, doesn't change.

UNIT 2

Opener: BBC Vlogs

- 1 Erm, social media has a lot of impact on my life. It is a great way to keep in touch with people in different countries that I know. Erm, it's also a little bit distracting sometimes and I sometimes spend more time on it than I would like to.
- 2 Erm, social media has, er, quite a big impact on my professional life – I'm a furniture painter so I have a Facebook page where I have a community of followers that either buy my furniture or I create tutorials for them, so they can learn about what it is I do.
- 3 Social media has a big impact on my life. I don't post a lot of photos, but I spend way too much time looking at other photos.
- 4 I completely love social media. I don't know what I would do without it. I don't know how I did without it before it was, er, invented. Um, I just like to be able to text my friends, message my friends, erm, swap photos, arrange things, buy things. Erm, I think it's just the best thing ever.
- 5 Social media doesn't have a very large impact on my life. Personally, I think social media is quite harmful and I also think it's something that you grow out of as you get a little bit older. So, maybe I'm now at an age where I don't really spend much time either investing content into it or investing time into it, learning about other people. So, I would say its impact gets smaller and smaller every day that I get older.

2D: BBC Entertainment Exs 2A and 2B

- Dr Black: So, this is one of the last paintings van Gogh ever painted. Those final months of his life were probably the most astonishing artistic outpouring in history. And especially astonishing because van Gogh did it with no hope of praise or reward. Each of these pictures now is worth tens of millions of pounds, yet in his lifetime, he was a commercial disaster. Sold only one painting, and that to the sister of a friend. We have here possibly the greatest artist of all time, but when he died, you could have sold his entire body of work and got about enough money to buy a sofa and a couple of chairs. If you follow me now. ...
- The Doctor: Now, he'll probably be in the local café - sort of orangey light, chairs and tables outside.
- Amy: Like this?
- The Doctor: That's the one.
- Amy: Or indeed like that.
- The Doctor: Yeah, exactly like that.
- The Doctor: Hello, I'm the Doctor.
- Vincent: I knew it!
- The Doctor: Sorry?
- Vincent: My brother's always sending doctors, but you won't be able to help.
- The Doctor: No, not that kind of doctor. That's incredible, don't you think, Amy?
- Amy: Absolutely. One of my favourites.
- Vincent: One of my favourite whats? You've never seen my work before.
- Amy: Ah, yes. One of my favourite paintings that I've ever seen, genuinely!
- Vincent: Then you can't have seen many paintings, then. I know it's terrible. It's the best I could do.
- Vincent: It's not much. I live on my own. But you should be OK for one night. ONE night. Sorry about all the clutter.
- The Doctor: Some clutter.
- Vincent: I've come to accept the only person who's going to love my paintings is me.
- Amy: Wow. I mean, really. Wow.
- Vincent: Yeah, I know it's a mess. I'll have a proper clear-out. I must, I really must. Coffee, anyone?
- The Doctor: Not for me, actually. You know, you should be careful with these. They're, they're ... precious.

Vincent: Precious to me, not precious to anyone else.
 Amy: They're precious to me.
 Vincent: You're very kind. And kindness is most welcome.
 The Doctor: OK, so let's talk about you, then. What are you interested in?
 Vincent: Well, look around. Art. It seems to me there's so much more to the world than the average eye is allowed to see. I believe, if you look hard, there are more wonders in this universe than you could ever have dreamed of.
 The Doctor: You don't have to tell me.
 Vincent: I only wish I had something of real value to give you.
 The Doctor: Oh, no, no. I could never accept such an extraordinary gift.
 The Doctor: Are you thinking what I'm thinking?
 Amy: I was thinking I may need some food or something before we leave.
 The Doctor: Well, no, you're not thinking exactly what I'm thinking. Vincent! Got something I'd like to show you. Maybe just tidy yourself up a bit first.
 The Doctor: Now, you know we've had quite a few chats about the possibility there might be more to life than normal people imagine?
 Vincent: Yes.
 The Doctor: Well, brace yourself, Vinny.
 Vincent: Where are we?
 The Doctor: Paris. 2010. And this is the mighty Musée D'Orsay, home to many of the greatest paintings in history.
 Vincent: Oh, that's wonderful.
 The Doctor: Er, ignore that. I've got something more important.
 The Doctor: Dr Black – I just wondered, between you and me, in 100 words, where do you think van Gogh rates in the history of art?
 Dr Black: Well, er, big question. But, to me, van Gogh is the finest painter of them all. Certainly, the most popular, great painter of all time, the most beloved. His command of colour, the most magnificent. To my mind, that strange, wild man who roamed the fields of Provence was not only the world's greatest artist, but also one of the greatest men who ever lived.
 The Doctor: Vincent. Sorry. I'm sorry. Is it too much?
 Vincent: No. They are tears of joy. Thank you, sir. Thank you.
 Dr Black: You're welcome. You're welcome.
 Vincent: Sorry about the beard.

UNIT 3

Opener: BBC Vlogs

- 1 I really love, er, theatre. You can't beat the atmosphere before the curtain goes up. And every night is different ... special. Theatre is special.
- 2 I like going to musical performances, like classical concerts, er, and jazz performances. Jazz is especially exciting. Er, it's usually at a small club. The musicians play in their own style, in their own way, and I like how they interact with each other, er, and the other musicians, to bring the music to life.
- 3 I love going to live comedy performances because they really improve my mood and, er, they make you see the funny side of otherwise particularly volatile situations.
- 4 I love going to music festivals. I love seeing my favourite artists play live, I love exploring new bands that I've never heard of before and I always find that the food at music festivals is amazing – the different food stalls with lots of different cuisines from around the world, I absolutely love. And it is fun to camp with your friends.
- 5 One of my favourite things to watch live is sports, especially football. And if it's my team Tottenham, even better. I find being in the stadium so exhilarating and it's so full of energy just the atmosphere that's created by the crowd. Um, whether they're singing and cheering because they're excited about what's happening on the pitch or even when they're angry at something that's going on, there's just so much energy there that you can't recreate that when you're watching football on TV in your living room, for example.

3D: BBC Street Interviews

Exs 2A and 2B

Kaelan: I like jazz music – I'm a jazz musician myself. I like jazz because it allows me to express myself freely and improvise.
 Roisin: Erm, I listen to mostly hip hop and rap. Erm, but I also enjoy more singing songs, stuff that's a little bit more relaxed. I'd say, I'm pretty general.
 Ryan: Oh, I like all sorts of music, but I'd say probably rock music is my favourite. Er, just because I play guitar, so I ... I like, yeah. I like stuff with guitars and drums, things like that.
 Aslan: Er, I like all music. I like film scores, I like hip hop, I like rock. Pretty much anything really.
 Oby: Erm, I enjoy listening to rap music because of all the different aspects of it, like the lyrics and the beat behind it.
 Leanne: Erm, I prefer, er, kind of, a soft rock. Erm, I quite like ... I like singing along. Erm, so, something that's, er, yeah got a good tune to it as well.
 Sophia: I listen to a ... a wide range of music, but my main would be R&B, contemporary R&B, erm, just because it's very chilled and relaxing. Erm, and I also listen to rap when I'm working out at the gym, yeah.
 Lucy: I quite enjoy hip hop music, 'cause I like the rhythms and I think it's quite good to dance to.

3D: BBC Street Interviews

Exs 2A and 2C

Kaelan: Very important because it's my career! So, yeah. It's, yeah, very important to me.
 Roisin: Erm, I'd say very important. I don't listen to music every day, but I love going to concerts ... I do listen to music on Spotify, like public platforms, but I don't play any instruments.
 Ryan: Very important, I'd say. Erm, it's the ... you know ... always listening to music when I walk around – it's the soundtrack to my life, I suppose.
 Aslan: Erm, I would say music is very important. Erm, there's certain bits of work where I do listen to music while I'm working and there's certain bits of work where I don't, where I can't, if it's very technical or if it's ... if I'm trying to be very creative, then I can and do listen to music while I work.
 Oby: Erm, music is very important to me. I don't play the piano anymore, but I used to.
 Leanne: Erm, yeah, quite important. Erm, I ... I have to say I don't like, erm, sort of, er, orchestra music so much, erm, but I do like, erm, sort of, background music, listening to, erm, relaxing things.
 Sophia: Very important, I'd say. When I wake up, the first thing I do is put on my music, when I'm brushing my teeth, listening to music, on the tube listening to music. Even at ... when I'm at work I listen to music to be honest, so yeah, it's very important.
 Lucy: Music is really important to me because although I don't go to festivals, I do listen to it a lot at home and I play the piano as an instrument.

UNIT 4

Opener: BBC Vlogs

- 1 Um, the one thing I'd like to do to change, erm, or to improve my health, is to go out more often. Erm, to erm, do much more fitness outside – outdoors – because due to the nature of my job, I, erm, I mostly sit down. Erm, I'm in a sitting position, like, more than six or seven hours a day. So, I think I should go out more with my bike and, you know, go on a long-distance bicycle ride.
- 2 One thing I could do to improve my health would be to get more sleep each night. To do that, I would switch my phone off before I go to bed and stop scrolling through social media.
- 3 Definitely my eating. Erm, I ordered three pizzas for myself a couple of days ago. So, yeah. Changes and improvements can be made. And will be made.
- 4 If there's one thing I would do to change my life, it would be to take more exercise and perhaps go to the gym, because I have a sailing boat, which I sail on my own, and I would be happier if it was easier to get in and out of the boat and to be able to control the sails for the wind and not capsize.

- 5 I try to be a healthy person, but one thing that I could change to improve my health is trying to do more exercise every day.
- 6 I try hard to be healthy – to eat the right things, to eat plenty of fruit and vegetables – and I try to exercise at least three times a week. But the one thing that I really need to do to improve my health is to drink more water.

4D: BBC Documentary Exs 2A and 2B

Narrator: From the blackness of space our home is a blue planet. But now, satellite cameras capture a kaleidoscope of extraordinary colour.
Mr Dai and his son are nomads. They've travelled across China just in time for the bloom. These flowers will eventually produce almost 20 percent of all the world's rapeseed oil. But they're not here for the oil. They've come to make honey.

CAPTION: Beekeeping is the most important part of our income. Our livelihood depends on it.

Narrator: But the weather is not on their side. The view from space is almost completely white. Thick cloud is blocking the sun. It's just too cold for the bees to fly.

CAPTION: It's still too cold. They don't want to come out.

CAPTION: If it stays like this for a few more days, there is no way we will make any honey.

Narrator: With a chill in the air, these bees aren't going anywhere. And time is running out.
In two weeks, the rapeseed farmers will spray pesticides over the fields, making it a dangerous place for the bees. They must move on before the spraying starts. All they can do is sit and wait for the sun.
After three grey days, the clouds finally part and one and a half million bees head out to work. They must visit two million flowers to make just one jar of honey. The bees drink the sugary nectar from the flowers they visit and transfer it to the hive where it becomes honey. Food for the long winter months.
But the bees are more than just honey makers. They are one of the world's most important crop pollinators, helping plants produce fruits, seeds and vegetables. But now pesticides are contributing to a worldwide decline in the number of honeybees, and their future is under threat.
Mr Dai's window of opportunity is short, but the bees have been hard at work. He has plenty of honey. And not a moment too soon. The fields will be sprayed in two days. It's time to move on.

UNIT 5

Opener: BBC Vlogs

- 1 Ah, I love and admire professions that involve the use of one's hands and creativity. So, things like, being a ... an artist, a patisserie chef, er, a graphic designer, er, a fashion designer – anything that involves creativity and really putting one's skills and hands to work, I just find completely inspirational.
- 2 There are lots of professions I admire and respect, but I think the one I admire most would have to be teachers. Erm, it's a very important job to educate young people and to keep it interesting for them.
- 3 Um, I would say that I especially admire professions, er, involving those who teach or who are healthcare professionals because these people make big sacrifices to better society, and to make other people happy and healthy. Um, I think any job in which you ... you give something up to help another human being is a job that's worthy of admiration.
- 4 I would say surgeons. Um, because they're constantly under loads of pressure and I appreciate the long shifts, and the long hours they work.
- 5 I admire farmers because they grow our food and our food makes pizza!
- 6 I really admire interpreters – the ones who work at really big events and they are under a lot of pressure, they have to remember everything people have said and translate it perfectly, but nobody notices them. Erm, they are really incredible.

5D: BBC Street Interviews Exs 2A and 2B

Kathiane: I prefer working alone because I think, er, I'm a bit of a perfectionist, and I think that when I do something alone I really perfect it in my own way, just how I want it, instead of when I work in a team and sometimes it's not easy to get everyone to be coordinated.

Aslan: I prefer working alone – I'm self-employed, so it suits me to work alone, but I do often enjoy working as a team because there's a, sort of, social aspect to it and it's enjoyable to work with people, erm, but I'd say 90 percent of my work is alone so that's obviously what suits me.

Olivia: Erm, I do enjoy working more in a team, just because I like to share ... share things, share accomplishments, share, er, hard work. I think it's just so much more fun when you can bounce ideas off of people and, yeah, reflect on things more with other people around you. Erm, I think working alone is something I've done a lot of in my life, but it's not as fun to, you know, to go through things alone and to face difficult situations by yourself.

Onika: I prefer working as part of a team because when I work alone, I only have my own answer, or my own solution, but when I work as part of a team, I can, kind of, bounce ideas off of other people and it becomes more of a collective thing.

Hannah: Erm, I think I prefer working as part of a team. Erm, it's something I've always done in my job and I feel like, that you can, erm, ask other people's advice if there's something you're not confident on and you can learn from their experience, but you can also give your experience to other people, erm, and support each other, and I quite like that.

5D: BBC Street Interviews Exs 2A and 2D

Kathiane: Erm, my old team never wanted to do the work until the last minute and would rather play around, which was incredibly frustrating because then we're always rushing. But my new team always gets straight to the point and do the work.

Aslan: Can't really think of any bad experiences, erm, most work experiences have been fairly ... fairly good, fairly professional, straightforward. You know, that's ... I ... I can't really name anything where I thought, 'Oh, this is a terrible experience' or 'I'm having a terrible time'. It's all been pretty good.

Olivia: Er, this year I did a group project with, erm, a lot of my university course mates. And er, we had to do the whole project online, which was really difficult because some people lived in India, some people lived in the States, erm, the United States, and, erm, finding times to talk when we were all free, with the time difference, was really quite annoying.

Onika: I really enjoyed working at a team at this company called, Uptree, they're a start-up company, and we had a ... every Wednesday we had, like, a group lunch, which was really fun because we all got to bring different lunches and share them together.

Hannah: A time I've worked as a team, I'm a police officer, erm, and I was in a dangerous situation, er, which was very, erm, scary, and the team came to help me, erm, and we worked together to get the individual under control and make everybody safe.

UNIT 6

Opener: BBC Vlogs

- 1 Well, I never find any time to do any housework, er, because I'm usually doing something more interesting – er, playing some music, or a video game or ... or maybe just having a nap.
- 2 I never find time to draw and paint which I love doing, because I always have too much studying or work to do.
- 3 I never find the time to read as many books as I like. Erm, I find myself distracted by easier things like watching television than reading and that's something that I'm working on to change.
- 4 Well, I never find the time to clean my closets and get rid of the things that I don't need. I know there are shows about this, er, and to do it properly sometimes it can take weeks. I do clean, it's just that I put everything in my closet so that it looks clean.

- 5 I never find time to call people back.
 6 A: Well, I ... I hardly ever finish a novel ...
 B: Oh, I have that problem, too.
 A: Oh, it's terrible and ... because I just seem to spend all my time on either social media or watching box sets ...
 B: ... watching box sets because they're very, very addictive, aren't they?
 A: They definitely are.
 B: But books can be addictive, too.
 A: True.
 7 I absolutely never get the time to clean my windows. I just don't like doing that. I prefer to read a book, or to play a game, or go for a walk.
 8 What is something that I never seem to find the time for?
 A haircut!

6D: BBC Entertainment Exs 2A and 2B

Dan: This is my sports bag. And, er, halfway through signing it, I told Pelé to put his pen down because I thought he was ruining it.
 Rob: Lee's team.
 Lee: Well, that's very interesting. Is that a Brazil bag?
 Dan: Um, it's actually a ... it's a New York Cosmos bag.
 Lee: So, when did you meet Pelé?
 Dan: Well, Pelé was the face of New York Cosmos. They paid him a lot of money to, sort of, front the rebranding of New York Cosmos. Pelé, erm, was put up for an interview.
 Sarah: What ... what year was that?
 Mr Motivator: What year?
 Dan: Probably about 2011.
 Lee: So, you already had that bag?
 Dan: No, this was the bag, that, erm they gave you as a, like, a goody bag when you went to the press conference.
 Sarah: Was there stuff inside it?
 Dan: There was, um, some pencils and ...
 Rob: There, there, there ... 'There were'. There were some pencils.
 Lee: What did he say?
 Rob: He said, 'There was some pencils'.
 Dan: I meant to say, 'There was a pencil'.
 Lee: Look, can I be ... were there any pencils or not?
 Dan: There were pencils in there, yeah.
 Lee: Oh, right. See, there was pencils.
 Dan: There were some pencils in there and, erm, a flannel.
 Lee: No, there were a flannel, there were a flannel, there were a flannel.
 Lee: May we have a look at the bag?
 Rob: I'm told it's been sanitised.
 Lee: Yeah, but he's touched it now.
 Dan: I've only touched the back handle.
 Rob: I'm going to put my arm through it like this.
 Sarah: OK, that's ... that's interesting.
 Dan: Lee, if you look there, right, that says 'Pe'.
 Rob: Well, it's a sports bag.
 Dan: Which is amazing because the reason I didn't want him to sign it was because I wanted to use it in the gym, and now that's my gym bag with 'Pe' written on it, you see?
 Lee: I mean, I understand the concept of not wanting a signature if you think the bag's better, but if he's started it ...
 Rob: Yeah.
 Lee: ... is it not better to finish it than have just 'Pe'?
 Dan: Right, so I'd taken a Brazil shirt with me.
 Lee: For him to sign.
 Dan: For ... yeah. So, I gave it to the great man and he signed the shirt, full signature on the shirt and I think it was, like, an, 'All the best, Dan, Pelé.' I turned and put it on my normal bag that I'd brought with me and, then, when I turned back, the great man had my bag that he'd picked up. And, without thinking, I said, 'Not the bag, Pelé'.

David: And, um ... What an idiot Pelé is! Put the pen down, Pelé, you maniac!
 Sarah: What must Pelé have thought of you? Because this bag was given to you for free ...
 Dan: He, sort of, stared at me angrily and then he said, 'No one's ever asked me not to sign anything before'.
 Rob: I don't understand why you didn't want Pelé to sign a bag. Why?
 Dan: Because I really like the bag.
 Rob: Yeah, but have ... imagine having a bag signed by Pelé, waiting until he passes on to, to a better place, and selling it on eBay.
 David: So, do you have a lot of signed memorabilia by people and you're waiting for them to die?
 Rob: Well, all that stuff I've got you to sign.
 Rob: So, what are you thinking? Sarah, do you think this could be true?
 Sarah: Erm, no, I don't think anyone would stop Pelé signing their bag. I think it's a lie.
 Lee: Mr Motivator, MBE?
 Mr Motivator: A lie.
 Lee: OK, we're saying it's a lie.
 Rob: It's unanimous. They think it's a lie. Uh, Dan?
 Dan: Yes.
 Rob: It's a great story. Was it true or was it a lie?
 Dan: I can tell you that the story is ... true.
 Rob: Yes, it's true. Dan really did stop Pelé from signing his bag.

UNIT 7

Opener: BBC Vlogs

- 1 My hidden talent is remembering birthdays. I can remember birthdays of people I was at school with forty years ago, maybe longer. Um, it's a shame it's such a useless talent.
- 2 So, my hidden talent is, um, fencing. Erm, I was on my university team and took part in lots of championships. I'm not very tall, but I am quite quick and skilful.
- 3 Hidden talents? Ha! I really don't know if I have any. Erm, maybe not such a hidden talent, but erm, something that makes me feel good is making cakes and sweets and, I always say – baking is my anti-depressant.
- 4 Few people know, but I love jazz and I love to play the saxophone.
- 5 My hidden talent is picking things up with my foot. I can pick up a pen and even a TV remote and it always impresses my friends.
- 6 My hidden talent most people don't know about is that I'm actually a great basketball player. It may seem a bit surprising to everyone because I'm not that tall, but honestly, I'm really great at playing basketball.
- 7 My hidden talent is that I play a lot of musical instruments and my friends don't know. And also, I'm learning Persian in my spare time.
- 8 Yes, I do actually. Erm, not many people know that after I finished school, before I went to university, I spent a year at art college and I became a really good painter. But unfortunately, I don't have much time to do it at the moment – I have too many other things to do. So not many people have seen my paintings.

7D: BBC Street Interviews Exs 2A and 2B

Delaney: I'm good at making people laugh, I'm good at, erm, getting everyone else to have a good time. Erm, I'm also good at sports. Erm, and that's, that's pretty much it.
 Olivia: I ... I'm quite good at cooking. Erm, I grew up in Italy, so it's, like, just, it runs in my blood. Erm, it's been all around me constantly. Er, and I'm also a really good writer and I'm training to be a journalist at the moment, so, yeah.
 John: I'm very good with words. Erm, well I suppose ... I'm good at, I'm good at supporting West Ham United.
 Amit: Yeah, er, I'm good at tennis. Er, I really enjoy playing tennis. I enjoy sport in general.

- Kirsty: I play football, so, erm, I'd like to think that I'm quite good at football.
- Flo: I'm good at singing as it's what I do for my career and, er, a hobby, I also horse ride and play polo. So, I'm good at that.
- Constance: I am good at science. Erm, that's my passion because I want to do medicine when I grow up, so I'm really passionate about biology and I'm, I'd say ... I'd like to say I'm good at biology. Erm, because I enjoy learning about the anatomy at school.

7D: BBC Street Interviews Exs 2A and 2C

- Delaney: Erm, I think hard work is more important. However, I do believe you still need some type of natural talent to help you in whatever skill you're ... you're doing.
- Olivia: Erm, yeah, I ... yeah, I personally think that hard work is a lot more important than, er, talent. Obviously, talent is great, erm, though, when it comes to anything in life, if you put enough hard work in, then you're ... you're going to succeed. I believe that anyway, yeah.
- John: Well hard work is ... everyone's got a certain amount of inner talent, but, erm, hard work is what develops talent, you can't get by on talent alone. Hard work – most important.
- Amit: On the one hand, er, talent is ... is fundamental, because I think you do need to, erm, have some natural ability. Er, but on the other hand, talent's not enough without hard work. I think you definitely need both ingredients if you want to be, er, the best at something.
- Kirsty: Erm, I believe that hard work is more important than talent. Erm, on the other hand, I'd say that talent is definitely a necessary foundation if you want to excel at something. So, if you want to be really good at what you are doing, there does need to be a level of talent there.
- Flo: Er, definitely hard work. I believe that you've got to work hard to get anywhere in life.
- Constance: Erm, I would say that hard work is more important than having talent because having that drive and passion for something will take you a lot further than having talent. However, talent obviously plays a big part in being successful, but I think the overriding thing is being hard working.

UNIT 8

Opener: BBC Vlogs

- Community for me means, erm, this sense of belonging, this sense of togetherness. Erm, for me to be able to know my neighbours, you know, for me to be able to go and grab a coffee with my neighbours or ... you know, borrow something from them, you know? Just being able to do things together.
- Community to me means a sense of belonging, um, a sense of being part of something bigger ... bigger than yourself. Er, that's what community means to me.
- It means helping each other, reaching out to others when they need help.
- I live in a situation where I don't really have any family members close by, but I do still think I live in a very supportive and strong and rich community of people who are dependable, reliable and want to see you succeed, er, and flourish, in whatever way you can. So, for me, community is when you have a ... a group of supportive people, who would like to see each other benefit in a way that is socially beneficial for everyone involved in that group.

- Coming to England as an international student I was very worried about feeling lonely all the time. However, I met an awesome group of friends. So, to me, a community is a group of people who come together and make each other feel loved and cared for.
- Community is all about finding people with the same passion. Same interests. You know, I look at the people in the building I live in and this is a very unique community because we're all artists. We all share in the love of art.

8D: BBC Documentary Exs 2A and 2B

CAPTION: 23-year-old Julius wanted to make a difference.

Julius: The thing about homelessness for me is the realisation that it's so easy to fall into that place and then it's so difficult to get out.

CAPTION: So he dropped out of uni and opened a very unique café.

Julius: So, what we wanted to do is break down the misconceptions around homelessness. When you come in you shouldn't know if the person serving you is somebody who's been in the industry for ten years or somebody who's just getting their life back together.

CAPTION: Getting their life back together.

Julius: So, we work with one trainee at a time and it just means that we can, kind of, focus on their individual needs. So, they start when they come on board with myself and then slowly over time as they build up their confidence, until the final endpoint of transitioning them onto whatever it is they want to do afterwards.

CAPTION: Before training with Julius, 'Edge' had been homeless for 3 years and unemployed for 10.

Edge: Obviously, I had nowhere to stay, had no one in my life, no structure and I was very confused, very hurt and ... I had no confidence.

CAPTION: I had no confidence.

Edge: The training here not only showed me how to make coffee, but it also showed me how to deal with people and, how to kind of get my own confidence back. How to put myself back in life as it were.

CAPTION: Julius also runs a scheme where customers can 'pay it forward' for food and drinks. So rough sleepers can get a meal any time they need.

Julius: Through our 'pay it forward' wall we've given away over 7,000 coffees and 5,000 meals, ...

CAPTION: Over 7000 coffees. + 5000 meals

Julius: ... which is an impact that we're super proud of so far. I think for me the thing was that people are intrinsically good if given the opportunity and I think our job is about helping other people escape that negative cycle.

CAPTION: Thanks to Julius, Edge is no longer on the streets. he went on to become a chef and now gives speeches on homelessness.

Edge: I didn't think I would ever get to the other side. Even though he's only young himself, he's seen enough to understand. And he's got a big heart. Julius showed me a lot of things and helped me ... get to where I am now.

Julius: It's really nice, erm, being able to see people's journeys as they kind of exit homelessness. One day they come to us and they say, 'Oh, Julius I've got a hostel. I've got somewhere to live now.' Which is amazing and then ... it sounds kind of funny but it's really nice and we never see them again because that's it.

1C Top five

SPEAKING OUTPUT | an informal discussion

GOAL | create tourist recommendations for your town/area

MEDIATION SKILL | organising a group task

CEFR mediation descriptor: Can help define goals for teamwork and compare options for how to achieve them.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to discuss how they should approach a task before completing it, making use of language which helps them organise their discussion and be inclusive of other people.

WARM-UP

- Put Ss in pairs to discuss the questions. It's probably best to skip group feedback at this stage as doing it here might pre-empt some of the discussions which will come up later in the lesson.

PREPARE

- Ask Ss to read the Scenario quickly and elicit the answer. If necessary, clarify that a top five is a list of your five favourite things in a given category, with the best at the top of the list.

ANSWER:

Which are the top five places to visit in the local area, in order, and why each is good to visit.

- 3A**  **MB1.01** | Ask Ss to listen to the conversation and answer the question.

ANSWER:

They decide to make a big list of all the places they like and put them in order later.

AUDIOSCRIPT MB1.01

B = Billie P = Pete C = Campbell

- B: Hey! Have you read Leif's email yet?
- P: Yeah, so they want us to come up with a top five list of places to visit, right?
- C: Yep, our top five, in order.
- B: OK. So how do you want to do this? Shall we each come up with a list and then compare?
- C: It's going to take too long if we do it like that. How about going through our favourites one by one?
- P: Yeah OK. Then we can list the reasons later. Who wants to go first? Billie?
- B: OK, well the Museum of Modern Art's got to be on there, obviously.
- C: Obviously.
- P: And is that number one?
- B: Hmm ... let's worry about the order later. Let's just get a big list of places together first.
- P: OK, so the museum, and what next, the nature park?

- B**  **MB1.01** | Ask Ss to read the Mediation Skill box and clarify with further examples if necessary. Then, play the recording from Ex 3A again and ask Ss to tick the phrases used by the speakers.

ANSWERS:

So, they want us to ...; OK. So how do you want to do this?; Shall we each come up with [a list/some ideas] and then compare?; It's going to take too long if we ...; Let's just ... first.

- Ask Ss to look at the sentences from a conversation and number them in the correct order.

ANSWERS:

The correct order is d, a, b, e, c.

MEDIATE

- Put Ss in small groups. Ask them to read through the Scenario again and decide how to organise themselves in order to complete the task. Once they're happy with how the group has been organised, give them time to create their lists of places to visit.
- Ask Ss to share their final lists with other groups, encouraging Ss to explain their reasoning and answer any questions.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can clearly summarise the task in hand
- learner encourages contributions from other people
- learner politely suggests alterations to a proposed approach

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

A: OK, so I think the Museum of Art would be good.

B: Oh, OK. Sorry, how many do we need to choose?

A: Five, I think. Then the nature park. Everyone loves that, don't they? I'll put that down as the reason.

B: I think it would be easier if we just started with the places, and then ...

A: ... and then the reason for the museum is that it's pretty famous, at least in this country.

C: Yes, that's true, but ...

A: So that's two. Now, how many more do we need ...

Teacher's comments

The group is working towards the completion of the correct task, but there's no attempt from Student A to summarise what needs to be done, to organise the task in hand or to involve the other participants in the process of organising the task.

Marks: 1/5

EXAMPLE OUTPUT B

A: OK, so we need to pick five places, right?

B: Yes, that's right. Shall we each make a list and then compare?

A: Yes, good idea. Then we can come up with the reasons afterwards.

C: Shall we write out our reasons now while we're making our lists?

A: No, I think it's going to take too long if we do that. Let's just get a basic list together first and then we can discuss the reasons. Does that sound OK?

C: OK, sounds good.

A: Let's take about five minutes to do this – does that sound OK?

B: Good idea.

Teacher's comments

Student A summarises the task clearly and seeks agreement from other participants for their ideas. They give polite and logical opinions on other participants' ideas.

Marks: 5/5

2C Micro gigs

WRITING OUTPUT | an informal summary

GOAL | summarise an informal interview

MEDIATION SKILL | note taking and summarising

CEFR mediation descriptor: Can summarise in writing the main content of complex texts on subjects related to his/her fields of interest and specialisation.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to be able to take notes effectively by listening for key words and create short summaries based on their notes.

WARM-UP

- 1 Put Ss in pairs to discuss the questions. If necessary, explain that *gig* is an informal term used to describe smaller live performances, usually by less well-known artists. *Concert* is used for performances in large venues, usually by famous artists, and for classical performances. In feedback, ask a few Ss to share anything interesting their partner mentioned.

PREPARE

- 2A Ask Ss to read the Scenario and speculate as to what a micro gig might be. However, don't reveal the answer yet as this will be covered in the next activity.
- B  **MB2.01** | Ask Ss to listen to the first part of the interview to check their answer to Ex 2A, then check the answer with the class.

ANSWER:

A micro gig is a very small concert which is played in people's homes.

AUDIOSCRIPT MB2.01

I = Interviewer S = Sam

- I: Now, anyone that's been listening to the podcast for any length of time will know that I love live music. But it can be difficult to feel any real connection with the artists when you're one of thousands of people in the audience.
- So, what's the solution? My next guest may well have the answer. Sam Harrington is one of a small but growing number of music-lovers hosting 'micro gigs' – an alternative to big concerts.
- Sam, welcome to the show.
- S: Thanks for having me.
- I: So, first things first – what is a 'micro gig'? Is it just a small concert?
- S: Well, yeah, it's a really small concert, but perhaps the biggest difference is that they happen in people's homes rather than big concert venues.
- I: Right. And you actually put on micro gigs at your house, is that right?
- S: Yeah, I've been using my living room to host concerts for the last three years now. We've probably had about 200 artists play here.
- I: Wow, that's a lot!
- S: Yeah, and most of them have stayed with us, too. We provide bed and breakfast for all the artists who come and play for us as part of their fee.
- I: Nice. And what about the audience? How many people can you actually fit in your living room?
- S: Hmm ... It, kind of, depends who's performing. If it's a solo artist with a small instrument, we can probably squeeze around fifteen people in. But with big instruments and groups it's much fewer. We once had someone come with their harp and we only had space for five!

- 3  **MB2.01** | Read the example with the class. Then play the recording again and give Ss time to write the remaining sentences. Put Ss in pairs to compare their answers before checking answers with the class.

POSSIBLE ANSWERS:

- 2 Sam has been using his living room for concerts for three years.
- 3 Artists stay in the house and receive/get bed and breakfast as part of their fee.
- 4 With solo artists, up to fifteen people can attend. With big instruments and groups, fewer people can attend.

- 4 Ask Ss to read the Mediation Skill box, clarifying anything with further examples as necessary. Then discuss the question as a class.

POSSIBLE ANSWER:

Key words are the ones which give you the most important information about what someone is saying; they are content words, usually nouns, verbs and adjectives.

5A Ask Ss to look at the transcript of the next section of the interview and underline the key words in Sam's answers. Encourage them to use the Mediation Skill box for help.

B Ask Ss to compare their answers and discuss any differences between the words they chose. Encourage them to discuss which words are essential to help them remember what Sam said.

POSSIBLE ANSWERS:

Interviewer: How did you get started with all of this?

Sam: I guess it was a bit of an accident really. I had a friend who was a musician, and she wanted to play a gig in the area, but she wasn't really interested in the local venues, as, well, I guess she thought they were a little bit old fashioned, you know? All the bands just sounded the same – there was nothing new or inspiring about any of it.

Interviewer: So, you offered her your place?

Sam: Basically, yes. I said she could use my living room, and I put a couple of posts on social media to promote the event. I came up with the name 'micro gig' to make it sound a bit different, something special, unique.

Interviewer: And was that first gig a success?

Sam: It was a disaster! Very few people came, and it turned out that my living room wasn't great for live sound, but I could still see the potential for it to be a success. I decided I needed to buy better equipment to make the sound better, and that for the next gig I needed to be less lazy about promoting the event. The second gig was a lot better, and I got great feedback. From then on, I was hooked.

6  **MB2.02** | Ask Ss to listen to the final section of the interview and make notes. Play the recording again if necessary. Put Ss in pairs to compare their notes and encourage them to note down any extra words that their partner has written down which they think would be useful.

AUDIOSCRIPT MB2.02

I = Interviewer S = Sam

- I: So, why do you do it? What's the attraction of putting on micro gigs?
- S: Well, when you go to a big concert the artist or band is usually so far away. You're often in a crowd, which can be uncomfortable, and of course it's often expensive, too. I think music is great when it's a really personal experience, and I love being able to chat with the musicians about the music they make. It's a much more satisfying experience.

- I: Sure, but you're never going to have, say, Elton John in your house, are you? I'm guessing the artists don't get paid that much for doing such a small show, so what's in it for them?
- S: Haha! Well, Elton is very welcome! But, yeah, you're right, they don't get paid a lot, but I think most artists we have here find it a very positive experience. It's a great place to interact with your audience and to make a very direct connection with people. Music, and art, doesn't always have to be about numbers. Indeed, some famous artists actually use small venues like ours to try out new songs and get feedback from a small audience.
- I: Right. So, do people actually know who's playing in advance or is it a surprise?
- S: No, we don't have gig listings or anything, we like to keep it a surprise! People just turn up and hope they can get in.
- I: And do they always like the artists you invite?
- S: Not always! I remember a very angry, shouty singer-songwriter we had here a couple of years ago. He was pretty rude and some of the people who came along really didn't like him.
- I: Oh, really? So, was it a bit of a disaster then?
- S: No, not at all. Music isn't always about everyone having fun. Sometimes it's good to listen to something that's not your usual thing, and even if you don't like it, it's an experience, something to talk about with your friends, or something that makes you think. And sometimes you change your mind about things you think you don't like. A lot of our regular customers had never seen live hip hop before, for example, but they loved some of the artists who've come to play here. I mean, yeah, it's great to see your favourite artist, but it's good to be a musical explorer, too.
- I: Absolutely. Sam, thanks for coming on the show.

MEDIATE

7A Ask Ss to read the Scenario again, then give them time to write up their notes from Ex 6 into a short summary for Jez. Monitor and help Ss edit their work, removing anything that isn't essential and adding any colourful or interesting details.

B Put Ss in pairs to compare their summaries and discuss any key differences.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can identify key words in the listening texts
- learner can use key words to construct a simple summary

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Sam says he puts on micro gigs because normal concerts can be uncomfortable and expensive. He also loves chatting with the musicians about their music.

He says the artists don't get paid a lot, but most artists have a positive experience and that it's a great place for them to make a connection with people. Some artists use small venues to try out new songs and get feedback.

Sam says that he likes to surprise his audience, so he doesn't do gig listings and people just turn up and see what's on. He says that not everyone enjoys every concert they go to but that it's a good way for people to listen to something different from usual, and an interesting experience.

Teacher's comments

The summary given is likely to be useful to the person reading it and covers the basic information given by Sam. It lacks some of the examples Sam gave (for example the type of music he put on which people didn't like or was new to people) which might have added interest.

Marks: 4/5

EXAMPLE OUTPUT B

Sam says he doesn't like normal gigs and that's why he likes micro gigs. It all started by accident. He put a gig on, but it wasn't a success. He doesn't pay the artists a lot, for example Elton John wouldn't play there, but the artists do like playing there. Sam says not everyone enjoys the concerts. There was an angry singer-songwriter who people didn't like very much. However, people liked the hip hop concert because it was a little different.

Teacher's comments

The information given doesn't provide a sufficient overview of the broad points Sam made, instead the writer gives snippets of specific information which lack sense away from the context in which they were made.

Marks: 2/5

3C Film challenge

WRITING OUTPUT | a blog post

GOAL | describe a film

MEDIATION SKILL | giving general and personal views

CEFR mediation descriptor: Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to give personal opinions regarding films, contrasting their own opinions about the films with general opinions.

WARM-UP

- 1 Put Ss in pairs to respond to the sentences, telling their partner which of the sentences are true for them and explaining why the others are not. Ask a few Ss to share any interesting information about their partners.

PREPARE

- 2 Ask Ss to read the Scenario and answer the question. Give examples of things that you think are underrated to clarify the meaning (although it's probably a good idea to avoid films at this point as this is what Ss will go on to write about). You might also want to teach *overrated* at this point, eliciting examples as necessary to confirm understanding.

ANSWER:

An underrated film is one that is better than people think or say it is.

- 3 Ask Ss to read the Mediation Skill box, then ask them to look at the Scenario again and underline the phrases the writer uses to give personal opinions and general opinions.

ANSWERS:

Personal opinions: I also think there's another level to it; ... but personally I think it's great!; For me, it's well worth a watch; what makes it great for me ...; ... but what do people know?

General opinions: it's regarded as one of the best horror films of all time; Everyone thought it was ridiculous at the time ...; I've heard people say it's nothing special, ...

- 4 Ask Ss to read the posts and complete them with the sentences given. Check answers with the class. For a follow-up, you could ask Ss to identify which of the phrases feature personal opinions and which feature general opinions.

ANSWERS:

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

- 5 Ask Ss to read the sentences and then number them in the correct order to make a blog post. Ask Ss to check in pairs, then check answers with the class.

ANSWERS:

The correct order is d, a, b, c, e.

- 6 Put Ss in pairs to take turns completing the sentences. You may wish to model an answer for the first sentence, depending on the confidence levels of the group. Monitor and encourage Ss to discuss whether they agree with each other's statements or not.
- 7 Give Ss time to make a list of films they think are underrated and why. Encourage them to make notes about the films' characters, plot and themes. If necessary, explain that *plot* refers to the main events that happen in a book, film, etc., whilst *theme* describes the main ideas it explores. For example, the basic plot of *Jaws* is that a huge shark begins attacking a beach in New England in the USA. The police chief wants to shut down the beach, but the mayor wants to keep the town open. A shark expert and a ship captain offer to help the police chief, and the three of them go off to hunt the shark. However, the film also explores lots of broad themes, such as the value of human life, old ways of thinking vs. new, working alone vs. working together, etc. When you're confident that Ss understand the difference, give them time to make notes. Monitor and help with vocabulary as necessary.

MEDIATE

- 8A Ask Ss to write their blog post, reminding them that a blog post is often quite casual and relaxed and is hopefully enjoyable for the reader. Encourage them to write about all three categories they made notes on in Ex 7, i.e. characters, plot and themes, instead of just focusing on one area.
- B When Ss have completed their blog posts, put them in pairs and ask them to share what they have written with their partner. Encourage them to react to each other's blogs by asking for more details and saying whether they agree or disagree.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can write an informal blog post
- learner describes the characters, plot and themes of a film
- learner gives both personal and general opinions

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

I think *Baby Driver* is an underrated film. As far as I'm concerned, it's one of the best action films I've seen for years. It has a great cast and the story is very original. Edgar Wright is a great director and I think this is his best film.

Teacher's comments

The student uses a limited amount of fixed language to give their opinion and makes some reference to the plot of the film. However, they don't contrast this with general opinions about the film or say why the film is underrated.

Marks: 2/5

EXAMPLE OUTPUT B

Some people think that *Before Sunrise* is just another cheesy romance film, but I disagree. For me, it's one of Ethan Hawke's best performances. His character meets a woman on a long train journey and they instantly form a connection. They get off the train and just walk around Vienna, talking until the sun comes up. It's a wonderful exploration of how we learn and grow through our relationships. It's definitely worth watching!

Teacher's comments

The student makes reference to general and personal opinions, as well as discussing aspects of the theme and plot. They could perhaps have given more detail, both on why people might see it as a cheesy romance and their own feelings about the film.

Marks: 4/5

4C Active week

SPEAKING OUTPUT | a group discussion

GOAL | decide how to contribute to an event

MEDIATION SKILL | making group decisions

CEFR mediation descriptor: Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to take part in a discussion about putting on a sporting event in their town, using mediation skills to elicit ideas and deal with any disagreements.

WARM-UP

- 1 Put Ss in groups to discuss the questions. Open the discussion to the class, encouraging Ss to explain what they agreed or disagreed about and why. Write any useful words and phrases on the board.

PREPARE

- 2 Ask Ss to read the Scenario quickly and answer the question. Ask the class if they have any similar events in their area and what kinds of activities they involve. Again, write any useful words and phrases on the board.

ANSWER:

They can only choose one event because of limited time and budget.

- 3  **MB4.01** | Ask Ss to listen to the meeting and answer the question. If necessary, explain that a 'fun run' is an event where people run a certain distance for pleasure, usually to raise money for charity.

ANSWER:

No, they don't. They decide to ask Abe if they can have two events – dance classes in the town square and a fun run.

AUDIOSCRIPT MB4.01

B = Bruna C = Costas J = Jim P = Penny

B: Right, so next on the agenda is Active Week. Abe's sent through a list of ideas, but I've actually got another option I'd like to discuss. How does everyone feel about putting on some dance classes in the town square? It's active, and it doesn't need to be competitive, so everyone can join in.

- C: Yeah, that's a nice idea Bruna, and I think we all agree that we need to find an activity that everyone can do. But I just don't know if dancing is popular enough. We want to get as many people involved as possible. Remember when we did the fun run a couple of years ago? People absolutely loved that.
- B: Good point, so what does everyone think of that idea – about doing a fun run again?
- J: Sounds good to me.
- P: Yeah, the fun run was good, but I think we should try and do something different every year, which is why dance classes are such a great idea. We've never done them before.
- J: That's a good point, Penny.
- B: OK, thanks for the input, everyone. So, we all agree that we want something everyone can do, and I think we all want the biggest attendance possible, but Penny is worried about doing something we've done before. So, what's the solution?
- C: Well, perhaps we could try and do both. Have two events instead of one this year. That way, if you're not interested in dance classes, you can do the fun run.
- J: Would that work, Bruna?
- B: Hmm ... Abe did say we should try and choose one activity, but I can suggest two and see what he says?
- P: OK, great. Thanks, Bruna!

- 4  **MB4.01** | Ask Ss to read the Mediation Skill box, then play the recording again, asking them to tick the phrases which the speakers use.

ANSWERS:

How does everyone feel about ... ?; [I think] we all agree that ...; So, what's the solution?; Would that work, [Bruna]?

- 5A Put Ss in groups and ask them to read the Scenario again and to each choose a suggestion from the email in Ex 2 or think of their own idea. Make sure that they each focus on a different activity here so they have to find compromises in the Mediation task in Ex 6.
- B Give Ss time to make notes about the advantages of the suggestion they chose. Monitor and help with vocabulary as necessary.

MEDIATE

- 6 Put Ss back in their groups to discuss their ideas. Remind them that they should try to agree on one event and that they should use the Mediation Skill box to help them reach a compromise.
- 7 Ask groups to tell the class which event they chose and to give reasons for their choices. Encourage the rest of the class to ask questions and give their opinions on each of the suggestions.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner asks about people's attitudes
- learner states things they agree about
- learner tries to reach a compromise

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A:** OK, what do we think about inviting a famous sports star?
- B:** It could be expensive.
- C:** But maybe lots of people will come?
- A:** Yes, lots of people will come and it will be good publicity for the town.
- B:** But how do you convince a really famous person to come here?
- C:** I think we can do it, there are some famous sportspeople who live in the town.
- B:** Like who?
- C:** Tessa Brondsby, Michael Oldlake, ...
- B:** Not exactly famous.
- A:** Well, I think we should look into it.
- B:** Fine, do it your way, as usual.

Teacher's comments

Student A does ask the other Ss what they think of their idea, but does not invite other ideas, state what the group has in common or try to seek compromise.

Marks: 2/5

EXAMPLE OUTPUT B

- A:** OK, what do we think about inviting a famous sports star to give a talk?
- B:** It could be expensive.
- A:** That's true, and I think we all agree we don't want to spend too much. Is there any way we could make it work?
- C:** Maybe if we invite a local famous sports star, they might do it for free?
- B:** Yes, that's true. If we can find someone who'll do it for free, I think it might work.
- A:** So, that's one possibility. Does anyone have any other ideas?
- C:** Marathons are popular these days.
- B:** But not many people will be able to take part in a marathon.
- C:** That's true.
- A:** Good point, and I think we all want something people can get involved with.

Teacher's comments

Student A is an effective mediator here, eliciting ideas from the group, stating what the group agrees about and trying to find ways around difficulties.

Marks: 5/5

5C Online or offline?

SPEAKING OUTPUT | a group discussion

GOAL | agree on a course of action

MEDIATION SKILL | encouraging people to expand on their ideas

CEFR mediation descriptor: Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to discuss whether meetings in a company should take place physically or online. They ask questions to understand their partners' opinions in greater detail.

WARM-UP

- 1 Read the questions and example with the class, then put Ss in pairs to discuss the questions. Elicit responses from a few pairs, encouraging them to give reasons for their answers. Write any useful words or phrases on the board (e.g. *convenient*, *frustrating*, etc.).

PREPARE

- 2 Ask Ss to read the Scenario and answer the questions.

ANSWERS:

The senior management is suggesting that all meetings in the company take place online from now on. The manager would like the employees to consider how they feel about the proposal before meeting to discuss it.

- 3  **MB5.01** | Play the recording and ask Ss to make a note of the advantages and disadvantages of the proposal that the employees mention.

ANSWERS:

Advantages: convenient – can take part in the meetings from anywhere; waste less time (on casual chat)

Disadvantages: not the same as being with people in real life; difficult to know whose turn it is to speak; bad wifi/internet connections

AUDIOSCRIPT MB5.01

F = Felix A = Ali E = Emily

- F: Right. So, I think everyone's read the suggestion from management to move all of our meetings online. I just wanted to check in and see how you all feel about it.
- A: I think it's a terrible idea! In fact, I don't think we should have any of our meetings online.
- F: OK. Can you expand on that a bit?
- A: Well, it's just not the same as being with people in real life.
- E: I agree.
- F: OK, so in what ways is it different?
- E: Well, for a start, no one knows whose turn it is to speak.
- F: Yeah, I agree that can sometimes be a problem. What else?
- A: Loads of things really ...
- F: Can you give us some examples?
- A: Well, sometimes people have a really bad wifi connection that can make it difficult, too.
- F: Is that always an issue?
- E: Well, not for us, but it is for some of people, like Nigel. His internet connection is terrible.
- F: Ah, well that's definitely something to think about. So, what are the main benefits of doing things online?
- E: Well, obviously it's more convenient, because we can call in from anywhere. I also find we waste less time online than we do in the office. There's less, kind of, casual chat at the start.
- A: I like the casual chat ...

- 4  **MB5.01** | Give Ss time to read the Mediation Skill box, clarifying anything they don't understand with further examples as necessary. Then, play the recording again so Ss can tick the questions they hear. When checking answers, elicit ways to adapt the sentences (e.g. *Is that always an issue / the case / a problem?* etc.) adding any useful examples to the board.

ANSWERS:

Can you expand on that a bit?; In what ways is it different?; Can you give us some examples (of that)?; What are the (main) benefits of ... ?; Is that always an issue?; I agree that can sometimes be a problem.; That's definitely something to think about.

- 5 Ask Ss to match the questions with the correct responses, then check answers with the class.

ANSWERS:

1 e 2 a 3 b 4 c 5 d

- 6 Give Ss time to read the Scenario again and make notes. Monitor and help them with vocabulary as necessary. Make a note of any useful words and phrases and add them to the board before moving on to the next stage.

- 8 Give Ss time to vote on whether or not to hold all of their meetings online from now on. Then, nominate one member from each group to explain what they decided and why. Encourage class-wide discussion of the points they raise as appropriate.

MEDIATE

- 7 Put Ss in groups to discuss the proposal. Tell them that there's no need for one of them to play the role of the manager as it's better if they all have the chance to mediate by asking questions. Monitor and encourage Ss to expand on or justify their answers by asking questions.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner asks questions to discover a person's attitude towards something
- learner asks questions to find out more details
- learner gives feedback on other people's thoughts and ideas

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A: I don't think having online meetings is a good idea.
B: Really?
A: Yeah, I just don't like them.
B: Right, right, I know what you mean.
A: They're always so long, aren't they?
B: Yeah, I guess they are. Some of them go on for ages, don't they? I don't mind them though, really.
A: Oh, you don't mind them?
B: Yeah, they're OK. You get used to them.

Teacher's comments

Student B does not encourage Student A to give any details or reasons for their opinions or ask them to see the issue from another perspective. Their feedback to Student A is very vague and doesn't develop the conversation in a useful way.

Marks: 1/5

EXAMPLE OUTPUT B

- A: OK, so Lisa, how do you feel about having all our meetings online?
B: I'm not so sure about it, really. I think it might make things more difficult.
A: OK, in what ways might it make things more difficult?
B: Well, it's harder to hear what's going on, which also makes it difficult to stay focused.
A: Is that always the case, that you can't hear what's happening?
B: Quite often, yeah. Especially if there's a larger group of people on the call.
A: What's the maximum number of people you think should be on a call then?
B: More than ten people becomes difficult, I think.
A: OK, thanks Lisa. The number of people on the call is definitely something to think about.

Teacher's comments

Student A is an effective mediator here, eliciting attitudes and more details from their partner, and giving meaningful feedback.

Marks: 5/5

6C Problem posts

WRITING OUTPUT | online comments

GOAL | add to posts in a thread, building on the advice of other people

MEDIATION SKILL | building on other people's ideas

CEFR mediation descriptor: Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to comment on an online post, offering advice while building on the other arguments made in the thread.

WARM-UP

- 1 Put Ss in pairs to discuss the questions. Elicit responses from a few pairs, encouraging them to give reasons for their answers. Open this up to class-wide discussion as appropriate, encouraging Ss to build on each other's ideas – this will serve as a light introduction to the skill covered in Ex 6A.

PREPARE

- 2 Put Ss in pairs to read the Scenario and discuss which bits of advice are the most helpful. There's no need to discuss this as a class here as Ss will discuss these posts extensively during later stages of the lesson.
- 3 Ask Ss to read the Mediation Skill box and decide who each comment is for. Check answers as a class, encouraging Ss to explain which parts of the sentences gave them the answers. As a follow-up, you could elicit other situations in which you might want to build on people's ideas like this (e.g. in a meeting, in a group discussion, etc.).

ANSWERS:

Pixie: 2, 4

Ralf: 1, 3, 5

- 4 Ask Ss to match the sentence halves, referring them to the Mediation Skill box to help. Check answers as a class.

ANSWERS:

1 e 2 a 3 b 4 c 5 d

- 5 Read the example with the class. Then ask Ss to complete the rest of the comments, referring them to the Mediation Skill box to help. Check answers as a class.

ANSWERS:

- 2 Ajay makes a good point
- 3 Stella says
- 4 it a bit like Obi
- 5 what Percival suggests
- 6 makes a good point about

MEDIATE

- 6A Give Ss time to write their own responses to the two posts in the Scenario. Highlight that they should try to give comprehensive pieces of advice like those in the Scenario – not just one sentence like those in Exs 4 and 5. Monitor and encourage them to build on the other comments in the threads. For weaker classes, you might want to brainstorm some suggestions with the class before Ss start writing.
- B Put Ss in pairs to discuss their solutions. When they have finished, nominate one Ss from each pair to tell the class which solutions they decided on and why.

EXTRA IDEA For extra practice, ask Ss to come up with problems themselves and write them down. They then pass their piece of paper to another student who responds to the problem before passing it on to yet another student who does the same – building a chain of responses to the original problem.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner offers logical advice about a friend's problem
- learner is able to build on the arguments of others

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Hmm, this is a difficult one, @Ralf, and I don't think there's an easy answer. Like @D Wand says, young kids are always going to make noise, and you can't expect them to be quiet all the time. I think @LisalnLondon also has a good point about being nice to the neighbours – I think they might be more sympathetic to you if you show that you're a good person and you understand that they have young kids. I don't think shouting at them will help. In the end, maybe you'll have to move to get some peace and quiet.

Teacher's comments

The student offers clear advice and draws on the comments in the other posts to make their point. They perhaps don't suggest anything which the other people haven't already mentioned, however.

Marks: 4/5

EXAMPLE OUTPUT B

Three weeks is not such a long time, Pixie, and you never know, the course might get better. I don't think you should quit, like some of the other people said, as you'll lose your money. Maybe set yourself a deadline for action – if it's not better by the end of the fifth lesson, I'll talk to the teacher, something like that.

Teacher's comments

Although the student offers clear and logical advice (including some advice which did not appear in the other posts), they make very limited reference to the posts of others ('like some of the other people said').

Marks: 3/5

7C Explainers

SPEAKING OUTPUT | a YouTube-style explainer video

GOAL | make a concept easier for someone else to understand

MEDIATION SKILL | making concepts easier to understand

CEFR mediation descriptor: Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to perform a short, spoken YouTube-style presentation describing an area of interest.

WARM-UP

- Put Ss in pairs to discuss the questions. Elicit responses from a few pairs and find out if others agree.

PREPARE

- Ask Ss to read the Scenario and discuss the question in pairs.

ANSWER:

Henry wants you to give a short talk on an area of interest on his YouTube channel.

-  **MB7.01** | Ask Ss to read the questions and then play the recording. Check answers as a class. It might also be worth eliciting other examples of *ad hominem* arguments to clarify the meaning.

ANSWERS:

- An *ad hominem* argument attacks someone's character or personal traits, rather than their argument.
- She gives a simple summary, an interesting example (criticising the person that made a meal, not the food itself) and repeats the main idea.

AUDIOSCRIPT MB7.01

H = Henry T = Tyra

- H: Welcome back to *Explainer*, the show in which we challenge an expert to explain an interesting or challenging concept to me in under two minutes. Joining me this week is the psychologist and popular science communicator, Tyra Wilcox. Tyra, great to have you on the show.
- T: Thanks for having me.

- H: So, Tyra, what are you going to be talking about today?
- T: Today I want to talk about *ad hominem* arguments.
- H: OK, that sounds complicated ...
- T: It's actually not as complicated as you might think. Basically, it means attacking someone personally, rather than their argument.
- H: Can you give an example?
- T: Yeah. So, imagine you're watching a debate or a formal discussion and one of the speakers presents a really clear, well-thought-out argument. Then their opponent says something like, 'Why should we listen to someone who hasn't even finished university?'. It might be true, but it's not relevant to the argument. It's like saying that you don't like a meal because you hate the person that made it. It might be true but has nothing to do with whether or not you like the food.
- H: So, it's just a bad way to argue?
- T: Exactly. It's an attack on someone's character rather than their position. In other words, you criticise the person, not what they're saying.
- H: OK, got it. Thanks, Tyra. Well, that's about it for this episode. Join us next week for another two-minute explanation. And in the meantime, don't forget to like, comment and subscribe. See you next week.

-  **MB7.01** | Give Ss time to read the Mediation Skill box, then play the recording again, so they can tick the phrases they hear.

ANSWERS:

Basically; It's like; in other words

- Put Ss in pairs to brainstorm any other phrases they can think of for each category. Elicit answers from the class.

POSSIBLE ANSWERS:

Give memorable examples and comparisons:

For example, ...; Let me give you an example, ...; One famous case is ...

Give a simple summary of the idea:

In essence, ...; To put it simply, ...

Repeat an idea:

As I mentioned before, ...; As I said earlier, ...

- Ask Ss to complete the script from an 'explainer' video individually, then check in pairs. Check answers with the class.

ANSWERS:

1 d 2 c 3 a 4 b 5 e

- Put Ss in pairs to attempt to describe the topics from the box in under thirty seconds. Remind them to use the language in the Mediation Skill box to help them. Monitor and help with vocabulary.

EXTRA: ALTERNATIVE IDEA Ask Ss to try to explain the topics without using the word from the box. Their partner guesses what they're explaining.

- 7A** Ask Ss to think about an area of interest that they'd be willing to try and explain in an 'explainer' video. It can be a broad topic (e.g. rugby) or an aspect inside the topic (e.g. the offside rule in rugby).
- B** Ask Ss to make notes about the key points and some examples they could give.
- C** Ask Ss to use their notes from Ex 7B to complete the notes to plan the structure of their talk.

MEDIATE

- 8** Put Ss in groups and give them time to explain their concepts to each other. Monitor and encourage the Ss who aren't speaking to ask questions and show an interest in their partners' presentations.
- 9** Ask Ss to tell the class whose explainer they found most interesting and useful, encouraging them to give their reasons.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner gives memorable examples and comparisons
- learner summarises the main point of a concept
- learner repeats ideas in different ways

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

So, there's this idea in business called 'sunk costs', and it's basically that people find it very hard to give up on a bad project or product if they've already spent a lot of money on it. It's a bit like if you've spent a lot of time decorating your house, you would find it really difficult to start it all over again because you'd put so much work into it. Well, this is the same, except for money. Our company had this app that no one used, but because we'd spent so much money on it in the first place, our CEO didn't want to get rid of it – I think they're still advertising it today! So, like I said, essentially sunk costs is the idea that it's difficult to get rid of something when you've invested a lot of money into it.

Teacher's comments

The student gives a clear summary, which they later reiterate, they make an interesting comparison in order to engage the listener and they give enough detail to be interesting but don't overwhelm the listener with details.

Marks: 5/5

EXAMPLE OUTPUT B

'Sunk costs' is an idea in business, and it's about when you spend a lot of money developing something which isn't really all that good or doesn't sell well. Obviously, the best thing to do in this case would be to get rid of the product or service, but people find this very hard to do, especially the people who came up with the idea in the first place. I guess they feel that people might think they're not very good at their jobs!

Teacher's comments

The student explains the idea clearly and gives sufficient detail but doesn't bring the explanation to life with examples and doesn't repeat the main idea in a different way to clarify it for the listener.

Marks: 3/5

8C Social safety

WRITING OUTPUT | an essay

GOAL | make a discursive argument on a topic

MEDIATION SKILL | using direct and indirect quotations

CEFR mediation descriptor: Can synthesise and report information and arguments from a number of sources.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write a discursive essay on the topic of online abuse, quoting from and synthesising relevant sources where needed.

WARM-UP

- 1 Put Ss in pairs to discuss the questions. Elicit a few ideas from the class but be mindful that Ss will discuss the issues in depth later on in their essays. There is no need for exhaustive group discussion at this stage.

PREPARE

- 2 Ask Ss to read the Scenario quickly and elicit the answer.

ANSWER:

They've been asked to write an essay on the topic of how to stop online abuse.

- 3 Give Ss time to quickly skim the six extracts and answer the question, then check the answer with the class. It's also worth using this time to clear up anything that Ss don't understand, adding any new words and phrases to the board.

ANSWERS:

Extracts 1 and 4

- 4 Ask Ss to read the Mediation Skill box, clarifying with further explanations and examples as necessary. Then, give Ss time to read the extracts again to find examples of direct and indirect quotes. Check answers with the class.

ANSWERS:

A shocking government report claims that almost half of young people have received abuse online. 'Social media companies shouldn't need to guess what to do – the government needs to tell them what is legal and illegal, and then the companies need to respect the law.'

The founder of the charity, Matt Zanker, thinks the companies need to be forced to act, especially in the case where their users are receiving anonymous abuse. 'These cowards hide behind made-up names and social media companies do nothing about it. They should be made to hand over the account information of anyone being abusive on their platform.'

Sadie Hinsliff, director of the Keep It Free campaign, says that the ability to be anonymous is important to protect privacy and freedom of expression. She points out that many people do positive things online, such as revealing the bad behaviour of powerful people, companies and governments, simply because they can remain anonymous.

- 5 Ask Ss to rewrite the sentences as indirect quotations individually. There are no fixed 'correct answers', so elicit answers from a few Ss to check the answers.

POSSIBLE ANSWERS:

- 1 Aaron Flynn claims in *The Flyer* (2018) that it's a problem which is getting more and more serious.
- 2 Ellie Cooper (*The Legal*, 2019) says that governments need to do more to help social media companies.
- 3 Helen Sharp points out that people would feel differently if they had received abuse themselves and that it's easy to say it's OK when it's happening to somebody else.
- 6 Give Ss time to plan their writing, encouraging them to make notes under each of the headings listed and to underline relevant sections of the extracts in Ex 3. Monitor and help with vocabulary where necessary.

MEDIATE

- 7A Ask Ss to write their essays. Remind them to use their notes from Ex 6 and to include quotes from the various extracts where relevant.
- B Ask Ss to read each other's essays and encourage them to discuss any differences in opinion. Monitor, encouraging healthy debate. Broaden to a class discussion to round off the lesson.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner creates a clearly-paragraphed discursive essay
- learner can synthesise information from different sources
- learner quotes their sources both directly and indirectly

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

We can clearly see that online abuse is currently a serious problem for our society. George Behr (*The London Star*, 2017) points out that in a recent survey almost 50 percent of young people have reported receiving online abuse, and that 75 percent of the people reporting abuse were female. Furthermore, Priya Shah reports in the *Yorkshire Guardian* that there is strong support for social media companies to do something about this problem:

‘More than 90 percent of adults believe that social media companies need to do more to deal with online abuse, according to a poll conducted by Protect the Net, a UK charity.’ The question is, what can be done about it?

Teacher’s comments

The student uses a combination of direct and indirect quotes from various sources to help support the information they have provided.

Marks: 5/5

EXAMPLE OUTPUT B

Recent surveys clearly show that a lot of people are experiencing abuse online and that a lot of people want social media companies to do more about fixing the problem. The question is, what can we do about it?

Teacher’s comments

The student conveys some relevant information but fails to back it up either with detail or concrete sources.

Marks: 1/5

UNIT	READING	LISTENING	SPEAKING
Lead-In			
1			
Lesson 1A		64 Can understand main points and check comprehension by using contextual clues.	59 Can describe people's personality and emotions in some detail. 64 Can plan what is to be said and the means to say it, considering the effect on the recipient.
Lesson 1B	63 Can scan a long text or a set of related texts in order to find specific information.		59 Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest.
Lesson 1C			62 Can use a range of language to express degrees of enthusiasm. 65 Can use a range of language to express degrees of reluctance. 59 Can discuss options and possible actions.
Lesson 1D		60 Can distinguish between relevant and irrelevant content in extended informal speech.	60 Can paraphrase in simpler terms what someone else has said. 59 Can describe people's personality and emotions in some detail.
Mediation			64 Can help define goals for teamwork and compare options for how to achieve them. 62 Can ask questions to stimulate discussion on how to organise collaborative work.
2			
Lesson 2A	61 Can distinguish supporting details from the main points in a text.		66 Can speculate about a future event using a range of linguistic devices. 61 Can engage in extended conversation in a clearly participatory fashion on most general topics. 62 Can construct a chain of reasoned argument.
Lesson 2B		65 Can understand most of a radio programme aimed at a general audience.	61 Can refocus a discussion by suggesting what to consider next, and how to proceed. 60 Can give the advantages and disadvantages of various options on a topical issue.

WRITING	GRAMMAR	VOCABULARY
	60 Can correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses 47 Can distinguish between present perfect simple and continuous. 65 Can use the future perfect with reference to actions to be completed by a specific time in the future.	59–75 Can use language related to the health of a business. 59–75 Can use language related to everyday activities. 59–75 Can use language related to career progression and position.
59 Can support ideas with relevant examples. 59 Can write detailed descriptions of real or imaginary people.	47 Can distinguish between present perfect simple and continuous. 65 <i>Can correctly switch between the present perfect and present perfect continuous when describing past actions with present reference.</i>	59–75 Can use language related to personality, abilities and traits. 49 Can form adjectives from verbs and nouns with common suffixes.
	49 Can distinguish between 'to' + infinitive and -ing after certain verbs with a change of meaning. 59 Can use verb phrases with 'to' + infinitive as subject and complement. 66 Can express purpose using 'so as to' with infinitive clauses.	59–75 Can use language related to remembering, forgetting, and reminding.
		59–75 Can use language related to expressing emotions. 59–75 Can use language related to expressing pleasure or happiness. 59–75 Can use language related to expressing likes or preference.
61 Can clearly signal the difference between fact and opinion in structured text. 59 Can demonstrate understanding of formality and conventions in standard letters.	60 Can use 'while', 'whereas' and 'whilst' (Br Eng) to contrast and compare actions and situations.	59–75 Can use language related to personality, abilities and traits.
	59 Can refer to certainty and probability using 'certain/likely/due to' with verb phrases.	59–75 Can use language related to scientific work. 49 Can form adjectives from verbs and nouns with common suffixes. 46 Can form a range of nouns from adjectives and verbs with common suffixes.
66 Can show the relationship between an opinion and a counter-argument in a discursive text. 66 Can compare and evaluate ideas in a structured and logical text. 62 Can write a structured text clearly signalling main points and supporting details.	52 Can correctly use 'little/a little' and 'few/a few' to refer to quantities with mass and count nouns respectively.	59–75 Can use language related to landscape features. 76–90 Can use language related to landscape features.

UNIT	READING	LISTENING	SPEAKING
Lesson 2C			64 Can speculate about causes, consequences or hypothetical situations. 60 Can express an inference or assumption about a person's mood or emotional state. 65 Can use intonation to indicate various degrees of certainty during a discussion.
Lesson 2D		61 Can understand scripted speech delivered quickly, if the accent is familiar.	61 Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution.
Mediation			
3			
Lesson 3A	66 Can summarise, comment on and discuss a wide range of factual and imaginative texts.		62 Can encourage discussion by inviting others to join in, say what they think, etc.
Lesson 3B		64 Can recognise the use of hyperbole (e.g. 'It's going to take me years to finish this').	66 Can give clear, detailed descriptions on a wide range of familiar subjects. 59 Can exchange information on a wide range of topics within their field with some confidence.
Lesson 3C			64 Can fluently substitute an equivalent term for a word they can't recall. 66 Can give a detailed summary of a film including information about the plot, characters and setting.
Lesson 3D		65 Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.	61 Can give detailed answers to questions in a face-to-face survey.
Mediation			
4			
Lesson 4A	63 Can make inferences about the attitudes and feelings of characters based on evidence in the text.		65 Can describe goals using a range of expressions. 60 Can describe future plans and intentions in detail, giving degrees of probability.

WRITING	GRAMMAR	VOCABULARY
		59–75 Can use language related to describing something's quality.
66 Can write engaging headlines or titles to capture a reader's attention.		59–75 Can use language related to describing something's quality.
62 Can summarise in writing the main content of complex texts on subjects related to his/her fields of interest and specialisation. 66 Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.		
66 Can adopt a level of formality appropriate to the circumstances.	59 Can omit the relative pronoun in defining (restrictive) relative clauses. 60 Can correctly use defining (restrictive) and non-defining (non- restrictive) relative clauses.	59–75 Can use language related to theatre, dance, and public performance. 59–75 Can use language related to environmental issues.
	59 Can use clauses with 'It' + 'be' ... to emphasise the topic or main point. 59 Can use clauses with 'What ...' to emphasise the topic or main point.	59–75 Can use language related to starting and stopping. 59–75 Can use language related to success or failure. 59–75 Can use language related to manner of doing something.
		59–75 Can use language related to films and film-making. 59–75 Can use language related to TV, radio and broadcasting.
62 Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses. 64 Can write personal emails/letters about abstract or cultural topics (e.g. music, films).	61 Can emphasise a statement by adding 'do' or 'did'.	59–75 Can use language related to music.
66 Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them. 66 Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.		
	60 Can use the future continuous with reference to actions in progress at a specific time in the future. 65 Can use the future perfect with reference to actions to be completed by a specific time in the future.	59–75 Can use language related to wellness and illness. 59–75 Can use language related to diet and nutrition.

UNIT	READING	LISTENING	SPEAKING
Lesson 4B		65 Can understand most of a radio programme aimed at a general audience.	60 Can bring relevant personal experiences into a conversation to illustrate a point. 60 Can justify and sustain views clearly by providing relevant explanations and arguments.
Lesson 4C		64 Can understand the advantages and disadvantages of different options during a discussion.	61 Can show degrees of agreement using a range of language. 63 Can develop an argument giving reasons in support of or against a particular point of view. 61 Can express their opinions in discussions on contemporary social issues and current affairs.
Lesson 4D		61 Can follow changes of topic in factual TV news items and form an idea of the main content. 59 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.	64 Can compare and contrast situations in some detail and speculate about the reasons for the current situation. 61 Can make statements about appearance using 'seem/appear' (+ 'like/that') with complement clauses.
Mediation			66 Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions. 65 Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved. 66 Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation. 66 Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.
5			
Lesson 5A	60 Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. 63 Can scan a long text or set of related texts in order to find specific information.		67 Can narrate a story in detail, giving relevant information about feelings and reactions. 61 Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions.
Lesson 5B		64 Can understand unscripted speech delivered quickly, if the accent is familiar. 65 Can extract the main points from news items, etc. with opinions, arguments and discussion. 65 Can understand most of a radio programme aimed at a general audience.	62 Can justify the reasons for a particular decision or course of action.
Lesson 5C		61 Can follow the stages of a complex process described using non-technical language.	60 Can suggest solutions to problems and explain why they would work. 63 Can accurately describe a problem with a product or piece of equipment.

WRITING	GRAMMAR	VOCABULARY
62 Can present additional ideas using a range of linking words and phrases. 62 Can signal additional information in a formal structured text with a range of language.	59 Can describe beliefs and opinions using verbs of judgement and evaluation in the passive. 61 Can describe past beliefs and opinions using 'it was' + passive forms of verbs of judgement and evaluation. 64 Can use the past perfect passive.	59–75 Can use language related to everyday activities.
		59–75 Can use language related to fitness and training.
60 Can clearly signal cause and effect relationships in a structured text.		59–75 Can use language related to duration.
	62 Can use the past perfect continuous in a range of common situations. 63 Can use the past perfect with adverbial clauses of time.	59–75 Can use language related to point or period of time.
61 Can write a brief standard report conveying factual information, stating reasons for actions. 65 Can give a structured written explanation of a problem. 65 Can structure longer texts in clear, logical paragraphs.	60 Can talk about past plans and intentions using '(not) meant/supposed to' + infinitive. 61 Can express past intentions and plans with 'thinking of' and verbs in the gerund.	59–75 Can use language related to work activities. 59–75 Can use language related to jobs.
		59–75 Can use language related to telephoning and making calls.

UNIT	READING	LISTENING	SPEAKING
Lesson 5D		65 Can understand cause and effect relationships in informal conversation at natural speed.	66 Can develop an argument well enough to be followed without difficulty most of the time. 60 Can justify a viewpoint on a topical issue by discussing pros and cons of various options.
Mediation			66 Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. 60 Can justify a viewpoint on a topical issue by discussing pros and cons of various options. 64 Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences.
6			
Lesson 6A	67 Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc.		61 Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. 61 Can show degrees of agreement using a range of language.
Lesson 6B		66 Can distinguish between fact and opinion in informal discussion at natural speed.	61 Can describe what they would do and how they would react to situations in a text.
Lesson 6C		65 Can understand the speaker's point of view on most topics if delivered at natural speed and in standard language.	66 Can give advice on a wide range of subjects. 62 Can recommend a course of action, giving reasons.
Lesson 6D		62 Can follow a natural group discussion, but may find it difficult to participate effectively.	64 Can use stock phrases to gain time and keep the turn whilst formulating what to say. 61 Can respond to clearly expressed questions on a presentation they have given.
Mediation			
7			
Lesson 7A	62 Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text.		60 Can talk about possibilities in the past with precision. 66 Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex.
Lesson 7B	61 Can follow the exchanges on the discussion board of a website.	65 Can follow chronological sequences in extended informal speech at natural speed.	63 Can describe the personal significance of events and experiences in detail.

WRITING	GRAMMAR	VOCABULARY
59 Can write a formal email/letter of thanks or apology with appropriate conventions.	66 Can use adverbial phrases to make comments. 61 Can use non-defining (non-restrictive) relative clauses to make a comment.	
64 Can edit notes or bullet points to make them more concise.	59 Can use 'need' with the passive infinitive to express necessity. 63 Can use 'need' with verbs in the gerund to express necessity. 60 Can express prohibition in the present or future with 'forbid' and '(not) allow'.	48 Can negate adjectives with the correct negative prefix.
	60 Can report orders, requests and advice with infinitive clauses.	59–75 Can use language related to reporting.
	62 Can use 'ought(n't) to' to offer or ask for advice or suggestions.	59–75 Can use language related to asking for help. 59–75 Can use language related to offering help. 59–75 Can use language related to asking for an opinion.
60 Can write personal emails/letters giving and commenting on news in detail. 65 Can express news and views effectively in writing and relate to those of others.		64 Can use stock phrases to gain time and keep the turn whilst formulating what to say.
64 Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.		
	52 Can use 'may'/'might (+not) have ...' to talk about past possibilities.	50 Can form a range of hyphenated compound adjectives. 59–75 Can use language related to deliberate or accidental.
65 Can develop a clear written description or narrative with relevant supporting detail and examples.	62 Can use 'I wish/if only ...' to express regrets and wishes about the past.	69 Can express an attitude, opinion or idea using idiomatic language.

UNIT	READING	LISTENING	SPEAKING
Lesson 7C		61 Can follow the stages of a complex process described using non-technical language. 62 Can understand detailed instructions well enough to be able to follow them without making mistakes.	62 Can describe how to do something, giving detailed instructions. 64 Can make a complicated process easier to understand by breaking it down into a series of smaller steps. 60 Can describe the degree of necessity of various actions. 63 Can give a clear, detailed spoken description of how to carry out a procedure.
Lesson 7D		59 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.	66 Can build on people's ideas and link them into coherent lines of thinking. 64 Can further develop other people's ideas and opinions. 66 Can give advice on a wide range of subjects.
Mediation			66 Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. 60 Can make new information more accessible by using repetition and adding illustrations. 66 Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.
8			
Lesson 8A	68 Can recognise contrasting arguments in structured, discursive text. 59 Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.		67 Can encourage members of a group to describe and elaborate on their thinking. 61 Can express their opinions in discussions on contemporary social issues and current affairs.
Lesson 8B		63 Can recognise the speaker's point of view in a structured presentation. 59 Can relate information in a presentation to the same information given in graphs, charts and tables. 61 Can recognise when examples are being given in a structured presentation on an unfamiliar topic.	64 Can express views clearly and evaluate hypothetical proposals in informal discussions.
Lesson 8C			66 Can develop a clear argument with supporting subsidiary points and relevant examples. 60 Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.
Lesson 8D		64 Can understand TV documentaries, interviews, plays and most films in standard speech.	66 Can outline an issue or problem clearly.
Mediation			

WRITING	GRAMMAR	VOCABULARY
		59–75 Can use language related to exemplifying and explaining.
61 Can end a discursive argument with a clear conclusion and opinion.	61 Can use adverbials such as 'however', 'on the other hand', and 'though' to express concession.	
65 Can write a letter of application with appropriate register, conventions and supporting detail.	71 Can order a sequence of events using an appended clause with present participle or 'having' + past participle.	59–75 Can use language related to differences and similarities. 59–75 Can use language related to describing homes and living conditions.
	64 Can use a range of complex conjunctions in conditional statements (all three types).	59–75 Can use language related to social issues.
		59–75 Can use language related to emphasizing. 59–75 Can use language related to expressing vagueness or approximation. 59–75 Can use language related to cause, purpose, and effect.
62 Can clearly signal problem and solution relationships in structured text.		59–75 Can use language related to get or give.
66 Can synthesise and report information and arguments from a number of sources.		

