

Speakout

3RD EDITION

C1-C2

Damian Williams

Teacher's Book
with Teacher's Portal Access Code



B B C

Speak out

3RD EDITION



C1-C2

Teacher's Book

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SCOPE AND SEQUENCE

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING
LEAD-IN p6				
1 learning B B C VLOGS What's one thing you think everyone should learn to do?				
1A Is that a fact? p8	Conditional forms	Describing attitudes; idioms	/f/ in natural speech	Read an article about attitudes to failure
1B Tomorrow's learning p11	Nominal relative clauses	Collocations: education; compound nouns	Emphatic syllable stress	
1C Creativity p14	How to ... manage interaction during a discussion	Creativity	Polite intonation	
1D Learning experiences p16		Teaching and learning		
UNIT 1 REVIEW p18				
2 culture B B C VLOGS If you could live anywhere in the world, where would you choose and why?				
2A Cities p20	Advanced ways of comparing	Describing the impact of an action; binomials	Schwa /ə/	Read an article about Cities of Culture
2B Lost in translation p23	Reporting	Summarising verbs; multi-word verbs for reporting	Using intonation to show contrasting opinions	
2C The way we do it p26	How to ... maintain and develop interaction	Conventions/cultural heritage	Expressing surprise and asking for reaction	
2D Flavours p28		Describing food		
UNIT 2 REVIEW p30				
3 working life B B C VLOGS What's the best or worst job you have ever had?				
3A Get that job! p32	Modal verbs and phrases	Collocations: job searching	Linking sounds in modal phrases	
3B Going remote p35	Passives	Verb–noun collocations; metaphors	Word stress	Read an article and a blog post about remote working
3C Tackling the real issues p38	How to ... check understanding by paraphrasing and summarising	Collocations: politics; politics	Stress and intonation when paraphrasing	
3D Company culture p40		Workplace and work culture		
UNIT 3 REVIEW p42				
4 humanity B B C VLOGS What human characteristics are the most important?				
4A Pioneers p44	Verb patterns	Verb–noun collocations; adverb–adjective collocations	Syllable stress in verb–noun collocations	Read an article about two pioneers
4B Community p47	Continuous and perfect aspects	Collocations: needing and giving; adjectives to describe people	Stress in collocations featuring verbs with 'weak' meanings	
4C Economies p50	How to ... present survey results	Money and economy	Chunking language	
4D Extinction p52		Extinction		
UNIT 4 REVIEW p54				

LISTENING/VIDEO	SPEAKING	WRITING
	Talk about conventional wisdom	
Listen to an extract from a radio programme about future learning	Talk about future educational developments	Note-taking and summary writing FUTURE SKILLS Self-management
	Discuss ways of developing people's creativity at work or college FUTURE SKILLS Collaboration MEDIATION SKILLS share recommendations	
BBC Street Interviews about teaching and learning	Discuss education	Write a nomination for an award
	Talk about applying to be 'City of Arts'	
Understand a radio interview about interpreting	Talk about translation apps FUTURE SKILLS Communication	Write an informative summary for a careers brochure
	Talk about traditions and cultures FUTURE SKILLS Social responsibility MEDIATION SKILLS talk about a character and speculate on their motivation	
BBC Programme <i>Nadiya's American Adventure</i>	Propose a new restaurant	Write a blog post about a food hotspot
Listen to a question-and-answer session after a talk on job hunting	Record a video résumé FUTURE SKILLS Communication	Write a cover email/letter
	Talk about solutions to problems with remote working FUTURE SKILLS Communication	
	Discuss issues related to work FUTURE SKILLS Communication MEDIATION SKILLS share and listen to viewpoints	
BBC Street Interviews about jobs	Make suggestions for a better workplace	Write a report on work experience
	Have a debate about space exploration FUTURE SKILLS Critical thinking	
Understand a radio programme about a charity	Talk about designing an app to help people in need	Write an informal review of a product or service
	Present survey results FUTURE SKILLS Communication MEDIATION SKILLS explain a complex diagram	
BBC Programme <i>Extinction: The Facts</i>	Plan a documentary introduction	Write an opinion essay

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
5 influence B B C VLOGS Who's the most famous person you've ever met?					
5A First impressions p56	Giving emphasis: inversion, clefting, tailing, fronting	Collocations: first impressions; adjectives and adjectival endings	Stress while giving emphasis	Read a blog post about the influence of accents	
5B The truth about rumour p59	Participle clauses	Spreading misinformation	Intonation in participle clauses		
5C Try it out p62	How to ... use persuasive techniques in presentations	Persuasion; adjectives to describe presentations	Intonation: being persuasive		
5D Role models p64		Role models			

UNIT 5 REVIEW p66

6 classics **B B C** VLOGS | Are new things always better than old things?

6A Hidden gems p68	Narrative tenses review	Describing literature; describing books and films	Intonation to show surprise/interest	Read an article about classics	
6B Words and music p71	Adverbials	Reacting to poetry and song	Intonation to show contrast		
6C Classic journeys p74	How to ... tell an anecdote	Adjective–noun collocations: travel	Informal phrases when telling anecdotes		
6D Design classics p76		Innovation			

UNIT 6 REVIEW p78

7 choice **B B C** VLOGS | What important decisions will you need to make over the next decade?

7A Decisions, decisions! p80	Omitting words	Idioms for choices; connotation	Word stress in idiomatic phrases	Read an article and comments about the impact of choices	
7B Online or offline? p83	Prepositional phrases	Ways of reading; idioms: books and reading	Stress in phrasal verbs and dependent prepositions		
7C Urban animals p86	How to ... hedge an opinion and express reservations	Collocations: discussing issues	Intonation when hedging and expressing reservations		
7D Too much choice? p88		Making choices			

UNIT 7 REVIEW p90

8 body and mind **B B C** VLOGS | Which quality do you like most about yourself?

8A No limits? p92	Noun phrases	Idioms and collocations: skills and abilities; compound adjectives	Linking consonants	Read an article about endurance swimming	
8B Bridging the senses p95	Uses of <i>will</i> and <i>would</i>	Adjectives to describe sensations and reactions; verbs to describe reactions	Contracted <i>will</i>		
8C Feeling good p98	How to ... explain the purpose and benefit of something	Well-being	Intonation in sentences containing contrasting ideas		
8D Effects and illusions p100		Thoughts and ideas			

UNIT 8 REVIEW p102

WRITING BANK p104

GRAMMAR BANK p112

VOCABULARY BANK p136

COMMUNICATION BANK p142

	LISTENING/VIDEO	SPEAKING	WRITING
		Talk about positive and negative first impressions	
	Understand a radio programme about a fake news story	Talk about fake news	Write a report
		Give a presentation MEDIATION SKILLS give opinions about a course of action	
	BBC Street Interviews about people who influence us	Discussing types of influence	Write a contribution for a website
		Talk about books or films you think should become classics	Write a review of a book or film
	Understand a radio discussion about poetry and song	Talk about and agree on a playlist for space	
		Tell an anecdote MEDIATION SKILLS process and report a range of opinions	
	BBC Programme <i>Everyday Miracles</i>	Talk about selecting classic designs	Write an account of an exhibition
		Talk about decisions and their impacts FUTURE SKILLS Teamwork	
	Understand a radio programme about reading	Talk about how to encourage people to read for pleasure	Write a blog post
		Oppose and defend statements MEDIATION SKILLS identify what is relevant in a talk	
	BBC Street Interviews about choice	Prioritising essential items	Write a newspaper opinion piece
		Give a shout-out to somebody who deserves it	
	Understand a radio programme about synesthesia	Talk about sensory reactions	Write a description
		Discuss ways to create a healthier work environment FUTURE SKILLS Goal setting: time management MEDIATION SKILLS make a decision as a group	
	BBC Programme <i>QI</i>	Describing psychological effects	Write a story about strange effects

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.

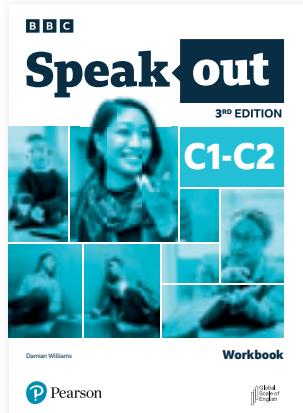
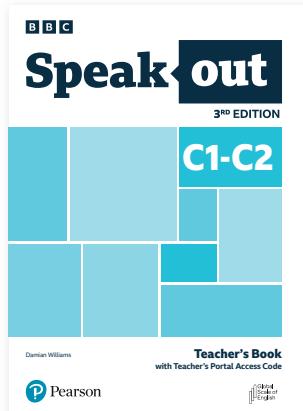
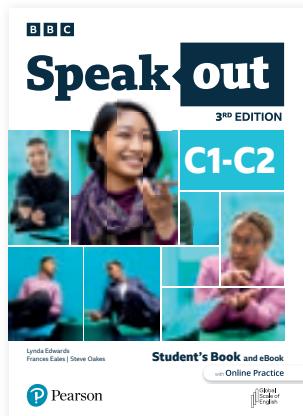
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation 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.

humanity 4

Global Scale of English LEARNING OBJECTIVES

4A READING | Read an article about two pioneers: verb–noun collocations; adverb–adjective collocations
Pronunciation: syllable stress in verb–noun collocations
Have a debate about space exploration: verb patterns

4B LISTENING | Understand a radio programme about a charity: collocations: needing and giving; adjectives to describe people
Pronunciation: stress in collocations featuring verbs with 'weak' meanings
Talk about designing an app to help people in need: continuous and perfect aspects
Write an informal review of a product or service

4C HOW TO ... | present survey results: money and economy
Pronunciation: chunking language

4D BBC PROGRAMME | Understand a documentary about extinction
Talk about planning a documentary introduction: extinction
Write an opinion essay about extinction

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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 C. 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 4 (C1) & Level 5 (C2). 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 200–207).

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/ – 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

The cover features the BBC logo at the top left. The title "Speakout" is prominently displayed in large, bold, white letters against a dark blue background. Below it, "C1-C2" is written in large, white, sans-serif letters. At the bottom right, there is a callout box containing the text "Student's Book and eBook" and "with Online Practice". The central image shows a young woman smiling and gesturing with her hands. To the left of the main image are two smaller photos of students: one boy sitting and one girl smiling. To the right are two more photos of students: one boy gesturing and one girl wearing glasses gesturing. The overall design is clean and modern, using a combination of dark and light blues with white text.

Workbook

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

Speak Out 3rd EDITION C1-C2

4A Humanity | Pioneers

Lesson page

4A Pioneers

GRAMMAR verb patterns
VOCABULARY - write-meet collocations; adverb-adjective collocations
IMAGINATION (to) state ideas in written or visual collocations

READING

1 Work in pairs and discuss the questions.

- I have technological advances affected your life? Think about travel, communication, food, medicine, etc.
- What technological breakthroughs do you think will change our world the most? Why? How?
- Do you think technological changes like AI and robots will affect our society?
- Why do you think humanity continues to explore space?

2 Look at the title of the article. What do you think the article will be about? Discuss with your partner the two pioneers and their projects similar to those mentioned in the title.

2A Read the article again. Work in pairs and discuss the questions.

3 Complete the following:

- children's questions 5 Jacques Cousteau
- space exploration 6 Steve Jobs
- Tesla, Inc.
- SpaceX

By using words from the article complete the word definition below. Then? Why? Not?

4 Work in pairs. Write a comment in response to the article in Ex 1b, using one or more verb-meet collocations. Share your comment with the class.

VOCABULARY

verb-noun collocations

Match the collocations in bold in the first article with the meanings (1-8).

- 1 achieve an ambition
- 2 benefit programme
- 3 bring about a change
- 4 understand things differently
- 5 give up an old hobby
- 6 grow up
- 7 help someone succeed
- 8 exploring beyond what is known

6 Match the questions with the correct form of the verbs in bold in the article. Answer the questions.

- 1 What's your opinion about something that **interests** you?
- 2 **Motivate** me, your motivation to have a particular career or education goal.
- 3 **Challenge** your dream powered by ... to ... ?
- 4 Which pioneer from your country / history is famous for his/her contribution to science and technology?
- 5 What advice would you give to somebody who wanted to ...?
- 6 If you could ... funding for a project in my local area, what would you do?
- 7 Do you often ... online projects or campaigns? Why? Why not?
- 8 How important do you think it is for people to ... science in their free time?

C Work in pairs. Write a comment in response to the article in Ex 1b, using one or more verb-meet collocations. Share your comment with the class.

Heights and depths

INTERVIEW What lesson (s) is it at the heart of being human – or atleast, as we in what we do – are essential to our existence? As far as we can, tell us what makes us tick and why. We begin questioning as children, asking lots of questions, and then as we grow older, expanding our world and our knowledge.

FOCUS In the first part of the article, the author explores who never stops asking 'Why?' How? What is it that motivates them? It's the same for many inventors and trailblazers whose persistence has changed our lives. In this section, we look at the two inventors and whose motivation was to answer the unanswerable questions.

So, what is it to be explored in our physical world? Pioneers have conquered mountains, blazed trails through jungles, and travelled to the furthest corners in the map of the world as much detail as in our imagination. They have pushed boundaries. Pushing these limits requires patient, determined, single-mindedness and a series of projects necessary to make the next breakthrough are backed by a team of experts.

What motivates inventors to make the next breakthrough is backed by a team of experts. Pioneers have a strong sense of purpose and determination. They are driven by a desire to explore, to push the boundaries, and to make a difference.

Elon Musk is a household name for a variety of reasons. We associate his name with Tesla, Inc., a global manufacturer of electric vehicles and sustainable energy products and of solar panels. He founded his SpaceX project, founded in 2002 to develop reusable rockets and capsules for NASA and the US government sponsored space agencies and governments around the world. His success is due to the huge costs involved. Musk has had the financial freedom to invest in his projects and his passion for space. Working closely with space agencies, he has developed a range of rocket boosters and capsules for the transport of satellites and crewed flights of space transport. SpaceX, a commercially successful company, has sent several astronauts to the International Space Station and has plans to offer a private passenger service to space tourists, too – who pay handsomely for the chance to travel into space. Musk has privately funded research by hisough the profitability of accessible space tourism ever closer, and in doing so appears to have made the idea of reaching further into space feasible, explore and perhaps colonise other planets such as Mars is starting to become a reality.

Another man with a big dream is that is hoping to make space accessible to everyone. This is the case with Miles Meek, he is not looking to the stars and the moon, but to the depths of the ocean. Miles Meek, a marine biologist, has spent his life studying the oceans in an attempt and, also little Miles, to make the oceans accessible to everyone. Encouraging to raise funding from universities and foundations, Miles Meek is currently the CEO and founder of the Sea. Following in the footsteps of his grandfather Jacques Cousteau in the 1960s, Miles Meek has created a non-profit organization, the Sea, a state-of-the-art 270-square-meters, at a depth of 100 meters, a mobile research vessel, where aquanauts can live and conduct research from the depths of the ocean. The limited time available to explore the depths of the ocean, before being deprived of oxygen after a limited time period, is a major challenge. Miles Meek believes that they can return to the sea and 'spark up' oxygen, which will allow them to stay longer. The oceans are changing, due to climate change, new currents, pollution, and marine life change, new dangers, and challenges are appearing every day. Miles Meek believes that the sea will have to change its form. Unlike Musk's focus on space, Miles Meek's focus is on the oceans habitat for his three years will cost a mere \$10 million. The cost of the vessel, the equipment, the maintenance of dollars required to send up four people to the depths of the ocean, is enormous. It is remarkable to follow the paths of two very different persons, the one pushing upwards, the other downwards.

Unquestionably, breaking new scientific ground is a key factor in the development of our species as explorers. Yet, Columbian, have been to have been to the moon, and the Chinese have landed on the moon. It is in the hands of governments and research organizations to continue to support the development of companies that can turn a profit while at the same time, explore the depths of the ocean. Large-scale exploration projects of the future will need to be funded by private investors. As these investments, there will always be the need to explore, to push the boundaries, to make humankind's constant curiosity and thirst for knowledge, the world definitely needs them both.

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

The image shows the front cover of the 'Speakout' 3rd Edition C1-C2 Workbook. The title 'Speakout' is at the top in large white letters, with '3RD EDITION' below it. The central part features a large photo of a smiling woman. The bottom right corner has the word 'Workbook'. The background is a collage of smaller, blurred photos showing people in various situations.

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

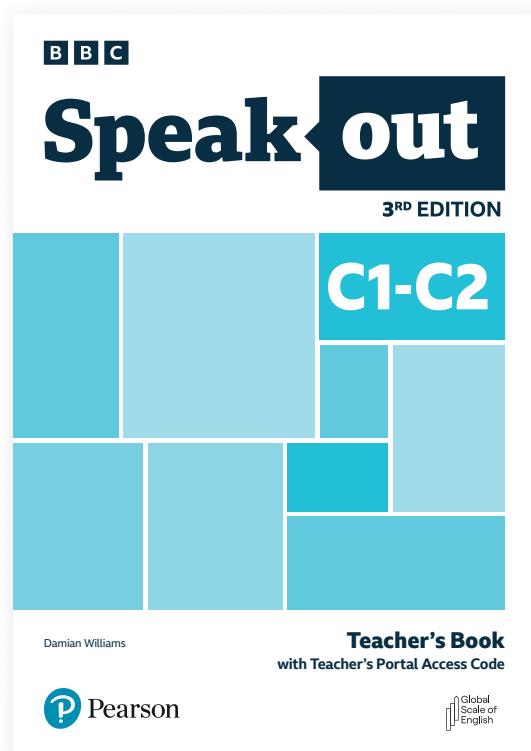
See page 24 for more details.

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

- Photocopyable 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

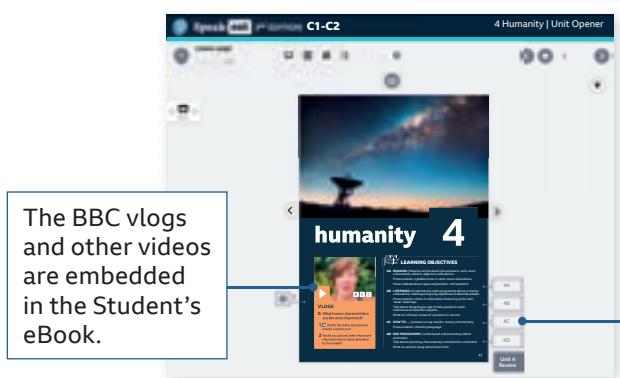


Stunning visuals related to the unit topic help to engage students and stimulate discussion.

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 200–207.



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.



Lesson A – main input lesson 1

All four skills are taught systematically in each unit. Lessons A and B are the two main ‘input’ lessons. Lessons A and B consist of three pages, and practise vocabulary, grammar, pronunciation and two of the four skills. Each activity is based on a Global Scale of English (GSE) Learning Objective.

Each lesson starts with a clear summary of lesson contents.

The core grammar and vocabulary is contextualised in the Listening and Reading tasks.

A woman wearing a VR headset and holding a controller, standing in front of a large green circular screen showing a futuristic cityscape.

Unit 4 | Lesson A

4A Pioneers

GRAMMAR [verb patterns]

VOCABULARY [verb-mean collocations; adverb-adjective collocations]

PRONUNCIATION [syllable stress in verb-mean collocations]

READING

1 Work in pairs and discuss the questions.

1 How do technological advances affect your life? Think about travel, communication, food, medicine, etc.

2 What technological breakthroughs do they think are most important? Why? What have they heard about them?

3 Do you think technological changes improve our lives or make them worse?

4 Why do you think humans continue to explore space?

5 Look at the title of the article. What do you think it's about? Read the article quickly and answer the following questions.

6 Read the article again. Work in pairs and discuss the questions.

The following questions follow the article:

1 children's questions 2 accuse Cousteau

2 violent crimes 3 400 require merges

3 Google 5 700

4 SpaceX

5 Bill Gates

6 Do you agree with the writer's conclusion that we need to learn more from them both? Why? Why not?

VOCABULARY

Verb-mean collocations

3 Read the article. Find the verbs in bold in the article with their meanings (1–40).

1 achieve an ambition

2 benefit progress

3 bring about change

4 do something you have always wanted

5 drop out leave school

6 support a cause

7 take an interest in something

8 complete the questions with the correct form of the verbs in bold in the article. Answer the questions.

9 What's the one thing you care about things that

10 bring you joy? Tell your partner about things that

11 interest you.

12 Which pioneer from your country's history is famous for

13 changing the world? Explain why.

14 What advice would you give to somebody who wanted to

15 be an ambassador?

16 Fundraising for a project in your local area, what

17 would you do?

18 Start a business or campaign? Why? Why not?

19 How important do you think science is in our

20 daily lives?

21 Work in pairs. Write a comment in response to the article in Ex 15,

using one or more verb-mean collocations. Share your comment

with the class.

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.

In the Student's eBook, content is optimised for digital, so activity types may vary slightly between digital and print editions. The activities are designed to practise the same GSE Learning Objectives and language items.

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.

Student's eBook activity

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

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.

Unit 4 | Lesson A

PRONUNCIATION

4A syllable stress verb-noun collocations / Whales hybrid in their environment

Listen and check

- 1 If you could pursue an ambition, what would it be?
- 2 If you had the big dreams, what would you do?

4B Match the suffixes in the words below to give the main stress, then check your answers.

- 1 It's important to satisfy your curiosity about the ocean. **curiosity**
- 2 Many people have a desire to explore beyond, to discover the vast ocean depths. **desire**
- 3 The ocean is a resource that we must only have shared, not exploited. **exploited**
- 4 We must have a desire to protect the ocean without the necessary money. **necessary**
- 5 It is important to have a desire to protect the ocean without the necessary money. **protect**
- 6 Many people want to realize a dream that they have had for a long time. **realize**
- 7 Many people have a desire to protect the ocean without the necessary money. **satisfy**

4C Listen and practice. Go to the Vocabulary bank page 128 for help.

4D Complete the form with the correct form of the verb in brackets.

5A Complete the sentences with the correct forms of the verbs in the box. Then check your answers with a partner.

back	build	explore	protect
hold	make		

- 1 In doing so, **several** countries have **joined** forces to **protect** the area.
- 2 The idea of **protecting** the area has been **realized** recently.
- 3 **Thousands** of **people** have **gathered** there to **celebrate**.
- 4 Their bodies **rock** with **dignity** as they **hold** their heads high.
- 5 It is quite **remarkable** the **path** of life that **leads** us here.
- 6 The first **explorers**, like Columbus, are **remembered** for their **discoveries**.

5B Which sentence in A is an example of the following?

- a **passive** sentence from a formal text
- a **gerund** passive form
- a **reflexive** active form
- a **reflexive** active form

5C Complete the form with the correct form of the verb in brackets.

5D Complete the form with the correct form of the verb in brackets.

5E Complete the form with the correct form of the verb in brackets.

5F Listen and practice. Discuss points for and against the statement. Information from earlier research should be limited until present on Earth have been given.

5G Student A: Write in the factor of the statement. Go to page 142. Student B: Read the factor and answer the question. Go to page 143.

5H Read the Future Skills box and do the task.

FUTURE SKILLS
Critical thinking

In a debate, we need to understand the opposing point of view to help us argue our own point of view more effectively.

What do you think about the opposing view in the debate? What arguments might be made to support your own?

D Work in small groups with other students on the same side. Plan your debate. When you are ready, have the debate with a group from the opposite side.

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

Learners can practise the same lesson Learning Objectives in the Online Practice or using the print Workbook.

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 image shows a digital interface for a language learning platform. At the top, it displays "C1-C2" and "4A | Pioneers". The main content area is titled "Lesson 1B". It includes sections for "VOCABULARY", "GRAMMATICAL FORMS", and "PRACTICE". A large blue box highlights the "WORKBOOK" section, which contains a "Community pioneers" activity. Below this, another blue box highlights an "Online Practice activity" featuring a video thumbnail of a person speaking.

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.

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.

A screenshot of a Microsoft Edge browser window. The main content area displays a video player. The video title is "10. Listen to this product. Answer the most pressing Q&A about your new item". Below the title, there is a play button icon consisting of a white triangle pointing right, which is overlaid by a solid blue arrow pointing to its right edge. The rest of the video player interface, including the volume and settings icons, is visible but not highlighted.



Lesson C – functional language, or ‘How to ...’ lesson

This lesson teaches practical, real-world skills that also align to the GSE.

A short reading text introduces necessary vocabulary in context and stimulates interest in the topic.



VOCABULARY
money and economy

1 A Work in pairs. What do you think it means by the terms **sharing economy** and **Circular economy**? **Sharing economy** refers to a type of business model where goods and services are shared rather than bought and sold. **Circular economy** refers to a type of business model where products are designed to be reused, repaired, and recycled, rather than disposed of as waste.

2 Decide if these businesses fit or don't fit examples of the sharing economy or the Circular economy.

3 Read the article and complete the collocations in bold with the words in the box.

4 Now read the text again and answer the questions. **Opportunities** in the sectors of building, fashion, food, transport and plastic packaging will move away from traditional models towards more sustainable ones. Is this a realistic prediction? Will economies work in the future? Many hope it is.

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The future way to do business?

Once a game-changing movement, the so-called **sharing economy** has become a recognised business model. Also referred to as **collaborative consumption**, another term that emphasises the social nature of the movement, the term **umbrella** is often used to describe how many businesses brand themselves as they are essentially **sharing** or **circular**. In fact, many businesses don't actually involve sharing, the term 'access economy' came into use, focusing access to a product or service – not ownership. The **Circular economy** has become more familiar, at least in theory, because it is based on the potentially enormous profits that can be made from recycling. It's a **waste** goal, as well as a **remanufacturing** one. It incorporates customers, designers, manufacturers and the planet, making the assumption that this will drive continued growth.

Opportunities in the sectors of building, fashion, food, transport and plastic packaging will move away from traditional models towards more sustainable ones. Is this a realistic prediction? Will economies work in the future? Many hope it is.

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 presenting survey results.



PRONUNCIATION
5 A Listen & check (speaking) Listen & repeat. Work in pairs and compare your answers.

Your thoughts: the sharing economy

1 What sharing economy businesses have you used?
2 How often have you used it/them?
3 Have you been happy with the service(s)?
4 Do you think it gives value for money?
5 Which sharing economy businesses would you like to use?
6 What would you like to try?
7 Which sharing economy business would you never use?

How to ... present survey results

3 A Answer the questions in the survey on the sharing economy. Work in pairs and compare your answers.

4C

SPEAKING
6 A Work in pairs. Write survey questions based on the survey in exercise 5 about the businesses in Ex 5, or another business you know. Ask each other the questions. **Sharing economy** businesses are often seen as being more innovative and forward-thinking than other businesses. Ask your partner what they think about this. **Attitude to business** Use this opinion on the future of the business.

C Work with your original partner and answer their questions.

7 Read the Pupil Skills box and do the task.

FUTURE SKILLS Communication

When presenting information to a group, we may refer to it as **sharing**. But we should not be afraid to **share** our ideas with others. It is important to make eye contact with your audience and speak clearly and confidently.

B Work with your original partner and organise your notes so that they are easy to refer to.

MEDIATION SKILLS Describing a process diagram

Explain a process diagram.

C Learn and practise. Go to the Grammar Bank.

► page 122 GRAMMAR BANK

► page 100 MEDIATION BANK

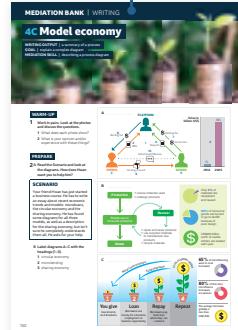
► Speak Go to the interactive speaking practice

51

A quick exercise ensures that students understand the words they need for the ‘How to ...’ section of the lesson.

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.

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.

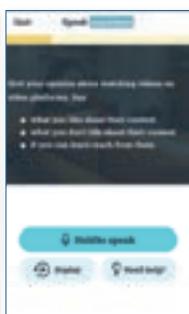


‘Speak Anywhere’ – interactive speaking activities

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 presenting survey results.

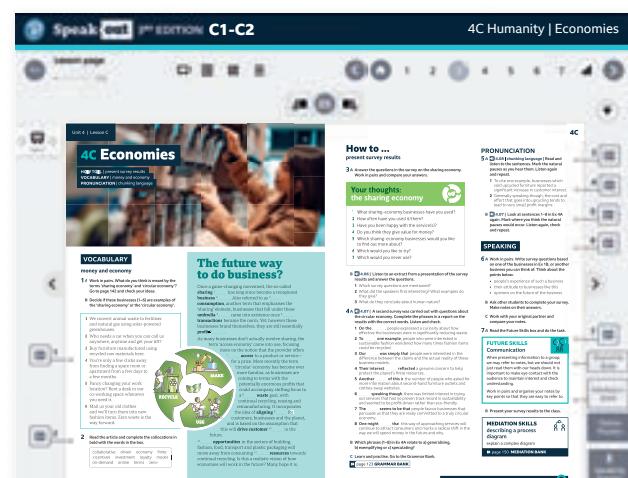
This activity is designed to be a fun activity for learners to do alone. It gives them a star rating for how well the bot could understand them, and a star rating for use of the target language from the lesson. It is a standalone activity for the learner and does not report to the Gradebook.

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.

This screenshot shows a BBC street interview with a woman named Farah. The video frame shows her speaking. To the right of the video are four smaller frames showing other people: a man, a woman, a man, and another man. Below the video are several text-based tasks and a preview of the next video segment.

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

This screenshot shows the BBC Documentary 'Extinction' video page. It includes a video player showing a rhinoceros, a summary of the documentary, and various tasks for viewing, vocabulary, speaking, and writing. A large blue arrow points from the 'Preview' section of the first screenshot to this page.

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.

Each BBC video lesson ends with a Writing task.

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.

This screenshot shows the BBC Documentary 'Extinction' video page. It includes a video player showing a rhinoceros, a summary of the documentary, and various tasks for viewing, vocabulary, speaking, and writing. A large blue arrow points from the 'View' section of the first screenshot to this page.

This screenshot shows an Online Practice activity for 'Extinction'. It features a speech bubble interface where students can type their responses to questions. The questions relate to the documentary and involve completing sentences with the correct form of words in brackets. There are also sections for listening and reading comprehension.

Online Practice

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 C1–C2 Learners

Students at C1–C2 most likely have extensive experience learning in classroom contexts or have experience learning English through associating with native and/or other advanced speakers. They may also bring varied attitudes and expectations regarding language learning and a variety of skill levels to the classroom. Teaching advanced learners can present the teacher with a range of challenges, but it can also be extremely rewarding.

Depending on whether you are teaching a mono or multi-lingual group, the differences between the speaking, writing, reading and listening skills will vary. You may have students with fluent oral skills, able to maintain discussions on complex and abstract topics but with gaps in their structural ability, or it may be the opposite, or a combination. Addressing specific gaps and areas of weakness can be a real challenge at this level. If for example the gaps are in the area of grammatical structures, the students will most likely have had exposure to the same structural analysis and practice many times and can be unwilling to practise a grammatical point that they feel is too 'basic'. This can be dealt with in several ways. Errors can be picked up during discussion, with simple 'echo' correction techniques, which does not stop the flow, or more frequent and group relevant mistakes noted down to be raised after a discussion. Grammar sections in a course book at this level will usually deal with the more complex aspects of structural points with a summary of more basic information in the Grammar reference. It can be interesting to elicit the basic rules from the students themselves, and/or involve them in creating their own practice tasks.

Introduction

Students at this level usually want, and need, to expand their vocabularies, both at word level and in terms of phrases and collocations. With a basically sound knowledge of structure, an extensive vocabulary will allow them to deal with a vast range of topics and situations in English, both in productive skills – expressing themselves orally and in writing, and in receptive skills – allowing access to complex reading texts and recordings. This desire to increase vocabulary can lead some advanced students to over-reach and attempt to acquire too much vocabulary at a time. Therefore, teachers need to ensure that the input matches the students' retention and reuse abilities, with presentation in memorable context, follow up practice tasks and regular recycling and revision.

C1–C2 students also need to explore further the differences between styles and registers: academic, formal, informal, colloquial, and idiomatic language. This will shape their abilities to respond and initiate interaction in an appropriate manner. It can be useful for the teacher to regularly find opportunities to encourage students to rewrite texts, conversations etc in a less or more formal style. Functional practice in coursebooks is often guided. While this can be useful – in order to guide the interaction and encourage use of certain exponents – at an advanced level, where possible it can also be productive to create freer scenarios. Students can be given roles and attitudes, or opinions to adopt and defend in discussions or debates, but they should also be given situations where they can interact as themselves in an imagined situation.

Teachers of advanced classes have the luxury of being able to use a range of authentic materials in class, without the need for editing; articles, book extracts, blogs, podcasts, films, songs, interviews, discussions etc. and students should be encouraged to bring in their own. These can be exploited for vocabulary, structure, comprehension, summarising, pronunciation and of course, to stimulate discussion. Students at this level generally express their keenness to speak, and opportunities to follow up on an interesting point that arises from materials and that engages the group should not be ignored. The points for discussion and speaking given in a coursebook are starting points and guides. If a group is sparked by an idea, and it involves or is relevant for the whole group, let the students run with it (within time restraints, of course).

Here are our top tips for teaching at this level:

- Find out about your learners' experiences studying English. Encourage discussion of student motivation, expectation and aims. 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.
- When dealing with grammar points that students feel they already 'know' explain what you are doing and why. Find free practice activities, rather than controlled, for example asking students in pairs to design a grammar lesson for a lower level on a more basic point will allow them to use many other skills, including critical thinking, while subtly addressing grammar.
- Further exploit the materials in a coursebook, even when it may not be part of the lesson plan. For example, your students might wish to discuss a picture that has been included for cosmetic purposes, with no task attached. Students could be asked to write a post for a blog they have read in the book to express their opinion, and so on.
- With vocabulary, focus on collocations, phrasal verbs, idioms as well as individual verbs, nouns and adjectives. Recycle and check vocabulary retention by end of lesson, end of week quick fire oral tests – ask students to create their own mini tests for peer-peer quick testing.
- Encourage students to personalise their learning out of class. For example, they could record themselves doing tasks such as one-minute talks and presentations and find ways to make improvements. They could find different reports on news items, or attitudes to topics online and compare language, perhaps summarising or identifying differences in style.

C1–C2 level students have usually reached this point because they enjoy learning languages. Teaching this level can be most enjoyable and rewarding too.

Lynda Edwards, Frances Eales and Steve Oakes

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 200–207).

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.

Lead-in

LESSON OVERVIEW

The activities on the Lead-in page are designed to provide revision and practice in grammar, pronunciation and lexical sets that Ss at this level should be familiar with. Use the Lead-in page, according to your needs and those of your class, to assess your Ss' existing knowledge (as an informal diagnostic test, as you listen to and assess their current language skills) and/or to revise or teach the target language in each activity.

Online Teaching

If you're using these exercises online, you might find the following tips useful:

- **Ex 2:** Put Ss in breakout rooms to discuss the grammar and monitor between the rooms.
- **Ex 3A:** Use a collaborative document for Ss to share their phrases in Ex 3B.

Additional Materials

For Teachers:

Presentation Tool Lead-in

Online Digital Resources

For Students:

Online Practice Lead-in

PARTS OF SPEECH

- 1 A** Read the questions with the class and check understanding. Put Ss in pairs to discuss the questions. In feedback, ask a few Ss to share their ideas with the class and find out if others agree.
- B** Ss read the article and answer the question alone, then check in pairs. Check the answer with the class.

POSSIBLE ANSWER:

Many advanced learners of English are not able to specify their motivations for learning or their study goals and also admitted to being undisciplined in terms of study habits.

- C** Read the questions with the class and ask Ss to make notes about their answers. Monitor and help with vocabulary where necessary, then put Ss in pairs to compare their answers. In feedback, ask a few Ss to share any interesting information their partner told them with the class.
- D** Elicit the first answer as an example, then ask Ss to check in pairs. Check answers with the class.

ANSWERS:

- | | |
|---------------------------------|---|
| 1 and, but | 2 clearly, remarkably |
| 3 not only were the respondents | 4 who, which |
| 5 part-time | 6 who devote time and energy to learning a foreign language |
| 7 take on, came to | 8 learning, being |
| 9 could be said | 10 more likely |

GRAMMAR

- 2** Ss discuss the sentences in pairs (in breakout rooms with online classes). Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Covering the pairs of sentences they are not working on will help dyslexic learners to focus by reducing distraction.

ANSWERS:

- | | |
|-----|--|
| 1 a | a long-term or permanent situation |
| b | a temporary situation |
| 2 a | at some point before now |
| b | started recently, but unfinished |
| 3 a | a hypothetical, unlikely situation |
| b | a possible, likely situation |
| 4 a | the weather was probably bad |
| b | the weather was probably good |
| 5 a | by the end of the month it will be complete |
| b | by the end of the month we will still not be finished |
| 6 a | at the time of speaking, the teacher was pleased |
| b | the teacher was pleased at a point before the time of speaking |
| 7 a | was unable to check out the websites |
| b | was able to check out the websites |

FUNCTIONS

- 3 A** Elicit an idea for the first situation as a class (e.g. 'Why don't you try ... [using sticky notes to help you remember the names of things]?'), then put Ss in pairs to think of other phrases.
- B** Invite different Ss to the board to write up their ideas so Ss can compare them. For online classes, remember you can use a collaborative document for this. Then put Ss in pairs to discuss the questions.

1 learning

Global Scale of English LEARNING OBJECTIVES

1A Is that a fact?

- READING | Read an article about attitudes to failure: describing attitudes; idioms
- Pronunciation: *if* in natural speech
- Talk about conventional wisdom: conditional forms

GSE INFORMATION

READING

79 Can identify inferred meaning in a linguistically complex text.

76 Can identify similar and contrasting opinions across a range of texts.

VOCABULARY

76–90 Can use language related to expressing an opinion or judgment.

GRAMMAR

77 Can replace past conditionals with ‘but for’ in formal statements.

77 Can use a range of phrases and verb tenses to refer to wishes and hypothetical situations.

SPEAKING

77 Can justify a point of view using linguistically complex language.

1B Tomorrow's learning

- LISTENING | Understand a radio programme about future learning: collocations: education; compound nouns
- Talk about future educational developments: nominal relative clauses
- Pronunciation: emphatic syllable stress
- Write a summary of an extract from a radio programme

GSE INFORMATION

VOCABULARY

76–90 Can use language related to educational issues and problems.

LISTENING

78 Can understand most of a linguistically complex podcast.

GRAMMAR

78 Can use a wide range of complex forms of relative clauses.

SPEAKING

78 Can compare, evaluate and prioritise ideas using linguistically complex language.

WRITING

80 Can take effective notes while listening to a linguistically complex audio recording.

1C Creativity

- HOW TO ... | manage interaction during a discussion: creativity
- Pronunciation: polite intonation

GSE INFORMATION

VOCABULARY

76–90 Can use language related to thinking.

HOW TO ...

81 Can manage the participants in a fast-moving discussion to keep it on course.

SPEAKING

76 Can contribute to group discussions even when speech is fast and colloquial.

75 Can intervene supportively in order to focus people’s attention on aspects of the task by asking targeted questions and inviting suggestions.

1D Learning experiences

- BBC STREET INTERVIEWS | Understand street interviews about teaching and learning
- Talk about education: teaching and learning
- Write a nomination for an award

GSE INFORMATION

VOCABULARY

76–90 Can use language related to studying, learning and teaching.

SPEAKING

80 Can participate in discussion using linguistically complex language to compare, contrast and summarise information.

WRITING

81 Can confidently argue a case in writing, specifying needs and objectives and justifying them as necessary.

► 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 1A. It shouldn't be exploited or taught at length, just played once or twice in class.

► Read the vlog question with the class, then put Ss in pairs to discuss what things they think everyone should learn. Play the video for Ss to watch and see how many people mention the same skills they did. Elicit answers as a class. Then put Ss in pairs to discuss the question in part 2. When they have finished, elicit ideas from a few pairs and find out if others agree.

ANSWERS:

- 1 Ideas mentioned in the vlogs:
 - Speaker 1: learn a language
 - Speaker 2: cook
 - Speaker 3: think more critically
 - Speaker 4: swim
 - Speaker 5: play chess
 - Speaker 6: say 'thank you'
 - Speaker 7: basic first aid
 - Speaker 8: be more empathetic
 - Speaker 9: sew

EXTRA IDEA Put Ss in small groups to rank the ideas (both in the video and Ss' own ideas) in order of importance. When they have finished, ask each group to report back to the class and compare.

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 Is that a fact?

GRAMMAR | conditional forms

VOCABULARY | describing attitudes; idioms

PRONUNCIATION | *if* in natural speech

LESSON OVERVIEW

The aim of this lesson is for Ss to justify a point of view. To help them do this, Ss learn idioms for describing attitudes. They also learn conditional forms. The context is an opinion-piece article where people justify their opinions about failure. This leads into the grammar, where Ss also practise the pronunciation of *if* in connected speech. The lesson ends with a speaking activity where Ss have a discussion about whether or not they agree with pieces of conventional wisdom.

Online Teaching

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

- **Ex 3B:** Display the sentences on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the correct options for others to compare.
- **Ex 4:** Put Ss in breakout rooms in pairs to discuss what they would have written in a comment on the article.
- **Ex 7:** In part 3, ask Ss to type their ideas in a collaborative document and read others' ideas.

Additional Materials

For Teachers:

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

For Students:

- Online Practice 1A
- Workbook 1A

click here to join teachers' chat
https://t.me/teaching_crew

TO START

Ask the class: ‘Who or what can we learn things from?’ Elicit some ideas and write them on the board, e.g. observing colleagues and other people, practice, experience, sources of information, failing at something. If the class doesn’t volunteer *failure*, elicit it as something that people do say can be learnt from. Tell them the lesson will look at some different attitudes to failure.

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.

- Focus attention on the photos and elicit what Ss can see, then read the questions with the class and check understanding if necessary. Put Ss in pairs to discuss the questions. Monitor and help with vocabulary where necessary. 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 on the board.

EXTRA SUPPORT: TEACHER The photos show people learning (from top to bottom, left to right): robotics/science, how to make things from clay / sculpt / make a sculpture, how to drive, how to play the guitar / a musical instrument.

- Read the title of the article with the class and elicit Ss’ view on the question. Ask Ss to read the introduction to the article and think about what opinions might be expressed. Then set a strict time limit of three minutes for Ss to scan the article to check their ideas. Explain that they will have a chance to read it again more carefully afterwards. When they have finished, check answers with the class.

EXTRA SUPPORT: TEACHER When reading texts in our first language, we often approach them using ‘top-down’ processing. This means we’ll often use our knowledge of the topic and get a general idea of what it’s about first, often by skimming and using the title and any images, before reading in more detail. This is what we try to emulate with Ss, too, by asking them to first skim or scan a text before doing tasks requiring more detailed reading and/or vocabulary work.

- Give Ss time to look at the article again, then discuss the questions in pairs. Encourage them to elaborate on their answers and describe how the reporter’s opinion is different. When they have finished, check answers with the class.

ANSWERS:

Molls. She believes learning from failure can be a positive.

- Read the questions with the class. Ask Ss to read the article again and answer the questions individually, then check in pairs. Monitor and offer help where necessary. When they have finished, check answers with the class and elicit which parts of the text give the answers.

ANSWERS:

- Jay. He uses much more outspoken language.
- Jay
- Ethan
- Kate
- Molls
- Kate

VOCABULARY

describing attitudes

- Focus attention on the phrases in bold in the article in Ex 2A and read the questions with the class. Look at the first phrase (*the idea is spot on*) and elicit which category it belongs to as an example, then ask Ss to categorise the rest of the phrases, using the text around them to help with contextual clues, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia manage the information needed to complete this task, provide the phrases as a vertical list on a separate piece of paper and ask them to categorise each one. They can refer to the article for context, covering the parts they are not focusing on to help them focus.

ANSWERS:

- the idea is spot on, rings true, makes sense, struck a chord with me
- an element of truth
- It is patently not true, vacuous comments, sweeping statements, trot out these trite phrases, they are way too oversimplistic, complete fallacies

- Ss choose the correct options individually, then check in pairs. When they have finished, check answers with the class. For online classes, remember you can display the sentences for Ss to highlight the correct options.

ANSWERS:

- 1 struck a chord
- 2 way too oversimplistic
- 3 a sweeping statement
- 4 a complete fallacy, trot out these trite phrases
- 5 vacuous
- 6 patently not true
- 7 rings true

C With weaker classes, give Ss a minute or two to prepare their ideas (and make notes if they want to). Put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share anything interesting that they found out about their partner.

D Refer Ss to the Vocabulary Bank on page 136.

VB ➔ page 136 VOCABULARY BANK idioms

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 complete the rest of the sentences and match them with the follow-up sentences alone, then check in pairs. Point out that the follow-up sentences help to explain the meaning of the idioms. Check answers and understanding of the idioms with the class.

EXTRA SUPPORT With weaker classes and if you have Ss with dyslexia who will benefit from clearly staged tasks, break this exercise down into two distinct activities. First ask learners to complete the idioms in the sentences, then check answers with the class before asking them to match sentences 1–10 with the follow-up sentences. When dyslexic learners do this second part, reduce the number of options for each sentence to two (one correct and one distractor) and ask them to choose the correct one. You could further reduce the amount of information they need to process by splitting the whole exercise into two sets of five sentences, with corresponding options and follow-up sentences.

ANSWERS:

- | | | |
|---------------|--------------|--------------|
| 1 hung, b | 2 along, d | 3 share, g |
| 4 good, h | 5 cut, f | 6 strides, a |
| 7 fly, c | 8 changed, e | 9 threw, j |
| 10 knocked, i | | |

B Read the example with the class, then give Ss a few minutes to choose their idioms, think of their situations and write their sentences. Monitor and check Ss are using the idioms correctly. When they have finished, put Ss in pairs to share their sentences.

4 Put Ss in pairs (in breakout rooms with online classes) to discuss what they would have written if they had been asked to write a comment on the article. Encourage Ss to use idioms from the Vocabulary Bank if possible. When they have finished, ask a few Ss to share their comments with the class and find out if others agree.

GRAMMAR**conditional forms**

5 A Ask Ss to find the sentences in the article in Ex 2A and complete them, then categorise them. Ask Ss to check their ideas in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the completed sentences from the article to categorise.

ANSWERS:

- | | |
|------------|---------------------|
| 1 But for | a sentence 5 |
| 2 been for | b sentences 1 and 3 |
| 3 should | c sentence 4 |
| 4 were | d sentence 2 |
| 5 Were | |

B Elicit an example using the first sentence and write it on the board, e.g. *If my son's drama teacher hadn't intervened and encouraged him, ...* and point out how the structure of the sentence has been changed. Ask Ss to rewrite the sentences alone. Monitor carefully and check Ss are using the conditional forms correctly. Offer help where necessary.

EXTRA SUPPORT With weaker classes or if you think your class needs to review conditional forms at this stage, go through the notes in the Grammar Bank with them before asking them to continue with the exercises in this section.

POSSIBLE ANSWERS:

- 1 If it hadn't been for the intervention and encouragement of my son's drama teacher, he would never have risked going into acting.
- 2 If he hadn't loved the game (so much), he would have thrown in the towel early on.
- 3 If I hear people saying that anyone can do anything if they want it hard enough, it bugs me.
- 4 If we got hung up about all our mistakes, we would probably get nowhere in life.
- 5 If we analysed them, we'd probably find some that are often actually wrong.

- C** 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 and write them on the board.

EXTRA SUPPORT With weaker classes, you could provide Ss with two options for each gap (a correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- 1 wouldn't have passed
- 2 weren't / wasn't / hadn't been, wouldn't still be
- 3 Had you not checked / If you hadn't checked, wouldn't have got
- 4 Were you to take
- 5 hadn't been / weren't for, would/'d never have become

- D** Read the situations with the class, then give Ss plenty of time to write their sentences. Monitor and check Ss are forming them correctly. When they have finished, put Ss in pairs to read each other's sentences. In feedback, ask a few Ss to share some of their sentences with the class.
- E** Read the quote and check understanding of *portal* (= doorway), then read the example with the class. Give Ss a minute or two to think of their examples, then put them in pairs to discuss and share their experiences. When they have finished, ask a few Ss to share their ideas with the class.
- F** 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.

GB

► page 112 GRAMMAR BANK

Ss at this level have met conditional sentences before, so how much of the first part of the notes you go through will depend on how useful you think it will be for them. The alternatives to *if* and (more likely) the alternative forms will be newer, so you may want to spend more time on these. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how to use the alternative 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 exercise practises the form and meaning of mixed conditionals. Elicit the first answer as an example, then ask Ss to write the rest of the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes, you could provide Ss with the first clause of each sentence and ask them to complete it.

ANSWERS:

- 1 If I didn't have to go to a conference later, I would have stayed up late last night.
- 2 If I'd learnt Spanish at school, I'd be able to / could communicate with the locals here.
- 3 If Lara enjoyed superhero films, she'd have gone to see the latest *Avengers* film last night.
- 4 If the tap hadn't been leaking all night, the whole floor wouldn't be wet today.
- 5 If Oliver didn't have a really good singing voice, he wouldn't have entered the TV talent show.
- 6 If we hadn't gone swimming in cold water yesterday, I wouldn't be sneezing a lot this morning.

- 2** This exercise practises the structure of alternative conditional forms. Elicit the first answer as an example, then ask Ss to rewrite the rest of the sentences, then check in pairs. Check answers with the class.

ANSWERS:

- 1 the doctor intervening quickly / the doctor's quick intervention, the patient would be seriously ill
- 2 a partner, he can't go to the dance
- 3 as there isn't an emergency
- 4 (that) I'm not obliged to speak
- 5 you have a licence, you can't use a TV
- 6 no one contact you later today, the meeting will go ahead tomorrow

- 3** Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|------------------|-----------|--------|
| 1 weren't/wasn't | 2 Had | 3 been |
| 4 Were | 5 were to | |

PRONUNCIATION

if in natural speech

- 6A** **1.01** | Read the sentence with the class, then play the recording for Ss to listen to it. Check the answer with the class.

ANSWER:

In natural speech or at a fast pace, the initial /ɪ/ in *if* is shortened or not pronounced.

B Ss practise saying the sentences as fast as they can in pairs. Monitor and check they're saying them naturally. When they have finished, ask a few Ss to say them naturally to the class.

EXTRA: ALTERNATIVE IDEA Ss could do this as a game in groups. Ask them to use the stopwatch function on their devices to time how quickly each person can say each sentence naturally but correctly. The fastest one wins.

EXTRA IDEA: DIGITAL Ss record themselves saying the sentences on their devices, then listen to their recordings to check they're saying them clearly and quickly.

SPEAKING

- 7** Read the instructions and pieces of conventional wisdom with the class, then put Ss in pairs and ask them to choose two of the pieces of conventional wisdom and discuss them. Encourage them to use the language from the lesson when giving examples. When they have finished, ask them to add any other pieces of wisdom they've come across to the list. Elicit their ideas and their opinions of them and write them on the board. Finally, ask Ss to write their own sentences related to learning individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, ask Ss to share their ideas with the class and discuss how true they are. If you have a large class, put Ss in groups for this final stage. With online classes, remember you can ask them to share their ideas in a collaborative document.

TO FINISH

Put Ss in pairs to share which pieces of conventional wisdom from the lesson they most agree and least agree with.

1B Tomorrow's learning

GRAMMAR | nominal relative clauses

VOCABULARY | collocations: education; compound nouns

PRONUNCIATION | emphatic syllable stress

LESSON OVERVIEW

In this lesson, Ss discuss the future of education and practise note-taking and summary writing skills.

In preparation for this, they learn collocations and compound nouns related to education. Ss also learn emphatic syllable stress. The context is a listening where Ss listen to a discussion about the future of learning. This leads into the grammar where they learn about nominal relative clauses. The lesson ends with a writing activity where Ss use note-taking and summary writing skills.

Online Teaching

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

- **Ex 2C:** Put Ss in breakout rooms to test each other on the collocations.
- **Ex 3B:** Display the list of points on your device and make sure the annotate function is on. In feedback, ask different Ss to tick or highlight the points that were mentioned.
- **Ex 9B:** Ask Ss to write their summaries in a collaborative document so they can compare them in Ex 9C.

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

On the board write: *If you could alter one thing in the past about your education, what would you change?* Put Ss in small groups to discuss the question and make a list. Monitor and help with vocabulary where necessary. When they have finished, bring the class back together and ask each group to share their lists. Encourage discussion as appropriate, adding any useful words and phrases to 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

collocations: education

- 1 A** Read the questions with the class and demonstrate the activity with an example, e.g. ‘I’ve enjoyed the relationships I’ve made in my education, some of whom are still good friends today. I found learning German a really difficult experience. The materials we used weren’t very interesting and there was a lot of grammar.’ Put Ss in pairs to discuss the questions. When they have finished, elicit a few experiences and discuss question 3 as a class, writing Ss’ ideas on the board.
- B** Read the responses with the class and refer back to the ideas you wrote on the board in Ex 1A to see if any of them are mentioned. Put Ss in pairs to match the collocations with their meanings. Monitor and offer help where necessary. When they are ready, 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, give them two meanings for the collocation in each sentence (one correct and one distractor) and ask them to choose the correct one. Encourage them to cover the sentences they are not working on to reduce distraction.

ANSWERS:

- 1 c 2 j 3 a 4 g 5 d
6 i 7 e 8 b 9 h 10 f

- C** Ss complete the sentences 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 giving them the collocations as a vertical list on a separate piece of paper or on the board as this will be easier for them to read. They can then refer to the list again for Ex 2A.

ANSWERS:

- 1 took the initiative
2 find my own path
3 fulfil your potential
4 focus on individuality
5 foster good relationships
6 deliver a quality curriculum

- D** Refer Ss to the Vocabulary Bank on page 136.

► page 136 **VOCABULARY BANK** compound nouns

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 items alone, then check in pairs. Explain that some of the words in box B are used twice. Check answers with the class and write them on the board so Ss can refer to them during Ex 1B.

EXTRA SUPPORT: DYSLEXIA Matching exercises can be a challenge for Ss with dyslexia. You can make this activity more accessible for them by giving them two options from box B for each item in box A (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

blended learning, continuous assessment, critical thinking, external accreditation, peer assessment, rote learning, student loan, tuition fees, virtual learning environment, vocational training

- B** Ss match the compound nouns with the definitions individually, then check in pairs. Monitor and offer help where necessary.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the complete compound nouns as a vertical list on a separate piece of paper. Also, ask them to cover the definitions they’re not working on to avoid distractions.

ANSWERS:

- 1 tuition fees
2 student loan
3 continuous assessment
4 virtual learning environment
5 vocational training
6 blended learning
7 rote learning
8 external accreditation
9 peer assessment
10 critical thinking

- C** Demonstrate the activity by giving an example, e.g. ‘I had to pay tuition fees when I was at university, so I took out a student loan.’ Put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share anything interesting they found out.

PRONUNCIATION

emphatic syllable stress

2A Elicit the first answer as an example, then ask Ss to categorise the rest of the words in the collocations individually. Ss might find it useful to say the words to themselves silently as they do the activity. When they have finished, check answers with the class.

ANSWERS:

- 1 nur-tu-ring, ex-cell-ence, fos-ter-ing, ful-fill-ing, po-ten-tial, qua-li-ty, main-tain-ing, rig-or-ous, mu-tu-al, fo-cu-sing
- 2 de-ve-lop-ing, en-vir-on-ment, re-la-tion-ships, de-liv-er-ing, curr-i-cu-lum, in-i-tia-tive, es-tab-lish-ing

B **1.02** | Write the first collocation on the board and elicit the stressed syllable in each word and underline (or highlight) it. Ss underline the rest of the stressed syllables alone, then check in pairs. While they are working, write the rest of the collocations on the board. When they are ready, play the recording for Ss to listen and check their answers. In feedback, ask different Ss to come up to the board and underline the stressed syllables.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find underlined words difficult to read. They could highlight the stressed syllables instead.

ANSWERS:

- 1 a nurturing environment
- 2 striving for excellence
- 3 fostering good relationships
- 4 fulfilling your potential
- 5 a quality curriculum
- 6 rigorous standards
- 7 taking the initiative
- 8 mutual respect

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the collocations, then compare with the recording.

C Read the example with the class then ask the Ss who are responding to close their books. Put Ss in pairs (in breakout rooms with online classes) to take turns to complete the collocations and practise saying the words. Monitor and check they're using the correct stress.

LISTENING

3A Discuss the question as a class. (To ensure equal participation in large classes you could put Ss in groups.) Elicit Ss' ideas and write them on the board.

B **1.03** | Tell Ss that they're going to listen to an extract from a radio programme about future learning. Read the list of points with the class so they know what to listen for. Ss listen and tick the points which are covered, then check in pairs. With online classes, remember you can display the list of points on your device for Ss to tick which were mentioned. Check answers with the class.

AUDIOSCRIPT 1.03

S = Sarah R = Rob

S: I'm Sarah Butler and today on the programme we're talking about education. Is our education system fit for purpose? Or perhaps, a more important question might be: how do we make our education system fit for purpose for future generations? In recent decades we've seen class sizes fall, we've seen new technology embraced in classrooms and a shift to students researching information, working, and sharing work online. We've seen the role of the teacher move from dominant instructor – the fount of all knowledge – to the facilitator, an enabler of learning, manager of classroom interaction, with a move towards project and teamwork.

Happily, the image of a 19th-century classroom, with students in rows, heads down, writing whatever the teacher says in their notebooks and only speaking to answer a direct question, is something from the dim and distant past. But these reforms have been slow and a long time coming, and by no means are they part of the educational systems in every country. Tradition still holds sway in many parts of the globe and will not be relinquished easily. But our world is now changing at a rapid pace. Consider climate change, advancing technology, increasing political uncertainties – think about shifting job markets, increasing populations. Dealing with the changing nature of the world and global issues which affect us all will require minds that have been educated in a significantly different way to whatever current educational systems can offer. I'm talking today to education expert Rob Taylor about how he believes education for future generations will differ from what we have today. Rob – so, what can we expect and why?

R: Well first, let me say Sarah, I think in your introduction you've laid out exactly what we need to be considering. And you're right, it's the speed of change that will force educators to adapt so rapidly. Were we able to jump forward a hundred years, we'd be looking at a dramatically different educational system. Change is happening, and it's basically because of a refocus on how to equip students in the future; it's all based on how we view **knowledge** – the crux of any education system – is it 'knowing that' or 'knowing **how**'? Up to this point in time, 'knowledge' has meant 'knowing **that**'. By 'that' I mean education has all been about knowing facts and information and the teacher's role has been to pass that knowledge on. The students' role has been to store the knowledge and use it

whenever they need it – sadly sometimes simply to pass exams. Here in the UK, whoever makes the big educational decisions has set out that students should know maths, history or geography, English, science and a foreign language. So, I know that Paris is the capital of France, I know that seven times seven is forty-nine, I know that the bones in my foot are called tarsals and metatarsals and so on.

- S: Yes, and I know that the Spanish word for sun is ‘sol’.
- R: Exactly. But all that knowledge takes storage space in our brains, and technology is already helping us offload much of this.
- S: Like using GPS to direct us rather than remember instructions or read a map?
- R: Yes, and the map you refer to – before GPS became available – the map was a way of offloading the need to remember routes. Humans have always been good at offloading and that is what makes new learning easier. And now we’re beginning to offload big time. We don’t know something – we google it; we don’t remember something – we google it. We’ve been using calculators to replace mathematical skills for many decades! And in the future, smart tech will be taking even more weight of knowledge from our minds. However you look at it, approaches to future education will need to change.
- S: So, what sort of knowledge are we going to be needing?
- R: Instead of ‘knowing that’ we’ll need to ‘know how’. And what I’m talking about here is that it’s more than knowing how to play an instrument or cook a meal, or how to perform an operation, it’s also about doing what human beings are uniquely placed to do – knowing how to interact, collaborate, creatively problem-solve, how to understand each other, empathise, and so on. And of course, as well as knowing how to use technology, we’ll also need to know how to deal with whatever issues it throws up. All the mechanical, repetitive things will get offloaded to machines. Of course, students in the future will adapt to whatever the educational system asks of them.
- S: OK, so Rob, ‘on-the-spot’ time! You say jump forward a hundred years – well, make that jump! What are you seeing?
- R: Thanks for that! Right, ...

ANSWERS:

Points 1, 2 and 4 are covered.

- C**  **1.03** | Play the recording again for Ss to take notes about each point. When they have finished, put Ss in pairs to compare and pool their notes. Play the recording again if necessary, then elicit what information Ss have under each point.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find it difficult to listen and write simultaneously. You could pause the audio after each point to give them time to write or just tell them to simply listen in preparation for the discussion in Ex 3D.

- D** Put Ss in pairs to answer the questions, using their notes and anything else they remember from the radio programme to help. When they have finished, check answers with the class.

POSSIBLE ANSWERS:

- 1a** falling class sizes, new technology embraced in classrooms, students researching information, the changing role of teacher from instructor to facilitator, a move towards project and teamwork
- b** retain traditional methods
- c** big issues such as climate change, advancing technology, political uncertainties, shifting job markets, increasing populations
- 2a** to illustrate changes and reforms
- b** to illustrate an example of ‘knowing that’
- c** to illustrate offloading the need to remember things
- d** to illustrate one type of ‘knowing how’ to show the speaker is thinking beyond this

- E** Read the question with the class, then elicit Ss’ ideas and have a brief class discussion.

- 4A** Read the list of topics with the class, then give pairs time to think of their ideas and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** If you have a large class, put Ss in groups to compare their ideas. Otherwise, ask each pair to share their ideas with the class and find out if others agree. Write any new words and phrases on the board at the end of the discussion and have a quick class vote on the most interesting, unusual and probable ideas mentioned.

GRAMMAR

nominal relative clauses

- 5A** Elicit the first answer as an example and point out that *what* will be used to fill three of the gaps. Ss complete the sentences individually, then check in pairs. Check answers with the class.

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

ANSWERS:

- | | |
|-------------------|-------------------|
| 1 However | 5 what |
| 2 what | 6 Whoever |
| 3 what | 7 whenever |
| 4 whatever | |

B Elicit the first answer as an example, then ask Ss to match the rest of the pronouns with their meanings alone, then check in pairs. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA As dyslexic learners can find it difficult to move between different places on the page, you could help them manage the information in this activity by providing the definitions as a vertical list on a separate piece of paper which they can hold next to the pronouns in the completed sentences to find the matches.

ANSWERS:

- a** what (sentences 2 and 5)
- b** what (sentence 3)
- c** whoever
- d** however
- e** whatever
- f** whenever

C Demonstrate the activity by sharing your own example with the class, e.g. ‘Whenever I find it challenging to learn something, I ask for help.’ Ss complete the sentences individually. (They could use some of their notes from Exs 3 and 4 to help with ideas if needed.) Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their ideas. In feedback, ask a few Ss to share their ideas with the class and find out if others agree.

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 nominal relative clauses. Write the following sentences on the board: *The things that people study in the future will be very different.*

The subjects which people study in the future will be very different.

Focus attention on the first sentence and elicit how we can say the same thing using *what* (*What people study in the future will be very different.*) and write it on the board. Then elicit how we can write the second sentence with *Whatever* (*Whatever subjects people study in the future will be very different.*) and write it on the board. Explain that nominal relative pronouns like this combine a relative pronoun with a noun or another pronoun and are used for conciseness. 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 Elicit the first answer as an example and write it on the board. Ss find the combinations in the sentences and replace them alone, then check in pairs. Check answers with the class and point out that in sentence 5 they also need to change the verb so that it agrees with the new pronoun.

EXTRA SUPPORT: DYSLEXIA Multistage tasks can be a challenge for Ss with dyslexia. In this case, break the exercise down into distinct stages. First ask them to highlight the noun/pronoun + pronoun combinations in each sentence and check answers. Then ask them to replace the combinations with a single pronoun. You can also remind them both here and in Ex 2 to cover the sentences they’re not working on to reduce distractions.

ANSWERS:

- 1** I remember ~~the time that~~ **when** we actually enjoyed weekends.
- 2** Anyone who **Whoever** thinks writing a book is easy should try it for themselves.
- 3** If you don’t like ~~the way that~~ **how** she treats you, tell her.
- 4** I’ll have my eggs ~~any way that~~ **however** you want to make them.
- 5** Don’t forget ~~the things that are~~ **what’s** important to you and you can’t go wrong.
- 6** There are two routes to the airport, so you can choose ~~the one that~~ **whichever** you prefer.
- 7** The person who **Whoever** I like the most is best kept a secret.
- 8** You can have ~~anything that~~ **whatever** you want, just name it.

2 Elicit the first answer as an example, showing how each reply responds to the statement in a different way. Ask Ss to complete the rest of the replies individually, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

ANSWERS:

- | | |
|------------------------|-------------------|
| 1 a who | b Whoever |
| 2 a what | b whatever |
| 3 a when | b whenever |
| 4 a what | b Whatever |

SPEAKING

6A Read the questions and areas to consider with the class, then give Ss plenty of time to think of their ideas and make their own notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in pairs to discuss their answers, using their notes to help them. Monitor and make notes on Ss' language use for later class feedback. When they have finished, elicit their ideas and have a brief class discussion. Give the class feedback on their language use, using any notes you took while monitoring.

EXTRA SUPPORT: TEACHER Ideally, we don't want to interrupt Ss when they are speaking freely so they can practise and develop fluency. However, Ss like receiving feedback on their language use, so monitor discretely and make notes on common errors and examples of good language use, as well as any vocabulary. After feedback on the content of the activity, write these on the board. Praise good language use and correct any errors without saying who made them.

WRITING

note-taking and summary writing

7A Read the questions with the class and ask Ss to think about how they've taken notes in the lesson so far. Put Ss in pairs to discuss the questions. When they have finished, elicit ideas from a few Ss and find out if others agree.

B Give Ss time to read the tips, then ask a few Ss which they use most and least and why, and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the tips with them. You could ask the same partner to read the summary with them in Ex 8A. Alternatively, read the tips (and the summary in Ex 8A) to the class (or record them before the lesson) so learners with dyslexia can listen while they read.

8A Remind Ss of the extract from a radio programme they heard in Ex 3B and read the list of important things to remember when writing a summary with the class. Give Ss time to read the summary, then put them in pairs to discuss how the writer has used the advice. When they have finished, discuss as a class, eliciting examples from the summary.

B Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can simplify this activity for Ss with dyslexia by giving them the verbs in bold in the summary in Ex 8A as a vertical list on a separate piece of paper or on the board. They can refer to the list rather than needing to locate the words in the text.

ANSWERS:

- 1 cited/cites
- 2 pointed/point
- 3 began/begins
- 4 give
- 5 compared/compares, focused/focuses
- 6 went/goes
- 7 accepted/accepts

9A **1.04** | Tell Ss that they're going to listen to another extract from the same radio programme they listened to in Ex 3B. Make it clear that they're going to write a summary of it after and remind them of the tips for taking notes. Ss listen and take notes. When they have finished, put Ss in pairs to compare notes and play the recording again if necessary for them to check their notes.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia by providing them with three headings to take notes under:

- Classrooms and groupings
- Interactive learning
- AI

As writing while listening can be a challenge for dyslexic learners, you could pause the audio after each point or allow them to listen to the recording on their devices, pausing when they need to write their notes.

AUDIOSCRIPT 1.04

R = Rob S = Sarah

R: Right, this is a great leap in the dark! And I know, I know, I set myself up for this ... let me think. Hmm, I guess the student in a hundred years' time most definitely won't spend whole days in a classroom – at least not a physical one.

S: You mean – they will learn everything online?

R: Not everything – I think there will still be physical interactions of some shape or form. But class timings won't be fixed as they are today, and perhaps students will be grouped – online or in a classroom – according to ability, not age. So, a ten-year-old may be in a study group with a fifteen-year-old. Students will also, in all probability, interact with other students internationally, not locally or even within the same country. They may even be able to project a three-dimensional hologram into a study group on another continent. Who knows? What I am very sure of, however, is that VR will play

an enormous role in future education. Our student will be able to experience first-hand, for example, the way elephants interact in family units, instead of hearing or reading about them. And gamification will also be a big player. Using role-play games could be an excellent interactive way to inspire students, for example to problem-solve and work collaboratively.

S: Yes – sounds a fun way to learn.

R: I would also say that AI will feature significantly. Although it sounds far-fetched, one idea some experts are floating is that each child will be equipped with an AI companion from birth which will deliver any fact-based knowledge the child needs and will record every single experience the child has, acting as a memory bank if you like. So, the companion will record every conversation, every film, every book – that is if we still have films or books! Or maybe we'll all have computer chips in our brains to download new information! The possibilities are endless and making predictions at this stage is a minefield. All we can say is that future learning will happen in a very different way to today!

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that note-taking and summarising are very useful work skills. Put Ss in pairs and ask them to discuss which specific aspects of their job (or studies) this skill will be useful in, giving practical examples (e.g. going to and reporting back on presentations, reading lengthy reports, etc.).

B Ss write their summaries individually. They should aim to write 180–200 words. Monitor and encourage them to use the vocabulary and grammar from the lesson. With online classes, remember they can write their summaries in a collaborative document so they can compare them in Ex 9C.

C Put Ss in pairs to read each other's summaries. Remind them of the tips on writing summaries in Ex 8A and ask them to look for ways in which their partner has done these things. After reading, they can discuss how their summaries are similar and different.

FUTURE SKILLS | Self-management



D Read the Future Skills box with the class, then ask them to think about their answer to the question. When they are ready, elicit answers from a few Ss and find out if any others have the same or similar answers.

TO FINISH

Put Ss in pairs and ask them to consider the collocations in Ex 1B and discuss how far they think their own education and past educational institutions achieved each of the things mentioned. Encourage them to give examples.

1C Creativity

HOW TO ... | manage interaction during a discussion

VOCABULARY | creativity

PRONUNCIATION | polite intonation

LESSON OVERVIEW

In this lesson, Ss practise managing interaction during a discussion. They also learn words and phrases related to creativity. The context is a listening where Ss listen to a radio discussion about creativity. This leads into the functional language, where Ss then practise polite intonation. The lesson ends with a speaking activity where Ss have a discussion about developing creativity.

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 different Ss to draw lines to match them for others to compare.
- **Ex 5B:** Ask Ss to mute themselves and practise saying the sentences on their own before listening to check.

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

Tell the class that the school has an empty room and the director has asked them to think about how the school can use the space as an area to encourage creativity. Put Ss in pairs to think of and discuss their ideas. When they are ready, ask each pair to share their ideas with the class. You could hold a class vote via a show of hands (or an online poll) to pick the best idea.

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

creativity

- 1 A** Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share their ideas with the class.
- B** Introduce the topic by asking Ss if they know about the left/right-brained distinction and which they consider themselves to be, if so. (At this point don't tell them that this theory has been discredited.) Ss read the article to check their ideas. When they have finished, ask if they found anything in the article surprising and why.
- C** If you have a large class, put Ss in groups to discuss the questions. Otherwise, discuss the questions as a class.
- 2 A** Ss match the sentence halves alone, then check in pairs. With online classes, remember that you can display the sentence halves for Ss to match in feedback. Check answers with the class and check understanding of the words and phrases in bold.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two possible endings for each sentence beginning (one correct and one distractor) and asking them to choose the correct one. Covering the sentence halves they are not working on will help reduce distraction.

ANSWERS:

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

- B** Give Ss a minute to think of their answers and examples, then put them in pairs to share them. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

How to ... manage interaction during a discussion

- 3 A** Read the question with the class, then put Ss in pairs to think of and note down their ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit Ss' ideas and write them on the board.
- B** **1.05** | Tell Ss that they're going to listen to an extract from a radio programme where the speakers discuss the question in Ex 3A. Ss listen to see if any of their ideas are mentioned. When they have finished, refer back to their ideas on the board and tick any that appear in the recording. Elicit any other ideas that are mentioned, too.

AUDIOSCRIPT 1.05

P = Presenter J = Jake K = Kelly M = Marie

- P: OK, so today's big question is whether creativity can be learnt or not. And with me I have a secondary school teacher, Kelly Martin; a businesswoman, Marie McCall; and a novelist, Jake Hawkins. To get the ball rolling, let's start with Jake. You're a successful writer, Jake, so everyone knows that you're a creative guy – in your opinion, is creativity something we can all learn or is it a talent that you're born with?
- J: Hmm. It's an interesting question and the short answer is I don't really know. I get a lot of people asking me – Where do I get my ideas? Have I always had stories in my head? – and it's really a bit of a mystery to me.
- K: So, would you say you get flashes of inspiration? I love your books by the way!
- J: Thanks! I suppose so. They usually happen when I'm doing something else entirely – I mean, not sitting at a computer trying hard to think of something. But out on a walk or playing with the kids – something will spark my imagination – sometimes completely out of the blue!
- K: You see, I think that's important. As you know I teach young people, and I try to develop their creativity by encouraging them to do things just like that – going for a walk, letting the mind wander it's amazing what insights and creative thoughts you can get.
- P: But surely we can't all be creative geniuses? There has to be an element of raw talent – something you're born with?
- J: OK, I hear what you're saying, maybe there has to be a spark of talent that's innate, but that needs to be nurtured and it doesn't come just like that. I mean, unless you're a Mozart or a Mary Shelley, you have to work at being creative, it takes patience and time, a lot of practising, thinking, rejecting ideas, rethinking and ...
- M: If I can come in here, I think it all depends on the type of creativity you're talking about. What I'm concerned with is innovation in a business setting, helping people to think outside the box and come up with novel ideas. And for me that means having experience and being versatile, open to new things and so on.
- K: Agreed, and going back to what I was saying earlier – encouraging my students to become more creative involves just what you're talking about; that need to be open to the new and unfamiliar – and not pigeon-holing yourself by thinking 'I'm not a creative person, it's not in my nature'. I believe creativity can be learnt.
- P: So, you're saying that if I wanted, I could sit down and write a novel, like Jake here ...

- K: Not at all, ... sorry, I didn't mean to cut you off, but no – that's not what I'm saying at all, I'm talking about learning to be a better writer, and become a more creative thinker ... not becoming a creative genius. I'd say ...
- M: Absolutely, you've hit the nail on the head. I don't think anyone is saying that we can all be another Jake! Sorry Kelly, you were saying ... ?
- K: No worries. I'd like to hear Jake's thoughts on this. Jake?
- J: Actually, having listened to the comments, I'd say that there are definitely a lot of 'me's out there – there are writers, artists, musicians and great creative thinkers who just haven't been heard yet or discovered. I was in the right place at the right time. And you're also bang on about creativity. My talent – what there is – is geared towards writing, coming up with storylines, fleshing them out, connecting with readers – but put me in a business meeting and I'd freeze. My mind doesn't think that way.
- M: Come on, Jake – don't downplay your talent here – you're wired to think outside the box. To go back to my earlier point, there are ways to teach people to be more creative, but all of that can't make up for a lack of innate talent.
- K: Let me pick up on that, Marie – what we do, or at least, I do, is give advice. For instance, we have in-class discussions about getting out of the linear approach to problem-solving, focusing on the importance of patience, relaxing, daydreaming, and there's something I read the other day about the importance of the colour green ...
- P: Did you just say 'green'? What's that got to do with being creative?
- K: If I could just finish?
- P: Please – go on. I'm fascinated!
- K: OK, what I started to say was, apparently looking at the colour green immediately before doing a creative task can increase creativity – as opposed to blue or yellow which has a more mellowing effect ...
- M: Well, that's a new one on me.
- K: Yes, well ... obviously, as we mentioned before, it's important to focus on being open to new experiences, learning new things, looking at other viewpoints, all of which helps to develop creativity.
- P: Thanks for that, Kelly. Right guys, the clock's ticking on this one, so if I can just bring Jake back in on the topic of inspiration. Earlier you raised an important point about ...

C  **1.05** | Read the questions with the class so they know what to listen for. Then play the recording again for Ss to listen and answer the questions, then check in pairs. Check answers with the class.

4A Explain to Ss that they should complete the phrases with one word in each gap, then elicit the first answer as an example. Ss complete the phrases individually from memory, then check in pairs.

B  **1.06** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

- | | | |
|---------------------|-----------------|-------------------|
| 1 ball | 2 come | 3 what |
| 4 cut | 5 saying | 6 thoughts |
| 7 earlier | 8 pick | 9 started |
| 10 mentioned | 11 bring | 12 raised |

C Ss match the phrases from Ex 4A with the categories alone, then check in pairs. Check answers with the class.

ANSWERS:

- Interrupting: phrases 2, 4
 Returning to a previous point: phrases 3, 5, 7, 9, 10, 12
 Directing the interaction: phrases 1, 6, 8, 11

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.

► page 114 GRAMMAR BANK

GB

This focuses on the form and use of functional language to manage interaction during a discussion. Check the use and understanding of the phrases 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 exercise focuses on the form of the phrases. Ss write the phrases individually, referring to the notes if necessary, then check in pairs. Check answers with the class.

ANSWERS:

- 1** Could I just make a point here?
- 2** To go back to my earlier point, ...
- 3** Earlier, you raised an important point ...
- 4** Let me pick up on that.
- 5** We're running out of time.
- 6** If I could just finish, ...

2 This exercise focuses on the use of the phrases. Explain to Ss that they should complete the first part of the discussion with one word in each gap, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could provide two options for each gap in Exs 2 and 3 (one correct and one distractor). Also, covering the parts of the exercise they are not working on will help Ss focus on each gap.

ANSWERS:

1 get 2 start 3 come 4 cut 5 As

- 3** This exercise also focuses on the use of the phrases. The exercise continues the discussion in Ex 2. Ss first work out where parts a-d fit into the conversation, then fill in the missing words (as they did in Ex 2). Ask them to do this individually, then check in pairs. Check answers with the class.

ANSWERS:

1 c	2 a	3 d	4 b
1 thoughts	2 comment	3 pick	
4 getting	5 raised	6 going	

PRONUNCIATION**polite intonation**

- 5A** **1.07** | Read the comments with the class and explain that Ss will hear two versions of each one. Ss listen and identify which version sounds more polite, then check in pairs. Check answers with the class. Drill the polite versions chorally and individually.

ANSWERS:

1 B 2 A 3 B

- B** **1.08** | Put Ss in pairs to practise saying the comments in two ways. This can be done in a light-hearted manner with Ss exaggerating the difference. With online classes, remember you can ask Ss to mute themselves and practise saying the comments individually. When they are ready, play the recording again for Ss to listen and compare with the recording.

SPEAKING**FUTURE SKILLS | Collaboration**

- 6A** Read the Future Skills box with the class, then put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share their experiences with the class.

EXTRA SUPPORT: TEACHER The information in the Future Skills box can also make for a useful classroom management tool. If you have some Ss who tend to dominate discussions in your class, appoint them as chairperson when putting Ss in groups to discuss something and make it clear that the main job of the chairperson is to make sure everyone has a chance to participate in the discussion.

- B** Read the suggestions, options and example with the class, then arrange Ss in groups of three or four to carry out their discussion. Remind them of the 'To start' activity as some of the ideas from there may be relevant. Before they start, remind Ss of the functional language in Ex 4A and encourage them to use it to manage the discussion. Monitor while they discuss and make notes on how the discussion is being managed.

EXTRA IDEA Ask each group to appoint a chairperson to manage the interaction and make sure everyone gets a chance to participate in the discussion.

EXTRA IDEA: DIGITAL Ask one student in each group to record their discussion. Then, in Ex 6C, ask Ss to listen to their discussion and evaluate how they managed it.

- C** Ss reflect on how they managed the discussion in Ex 6B. While they do this, go round and give feedback to each group based on the notes you made while monitoring.

- D** Nominate a student from each group to report back to the class what they decided during their discussion, then compare and discuss the different choices the groups made as a class.

EXTRA: HOW TO ... Write on the board: *Is creativity a skill people are born with or can anyone learn it?*

Put Ss in the same groups as for Ex 6B to discuss their opinions on the topic and encourage them to use the functional language from Ex 4A. When they have finished, ask each group to reflect on how they managed the discussion. Did they improve on how they did this in Ex 6B? To conclude the activity, ask a few Ss to share their group's opinions on the question and have a brief class discussion.

TO FINISH

Put Ss in pairs to discuss which of the ideas in the lesson they found most useful and how they might use them in the future.

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

► page 144 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 182

1D BBC Street Interviews

Learning experiences

VOCABULARY | teaching and learning

SPEAKING | a discussion about education

WRITING | a nomination for an award

LESSON OVERVIEW

In this lesson, Ss have a discussion about education and write a nomination for an award. In order to do this, they learn vocabulary related to teaching and learning. The context is a series of BBC street interviews where people say what they enjoy about learning and what they think makes a good teacher. Ss then do a speaking activity where they have a discussion about education. The lesson ends with a writing activity where Ss write a nomination for an award.

Online Teaching

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

- **Ex 2:** 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 5C:** Put Ss in breakout rooms to discuss their ideas.

Additional Materials

For Teachers:

Presentation Tool Lesson 1D

Online Digital Resources

Writing Bank 1D

Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D

Workbook 1D

TO START

Tell the class about a particularly good teacher you had at school e.g. 'I really liked my maths teacher at secondary school. She was always very patient and took the time to go over things until she was sure everyone understood them. She really cared about our education.' Put Ss in pairs to tell each other about a good teacher they've had. When they have finished, ask one or two Ss to share what their partner told them 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.

PREVIEW

- 1 Read the questions in the BBC programme information box with the class, then put Ss in pairs to discuss different answers people might give. When they have finished, elicit Ss' ideas and write them on the board.

VIEW

- 2 ► Explain to the class that they're going to watch some street interviews with people answering the questions in the BBC programme information box. Focus attention on the photos of the people in the video. Explain to Ss that they can use these to keep track of who's speaking. Ss watch the video and check their predictions. 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. When they have finished, refer back to the ideas on the board and tick any that were mentioned.

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

- 3 A Put Ss in pairs to try to complete the extracts from the interviews. Don't give any answers yet.
- B ► Ss watch the second part of the video again and check their answers, then check in pairs. Check answers with the class.

ANSWERS:

1 level	2 adjust	3 take
4 feeding	5 dynamic	6 through

VOCABULARY

teaching and learning

- 4 A Demonstrate the activity by giving an example of your own, e.g. 'Feeding answers to students results in them not needing to remember or apply what they've learnt themselves.' Ss complete the sentences with their own ideas individually. Monitor and check Ss understand the phrases.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia that covering the sentences they are not working on will help them focus.

- B** Put Ss in pairs to compare their ideas. Encourage them to ask follow-up questions to find out more information. In feedback, ask a few pairs how far they agree with each other.

SPEAKING

a discussion about education

- 5A** Read the instructions and questions with the class and check understanding, then give Ss time to make notes on their ideas individually. Monitor and offer help where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT: TEACHER A secondary school in the UK is the school that Ss attend from the age of eleven to sixteen or eighteen.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with another student who can provide support by reading the questions with them again if necessary.

- B** Give Ss time to look back at the phrases in Ex 3A and see if they can use any to explain their answers to Ex 5A.
- C** Go through the Key phrases with the class and check understanding by eliciting sentences using them. Put Ss in small groups (in breakout rooms with online classes) to present their ideas to each other. Encourage them to give examples to justify their ideas.
- D** When they are ready, ask each group to summarise their discussion for the class and find out how similar or different their ideas were.

WRITING

a nomination for an award

- 6A** Ss read the announcement and answer the question. Check the answer with the class.

ANSWER:

to nominate a teacher for an award

- B** Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.
- C** Refer Ss to the Writing Bank on page 104.

► page 104 **WRITING BANK**

- 1A** Ss read the nomination and decide what the main topic of each paragraph is individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA

To support Ss with dyslexia, you could ask their partner from Ex 6B to read the nomination with them. Alternatively, you could record the nomination before the lesson so dyslexic learners can listen while they read. Covering the parts of the nomination they are not focusing on while they are reading will also help by reducing distraction.

ANSWERS:

Paragraph 1: naming the teacher to be nominated
 Paragraph 2: describing the teacher's expertise and approach
 Paragraph 3: describing how the teacher is supportive outside the classroom
 Paragraph 4: a summary and justification for the teacher to receive the award

- B** Ss think of who to write about and underline (or highlight) useful phrases alone. If you did the 'To start' activity, Ss could write about the teacher they discussed then.
- C** Ss write their nominations individually. They should aim to write 200–220 words. Monitor and offer help where necessary.
- D** Put Ss in small groups to share their nominations, then vote on which teacher they think should win the award. When they are ready, ask each group to share their results and a brief description of the teacher with the class.

TO FINISH

Put Ss in pairs and ask them to think of three school subjects and discuss who the best teacher they had for each one was 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, 2A, 3, 4, 5 and 6) 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 type their answers in a collaborative document so they can compare them in Ex 1B.
- **Ex 2B:** Put Ss in pairs in breakout rooms to discuss how far they agree with each statement. 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 1 (Grammar: conditional forms, nominal relative clauses; Vocabulary: describing attitudes, idioms, collocations: education, compound nouns, creativity, teaching and learning; How to ... manage interaction during a discussion). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

conditional forms

1 A Elicit an answer to the first question using the first prompt as an example and write it on the board. Then ask Ss to write their answers to the questions individually. With online classes, remember you can ask Ss to type their answers in a collaborative document. Monitor and check they're forming the sentences correctly and offer help where necessary. When they have finished, elicit a few answers to check Ss have formed their sentences correctly.

EXTRA: ALTERNATIVE IDEA To check Ss have formed the sentences correctly, you could invite different Ss to come to the board to write their sentences. Ss can then compare their answers as a class rather than doing this in pairs in Ex 1B.

POSSIBLE ANSWERS:

- 1a** If I were/was given the opportunity to take up a new language, I'd like to take up ...
- b** Should I be given the opportunity to take up a new language, I'd probably choose ...
- 2a** But for my friend's advice, I wouldn't have ...
- b** If I hadn't taken my friend's advice, I wouldn't have ...
- 3a** If ... hadn't taught me ..., I wouldn't ...
- b** Had ... not taught me ..., I wouldn't ...
- 4a** If it hadn't been for the report on ..., I wouldn't ...
- b** But for the report on ..., I wouldn't ...

B Put Ss in pairs to compare their answers in Ex 1A.

nominal relative clauses

2 A 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 can make this activity more accessible for Ss with dyslexia by providing two options for each sentence (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

- 1 whoever
- 2 how
- 3 whichever/whatever/what
- 4 Whenevers/When
- 5 what
- 6 however
- 7 whatever/what

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss to what extent the statements in Ex 2A are true for them. Encourage them to give examples to support their answers. When they have finished, elicit answers from a few Ss and have a brief class discussion.

VOCABULARY

- 3** Ss complete the collocations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could support Ss with dyslexia in this activity by giving them the words in the box as a vertical list, either on a separate piece of paper or on the board.

ANSWERS:

- | | | |
|---------------|--------------|--------------|
| 1 environment | 2 potential | 3 excellence |
| 4 path | 5 initiative | 6 mutual |

EXTRA IDEA Put Ss in pairs or small groups to discuss how far they agree with the sentences in Ex 3, giving reasons for their opinions.

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

ANSWERS:

- | | | |
|-----------|----------|----------|
| 1 fertile | 2 innate | 3 out of |
| 4 sparked | 5 novel | 6 flash |

- 5** Look at the example with the class. Ss complete the rest of 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).

ANSWERS:

- 2 not to get hung up about
- 3 believe (that) continuous assessment is / believe continuous assessment to be
- 4 an element of truth
- 5 knocked her confidence

- 6** This activity reviews both the grammar and vocabulary of Unit 1. Ss complete the blog post with one word in each gap individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the blog post 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 6. Also remind them to cover the parts they are not working on when doing to the activity to help reduce distraction.

ANSWERS:

- | | |
|-----------------|------------|
| 1 go | 5 towel |
| 2 whatever/what | 6 Whoever |
| 3 for | 7 were/was |
| 4 would | 8 change |

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 them in the future.

2 culture

Global Scale of English LEARNING OBJECTIVES

2A Cities

- READING | Read an article about Cities of Culture: describing the impact of an action; binomials
- Pronunciation: schwa /ə/
- Talk about applying to be 'City of Arts': advanced ways of comparing

GSE INFORMATION

READING

79 Can understand complex arguments in newspaper articles.

VOCABULARY

76–90 Can use language related to cause, purpose and effect.

76–90 Can use language related to decision or indecision.

GRAMMAR

76 Can make comparisons in linguistically complex sentences.

SPEAKING

78 Can give reasons and explanations for their opinions using linguistically complex language.

2B Lost in translation

- LISTENING | Understand a radio interview about interpreting: summarising verbs; multi-word verbs for reporting
- Pronunciation: using intonation to show contrasting opinions
- Talk about apps: reporting
- Write an informative summary for a careers brochure

GSE INFORMATION

VOCABULARY

76–90 Can use language related to summarising.

76–90 Can use language related to cultures, customs, traditions and celebrations.

LISTENING

82 Can understand the details in a linguistically complex audio recording.

GRAMMAR

79 Can use a wide variety of structures to report both spoken and written language.

SPEAKING

76 Can summarise the main points from answers to a survey using linguistically complex language.

WRITING

76 Can write essays and reports synthesising information from a number of sources.

2C The way we do it

- HOW TO ... | maintain and develop interaction: conventions/cultural heritage
- Pronunciation: expressing surprise and asking for reaction

GSE INFORMATION

VOCABULARY

76–90 Can use language related to manner of doing something.

HOW TO ...

80 Can maintain and develop interaction on an abstract topic by expressing interest, agreement or disagreement.

SPEAKING

80 Can maintain and develop interaction on an abstract topic by expressing interest, agreement or disagreement.

2D Flavours

- BBC PROGRAMME | Understand a TV travel and cookery programme about food in the USA
- Make a proposal for a new restaurant: describing food
- Write a blog post about a food hotspot

GSE INFORMATION

VOCABULARY

76–90 Can use language related to food and drink.

SPEAKING

76 Can contribute to group discussions even when speech is fast and colloquial.

WRITING

80 Can write a detailed description of a place using linguistically complex and nuanced language.

► 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.

- Discuss the vlog question as a class, then play the video for Ss to watch and find out who, if anyone, they agree with. Elicit answers from a few Ss. Then put Ss in pairs to discuss the question in part 2. When they have finished, elicit ideas and reasons from a few pairs and find out if others agree.

ANSWERS:

- 1 Ideas mentioned in the vlogs:

Speaker 1: Paris (elegant and romantic)

Speaker 2: India (vibrant and interesting, can spend time outside, lots of street food)

Speaker 3: Costa Rica (nature and plants)

Speaker 4: Spain (the culture, maintain high level of Spanish, close enough to visit family and friends)

Speaker 5: Italy (food, culture and people)

Speaker 6: Brazil (history, culture, music, dancing and opportunity to learn Portuguese)

Speaker 7: New Zealand or Canada (English-speaking, beautiful, safe, open)

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 Cities

GRAMMAR | advanced ways of comparing

VOCABULARY | describing the impact of an action; binomials

PRONUNCIATION | schwa /ə/

LESSON OVERVIEW

The aim of this lesson is for Ss to justify a point of view. In order to do this, they learn phrases for describing the impact of an action and some binomials. They also learn advanced ways of comparing. The context is an opinion piece article about Cities of Culture. This leads into the grammar, where Ss also practise the use of the schwa /ə/ sound. The lesson ends with a speaking activity where Ss have a discussion and try to persuade their partner of their point of view.

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 a collaborative document so they can compare them in Ex 4C.
- **Ex 6A:** Display the sentence halves on your device and make sure the annotate function is on. In feedback, ask different Ss to draw lines to connect the halves.
- **Ex 6B:** Put Ss in breakout rooms in pairs to discuss the sentences in Ex 6A.
- **Exs 8A and 8B:** Ask Ss to type their ideas in a collaborative document shared by the pair and read each other's ideas.

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

On the board, write:

How do cities contribute to the culture of a nation?

Think of examples and consider these things:

- educational establishments
- famous places
- transport types
- food
- local history

Put Ss in small groups to discuss the questions. When they have finished, ask a member of each group 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.

1A Put Ss in pairs and set a strict time limit for them to write their lists. When the time is up, ask pairs to stop writing and find out how many each pair got. Elicit which cities they came up with.

EXTRA CHALLENGE Ask Ss to try and think of a city that begins with each letter of the alphabet. In feedback, elicit their ideas and write them on the board.

B Ss discuss the questions in the same pairs as for Ex 1A. When they have finished, elicit their ideas and have a brief class discussion.

EXTRA SUPPORT: TEACHER Note that while they are called 'Capitals of Culture', this does not mean that only capital cities can have this status – any city or town could be a Capital of Culture, e.g. Esch-sur-Alzette (Luxembourg), Kaunas (Lithuania) and Novi Sad (Serbia) were European Capitals of Culture for 2022.

2A Ask Ss to read the first paragraph of the article and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 that the idea of being a cultural icon or exemplifying cultural ideals is being taken too far and risks losing focus
- 2 The writer starts by being factual, but then the writing becomes clearly fictitious, to emphasise the point.

B Ss read the rest of the article to find out whether the writer thinks Cities of Culture are a good thing or not, then check in pairs. Check the answer with the class.

ANSWER:

The writer concludes that there are both pros and cons.

C Read the questions with the class, then ask Ss to read the article again and choose the correct answers individually, then check in pairs. Monitor and offer help where necessary. When they have finished, check answers with the class.

ANSWERS:

- 1 b 2 a 3 b 4 a 5 c

3 Put Ss in pairs to discuss which of the sentences in Question 5 in Ex 2C they agree with. Make sure they give their reasons. When they have finished, go through the sentences with the class and have a brief class discussion, eliciting Ss' reasons for their opinions.

VOCABULARY

describing the impact of an action

4A Draw Ss' attention to the phrases in bold in the article. Ask them to decide if each describes a positive or negative effect individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold from the article as a vertical list on the board or on a separate piece of paper.

ANSWERS:

Positive: have tangible benefits, showcasing the best of, raise the cultural profile, give the cultural life of that city a boost, facilitate cultural development, bring long-term benefits

Negative: ends up stuck with, have a detrimental effect, do more harm than good

B Demonstrate the activity by sharing one or two of your own ideas, e.g. 'Investment in the arts would have tangible benefits for my town. An exhibition would be a great way of showcasing the positive things about where I live.' Ss complete the sentences with their own ideas individually. With online classes, remember you can ask Ss to type their answers in a collaborative document so they can compare them in Ex 4C. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- C** Put Ss in pairs to compare their ideas. When they have finished, ask each pair to share how many of their ideas were the same and what they were.
- D** Refer Ss to the Vocabulary Bank on page 137.

VB

► page 137 **VOCABULARY BANK** binomials

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 SUPPORT: TEACHER Binomials are a type of collocation including two words separated by a conjunction. Their order is fixed (e.g. *fish and chips*, *rock and roll*, NOT *chips and fish*, *roll and rock*).

- 1A** Ss complete the sentences with words from the article on page 21 alone, then check in pairs. Check answers in pairs.

ANSWERS:

1 First 2 part

- B** Ss complete the sentences individually, then check in pairs. Encourage Ss to use association, form and alliteration to help them work out what the binomials are. With weaker classes, tell Ss they can look the binomials up in a dictionary or online. 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, you could provide two options for each sentence (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

1 peace	2 slowly	3 hustle	4 make
5 cut	6 give	7 short	8 out
9 By	10 Sooner	11 pick	12 live

- C** Put Ss in pairs to discuss what the binomials in Ex 1A and Ex 1B mean. In feedback, check understanding by eliciting different sentences for each phrase.

POSSIBLE ANSWERS:

first and foremost – most importantly, with priority
 part and parcel – a significant element
 peace and quiet – tranquillity
 slowly but surely – progressing slowly but well
 hustle and bustle – noise and crowds
 make or break – the last chance
 cut and dried – easy to decide
 give or take – about / approximately
 short and sweet – not long and detailed
 out and about – moving around outside
 by and large – generally
 sooner or later – at some point
 pick and choose – select
 live and learn – get wiser with experience

GRAMMAR

advanced ways of comparing

- 5** Ss complete the sentences individually, using the article to help if necessary, then check in pairs. Check answers with the class. Use this exercise as a diagnostic activity to gauge how much Ss know. This will help you decide how much detail to go into when going through the notes in the Grammar Bank in Ex 6C.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to cover the sentences they're not working on to help reduce distraction.

ANSWERS:

1 like 2 as 3 like 4 as 5 as 6 as 7 than

- 6A** Elicit the first answer as an example, then ask Ss to match the rest of the sentence halves alone, then check in pairs. Check answers with the class. For online classes, you can display the sentence halves on your device and ask different Ss to draw lines to connect the halves in feedback.

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

ANSWERS:

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

- B** Demonstrate by saying whether the first sentence in Ex 6A is true for you, e.g. ‘No, that’s not true; I live in a big city.’ Put Ss in pairs (in breakout rooms with online classes) to discuss the sentences. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.
- 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

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the other structures and phrases given for making comparisons.

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 practises the form of comparisons with *as* and *like*. Ask Ss to complete the rest of the sentences, then check in pairs. Check answers with the class.

ANSWERS:

1 as **2** like **3** as **4** like **5** as **6** as

- 2** This exercise practises the use of advanced ways of comparing. Ask Ss to match the sentence halves, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia by highlighting the parts of the phrases for making comparisons that they need to match within each set of sentence halves. You can also ask them to cover the sentence halves they’re not working on in order to minimise distractions.

ANSWERS:

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

- 3** This exercise focuses on the form and meaning of advanced ways of comparing. Ss rewrite 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).

ANSWERS:

- 1** get a painting (any) more lifelike / get a more lifelike painting
- 2** at complete variance with
- 3** so much his words as
- 4** claims were so ridiculous as to
- 5** was easily as exhausting as
- 6** that it was a bit like / as to be a bit like

EXTRA SUPPORT With weaker classes, and for Ss with dyslexia, you could provide more of the completed sentences, leaving just the comparative structures for them to complete.

PRONUNCIATION

schwa /ə/

- 7A** **2.01** | Focus attention on the words in bold, then play the recording for Ss to notice the common vowel sound (the schwa /ə/). Check the answer with the class.

EXTRA SUPPORT: TEACHER The schwa (/ə/) is the most common vowel sound in English connected speech. It is made when the articulators in the mouth are relaxed and therefore is never stressed. You may want to joke with the class by saying ‘I want to be like the schwa, because it’s never stressed.’

ANSWER:

They all have the schwa /ə/ sound in common.

- B** **2.01** | Ss listen again and practise saying the sentences. Monitor and check they’re using the schwa /ə/ sound to help them say the sentences more quickly and naturally.

SPEAKING

- 8A** Read the instructions and questions with the class, then put Ss in pairs and ask them to think of ideas to answer the questions. Encourage them to use the vocabulary from the lesson and make notes of their ideas.
- B** Direct Ss to page 142 and read the ideas. In their pairs, Ss compare the ideas in the lists with their own from Ex 8A and add their ideas to the relevant sections.
- C** Rearrange Ss into new pairs (A and B) to discuss their ideas and try to convince each other, with Student A arguing for the idea and Student B against it. Monitor and encourage Ss to use the grammar and vocabulary from the lesson. Make notes on Ss' language use for later class feedback.
- D** Ask each pair to try and agree how to vote based on their discussion. When they have finished, ask each pair if they agreed and if so what they agreed on. Give the class feedback on their language use as a class.

EXTRA IDEA If you have time at the end of the activity, Ss could stay in their pairs and swap roles, with Student B arguing for and Student A against.

TO FINISH

Put Ss in pairs to discuss what practical steps their own city could take to become a 'City of Arts'.

2B Lost in translation

GRAMMAR | reporting

VOCABULARY | summarising verbs; multi-word verbs for reporting

PRONUNCIATION | using intonation to show contrasting opinions

LESSON OVERVIEW

In this lesson, Ss learn how to report information and write an informative summary. In order to do this, they learn summarising verbs and grammar for reporting. The context is a listening where Ss listen to an interview with an interpreter, which leads into the grammar. They also practise using intonation to show contrasting opinions. Ss then do a speaking activity where they summarise information about their partner. The lesson ends with a writing activity where Ss learn how to synthesise information in a summary.

Online Teaching

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

- **Vocabulary Bank 2B, Ex 1C:** Put Ss in breakout rooms to do the activity.
- **Ex 3A:** Ask Ss to type their ideas in a collaborative document to refer back to in Ex 3B.
- **Writing Bank 2B, Ex 2B:** Ask Ss to type their summaries in a collaborative document so they can compare them in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 2B

Photocopiable Activities 2B

Grammar Bank 2B

Vocabulary Bank 2B

Writing Bank 2B

For Students:

Online Practice 2B

Workbook 2B

TO START

Tell Ss about an amusing experience you've had in a foreign language, e.g. 'I once had a friend from another country who was studying in Britain. When his course finished I asked him what he was going to do next. He told me that he had to go back home as, because of his visa, he couldn't walk here. I was confused and asked him if he had a problem with his legs or something. After a while I realised he said he couldn't work here, but was pronouncing 'work' as 'walk', because of the spelling.' Put Ss in small groups to discuss any amusing experiences they've had, then share them 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

summarising verbs

1 Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit their ideas and have a brief class discussion. You could also ask Ss if they've ever used a translator or an interpreter and, if so, to share the experience.

EXTRA SUPPORT: TEACHER The phrase *lost in translation* is used to describe when something fails to have the same meaning or effectiveness when translated into another language.

2A Ss read the summary and make a list of the challenges mentioned, then compare ideas in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the summary with them. Alternatively, record the summary before the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:

- intonation cannot be translated
- some forms of writing, e.g. poetry, cannot be translated
- cultural differences affect translation of shades of meaning and concepts that differ in different cultures
- doubtful whether training courses address these problems sufficiently

B Draw Ss' attention to the verbs in bold in the summary in Ex 2A. Ask them to match them with the definitions individually, then check in pairs. Check answers with the class. You could write them on the board for Ss to refer to when they do Ex 3D.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the infinitive form of the verbs in bold in the summary in Ex 2A as a vertical list on the board or on a separate piece of paper. To reduce the amount of information they need to process, you could provide two lists of verbs: one for definitions 1–6 and one for 7–12. The list(s) of verbs can also be used in Ex 3D.

ANSWERS:

- | | | |
|----------------------|-------------------|----------------------|
| 1 voice | 2 accept | 3 cite |
| 4 echo | 5 question | 6 call for |
| 7 acknowledge | 8 maintain | 9 raise |
| 10 illustrate | 11 ponder | 12 comment on |

C Read the title of the report with the class, then ask Ss to read the report and choose the correct verbs to complete it, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could advise dyslexic learners that covering the parts of the report they are not currently working on will help them focus.

ANSWERS:

- | | |
|---------------------|----------------------|
| 1 raised | 5 maintained |
| 2 echoed | 6 pondered |
| 3 accepted | 7 illustrated |
| 4 questioned | |

D Introduce the activity by sharing your own view with the class, e.g. 'I usually watch things on my phone when I'm working out, so I much prefer dubbing as my eyes aren't always on the screen.' Put Ss in pairs to discuss their preferences. When they have finished, ask a few pairs to summarise their discussion for the class using the verbs not used in Ex 2C.

EXTRA: ALTERNATIVE IDEA Put Ss in groups of three to do Ex 2D. Two Ss have the discussion while the third makes notes, then shares these with the rest of the group. Ss can then use the notes to write a summary of the discussion for homework.

E Refer Ss to the Vocabulary Bank on page 137.

► page 137 **VOCABULARY BANK** multi-word verbs for reporting

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.

VB **1 A** Elicit the first answer as an example, then ask Ss to identify the rest of the verbs and objects alone. (Ss with dyslexia may find it better to highlight the verbs as underlining could distort the letters and make them difficult for them to read.) Ask Ss to check their answers in pairs, then check answers as a class and write them on the board so Ss can refer to them easily during Ex 1B. Elicit which of the verbs are separable. If Ss think *reeled off* is not separable, point out that it can be separated but that it would be clumsy to do so in this sentence.

EXTRA SUPPORT: DYSLEXIA Multistage tasks can be a challenge for Ss with dyslexia. In this case, break the exercise down into distinct stages. First, ask Ss to identify and highlight the multi-word verbs and check answers. Then ask them to identify the object and circle it, then check answers. Finally, elicit which verbs are separable. It would also be helpful for Ss to cover the sentences they're not working on in order to minimise distractions.

ANSWERS:

- 1 verb: calling for, object: more signers
- 2 verb: fill (me) in on, object: me
- 3 verb: talked (me) into, object: me
- 4 verb: back (me) up, object: me
- 5 verb: tipped (me) off, object: me
- 6 verb: reeled off, object: the names

Separable: fill someone in on, talk someone into, back someone up, tip someone off, reel off

B Read the definitions with the class. Ss match the multi-word verbs with the definitions individually, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Rather than refer dyslexic learners to the verbs on the board, you could provide them with the multi-word verbs on a separate piece of paper which they can place next to the definitions. Also, ask them to cover the definitions they're not working on to avoid distractions.

ANSWERS:

- | | |
|---------------------|----------------------|
| a back someone up | d tip someone off |
| b talk someone into | e fill someone in on |
| c call for | f reel off |

C Read the example with the class and demonstrate with a stronger student if necessary, then put Ss in pairs (in breakout rooms with online classes) to do the activity. Point out that Student A should choose which multi-word verb they are aiming to provide a sentence for without telling Student B what it is. When they have finished, ask a few pairs to share an example with the class.

LISTENING

3 A Discuss the question as a class. (With large classes you could put Ss in groups to ensure equal participation.) Elicit Ss' ideas and write them on the board. With online classes, Ss can write their ideas into a collaborative document which you can refer back to in Ex 3B.

B  **2.02** | Play the recording for Ss to listen and check if any of their ideas from Ex 3A are mentioned. In feedback, go through the list of ideas on the board and tick any that were mentioned. With online classes, remember you can use the collaborative document from Ex 3A. Elicit any new ideas mentioned in the recording and add them to the board. Elicit what Ss remember about what was said about each idea.

AUDIOSCRIPT 2.02

I = Interviewer A = Alan

I: International conferences are huge events where people from a range of cultures come together to share ideas and opinions or to debate, and therefore the need for simultaneous interpretation is vital. It's something that's always fascinated me. What is it like to sit in a booth all day at the United Nations or in a conference, translating at the same time as people are talking? What sort of problems do the interpreters face? Joining me in the studio is Alan Suarez, who is an interpreter for international conferences where he translates between Spanish, German and English. Alan, welcome to the programme.

A: Thanks.

I: So, what would you say are the main challenges you face when you're interpreting?

A: That's something I get asked a lot. There are quite a few challenges and I'm not sure that speakers ever really consider their interpreters. For instance, a surprisingly frequent problem – and one that people find unbelievable – comes from the fact that nowadays sound levels are very carefully checked so microphones and headsets are set for voice level. Some speakers, however, will start off by shouting into their microphones or do that old-fashioned 'testing, testing' thing and tap the microphone, resulting in a loud noise which can be quite painful for the interpreter and in some cases actually cause serious injury.

I: Really? I'd never even considered that! Of course, you're sitting there in your booth with your headset on. Very vulnerable. So, what can you do?

A: Well, it's crucial to educate the speaker and of course, the organisation. I kind of shock them. Tell them that their behaviour can incapacitate the interpreter and in the worst-case scenario there's a risk of hearing loss, of the interpreter actually going deaf.

I: Are you serious?

A: Yes.

I: So, what other things can the speaker do wrong?

A: One of the worst is when they insist on speaking a language in which they're not particularly competent, that they're really not good at. I remember one very high-powered professor from ... well, I won't say where ... but her English was extremely difficult to follow. I just had to make an educated guess as to what she was trying to say. I usually try to get speeches from all speakers in advance so I at least have the written word to fall back on in these kinds of situations.

I: And I suppose sometimes people speak too fast for you to follow?

A: Yes, to a certain extent, but from experience I've found there's no point in asking them to slow down. Everyone has a natural pace of speaking so the best thing to do is not try to translate word for word but to summarise what they're saying.

I: Right. I can understand that.

A: And then of course there are cultural differences. Humour is an interpreter's nightmare. There's a risk of humorous sayings from one language getting completely lost in translation. Humour doesn't travel well, and jokes are often just not funny.

I: So, what do you do if a speaker is telling a lot of jokes?

A: I'll try and see if I can find an equivalent in the audience's language, but if I can't think fast enough, I'll fall back on the old interpreter's rule of saying, 'the speaker has just made a joke about such and such', which seems to work. Now, one really problematic area is when the speaker uses lots of metaphors, cultural references or indecipherable acronyms. For example, if a U.S. speaker starts using metaphors from American baseball, say, something like, 'I'll take a rain check on that'. Now most audiences won't have a clue about this so I have to translate it as something like, 'He would like to accept your invitation at a later time'. You've got to be very quick-thinking and versatile. You also need to have a fairly broad knowledge of culturally specific things, and do your research on acronyms, etc.

I: Is there anything else you can do about that?

A: Again, I try and educate the speaker. I suggest that they should steer clear of cultural references which seem familiar to them, but may not be understood in a different context; instead, they should find references to people or places or events that the audience will understand. But of course, often I only meet the speaker on the day of the conference, so I don't always have a chance to help them prepare for the process. And don't get me started on online conferences – some of the speakers are simply not familiar with different platforms or how they work so they can get really chaotic!

I: That sounds like a lot of problems.

A: Yes, but most problems are fixable as long as there's mutual respect between us, between the speaker and the interpreter. Understanding that we both have an important job to do. And there's one more thing I really must mention. It's a problem I take home with me. You see, I get so used to thinking ahead and predicting what people are going to say that I tend to do the same thing outside work. I anticipate the end of a sentence, so my friends are always complaining: 'You never let me finish! It's something I keep promising myself I must address!'

I: Well, this has been a real insight. Thank you very much for joining us today.

A: My pleasure.

ANSWERS:

Problems mentioned in the interview:

speakers being unaware of the sound settings which can result in shouting or loud noises causing injury to the translator; speakers not being adept at or fluent in the language they choose to speak; speakers talking quickly and so being difficult to follow exactly; interpreting things like jokes, metaphors or cultural references which don't translate well between languages; not having enough time to prepare in advance; technological problems with online presentations; outside work, predicting what friends and family are going to say

C  **2.02** | Read the sentences with the class and elicit the type of information missing from each one, then play the recording again for Ss to listen and complete them. While Ss are listening, write the infinitive form of the verbs in bold in the summary in Ex 2A on the board, if they are not there already, so that Ss can refer to them easily in Ex 3D. Put Ss in pairs to compare answers to Ex 3C and play the recording again if necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Listening and writing at the same time can be difficult for Ss with dyslexia. In this case, ask them to read the sentences and then listen, then complete the sentences afterwards.

POSSIBLE ANSWERS:

- 1 of consideration by the speakers
- 2 for voice levels, but not sounds above that
- 3 the difficulties presented by someone using a language they are not familiar with
- 4 than request a speaker to slow down / than translate word for word
- 5 he should discuss things with the speaker beforehand
- 6 his home life / how he interacts with his friends

D Remind Ss of the verbs they found in Ex 2B (they will be on the board if you wrote them in feedback on Ex 2B or during the last exercise). Ss complete the summaries individually, then check in pairs. Check answers with the class.

POSSIBLE ANSWERS:

- | | |
|----------------------|--------------------------|
| 1 questioned | 4 acknowledged, accepted |
| 2 voiced, called for | 5 raised, echoed |
| 3 illustrated | 6 maintained |

- 4** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class, especially any interesting phrases and topics that are difficult to convey in English. You can remind them of the phrase *lost in translation* from Ex 1 in relation to these.

GRAMMAR

reporting

- 5A** Ss at this level will be familiar with reported speech, so the aim here is for them to learn how to add variety to summaries. Ss match the examples with the advice individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support Ss with dyslexia, first highlight (or ask them to identify and highlight) the reporting structure in each example, then reduce the number of possible matches for each example to two (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

1 b 2 d 3 c 4 a

- B** Ss complete the reports of the direct speech using the words given individually, then compare in pairs. In feedback, choose four Ss (or ask for volunteers) to come up to the board and write the reporting sentences.

POSSIBLE ANSWERS:

- 1 that there was no way that could be translated
- 2 translating could be very problematic and gave examples
- 3 that it was a really enjoyable job, in spite of the difficulties
- 4 to David, the variety of challenges made the job interesting

- C** Ss practise reporting the statements in different ways individually. Monitor and check they're forming their sentences correctly. When they are ready, put Ss in pairs to compare their sentences and discuss whether they agree or not with the statements. In feedback, ask a few Ss to share their sentences with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by asking them to report just one or two of the sentences.

- D** 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.

► page 116 GRAMMAR BANK

The first section of the notes is a review of grammar Ss should be familiar with. You could write on the board:

- pronouns
- tenses
- auxiliary verbs
- time and place references
- past modals
- if/whether

and elicit from the class how these change in reported speech by eliciting examples. The main focus here is on adding variety to reporting, so go through the rest of 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** This exercise focuses on the form of reported speech. If necessary, remind Ss of when we don't change the tense in reported speech (i.e. when a situation hasn't changed or a present or future situation is still present or future). Ss write the sentences using the prompts alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so).

EXTRA SUPPORT With weaker classes, you may want to break this exercise down into stages: first, ask Ss to identify if the main reporting verb is in the present or past using the prompts and check answers. Then ask Ss to write the sentences.

ANSWERS:

- 1 Valerie just told me that she'd been in hospital last week and that was why she hadn't come to my party.
- 2 In 1543, Copernicus published his theory which/ that stated (that) the Earth went round the Sun.
- 3 The application form states that a recent photo must be attached.
- 4 When we were young, my father assured us that we would never regret going to college.
- 5 Last night, Sue explained to me that she travels a lot in her current job.
- 6 When he saw the broken window, Mr Harris asked whether I or my brother had done it.

- 2** This exercise focuses on the form and use of reported speech. Elicit the first answer as an example (in the past) and write it on the board, then ask Ss to report the rest of the statements individually (and make sure they report them in the past), then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT If you think your class might struggle to identify the correct verbs to use, ask them to first identify the appropriate verb for each statement (and check understanding of the meaning), then ask them to report the statements.

POSSIBLE ANSWERS:

- 1 She accepted (the fact) (that) she was never going to be a teacher.
- 2 He echoed Marty's point that they had been too lenient with students missing deadlines.
- 3 She questioned the accuracy of the records. / She questioned whether the records were completely accurate.
- 4 He reiterated his view that they hadn't invested enough in maintaining the buildings.
- 5 She maintained (that) the steps she had taken had been in the best interests of the company.
- 6 He implored everyone to think very carefully about donating more money to the charity.

3 This exercise focuses on restating reported speech as direct speech. Ss write the direct speech individually, then check in pairs. If you think it's necessary, you could ask Ss to first identify the reporting verb in each sentence and elicit the manner of speaking or meaning it summarises. Check answers with the class, though bear in mind answers will vary.

POSSIBLE ANSWERS:

- 1 'We definitely need to take action to improve road safety.'
- 2 'I'd like us to consider the issue of students bringing unhealthy snacks into school.'
- 3 'I am unsure that this is the right time to take a vote.'
- 4 'We don't think your brother was involved in stealing the car.'
- 5 'It will be very difficult to introduce this legislation quickly and we must think about that.'
- 6 'A significant number of customers left without paying their bills last month.'

PRONUNCIATION

using intonation to show contrasting opinions

6A  **2.03** | Read the sentences with the class, then play the recording and ask Ss to focus on the intonation. Check answers with the class.

ANSWERS:

Sentences 1, 2 and 4 contain contrasting opinions. The speaker uses higher intonation on the names of the people with the contrasting opinions (1 Tina, 2 Juan, 4 Mo).

B Put Ss in pairs to practise saying the sentences. Monitor and check they're using correct intonation.

C In the same pairs, ask Ss to discuss whose opinion they agree with in each sentence in Ex 6B. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

SPEAKING

7A Arrange Ss in pairs to interview each other. Make sure they both take notes of their partner's answers and encourage them to ask follow-up questions to find out more information.

EXTRA: ALTERNATIVE IDEA Ss can record their answers on their devices for their partner to listen to and summarise.

B Ss use their notes from Ex 7A and the vocabulary and grammar from the lesson to summarise their partner's answers for the class. If you have a large class, put Ss in groups to do this. Monitor and check Ss are using the vocabulary and grammar from the lesson correctly.

FUTURE SKILLS | Communication



C Read the Future Skills box with the class, then ask Ss to think about their summaries individually. When they are ready, ask Ss to discuss how to improve their summaries in pairs. When they have finished, elicit examples of improvements from a few Ss.

WRITING

an informative summary

8A Put Ss in pairs to discuss the questions. When they are ready, ask a few Ss to share their ideas with the class and find out if others agree.

B The main aim of this part of the lesson is for Ss to learn how to synthesise information from different sources and use that to provide a complete summary. Ss discuss the questions in pairs. When they have finished, ask a few pairs to share their answers with the class.

POSSIBLE ANSWERS:

- 1 An informative summary accurately conveys information from one or more other sources.
- 2 interviews, reports, brochures, podcasts, articles, blogs, etc.

C Refer Ss to the Writing Bank on page 104.

1 A Remind Ss of the questions in Ex 8A, then ask them to read the texts and make notes. Monitor and offer help where necessary.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia

with a partner who can read the texts with them. Alternatively, read the texts with the class (or record them before the lesson) so that Ss with dyslexia can listen while they read.

B  **WB2.01** | Tell the class that they're going to listen to a podcast on the same topic as the texts in Ex 1A. Play the recording for Ss to listen and add to the notes they made in Ex 1A. Play the recording again if necessary.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time a challenge. In this case, allow them to just listen and identify the relevant information. They then write their notes after discussing the main points with their partner in Ex 1C.

 **AUDIOSCRIPT WB2.01**

I = Interviewer S = Signer

- I: That's interesting. But what made you choose this line of work in the first place?
- S: Well, I always had strong feelings about equal opportunity, that everyone should have the same access to information and official processes, and indeed entertainment. My mother is deaf, and I saw how she was often left out of things – for example the parent–teacher meetings when I was at school.
- I: Is that how you learnt to sign?
- S: Yes, I grew up signing. It was natural to me, so I had no problem with fluency or with switching between speech and signing.
- I: I see. And what are the ups and downs of the job?
- S: Oh, there are plenty of positives – I've helped people understand their doctor's instructions about taking medication, so they could do so confidently and independently. The other day I interpreted at a job interview for quite a high-up position. The candidate, who was deaf of course, prepared a fantastic presentation, and my interpretation helped them get the job. I've also done signing for local drama productions.
- I: That's incredible. It's just never occurred to me how useful it must be to know sign language.
- S: Oh yes, like knowing any language.
- I: So, what's the downside of the job?
- S: Well, you need to be really quick-thinking and it's quite physical with all the gesturing. It can be draining. And sometimes if I'm conveying bad news, I can get quite down, so it's emotionally draining, too.

I: I can understand that. Otherwise, it sounds like a great job.

S: It is. And I can be well paid! Oh, except the travel – it sounds glamorous, when I get these jobs abroad, but I prefer to sleep in my own bed.

I: Well, thank you for talking with us

C Put Ss in pairs to compare their notes. When they have finished, elicit what kind of information they've left out.

2A Read the pieces of advice with the class. Ask Ss to decide which advice is most important individually, then compare their ideas in pairs. When they have finished, elicit ideas from the class and discuss any different points of view.

B Ss write their summaries individually. They should write about 250 words. Monitor and encourage them to use the vocabulary and grammar from the lesson. With online classes, remember they can share their summaries via a collaborative document.

C Put Ss in pairs to read each other's summaries. Remind them of the advice in Ex 2A and ask them to look for ways in which their partner has done these things. After reading, they can discuss how similar or different their summaries are.

TO FINISH

Put Ss in pairs and ask them to discuss whether they'd like to work as an interpreter or signer, giving their reasons.

2C The way we do it

HOW TO ... | maintain and develop interaction

VOCABULARY | conventions/cultural heritage

PRONUNCIATION | expressing surprise and asking for reaction

LESSON OVERVIEW

In this lesson, Ss learn how to maintain and develop interaction. The lesson starts by introducing words and phrases related to conventions and cultural heritage. Ss then learn functional language for expressing agreement, disagreement and interest. The context is a listening where Ss listen to a radio discussion about aspects of culture. Ss also practise expressing surprise and asking for interaction. The lesson ends with a speaking activity where Ss have a discussion about culture and tradition.

Online Teaching

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

- **Ex 2B:** Display the meanings on your device and make sure the annotate function is on. In feedback, ask different Ss to write the correct word or phrase next to each meaning.
- **Ex 4B:** Ask Ss to mute themselves and practise saying the sentences on their own before listening to check.

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

Put Ss in pairs and ask them to discuss which British (or other) conventions and customs they find strange.

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

conventions/cultural heritage

1 Give Ss a moment or two to think of ideas, then put them in pairs to discuss their experiences. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

2A Ss read the posts and decide whether they agree with either or both of the contributors. Put them in pairs to compare their opinions and give their reasons. When they have finished, ask a few Ss to share their opinions and reasons with the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA

Pair Ss with dyslexia with their partner from Ex 1 or Ex 2C who can read the posts with them. Alternatively, read the posts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read.

B Ss match the words and phrases in bold in the posts with the meanings, then check in pairs. Check answers with the class and check understanding by eliciting a different example sentence for each one. With online classes, remember you can display the meanings for Ss to write the words and phrases.

EXTRA SUPPORT: DYSLEXIA

You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the posts as a vertical list on the board or on a separate piece of paper for them to place next to the exercise and find the relevant meaning.

ANSWERS:

- | | |
|------------------------|--------------------------|
| 1 stereotypical | 5 irrespective of |
| 2 frowned upon | 6 long-standing |
| 3 commonplace | 7 peculiar to |
| 4 deeply rooted | |

C Demonstrate the activity with your own idea for the first situation, e.g. 'An opinion that is stereotypical about people from my country is that the food we cook is terrible.' Ss complete the sentences alone, then compare in pairs. When they have finished, ask a few Ss to share their ideas with the class.

How to ...

maintain and develop interaction

3A Read the questions with the class, then put Ss in pairs to discuss them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. Ask a few Ss to share their ideas with the class and have a brief class discussion.

FUTURE SKILLS | Social responsibility

B Read the Future Skills box with the class, then ask them to do the task in pairs. In multicultural classes, try to pair Ss from different cultures together. When they have finished, ask a few pairs to summarise their discussion for the class.

EXTRA: EMPLOYABILITY SKILLS Keep Ss in the same pairs and ask them to discuss situations in their job (or studies) which involve cross-cultural communication and how best to be aware of social conventions.

C  **2.04** | Tell Ss that they're going to listen to an extract from a radio programme discussing aspects of culture. Ask Ss to listen for how the speakers' points of view differ and what they agree on, then compare in pairs. In feedback, elicit ideas from the class.

AUDIOSCRIPT 2.04

L = Leo E = Ella C = Clare

- L: I have to say that I, and most of my friends, well, we were brought up to respect older people. And not just older people, but everyone really. It's part of our culture.
- E: I'm not arguing there. Respect is important, of course it is. But what I'm saying is that, in my opinion, it's not something that's peculiar to a certain culture – it's international, surely, it's part of being a normal human being, of being part of a civilised community, isn't it?
- L: That's a relevant point, and I see where you're coming from. But I don't know that I'm totally in agreement here. In some cultures, respect is automatic, whereas in others it has to be earned. In my culture, for example, it's automatic.
- E: But surely respect has to be earned? You can't respect someone who doesn't deserve it. I mean, to take an extreme example, you wouldn't respect a criminal, would you?
- L: Oh now, come on. You're looking at things the wrong way round. My upbringing tells me that I should respect people until they cause me to **lose** that respect – doesn't that make sense?
- E: OK, I take your point, but I still think politeness and respect are innate human traits, not cultural ones.

L: You know, when I say automatic respect, I'm thinking about, for example, respecting older people automatically because they have lived long lives and have acquired, well, wisdom. In my society, older people are valued and family ties are strong, so, for example, older family members live with and are looked after by their family – not isolated, as I see happening in many other countries.

E: Fair enough. Yeah, you make a good point. And I must say I have to agree to some extent. But, moving on – and changing the focus of the topic slightly – wouldn't you say that for some reason, in general, there's a lack of respect these days between the generations?

C: If I can come in here. I think that now we're getting to the real point. Today's young people have a total lack of respect, in my opinion. They're rude, absorbed in their phones and ignore you when you're talking to them. They're lazy, sitting in their rooms all day, never helping out. People say I should respect them, but they simply don't respect me!

E: Hey, that's going too far! OK, some young people might appear not to respect anyone outside their age group, but you can't generalise like that. What you're saying is unjustifiable and narrow-minded. You only have to open your eyes and you'll see young people who definitely don't sit in that category.

C: OK, so when was the last time a young person held a door open for you or gave up a seat on a train to an older person? Tell me that!

L: Right, it's clear you both have strong views here. But Clare, I think there's a slight flaw in your argument when you say all young people are lazy. Check out the lists of young entrepreneurs, or volunteering sites for teenagers ... it's patently obvious that they aren't all lazy and expect the world to give them a living. Look at Greta Thunberg and how she's rallying young people to fight for the environment!

C: She's an exception.

L: But I appreciate that there are some problems. As I see it, the mutual lack of respect between generations is happening where the culture of respect is not strong, where traditions and family bonds are breaking down. Both the older and the younger generations feel misunderstood by the other, and it's because the cultural – how can I say it – glue, maybe, that holds societies together, is failing.

E: Wow, that's a bit deep! But I think I get where you're coming from. On the other hand, however ...

ANSWERS:

Differences: respect being cultural or an element of being civilised, respect needing to be earned

Agreement: lack of respect between generations

D **2.05** | Ss complete the expressions from memory, then check in pairs. When they are ready, play the recording for them to check their answers. Check answers with the class.

ANSWERS:

- | | |
|------------|----------------|
| 1 there | 6 enough |
| 2 relevant | 7 make |
| 3 surely | 8 strong views |
| 4 round | 9 slight flaw |
| 5 take | 10 get |

E 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.

GB ➔ page 117 **GRAMMAR BANK**

This focuses on the form and use of functional language to maintain and develop interaction. Check understanding of the phrases for the different functions 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 exercise focuses on the use of the phrases. Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|------------------------|-----------|
| 1 flaw | 5 there |
| 2 make | 6 cross |
| 3 more, surely | 7 putting |
| 4 relevant, considered | |

2 This exercise focuses on the form of the phrases. Ss match the sentence halves individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 e 2 a 3 d 4 b 5 c

3 This exercise practises the use of the phrases. Ss complete the discussion individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the discussion to the class (or record it before the lesson), indicating where the gaps are, so that Ss with dyslexia can listen while they read. You could also provide the options as a vertical list on a separate piece of paper (or on the board) for them to refer to.

ANSWERS:

- | | |
|----------------------------|---------------------|
| 1 Fair enough | 5 surely |
| 2 take your point | 6 make a good point |
| 3 a flaw in your argument | 7 agree to disagree |
| 4 where you're coming from | |

PRONUNCIATION**expressing surprise and asking for reaction**

4A **2.06** | Write the sentence from the discussion in Ex 3C on the board and elicit Ss' ideas as to which word carries the main stress and what happens with the intonation at the end. Play the recording for Ss to check their answers. If necessary, drill the sentence chorally and individually.

ANSWERS:

respect is stressed, the intonation rises

B **2.07** | Put Ss in pairs to practise saying the questions. With online classes, remember you can ask Ss to mute themselves and practise individually. When they are ready, play the recording again for Ss to listen and check.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

SPEAKING

- 5A** Read the quotes with the class, then ask Ss to choose one and make notes to support their view under each of the topics given and any others they think of. If most Ss choose the same quote and are in agreement, then assign them a quote and an opinion and encourage them to argue that point of view. Monitor and help with vocabulary where necessary, writing any new words or phrases on the board.
- B** Find out which quote Ss chose via a show of hands, then ask Ss to find a partner to work with who has the same point of view. Ask them to share their notes and add to them.
- C** Put Ss in new pairs (for large classes put Ss in small groups) with opposing views on the same quote. Ask them to use their notes to discuss the issue. Encourage them to use phrases from the Grammar Bank and to keep the discussion going as long as possible.
- D** Ask each pair or group to report back to the class any interesting points that arose during their discussions, then find the general consensus of opinion as a class.

EXTRA IDEA: How to ... Write the following list on the board:

- *crafts and professions*
- *family and social life*
- *languages and dialects*
- *habits and interests*
- *celebrations*

Put Ss in pairs and explain the following situation: You are both students at university. One of you is from a different country. You meet in a café and have a conversation about your different cultural heritages. Discuss how important traditions and customs are in your country and whether they are changing, giving examples.

Ss discuss the areas on the board and any others they want to. Encourage Ss to use the language from the lesson.

TO FINISH

Put Ss in pairs to discuss how a culture can work to preserve conventions and heritage in practical ways.

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

► page 146 MEDIATION BANK

MEDIATION BANK TEACHER'S NOTES ► page 184

2D BBC Food

Flavours

VOCABULARY | describing food

SPEAKING | propose a new restaurant

WRITING | a blog post about a food hotspot

LESSON OVERVIEW

In this lesson, Ss propose a new restaurant and write about an area where they enjoy going out to eat. To help them do this, they learn vocabulary for describing food. The context is a BBC programme about food in the USA. Ss then do a speaking activity where they propose a new restaurant. The lesson ends with a writing activity where Ss write a blog post about a food hotspot.

Online Teaching

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

- **Ex 3:** 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 share their experiences.
- **Ex 6D:** Use an online poll to hold the class vote.

Additional Materials

For Teachers:

Presentation Tool Lesson 2D

Online Digital Resources

Writing Bank 2D

Videoscript 2D: BBC Food

For Students:

Online Practice 2D

Workbook 2D

TO START

Write the following questions on the board:

What's your favourite type of food?

What food don't you like?

Put Ss in pairs 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.

PREVIEW

- 1 Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit Ss' answers and find out if others agree.
- 2 Read the programme information and questions 1–4 with the class. Elicit how many of the questions they can answer based on the programme information. Note that they could infer that most immigrants to Los Angeles come from Latin America, but this is not specifically stated.

ANSWER:

None

VIEW

- 3 ► Ss watch the BBC video clip and answer the questions in Ex 2. 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 They mostly come from Latin America, specifically Mexico.
- 2 It's a livelihood, but more importantly it's a connection to home.
- 3 An 'Angelino' is somebody born and raised in LA. For food, it implies mixing flavours and ingredients from different places.
- 4 The dream of starting somewhere new and having a better life.

- 4A Put Ss in pairs to discuss the meanings of the words and phrases. When they have finished, elicit their ideas (including which meanings they know and which they've guessed), but don't give any answers yet.
- B ► Ss watch the video again and check their understanding of the words and phrases in Ex 4A from the context, then check in pairs. Play the video again if necessary, then check answers with the class.

ANSWERS:

- 1 food that is special to a place or culture
- 2 when there is a lot to see, smell, taste or hear at the same time
- 3 interesting smells you want to explore
- 4 version of
- 5 mix different flavours together
- 6 define something again in a different way
- 7 in food, adding something to the top of a dish, e.g. a sauce or dressing
- 8 take something (or a mixture of things) and give them a new interpretation

VOCABULARY

describing food

- 5A Read the topics with the class, then ask them to think of their own experiences and make notes individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B Read the example with the class, then put Ss in small groups (in breakout rooms with online classes) to compare their experiences. Encourage them to use the vocabulary they heard in the video. When they have finished, ask a few Ss to share any interesting information they heard with the class.

SPEAKING

propose a new restaurant

- 6A Introduce the situation to the class and read the list of points to consider with them. If Ss are from different areas (or don't want to discuss the area they live in), ask them to discuss the area where the school is located. Put Ss in pairs to discuss the points and make notes.
- B Read the example with the class. With Ss in the same pairs, ask them to decide on their type of restaurant and create a list of features that would make it attractive to their potential customers. Encourage them to use the vocabulary from Ex 4A.
- C Read the Key phrases with the class and check understanding by eliciting how each sentence starter could be finished. Ask each pair to pitch their idea to the class (or put a large class in groups for pairs to pitch their ideas to), and encourage the other Ss to ask follow-up questions to find out more information.
- D Hold a class (or group) vote via a show of hands (or online poll for online classes) to choose which of the restaurant ideas they would like to see in their area.

WRITING

a blog post about a food hotspot

7A Read the post with the class, then elicit the answer.

ANSWER:

send in a review of their favourite area to go out to eat

B Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class.

C Refer Ss to the Writing Bank on page 105.

WB

► page 105 WRITING BANK

1A Ss read the blog post and identify the topics covered individually, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the blog post with them. Alternatively, record the blog post before the lesson so that Ss with dyslexia can listen while they read.

ANSWER:

the history of the area, their favourite thing about it, what it offers, the atmosphere

B Ss match the words and phrases in bold in the blog post in Ex 1A with the words and phrases 1–12 individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To make the activity more accessible for dyslexic learners, you could provide the words and phrases from the blog post as a vertical list on the board or on a separate piece of paper. (They can refer to the list again for Ex 1D.) Alternatively, you could provide two options from the blog post for each word or phrase in Ex 1B and ask Ss to choose the correct one. They have the option to refer to the text for context.

ANSWERS:

- | | |
|--------------------|-----------------------|
| 1 punchy | 7 emanating from |
| 2 gruelling | 8 renowned |
| 3 buzzing, vibrant | 9 surged |
| 4 array | 10 melt-in-your-mouth |
| 5 chaotic | 11 foodie hotspot |
| 6 on all sides | 12 a must |

C Read the bullet points with the class, then ask Ss to make notes individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

D Ss write their blog posts individually. They should aim to write around 250 words. Monitor and offer help where necessary, and encourage them to use the vocabulary from Ex 1B. When they have finished, put Ss in pairs to swap posts and read them.

TO FINISH

Put Ss in pairs and ask them to discuss which of the vocabulary learnt in this lesson they think will be most useful in the future and why.

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, 3A, 3B, 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 2A:** Ask Ss to type their answers in a collaborative document so they can compare their answers before feedback.
- **Ex 2B:** Put Ss in pairs in breakout rooms for this activity. 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 2 (Grammar: advanced ways of comparing, reporting; Vocabulary: describing the impact of an action, binominals, summarising verbs, multi-word verbs for reporting, conventions/cultural heritage, describing food; How to ... express agreement, disagreement and interest to maintain and develop interaction). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

advanced ways of comparing

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

ANSWERS:

- | | |
|----------------|----------------------|
| 1 as | 4 couldn't, any more |
| 2 nothing like | 5 as |
| 3 so | 6 more of |

- B** Demonstrate the activity with a sentence of your own, e.g. 'The centre of the city where I live is nothing like as busy as it used to be.' Ss write their sentences individually. Monitor and check Ss are forming them correctly. When they are ready, put Ss in pairs to compare their sentences. In feedback, ask a few Ss to share their sentences with the class.

reporting

- 2 A** Ss complete the sentences alone, then check in pairs. Monitor and check Ss are using between four and six words. With online classes, remember you can ask Ss to type their answers in a collaborative document. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT With weaker classes, and/or Ss with dyslexia, remind Ss to identify the method of reporting using the prompt and the structure it requires first, before writing their answers.

POSSIBLE ANSWERS:

- 1 confident (that) the council could address
- 2 claimed to have submitted their / claimed (that) they had submitted their
- 3 the extreme difficulty of translating
- 4 Jonah's opinion, they/we had made

- B** Put Ss in pairs (in breakout rooms with online classes) to share things they've heard or been told that day. They should try to report the information in two different ways. Monitor and check they're using reporting structures. When they have finished, elicit sentences from each pair.

VOCABULARY

- 3 A** Ss match the parts of the collocations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA If you have Ss with dyslexia in your class write the complete phrases on board when you check answers so they can refer to them more easily in Ex 3B.

ANSWERS:

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

- B** Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 raise the profile
- 2 make or break
- 3 facilitate the development
- 4 do more harm than good
- 5 detrimental effect
- 6 First and foremost

- 4** Elicit the first answer as an example and write it on the board. Ss rewrite the sections in bold in the reported statements individually, then check in pairs. In feedback, ask different Ss to come to the board to write the answers and find out if other Ss agree.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia to manage by breaking it down into stages. First, ask them to select the correct verb for each statement, then identify the structure and finally rewrite the section. You can also provide the verbs as a vertical list for them to refer to.

POSSIBLE ANSWERS:

- 1** cited the works of
- 2** filled me in on
- 3** talked me into going
- 4** echoed the presenter's concerns
- 5** questioned
- 6** called for more classical writers to be

- 5A** 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 gaps occur, so that learners with dyslexia can listen while they read and to help prepare them for Ex 5. 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  **R2.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

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

TO FINISH

Put Ss in pairs and ask them to share a cultural experience they've had in which they encountered something difficult, different or interesting.

3 working life

Global Scale of English LEARNING OBJECTIVES

3A Get that job!

- LISTENING | Understand a question-and-answer session on job hunting: collocations: job searching
- Record a video résumé: modal verbs and phrases
- Pronunciation: linking sounds in modal phrases
- Write a cover email/letter

GSE INFORMATION

VOCABULARY

76–90 Can use language related to job applications, hiring and firing.

LISTENING

82 Can understand the details in a linguistically complex audio recording.

GRAMMAR

80 Can use a wide range of modal verbs and phrases to express obligation, possibility, ability and necessity.

WRITING

85 Can easily and quickly adapt his / her register and style to suit different online environments, communication purposes and speech acts.

SPEAKING

80 Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.

3B Going remote

- READING | Read an article and a blog post about remote working and studying: verb–noun collocations; metaphors
- Pronunciation: word stress
- Talk about solutions to problems with remote working: passives

GSE INFORMATION

READING

88 Can critically evaluate the structure, content and style of a text using linguistically complex language.

VOCABULARY

76–90 Can use language related to job description and types of work.

GRAMMAR

80 Can use a wide range of complex passive structures.

SPEAKING

79 Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.

3C Tackling the real issues

- HOW TO ... | check understanding by paraphrasing and summarising: collocations: politics; politics
- Pronunciation: stress and intonation when paraphrasing

GSE INFORMATION

VOCABULARY

76–90 Can use language related to politics.

HOW TO ...

80 Can reformulate what they want to say during a conversation or discussion using linguistically complex language.

SPEAKING

80 Can reformulate what they want to say during a conversation or discussion using linguistically complex language.

3D Company culture

- BBC STREET INTERVIEWS | Understand people talking about changing jobs
- Talk about suggestions for a better workplace
- Write a report on work experience

GSE INFORMATION

VOCABULARY

76–90 Can use language related to places of work.

SPEAKING

80 Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.

WRITING

85 Can write linguistically complex and logically structured reports and articles.

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 3A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Read the vlog question with the class and ask a few Ss to share their own answers. Play the video for the class to watch and answer the question in part 1. Elicit answers from a few Ss, then put Ss in pairs to discuss the question in part 2. Ask a few Ss to share their ideas and have a brief class discussion.

ANSWERS:

- 1 The jobs and experiences mentioned in the vlogs are:
 - Speaker 1: dishwasher in a restaurant (intense and physically exhausting, very little money)
 - Speaker 2: making a cookery TV show (got to eat the food)
 - Speaker 3: selling advertising on the phone (couldn't do the job as people didn't want to buy so they got fired)
 - Speaker 4: lawyer (good money, but boring and not nice clients)
 - Speaker 5: working in a peanut factory (so boring that they fell asleep)
 - Speaker 6: pizza delivery boy (some difficult clients and unknown places; got to the point when they couldn't do it anymore and became a waiter instead)

EXTRA IDEA As the class mentions and discusses the factors that make a job good or bad, list them on the board categorised as *good* or *bad*. Have a brief class discussion about which are most important in each category.

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 Get that job!

GRAMMAR | modal verbs and phrases

VOCABULARY | collocations: job searching

PRONUNCIATION | linking sounds in modal phrases

LESSON OVERVIEW

The aim of this lesson is for Ss to record (or practise) a video résumé. To help them do this, they learn collocations related to job searching and modal verbs and phrases. The context is a listening about job hunting. This leads into the grammar, where Ss also practise linking sounds in modal phrases. Ss then review how to write a cover email/letter. The lesson ends with a speaking activity where they record a video résumé or practise with a partner.

Online Teaching

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

- **Ex 2C:** Put Ss in breakout rooms in pairs to discuss the questions in Ex 2B.
- **Ex 3A:** Ask Ss to type their answers in the chat box to compare.
- **Writing Bank 3A, Ex 2:** If Ss are working in pairs, ask them to write their adverts and cover emails in a collaborative document shared by the pair so they can read each other's writing.

Additional Materials

For Teachers:

Presentation Tool Lesson 3A

Photocopiable Activities 3A

Grammar Bank 3A

Writing Bank 3A

For Students:

Online Practice 3A

Workbook 3A

TO START

Tell the class what jobs you wanted to do when you were a child, e.g. ‘When I was about eight, I wanted to be a truck driver. A bit later, I changed my mind and decided being a chef was the job for me!’ Then put Ss in small groups to share what jobs they wanted to do when they were children. In feedback, elicit Ss’ answers and write the jobs on the board to see if there are any general trends. Ask if Ss would still like to do those jobs in an ideal world.

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: job searching

1A Put Ss in pairs to discuss the questions. Monitor and help with vocabulary where necessary. When they have finished, write any new words and phrases on the board.

EXTRA: ALTERNATIVE IDEA You could turn Ex 1A question 2 into a game. Give Ss time to think of ways of finding a job and put the class in small groups. Each member of the group takes turns, in a set order, to share an idea until they can’t think of any more and drop out. The person who is left is the winner. When all the groups have finished, elicit any unusual ideas Ss came up with.

B Elicit Ss’ ideas and write a list on the board. Find out if others had the same ideas and which pair came up with the most.

2A Ss read the advice from a job seeker’s website individually and decide if they agree with the advice in it. In feedback, ask if anyone disagrees with the advice and to give their reasons why. You could also ask if Ss think the advice would vary for different jobs and how.

EXTRA SUPPORT: DYSLEXIA Read the advice from a job seeker’s website to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the advice with them. They can work with the same partner for Exs 2B and 2C.

B Ask Ss to cover the text in Ex 2A and predict the missing words, then compare answers in pairs. Ss then uncover the text and check their answers. Check answers with the class.

EXTRA SUPPORT: TEACHER A possible alternative answer for sentence 2 is *merit* and for sentence 5, possible alternatives include: *harm*, *hinder* and *damage*.

EXTRA SUPPORT: DYSLEXIA To help Ss locate the correct answers more quickly, you could tell them that they are all located in the list of suggestions. They can look at one suggestion at a time and cover the rest of the text.

ANSWERS:

- | | | |
|--------------------|---------------------|-----------------|
| 1 selling | 2 warrant | 3 play |
| 4 footprint | 5 jeopardise | 6 spread |

C Ss discuss the questions in Ex 2B in pairs (in breakout rooms with online classes). When they have finished, elicit their ideas and have a brief class discussion.

LISTENING

3A  **3.01** | Explain that Ss are going to hear a question-and-answer session after a talk on job hunting. Ss listen for the topics that are mentioned, then check in pairs. With online classes, remember you can ask Ss to type their answers in the chat box to compare. Check answers with the class.

AUDIOSCRIPT 3.01

- A: ... and that's the key to finding the career path that's best for you. Thank you all for listening. I'm happy to take questions now. Yes, there in the second row.
- B: My question is about actually getting a job in the first place. How can you make sure your application warrants a second look?
- A: Well, I can give you some basic guidance. First, you need to tick all the boxes on your CV, and that means highlighting what you can offer. There's a strong likelihood that certain key phrases will come up in a job advertisement. For example, these often refer to 'good organisation and communication skills'. Let's start with organisation. Think about all the information and data we deal with in our everyday lives, and how overwhelming that can be ... Well, it's no different in a job, and it's absolutely essential that you have the skills to enable you to manage large amounts of information efficiently: keep your calendar up to date, have clear file-naming systems so that everything is traceable, develop a systematic approach to dealing with emails, and so on.
- B: And what about 'communication skills'?
- A: Having good 'social skills' and being able to interact with people well is important on many levels. Face-to-face, interpersonal skills are one element, being able to articulate your ideas clearly is also key. You need to be good at getting people to want to listen to you, whether online or not, to get them to feel it's worth their while. And then of course it's obviously your responsibility to present yourself in the best possible way. You should always demonstrate common sense and discretion in controlling the image you convey in the visible aspect of your

personal life. We all have a massive digital footprint that comes from our online activities, and that is a concern for a prospective employer. If there's a problem with your online history, inevitably it will come out at some point. Next question? Yes, go ahead.

- C: Could you say something about 'flexibility' and what that means to employers?
- A: Ah yes. I think simply put, that means the willingness to turn your hand to anything, to muck in. You might be asked to take on a range of tasks that are not necessarily in your job description, and to do this with enthusiasm rather than grudgingly. Saying, 'I'm not going to do this because it's not in my remit' will not go down well. And it makes a strong impression if, in your motivational letter, you can demonstrate experience in stepping up to do what needs to be done for the good of the team.
- C: So, it's like being a good team player?
- A: Exactly. Now, there's time for one more question. Yes?
- D: I've heard from friends that they've had to take part in some different types of job interviews. It seems that it's no longer a case of sitting down face-to-face and answering questions about your strengths and weaknesses!
- A: You're right! The job interview has certainly developed in interesting ways and may well continue to do so in the coming years. Of course, there are, as you would expect, remote interviews that are carried out online, which allow employers to interview candidates from a wide range of geographical locations. And there have been developments in the types of things interviewees are asked to do. Some people have been asked to play computer games, or in one case, even dance during an interview!

And we've probably all heard of those weird interview questions, like 'If you were a tree, what kind of tree would you be?' or 'What would you take with you to a desert island?' On the surface, these questions and activities seem just plain odd. However, they are indicative of a trend – recruiters want to find out more about employees than simply what they know or what they've done. They want to know how quick-thinking they are, how creative, how they respond under pressure, more about their personality, and how well they work in a team. And with developments in facial- and voice-recognition technology, in the future, recruiters may well be using voice analysis to learn more about the candidates. OK, thank you all for ...

ANSWERS:

- 1 organisation skills
- 2 communication/social skills
- 3 flexibility / being a team player
- 4 (the nature of) interviews

B  **3.01** | Give Ss time to read the task so they know what to listen for. Play the recording for Ss to choose the correct options, then check in pairs. Play the recording again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the questions and options with the class or pair dyslexic learners with a partner who can read the task with them before you play the recording.

ANSWERS:

- 1 b 2 c 3 b 4 a

C Tell Ss to imagine they're at the question-and-answer session, then put them in pairs to think of two (or more) further questions to ask. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put pairs in groups of four to ask and answer their questions as a group discussion.

D Read the questions with the class, then arrange Ss in new pairs to discuss the questions. When they have finished, ask a few pairs for their answers and find out if others agree.

EXTRA IDEA Ss could write a short summary of their discussion in Ex 3D (100–150 words) in class or for homework.

GRAMMAR

modal verbs and phrases

4A  **3.02** | Ss complete the sentences 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 You can make this activity more accessible for Ss with dyslexia by reducing the number of options for each sentence to two (one correct and one distractor) and asking them to choose the correct one. Covering the sentences they are not working on will also help them focus. They should also be advised to do this when categorising the sentences in Ex 4B.

ANSWERS:

- 1 a strong likelihood that
- 2 absolutely essential
- 3 Being able
- 4 need to be good
- 5 obviously your responsibility
- 6 Inevitably it will
- 7 might be
- 8 may well

- B** Elicit what the first sentence implies as an example. Ask Ss to categorise the rest of the sentences, then check in pairs. Check answers with the class.

ANSWERS:

1 P 2 O 3 A 4 O 5 O 6 P 7 P 8 P

- C** Explain that there are different ways to express the meanings of the sentences in Ex 4A. Elicit the first answer as an example. Ask Ss to rewrite the rest of the sentences individually, then compare in pairs. Monitor and offer help where necessary. When they have finished, elicit their sentences and write them on the board.

EXTRA SUPPORT: DYSLEXIA To provide support for dyslexic learners in managing the information involved in the activity, you could give them a phrase from Ex 4C for each sentence in Ex 4A and ask them to rewrite the sentences using the given phrases.

POSSIBLE ANSWERS:

- 1 It's highly likely that / In all probability / The odds are that / There's a chance that certain key phrases will come up in a job advertisement.
- 2 It's crucial / A requirement is / It is expected / It's a given / It's vital that you have the skills to enable you to manage large amounts of information efficiently.
- 3 Being able to interact with people well is crucial/vital. / It is expected that you will be able to interact with people well.
- 4 A requirement is being good at / You should have an aptitude for getting people to want to listen to you.
- 5 It's a given that you will present yourself in the best way possible. / You will undoubtedly want to present yourself in the best way possible.
- 6 It will undoubtedly / It's a given that it will come out at some point.
- 7 There's a chance / It's highly likely that / In all probability / The odds are that you might be asked to take on a range of tasks.
- 8 There's a chance that / The odds are that / It's highly likely that in the future recruiters will use voice analysis to learn more about the candidates.

EXTRA CHALLENGE With stronger classes, you could ask Ss to come up with their own sentences about finding jobs and attending interviews using the modal phrases in Exs 4A and 4C. Demonstrate first by giving some of your own ideas, e.g. 'Before a job interview it is absolutely essential to find out as much as you can about the company and the position you are applying for.' Monitor and help with vocabulary where necessary,

writing any new words and phrases on the board. When they are ready, put Ss in pairs to compare their ideas. In feedback, ask Ss if they had any similar or interesting ideas, and if so to share them with the class.

- D** 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.

► **page 118 GRAMMAR BANK**

GB

Ss at this level will be familiar with modals and they shouldn't pose any difficulties. Therefore, in this section you will probably want to focus on the phrases used to express certainty, probability/possibility, improbability, necessity, obligation and ability. 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** This exercise practises the form of the modal verbs and other phrases. Elicit the first answer as an example, then ask Ss to correct the rest of the sentences, then check in pairs. Remind them that two sentences require no correction. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help dyslexic learners focus, advise them to cover the sentences they are not working on. You could also remove the two correct sentences from their version of the activity to reduce the amount of information they are dealing with.

ANSWERS:

- 1 In **all** probability you will see wildlife that you've never seen before.
- 2 ~~It~~ **There's** a chance that some parts of the park will be closed during the rainy season.
- 3 We should **would** guess that most of our customers come through recommendations from former clients.
- 4 correct
- 5 correct
- 6 Visitors are not **suppose** **supposed** to tip their guides, but the practice is not overtly discouraged.
- 7 It's **essentially** **absolute** **absolutely essential** that you keep your car windows closed.
- 8 Even the fastest human is not **able** **capable** of outrunning an elephant.
- 9 You **guarantee** of having **are guaranteed to have** a great time!

- GB 2** This exercise practises the form and use of the modal verbs and other phrases. 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 You can make this activity more accessible for Ss with dyslexia by reducing the number of options for each sentence to two (one correct and one distractor) and asking them to choose the correct one. Alternatively, you could provide the missing words as a vertical list on the board or a separate piece of paper. You can also remind them to cover the sentences they are not working on in order to minimise distraction.

ANSWERS:

- | | |
|-----------------|---------------|
| 1 crucial | 5 expected |
| 2 a requirement | 6 able |
| 3 likelihood | 7 well |
| 4 aptitude | 8 undoubtedly |

PRONUNCIATION

linking sounds in modal phrases

- 5A** Read the sentences with the class and elicit their ideas as to how to connect the underlined words when speaking. Don't give any answers yet.

- B** **3.03** | Play the recording for Ss to listen and check their answers. Check answers with the class, then ask Ss to listen again and repeat the sentences.

ANSWERS:

- 1 The 'g' sound is weakened.
- 2 A 'j' sound is introduced between the words.
- 3 The two 'r' sounds are combined.
- 4 The 'd' sound bridges the end of the first word and the beginning of the next word.
- 5 The 'n' sound bridges the end of the first word and the beginning of the next word.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

- C** Ss complete the sentences individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to compare their sentences. Monitor and check they're using linking sounds correctly.

WRITING

a cover email/letter

- 6A** Read the questions with the class, then put them in pairs to discuss them. When they have finished, elicit their ideas and find out if others agree.

ANSWERS:

- 1 a email or letter you send with your CV or application form; information summarising and detailing why you are suited to that particular job
- 2 generally relatively formal, depending on the type of job
- 3 Students' own answers

- B** Ss discuss the question in the same pairs as for Ex 6A. When they have finished, ask a few pairs to share their ideas and their reasons for them with the class.

- C** Refer Ss to the Writing Bank on page 106.

► page 106 WRITING BANK

WB

- 1A** Ss read the job advert, then make notes as to what they think a cover email should include. When they are ready, put Ss in pairs to compare their ideas.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the texts in Exs 1A and 1B with them. Alternatively, record the cover letter in Ex 1B before the lesson so that Ss with dyslexia can listen while they read.

- B** Ss read the cover email and check to check their ideas from Ex 1A. When they have finished, ask a few Ss if they would be impressed by the email and why or why not.

- C** Read the checklist with the class, then ask Ss to find examples in the cover email, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss organise the information, you could suggest they use different colours to highlight each feature they identify in the cover email.

POSSIBLE ANSWERS:

- 1 I have been particularly impressed ...
- 2 I would be grateful for the opportunity to discuss ... explore my suitability ...
- 3 I am writing to apply ...; Thank you for your consideration.
- 4 I am writing to apply ...
- 5 Aspects of my background ... include ...; I have a flexible working style and am accustomed to working under pressure; excellent communication skills
- 6 extensive experience working with key design programs; good team player; excellent communication skills
- 7 I am attaching my CV, which includes further details and contact information

D Read the sentences with the class and elicit what's wrong with them (they're too informal). Ss rewrite them individually, then check in pairs. Elicit Ss' sentences and find out if others wrote the same.

POSSIBLE ANSWERS:

- 1 I was particularly impressed by your advertising campaign last year.
- 2 Aspects of my experience which I consider relevant include ...
- 3 I have extensive experience in marketing.
- 4 I am passionate about my work.
- 5 I feel I would be an asset to your company.
- 6 Please contact me should you wish me to attend an interview.

2 Put Ss in pairs and ask them to decide which task they're going to do. Ss write the ads and cover emails individually. Monitor and encourage them to use the vocabulary and grammar from the lesson. With online classes, remember they can share their adverts and cover emails via a collaborative document. When they have finished, ask them to read each other's cover emails and decide if they'd consider them for the job and why.

SPEAKING**record a video résumé**

7A Ask the class if they know what a video résumé is and elicit their ideas, but don't confirm them yet. Ss read the blog post and check their ideas. Ask a few Ss what their reaction would be if they were asked to record one.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the blog post with them and keep them in the same pair for Ex 7B. Alternatively, record the blog post before the lesson so that Ss with dyslexia can listen while they read.

B Ss choose a job to record a video résumé for. Put them in pairs to discuss what to include and make notes together. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

C Read the useful phrases with the class, then ask Ss to plan their video résumés individually, using the phrases where appropriate. Monitor and offer help where necessary.

FUTURE SKILLS | Interviewing

D Read the Future Skills box with the class, then put Ss in pairs to practise introducing themselves. After they've practised, ask them to give feedback to each other.

8A If everyone in the class has a mobile device, you could ask Ss to record themselves and then play their video résumé to their partner or to the class. Otherwise, put Ss in pairs to present their résumés to each other.

B Put Ss in small groups to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

TO FINISH

Put Ss in pairs to discuss when they think they'll be looking for a (new) job in the future and what information and language they can use from this lesson to help them.



3B Going remote

GRAMMAR | passives

VOCABULARY | verb–noun collocations; metaphors

PRONUNCIATION | word stress

LESSON OVERVIEW

In this lesson, Ss learn how to soften their tone in discussions. The lesson starts with Ss learning some verb–noun collocations and some metaphors related to water. They also practise word stress in multi-syllable words. The context is a reading where Ss read an article and a blog post about video conferencing. They then review passive structures. The lesson ends with a speaking activity where Ss have a discussion about problems with remote working.

Online Teaching

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

- **Ex 1:** Put Ss in breakout rooms to discuss the question, then type their ideas into the main room chat box to compare ideas with the rest of the class.
- **Ex 7B:** Display the sentences from Ex 7A on your device and make sure the annotate function is on. During feedback, ask Ss to highlight the sentence with the agent.

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 make a list of all the things that can go wrong on video calls (e.g. bad connection, someone accidentally mutes themselves, a child walks into the room, etc.). When they are ready, ask each pair to share their ideas with the class. You could also ask for volunteers to share their own experiences of these things happening to 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.

READING

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

- 1 Read the question with the class, then put Ss in pairs (in breakout rooms with online classes) to discuss it. When they have finished, elicit ideas from different pairs and find out if others agree.
- 2 Read the instructions with the class, then ask Ss to read the titles and make a note of their ideas. Set a strict time limit of three minutes for Ss to scan the texts to check their ideas. When they have finished, ask a few Ss if their predictions were correct and have a brief class discussion.
- 3A Read the questions with the class, then ask Ss to read the texts again more carefully to find the answers, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Covering the parts of the texts they are not working on will help reduce distraction for dyslexic learners when they are looking for specific information in Exs 3A, 3B and 3C.

ANSWERS:

- 1 our brains are working overtime to process non-verbal clues
- 2 the fact that our minds are together while we are physically apart
- 3 having to look at the camera, not the faces; not to appear bored
- 4 No, because we question whether the technology is working or feel uncomfortable that the other person is not replying for some reason.
- 5 it's like being on stage and you're aware that everyone is looking at you
- 6 to express relief (colloquially)
- 7 flexibility, no commuting, saves time and money, fewer distractions
- 8 exhausting video calls; isolation; interruptions during calls; not getting immediate feedback; long, time-wasting and boring calls

- B** Ss find the phrases in Text B alone, then check in pairs. Check answers with the class.

ANSWERS:

1 a big plus 2 down to 3 wittering on 4 odd

- C** Ss make notes to answer the questions individually. Monitor and offer help where necessary. When they have finished, put Ss in pairs to compare their ideas.

VOCABULARY**verb–noun collocations**

- 4A** Focus attention on the collocations in bold in the texts in Ex 2. Ask Ss to match them with the meanings individually, then check in pairs. Check answers with the class. Write the collocations on the board as you do this for Ss to refer to in Ex 4B.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the collocations as a vertical list for them to match with the meanings. They can refer to the list again in Ex 4B. They have the option to refer to the texts for context.

ANSWERS:

- 1 ease those stress levels
- 2 boosts morale
- 3 exacerbate divisions
- 4 aggravates the problem
- 5 strengthening bonds
- 6 alleviates any boredom
- 7 engendered distrust

- B** Ss complete the questions with the correct form of the verbs they found in Ex 4A. They can refer to the collocations you wrote on the board in Ex 4A. Check answers with the class.

ANSWERS:

- | | |
|--------------------------|--------------|
| 1 aggravated/exacerbated | 4 alleviate |
| 2 ease | 5 strengthen |
| 3 engender | 6 boosted |

- C** Put Ss in new pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

- D** Refer Ss to the Vocabulary Bank on page 138.

► page 138 VOCABULARY BANK metaphors

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** Read the dictionary entry with the class and elicit the first answer as an example of what a metaphor is. Ss choose the correct words alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind dyslexic learners that covering the sentences they are not working on will help reduce distraction.

ANSWERS:

- | | | |
|--------------|----------------|-----------|
| 1 freezes | 2 above | 3 trickle |
| 4 water down | 5 wet blankets | 6 flow |
| 7 pour out | 8 flooded | |

- B** Put Ss in pairs to discuss which sentences they can relate to. Ask them to try and think of examples from their own experience. In feedback, ask a few Ss to share their experiences with the class.

PRONUNCIATION**word stress**

- 5A** Read the words with the class and elicit how many syllables each one has and where they think the stress is. Don't give any answers yet.

- B** **3.04** | Play the recording for Ss to listen and check their answers to Ex 5A. Then play it again for Ss to listen and repeat.

ANSWERS:

- aggravate (three syllables)
- alleviate (four syllables)
- distrust (two syllables)
- ease (one syllable)
- engender (three syllables)
- exacerbate (four syllables)
- isolation (four syllables)
- morale (two syllables)
- strengthen (two syllables)

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

- 6** Put Ss in pairs to discuss the questions in Ex 4B. Monitor and check Ss are using the correct word stress. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

GRAMMAR

passives

7A Ss complete the sentences individually, using the texts in Ex 2 to help if necessary, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Covering the sentences they are not working on will help reduce distraction for dyslexic learners.

ANSWERS:

- 1 to be reminded
- 2 having my workflow interrupted
- 3 thought to have been listening, found to have been working
- 4 being watched
- 5 has been suggested

B Ss answer the questions individually, then check in pairs. Check answers with the class. With online classes, remember you can display the sentences for the Ss to highlight the one with the agent.

ANSWERS:

Sentence 5 includes an agent (experts). The other sentences do not name the agent as it is unimportant, obvious or unknown.

C Ss choose the correct words to complete the sentences alone, then check in pairs. While comparing answers, encourage Ss to give each other their reactions to the sentences. When they are ready, check answers as a class and elicit the views of the class regarding each statement.

ANSWERS:

- 1 to be allowed
- 2 Having been given
- 3 being monitored
- 4 've been made, been cancelled, to have
- 5 are found, be

D 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.

GB

▶ page 119 GRAMMAR BANK

Ss should be familiar with passives, though some of the phrases may be unfamiliar. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the more complex 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 exercise practises the appropriate use of the passive or active voice. Elicit the first answer as an example. Ask Ss to continue alone, then check in pairs, giving reasons for their answers. Check answers with the class and elicit why each answer is the better option.

EXTRA SUPPORT: DYSLEXIA Remind Ss to cover the parts of the exercise they are not working on to help them focus.

ANSWERS:

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

2 This exercise practises the form and use of passives, where appropriate. Elicit the first answer as an example, then ask Ss to complete the rest of the text, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the text with them. Alternatively, read the text to the class (or record it before the lesson), indicating where the gaps occur, so that Ss with dyslexia can listen while they read.

ANSWERS:

- | | |
|------------------------|----------------------------|
| 1 are/get caught out | 7 was informed |
| 2 might be interpreted | 8 improve |
| 3 have been exposed | 9 was included |
| 4 have spent | 10 was/had been terminated |
| 5 videoed | 11 to be gained |
| 6 made | 12 Getting/Being sacked |

SPEAKING

8A Put Ss in groups of three and assign them as Students A, B and C (with one or two groups of four and two student Cs if numbers dictate). Read the problems with the class and ask Ss to discuss them in their groups.

B Direct Ss to the relevant pages and give them time to read the information and add their ideas. Monitor and offer help where necessary.

EXTRA SUPPORT With weaker classes, Ss allocated the same letter could work together in pairs to prepare for the activity, including consideration of how they can use the passive (in Ex 8C).

FUTURE SKILLS | Communication

C Read the Future Skills box with the class, then ask Ss to think of ways they can use the passive to soften their position in Ex 8B. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that this is a very useful skill to have when communicating at work. 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.

- D** Ss hold the discussion in their groups. Monitor and make notes on their language use for later class feedback, in particular use of the passive. When they have finished, nominate a student from each group to report back to the class. Give Ss feedback on their language use.
- 9** Discuss the problems in Ex 8A as a class, nominating Ss to share their true opinions and reasons (and if or how they differ from the view they presented in Ex 8D) and find out if others agree.

TO FINISH

In the same groups as for Ex 8, ask Ss to summarise their discussions from Ex 8, using the passive voice where possible.

3C Tackling the real issues

HOW TO ... | check understanding by paraphrasing and summarising

VOCABULARY | collocations: politics; politics

PRONUNCIATION | stress and intonation when paraphrasing

LESSON OVERVIEW

In this lesson, Ss learn functional language for paraphrasing and summarising to check understanding. They also learn vocabulary related to politics. The context is a listening where Ss listen to a radio discussion about a politician's promise. This leads into the functional language, where Ss also practise stress and intonation when paraphrasing. The lesson ends with a speaking activity where Ss have a discussion about statements on social issues.

Online Teaching

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

- **Ex 2B:** Put pairs into breakout rooms to check the meaning of the words and decide on the correct form of the words needed to complete the sentences.
- **Ex 7B:** Ask Ss to mute themselves and practise saying the sentences on their own before listening to check.

Additional Materials

For Teachers:

Presentation Tool Lesson 3C

Photocopiable Activity 3C

Grammar Bank 3C

Vocabulary Bank 3C

Mediation Bank 3C

For Students:

Online Practice 3C

Workbook 3C

TO START

Write the following questions on the board:

Do you follow politics?

What are some of the main political issues in your country at the moment?

Put Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to report back to 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

collocations: politics

- 1** Read the questions with the class, then ask Ss to read the extract and answer the questions alone, then compare ideas in pairs. When they have finished, ask a few Ss to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the text with them.

- 2A** **3.05** | Tell the class they're going to listen to an extract from a politician's campaign speech. Play the recording for Ss to listen and answer the question, then compare answers in pairs. Check answers with the class.

AUDIOSCRIPT 3.05

At the forefront of our campaign is a determination to bridge the gap between the rich and the poor – the ‘haves and the have nots,’ the heart of which is work and the resulting standard of living. This will involve allocating resources to deal with the many inequalities in employment – from enforcing regulations to enable equal opportunities for every job seeker, to shaping policy to allow for more apprenticeships and more scholarships to universities. We shall also not shirk away from tackling inequality in pay scales for men and women and for ethnic minorities. We are the party that will stand up for workers’ rights in all areas of employment to eliminate discrimination and encourage diversity.

POSSIBLE ANSWER:

inequalities in employment (by promoting equal opportunities, creating educational opportunities, addressing inequality in pay scales, eliminating discrimination, encouraging diversity)

- B** Put Ss in pairs (in breakout rooms with online classes) to check the meaning of the words (do this as a class with weaker classes). If neither student knows the meaning, they can check in a dictionary or online. Ss then complete the sentences with the correct form of the words. Don’t give any answers yet.

EXTRA SUPPORT: DYSLEXIA Multistage tasks can be a challenge for Ss with dyslexia. In this case, break the activity down into distinct stages. First ask them to check the meaning of the words, then ask them to decide which word is needed for each sentence and check answers. Finally, ask them to put the words in the correct form to complete the sentences.

- C** **3.06** | Play the recording for Ss to check their answers, then check answers as a class and write the complete collocations on the board.

ANSWERS:

- | | |
|-------------------------------|-----------------------------|
| 1 bridge | 4 encouraged, tackle |
| 2 allocate | 5 stand, shape |
| 3 eliminating, enforce | |

- 3A** Put Ss in pairs to rank the promises in Ex 2B, giving reasons to justify their opinions. When they have finished, ask a pair to share their ranking and reasons with the class and find out if others agree.

- B** Refer Ss to the Vocabulary Bank on page 138.

page 138 VOCABULARY BANK politics

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.

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

EXTRA SUPPORT Ss can use dictionaries to help them with the meaning of the words and phrases if necessary.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing two options for each gap (one correct and one distractor) and asking them to choose the correct one. Covering the sentences they are not working on will also reduce distraction.

ANSWERS:

- | | | |
|-----------------------|-----------------------|-------------------------|
| 1 manifesto | 2 left, right | 3 polls |
| 4 far | 5 constitution | 6 state, monarch |
| 7 ballot, vote | 8 liberal | 9 spin |

- B** Put Ss in pairs to describe the political system in their country/ies. If possible, pair Ss from different countries for this activity. In feedback, ask a few Ss to share their ideas with the class.

- 4A** On the board, write: *gender pay gap* and elicit Ss' ideas as to what it is. Ask them to read the short article and check their ideas.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the text with them. They can then work with the same person for Ex 4B.

ANSWER:

It is the difference in pay between men and women when taken as an average.

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

How to ... check understanding by paraphrasing and summarising

- 5A** **3.07** | Tell the class that they're going to listen to a discussion on a radio show about a politician's promise. Ss listen for how the guests' points of view differ, then compare their ideas in pairs. Check the answer with the class.

AUDIOSCRIPT 3.07

- A: I thought Philippa Marwell made a good speech about how her party would address the gender pay gap if they got into power at the upcoming election. Did you hear it? She's going to get my vote next week, that's for sure.
- B: So, in other words, you're going to vote for her because of one election promise.
- A: Not at all. What I said was that she made a good speech. And it was about an issue that concerns me. I mean, look at the number of women in top jobs in the country. There are so few of them. It simply isn't fair, and something needs to be done to even everything up.
- B: So, what you're basically saying is that men and women don't have the same opportunities to reach the high-salaried positions.
- A: Absolutely. That's exactly what I mean. Don't you agree?
- B: Of course I agree – I just don't think Marwell's party will help change anything.
- A: So, am I right in thinking that you believe there's nothing more politicians can do to address the glass ceiling for women?
- B: OK, I'll put it another way. There are certainly things government can do to help – but I honestly don't think Marwell's party is the one to carry these things through. It's a really tricky problem.
- A: You're right. But another approach they could take – and Marwell mentions this, too – is to force companies to be more flexible about their employees' hours, so both men and women could fit work around childcare. They should share the responsibilities.

- B: Good thinking – but you shouldn't only be focusing on people with top jobs and salaries – that's still a comparatively small number of men and women.
- A: That's not what I'm saying. And it's not what Philippa Marwell is saying either. She wants to raise the pay for lower-income jobs, like carers and nurses, and also introduce targets such as making employers at least encourage women to put in for higher positions.
- B: It's pointless though. Whatever policies the next government introduces, the following one could well change them all!
- A: Please correct me if I'm wrong, but it sounds like you're talking about a complete lack of progress – that the gender pay gap will always exist.
- B: Let me rephrase that. Maybe 'pointless' is too negative a word. Perhaps I should have said 'unlikely'. You know how long it takes to get laws through parliament, and how many are turned around by the next incoming ministers.
- A: Well, I must say that I hope your view isn't shared by the electorate. **You** might think it's not worth fighting for, but in my opinion, Philippa Marwell and her party have the right ideas. More opportunities, more flexibility, higher salaries – they're all doable. Whether Marwell's party will actually make good on those promises if they win is another question. But I'll give them the benefit of the doubt next week.

ANSWER:

The man believes that Marwell's party is worth voting for because she has promised to confront the gender pay gap. The woman doesn't think that Marwell's party will be able to change anything.

- B** **3.07** | Read the sentences with the class and elicit their ideas as to what's missing. Then play the recording for Ss to listen and complete them, then check in pairs. Check answers with the class 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, ask Ss just to listen for the answers, then complete the sentences with them during the checking stage.

ANSWERS:

- | | |
|-------------------------------------|-----------------------------|
| 1 other words | 6 put it another way |
| 2 at all, I said was | 7 what I'm saying |
| 3 you're basically saying is | 8 me if I'm wrong |
| 4 exactly what I mean | 9 rephrase that |
| 5 I right in thinking | |

- 6A** **3.08** | Read the options with the class so they know what to listen for, then play the recording for Ss to listen and choose the correct option. Check the answer with the class.

AUDIOSCRIPT 3.08

- A: I thought Philippa Marwell made a good speech about how her party would address the gender pay gap if they got into power at the upcoming election. Did you hear it? She's going to get my vote next week, that's for sure.
- B: So, in other words, you're going to vote for her because of one election promise.
- A: Not at all. What I said was that she made a good speech. And it was about an issue that concerns me. I mean, look at the number of women in top jobs in the country. There are so few of them. It simply isn't fair, and something needs to be done to even everything up.
- B: So, what you're basically saying is that men and women don't have the same opportunities to reach the high-salaried positions.

ANSWER:

2

- B** Read the statements with the class, then ask them to think about how to respond using the prompts provided. Elicit ideas from the class and find out if others agree.
- 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**

This focuses on the form and use of functional language to check understanding by paraphrasing and summarising, and responding to this. Check understanding of the phrases if 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 complete the phrases individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------------------|-------------------|
| 1 it another way | 4 thinking that |
| 2 my words | 5 me if I'm wrong |
| 3 exactly what I mean | 6 said was |

- 2** Ss add the missing words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Encourage Ss with dyslexia to highlight the functional phrase part of the sentences to help them identify the location of the missing words.

ANSWERS:

- 1 Not **at** all – what I said was I needed more thinking time.
- 2 So, **what** you're basically saying is that we've run out of time to rectify the situation.
- 3 If I've got this **right**, you'd rather go with the third candidate.
- 4 You're twisting **my** words – I shall definitely vote for getting an extension.
- 5 Let **me** rephrase that – I would like to see more people working remotely.
- 6 No, you've got **it** all wrong. I don't want to work from home myself.
- 7 OK, I'll put **it** another way – I would love to find employment with this company.
- 8 It sounds **like** you're talking about making a large number of people redundant.

- 3** This exercise focuses on the use of the phrases. Ss match the comments with the reactions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Encourage Ss with dyslexia to reveal Speaker A's comments (sentences 1–4) one at a time as they work through them and read each of Speaker B's responses (sentences a–d), again revealing each in turn until they think they have found a match. Alternatively, you can provide Speaker B's responses on a separate piece of paper for Ss to physically move up and down to find a match.

ANSWERS:

- 1 c 2 a 3 d 4 b

PRONUNCIATION**stress and intonation when paraphrasing**

- 7A** **► 3.09** | Give Ss time to read the sentences. Ask them to focus on the stress and intonation of the introduction to each paraphrase when they listen, then play the recording. Ss decide if there is a pause or not. Check the answer with the class.

ANSWER:

There is a slight pause after *saying* and *wrong* before the speaker paraphrases what the other person said.

- B** Put Ss in pairs to practise saying the sentences. With online classes, remember you can ask Ss to mute themselves and practise saying them individually. If necessary, drill the sentences chorally and individually.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

SPEAKING

- 8A** Read the statements with the class, then ask Ss to decide if they agree or disagree with each one.
- B** Put Ss in pairs to find one they disagree on (or choose one to take opposing sides on if they agree on everything).
- C** Ss work individually to make notes on points they can use in their discussion. Encourage them to consider what their partner might say and how to counter their views.

FUTURE SKILLS | Communication



- D** Read the Future Skills box with the class, then ask them to discuss the question in pairs. In multicultural classes, try to pair Ss from different cultures. When they have finished, ask a few pairs summarise their discussion for the class.
- E** Remind Ss of the collocations and functional language of the lesson, then ask them to have their discussion. Monitor and make notes on their language use for later feedback. When they have finished, ask each pair to report back to the class on what they discussed.

EXTRA IDEA: HOW TO ... If you have time, Ss can stay in the same pairs when they finish their discussion and repeat it with one of the other statements from Ex 8A.

TO FINISH

Put Ss in pairs to discuss how they can use the language from this lesson in future at work or in their studies.

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

▶ page 148 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 186

3D BBC Street Interviews

Company culture

VOCABULARY | workplace and work culture

SPEAKING | make suggestions for a better workplace

WRITING | a report on work experience

LESSON OVERVIEW

The aim of this lesson is for Ss to make suggestions for a better workplace. In order to do this, they learn vocabulary related to the workplace and work culture. The context is a series of BBC street interviews where people say what they would look for in a company if they were changing jobs. They also say whether they would give up working if they had the opportunity not to have to work. Ss then do a speaking activity where they make suggestions for a better workplace. The lesson ends with a writing activity where Ss write a report on work experience.

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 5A:** Pairs can write their comments and suggestion in a collaborative document which they share with their group in Ex 5B.
- **Exs 5B and 5C:** Put small groups of Ss in breakout rooms to present their comments and suggestions.

Additional Materials

For Teachers:

Presentation Tool Lesson 3D

Online Digital Resources

Writing Bank 3D

Videoscript 3D: BBC Street Interviews

For Students:

Online Practice 3D

Workbook 3D

TO START

Tell the class what job you would like to do if you weren't doing your current one, e.g. 'If I wasn't a teacher, I'd like to be a postal worker. I like the idea of all the walking, though perhaps less so in the winter!' Put Ss in pairs to discuss what jobs they'd like to do either in the future or as an alternative to their current work.

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** Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

VIEW

- 2A** Read the questions in the BBC programme information box with the class and explain that they're going to watch street interviews with people answering them. Focus attention on the photos of the people in the video. Explain to Ss that they can use these to keep track of who's speaking. Ss watch the interviews and take notes about the speakers' responses. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue.

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

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find it difficult to listen and write at the same time. In this case, just let them watch and try to remember what the people said.

POSSIBLE ANSWERS:

- a Sagar: personal growth, learn new things daily, good pay, work with fun people
Hazel: corporate social responsibility policy
Michael: dynamism, sound financial footing, drive and purpose, definite role in the process
Nick: the work-life balance, nice company culture
Adeleke: community with shared values, working together rather than pursuing individual goals
- b Sagar: He would travel the world, watch football games and do all the things he's always wanted to do.
Hazel: She wouldn't give up work.
Michael: He wouldn't give up work.
Nick: He would do all his hobbies.
Kirsty: She would work one week then have one week off.
Adeleke: He would do his hobbies, do volunteering, create music and go out in the world and try new things.

- B** Put Ss in pairs to compare their notes and say who they most identify with and why. Check answers with the class and elicit from a few Ss the person they most identify with for each question and why.

- 3A** Put Ss in pairs to try and complete the phrases from the interviews. Don't give any answers yet.
- B** Ss watch the interviews again and check their answers, then check in pairs. Play the video again if necessary, then check answers with the class.

ANSWERS:

- | | | |
|------------------|---------------|-----------|
| 1 responsibility | 2 prioritised | 3 footing |
| 4 toxic | 5 community | 6 values |
| 7 aspect | 8 field | |

VOCABULARY

workplace and work culture

- 4A** Demonstrate the activity by giving an example of your own, e.g. 'If a company has a good, sound financial footing it can afford to invest in training its staff.' Ss complete the sentences with their own ideas individually. Monitor and check Ss understand the phrases where necessary.

EXTRA SUPPORT: DYSLEXIA Suggest Ss with dyslexia cover the sentences they're not working on in order to minimise distraction.

- B** Put Ss in pairs to compare their ideas. Encourage them to ask follow-up questions to find out more information. In feedback, ask a few pairs how far they agree with each other.

SPEAKING

make suggestions for a better workplace

- 5A** Put Ss in pairs to read the suggestions and comments, then add their own comments and a suggestion (in a collaborative document with online classes, which they can share with their group in Ex 5B). When they have finished, ask a few pairs to share their comments and suggestions with the class.
- B** Read the Key phrases with the class and check understanding by eliciting how each sentence starter could be finished. Put Ss in small groups (in breakout rooms with online classes) to present their comments and suggestions to each other, giving examples and justifying their ideas.
- C** Ask each group to choose the three best suggestions. When they are ready, ask each group to present their suggestions to the class and find out if others agree.

WRITING

a report on work experience

- 6A** Ss read the notice, then think of types of jobs and work people might write about. When they are ready, elicit ideas from the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the notice with them. They can work with the same partner for Ex 6B.

- B** Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.
- C** Refer Ss to the Writing Bank on page 107.

WB

▶ page 107 WRITING BANK

- 1A** Refer Ss back to the notice in Ex 6A and elicit what the points are (describe a positive or negative experience to advise students on how valuable the experience was and whether the writer would recommend working for the company). Write them on the board for Ss to refer to while they read the report. Ss read the report and decide if the points are covered individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support Ss with dyslexia in the reading, you could ask their partner in the previous activities to read the report with them. Alternatively, record the report before the lesson so that Ss with dyslexia can listen while they read. Covering the parts of the report they are not focusing on while they are reading will also help by reducing distraction. Ask them to highlight where the writer covers the points in the notice.

ANSWERS:

Yes. In the first paragraph, the writer describes the job and their expectations. In the second paragraph they describe the reality of the experience and whether it met their expectations. In the final paragraph they offer their advice to other students considering work experience.

- B** Ss match the phrases in bold in the report with their synonyms alone, then check in pairs. Check answers with the class. You could check understanding by eliciting other sentences with the phrases from the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold in the report as a vertical list on the board or on a separate piece of paper for them to match with the meanings.

ANSWERS:

- 1 thinking it through
- 2 no real grounding
- 3 opted for
- 4 be on my feet for hours on end
- 5 squeeze in
- 6 compounded by the fact
- 7 paid the price
- 8 to top it all off
- 9 get a lot out of it

- 2A** Read the list of things to consider with the class, then put Ss in pairs and ask them to choose a job to write a report on. They should then discuss what to include.

- B** Ss write their reports individually. They should aim to write 200–250 words. Monitor and offer help where necessary. When they have finished, ask each student to share their report with the class, then discuss which three should be posted on the website.

TO FINISH

Put Ss in pairs and ask them to discuss what steps could be taken in order to encourage teamwork and a positive culture at their school or workplace.

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, 2, 3A, 4A and 5) 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 2:** Ask Ss to type their answers in a collaborative document so they can compare them before feedback.
- **Ex 3B:** Put Ss in pairs in breakout rooms to compare their sentences. 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 3 (Grammar: modal verbs and phrases, passives; Vocabulary: collocations: job searching, verb–noun collocations, metaphors, collocations: politics, politics, workplace and work culture; How to ... check understanding by paraphrasing and summarising). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

modal verbs and phrases

- 1 A** Ss complete the text individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words as a vertical list on the board or on a piece of paper that they can move up and down the text to find the correct word for each gap. Covering the parts of the text they are not working on will help reduce distraction.

ANSWERS:

1 essential	2 bound	3 well
4 responsibility	5 expected	6 unlikely
7 requirement	8 inevitably	9 likelihood

- B** Put Ss in pairs to share their experiences. If Ss aren't working, you could ask them to share a bad study experience.

passives

- 2** Ss rewrite the sentences alone, then check in pairs. Monitor and check Ss are forming passives correctly. With online classes, remember you can ask Ss to type their answers in a collaborative document to compare answers with their partner. 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 support Ss with dyslexia by providing more of each sentence, leaving just the passive structures for them to complete.

ANSWERS:

- 1 needs to have been rewritten by the end of the day
- 2 is thought to have been working for a competitor at the same time as working for us
- 3 placed under too much pressure can affect employees' productivity
- 4 have been shortlisted after the interview knocked my brother's confidence
- 5 employees need to be informed about possible promotion paths within the company
- 6 is said to have been founded by the present owner's great-grandfather

VOCABULARY

3A Ask Ss to choose the correct words to complete the sentence starters individually. Check answers with the class, then ask Ss to complete the sentences with their own ideas.

ANSWERS:

- | | | |
|-----------|--------------|-------------|
| 1 warrant | 2 the | 3 footprint |
| 4 selling | 5 jeopardise | 6 play |

B Put Ss in pairs (in breakout rooms with online classes) to compare their sentences and comment on each other's by saying how far they agree. Encourage them to also ask follow-up questions to find out more information.

EXTRA CHALLENGE Encourage Ss to use the functional language from Lesson 3C to check understanding when they comment on each other's completed sentences.

4A Ss complete the questions 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 reducing the number of options for each sentence to two (one correct and one distractor) and asking them to choose the correct one to put into the correct form.

ANSWERS:

- | | | |
|--------------|-------------|------------|
| 1 strengthen | 2 alleviate | 3 ease |
| 4 encourage | 5 allocated | 6 enforced |

B Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share any interesting ideas or information they found out from their partner with the class.

5 This activity reviews both the grammar and vocabulary of Unit 3. 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).

ANSWERS:

- 1 doesn't spill over into/to
- 2 a given that we
- 3 already boosted morale amongst/among
- 4 the odds are
- 5 stand up for his classmates
- 6 for students to bridge the gap

TO FINISH

Write on the board:

What are the four most useful things you learnt in Unit 3? 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 them in the future.

4 humanity

Global Scale of English LEARNING OBJECTIVES

4A Pioneers

- READING | Read an article about two pioneers: verb–noun collocations; adverb–adjective collocations
- Pronunciation: syllable stress in verb–noun collocations
- Have a debate about space exploration: verb patterns

GSE INFORMATION

READING

73 Can identify specific information in a linguistically complex factual text.

VOCABULARY

76–90 Can use language related to collocations.

GRAMMAR

80 Can use a wide range of words and phrases that are followed by verbs in the gerund or infinitive.

SPEAKING

77 Can justify a point of view using linguistically complex language.

4B Community

- LISTENING | Understand a radio programme about a charity: collocations: needing and giving; adjectives to describe people
- Pronunciation: stress in collocations featuring verbs with ‘weak’ meanings
- Talk about designing an app to help people in need: continuous and perfect aspects
- Write an informal review of a product or service

GSE INFORMATION

LISTENING

82 Can understand the details in a linguistically complex recording.

VOCABULARY

76–90 Can use language related to asking for or providing help.

GRAMMAR

80 Can use a wide range of the continuous and perfect forms of verbs.

SPEAKING

76 Can describe the details of problem-solution relationships using a range of linguistic devices.

WRITING

77 Can express themselves fluently in writing, adapting the level of formality to the context.

4C Economies

- HOW TO ... | present survey results: money and economy
- Pronunciation: chunking language

GSE INFORMATION

VOCABULARY

76–90 Can use language related to the economy.

HOW TO ...

83 Can summarise group discussions on a wide range of linguistically complex topics.

SPEAKING

79 Can facilitate understanding of a complex issue by highlighting and categorising the main points.

4D Extinction

- BBC PROGRAMME | Understand a documentary about extinction
- Talk about planning a documentary introduction: extinction
- Write an opinion essay about extinction

GSE INFORMATION

VOCABULARY

76–90 Can use language related to environmental issues.

SPEAKING

76 Can speculate about future events or situations using linguistically complex language.

WRITING

81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.

► 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 4A. It shouldn't be exploited or taught at length, just played once or twice in class.

► Read the vlog question with the class and check understanding. Play the video for Ss to watch and answer the question in part 1. Discuss Ss' responses as a class. Put Ss in pairs to discuss the question in part 2. When they have finished, elicit their answers and write them on the board.

ANSWERS:

1 Characteristics mentioned in the vlogs:

- Speaker 1: kindness and compassion
- Speaker 2: humility
- Speaker 3: curiosity
- Speaker 4: politeness
- Speaker 5: imagination and creativity
- Speaker 6: good sense of humour

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 Pioneers

GRAMMAR | verb patterns

VOCABULARY | verb–noun collocations; adverb–adjective collocations

PRONUNCIATION | syllable stress in verb–noun collocations

LESSON OVERVIEW

The aim of this lesson is for Ss to justify a point of view. To help them do this they learn or review verb–noun collocations, adverb–adjective collocations and verb patterns. The context is an article about pushing boundaries. This leads into the vocabulary, where Ss also practise syllable stress in verb–noun collocations. 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 3C:** Ask Ss to type their comments in a collaborative document.
- **Ex 4B:** Ask Ss to mute themselves and repeat the sentences out loud after the recording.
- **Ex 7D:** Put Ss in groups in breakout rooms to have their debate.

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

Put Ss in small groups to discuss how they would meet friends and make arrangements without their devices. If you have Ss old enough to remember life before them, ask them to explain to other Ss how they used to do these things. When they have finished, tell the class that this lesson is about technological advances and their importance and impact.

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** Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit answers from a few Ss and have a brief class discussion.
- B** Focus attention on the title of the article and elicit Ss' ideas as to what the article is about. Set a time limit of three minutes for Ss to read the article quickly and check their ideas. When they have finished, ask Ss which of their ideas, if any, were mentioned and how the two pioneers and their projects are similar and different.

ANSWERS:

The article is about pushing limits.
similar: both push limits to explore previously unexplored spaces
different: Musk has no concerns about finance while Cousteau needs funding, Musk's main interest is going beyond what is known while Cousteau's is to find solutions to current problems

- 2 A** Ss read the article again and discuss the question in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Encourage Ss with dyslexia to cover the parts of the text they are not working on in order to minimise distraction.

ANSWERS:

- 1 to illustrate how our desire to learn more begins
- 2 to give an example of a physical limit already explored
- 3 to give an example of what Musk is known for
- 4 Musk's well-known project linked to pushing limits
- 5 the grandfather of Fabien, a famous French explorer in the 1960s
- 6 the projected size of the underwater station
- 7 to give an example of how explorers have always needed funding

- B** Check understanding of what's referred to by the word *both* in the quote (large organisations and individuals), then discuss the question as a class, eliciting arguments for and against the conclusion.

VOCABULARY

verb–noun collocations

- 3 A** Focus attention on the collocations in bold in the article. Ask Ss to match them with the meanings, then check in pairs. Check answers with the class and write the collocations on the board. You can check understanding by eliciting further example sentences with the collocations.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia by providing the collocations in bold in the article as a vertical list, either on the board or on a separate piece of paper, for them to match with the meanings. They can use the list again in Ex 3B to help them identify the correct verbs.

ANSWERS:

- 1 realise a (big) dream
- 2 serve science
- 3 raise funding
- 4 satisfy your/humankind's (constant) curiosity
- 5 pursue your/his ambitions
- 6 fuels your/the motivation
- 7 back a (research) project
- 8 pushing the limits

- B** Elicit the first answer as an example. Ask Ss to complete the rest of the questions with the correct form of the verbs in bold in the article individually, then check in pairs. They can refer to the collocations you wrote on the board in Ex 3A. Check answers with the class and elicit answers to the questions from a few Ss.

EXTRA: ALTERNATIVE IDEA After checking the correct verbs to complete the questions, put Ss in pairs to ask and answer the questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

ANSWERS:

- | | |
|-----------------|----------|
| 1 satisfy | 5 pursue |
| 2 fuelled/fuels | 6 raise |
| 3 realise | 7 back |
| 4 pushing | 8 serve |

- C** Put Ss in pairs and ask them to write their comments. Monitor and check they're using verb–noun collocations. Help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask a few pairs to read their comments to the class. With online classes, remember you can use a collaborative document for Ss to share their comments.

PRONUNCIATION

syllable stress in verb–noun collocations

4A **4.01** | Focus attention on the sentences and elicit Ss' ideas as to which syllable in each collocation receives the main stress. Play the recording for Ss to listen and check.

ANSWERS:

- 1 motivation 2 ambition

B **4.02** | Ask Ss to mark the syllable in each collocation that receives the stronger stress. Play the recording for them to check, then check answers with the class. Play the recording again for Ss to listen and repeat. With online classes, remember they can mute themselves and repeat the sentences out loud after the recording.

ANSWERS:

- | | |
|-------------|-----------|
| 1 curiosity | 4 dream |
| 2 funding | 5 project |
| 3 science | |

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

C Refer Ss to the Vocabulary Bank on page 138.

VB page 138 **VOCABULARY BANK** adverb–adjective collocations

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 Read the sentences with the class and elicit which other adverbs could be used and write them on the board.

POSSIBLE ANSWERS:

- 1 considerably 2 surprisingly/amazingly/incredibly

B With weaker classes, point out that the adverbs do not have a literal sense when they are used in these collocations. Ss complete the summary individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

ANSWERS:

- | | |
|---------------|---------------|
| 1 vehemently | 5 wildly |
| 2 infinitely | 6 gravely |
| 3 immediately | 7 ludicrously |
| 4 blindingly | |

C Put Ss in pairs to write a comment about pioneers, using at least one adverb–adjective collocation. Monitor and help where necessary. When they have finished, ask a few Ss to read their comments to the class.

GRAMMAR

verb patterns

5A Ss complete the sentences individually, then check their answers in the article. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Multistage tasks can be a challenge for Ss with dyslexia. In this case, break the exercise down into distinct stages. First ask Ss to match the verbs with the sentences and check answers (or just tell them which verb goes where). Then ask Ss to write the verbs in the correct form. If they want to refer back to the article to check the verb forms, remind them that covering the parts they are not referring to will help reduce distraction.

ANSWERS:

- | | |
|------------------|-----------------------|
| 1 to have made | 4 being deprived |
| 2 to be explored | 5 to be following |
| 3 building | 6 to have been backed |

B Elicit what type the first sentence is as an example. Ask Ss to categorise the rest of the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- a sentences 2 and 6
 b sentence 4
 c sentences 1 and 5
 d sentence 3

6A Ss complete the forum chat individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Encourage Ss with dyslexia to cover the sentences they are not working on so as to minimise distraction.

ANSWERS:

- 1 to be made
- 2 to have suffered / to be suffering / to suffer
- 3 to revitalise
- 4 upsetting
- 5 backing
- 6 to be rented
- 7 to go after
- 8 to solve
- 9 to be speeding / to speed
- 10 happening

B Ss discuss the question in pairs. When they have finished, ask a few Ss to share their opinions with the class and find out if others agree.

C 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

Ss at this level have met verb patterns several times before, so how thoroughly you go through the notes will depend on your individual learners. For some of the verbs (such as those which change meaning depending on whether they're followed by an *-ing* form or an infinitive, e.g. *forget, go on*, etc.), you could elicit further example sentences to check understanding.

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 This exercise practises the form of verb patterns. Elicit the first answer as an example and make sure Ss are aware that each sentence may contain one or two mistakes. Ss correct the mistakes individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by breaking it down into stages. First, ask them to identify the mistakes and then check they have identified them correctly. (Alternatively, tell them where the mistakes are.) Once the mistakes have been identified, ask Ss to correct them. In both Exs 1 and 2, remind learners with dyslexia to cover the parts of the exercise they are not working on to help reduce distraction.

ANSWERS:

- 1 Sonya's renowned for not answering her emails in addition to never ~~check~~ **checking** her voice mails.
- 2 Since ~~see~~ **seeing** the film, Ron bursts out ~~cry~~ **crying** every time he sees a cat.
- 3 I'm not looking forward to ~~turn~~ **turning** forty, so there's no need to organise a party.
- 4 The judge decided they were justified in having ~~leave~~ **left** the restaurant without paying while running from the fire.
- 5 It's worth remembering ~~packing~~ **to pack** your case the night before so you don't forget ~~taking~~ **to take** everything.
- 6 It was great to have ~~visit~~ **visited** / to have visit so many countries but pointless trying ~~picking~~ **to pick** which was the best.
- 7 When Dan was complimented on having prepared such a good meal, he admitted to ~~have~~ **having** ordered / to have ordered **ordering** / to have **having** ordered it from a caterer.

2 This exercise also practises the form of verb patterns. Ss complete the text alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------------------------|-------------|
| 1 to extinguishing | 7 to carry |
| 2 spending | 8 having |
| 3 having started / starting | 9 to make |
| 4 to collect | 10 putting |
| 5 to protecting | 11 to start |
| 6 doing | 12 to give |

SPEAKING

7A Read the statement with the class and check understanding, then put Ss in pairs to discuss possible points for and against it. Tell them they will be taking part in a class debate on the statement.

B In the same pairs, assign Ss their roles and direct them to the relevant pages. Ss read the ideas and add any of their own from the previous discussion. With weaker classes, put Ss in small groups with other Ss on the same side (A or B) to pool ideas. Monitor and offer help where necessary.

FUTURE SKILLS | Critical thinking

C Read the Future Skills box with the class, then ask Ss to do the task on their own (or, with weaker classes, in the same groups as for Ex 7B). Monitor and offer help where necessary.

EXTRA: EMPLOYABILITY SKILLS Put Ss in pairs and ask them to discuss in which aspects of their job (or studies) being able to counter arguments will be useful.

D If you haven't already, put Ss in small groups with other Ss on the same side (A or B) and ask them to share their ideas and select their best ones to use in the debate. When they are ready, join each group with a group from the opposing side to have their debate (in breakout rooms with online classes). Monitor and make notes on Ss' language use for feedback. After each side has debated, hold a class vote on the statement (for or against) via a show of hands. Give Ss feedback on their language use as a class.

EXTRA: ALTERNATIVE IDEA If you think it will be easier to organise with your class, divide them into two halves – one side supporting the statement and one side against it – to plan their ideas together, then regroup them with Ss from both sides for the debate.

TO FINISH

Put Ss in pairs to discuss what piece of technology they couldn't live without and why.

4B Community

GRAMMAR | continuous and perfect aspects

VOCABULARY | collocations: needing and giving; adjectives to describe people

PRONUNCIATION | stress in collocations featuring verbs with 'weak' meanings

LESSON OVERVIEW

In this lesson, Ss learn collocations related to needing and giving and adjectives to describe people. The context is a listening where Ss listen to a radio programme about an unusual charity organisation. This leads into the vocabulary where Ss also practise stress in collocations featuring verbs with 'weak' meanings. Ss also learn or review the continuous and perfect aspects. They then do a speaking activity where they design an app. The lesson ends with a writing activity where Ss write an informal review of a product or service.

Online Teaching

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

- **Ex 2B:** Display the questions and options on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the correct answer.
- **Ex 6A:** Put Ss in breakout rooms to discuss the questions in Ex 3.
- **Ex 8C:** Use an online poll to carry out the class vote.
- **Ex 11B:** Ask Ss to write their reviews in a collaborative document so they can compare them.

Additional Materials

For Teachers:

Presentation Tool Lesson 4B

Photocopiable Activities 4B

Grammar Bank 4B

Vocabulary Bank 4B

For Students:

Online Practice 4B

Workbook 4B

TO START

Introduce the topic of the lesson by writing on the board: *Random acts of kindness*. Check understanding of the phrase (doing something nice for someone else, usually a stranger, without being asked or expecting anything in return). Put Ss in pairs and give them three minutes to make a list of practical examples of what they might be. When they have finished, ask Ss to share their ideas with the class 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.

LISTENING

1 A Ask Ss to read about the two acts then find out if they or anyone they know would have done the same.

EXTRA SUPPORT: DYSLEXIA Suggest dyslexic learners cover the lines in the posts they are not reading to help them focus.

B Ss discuss the questions in pairs. When they have finished, ask a few Ss to share something they found out from their partner with the class.

2 A  **4.03** | Tell the class that they're going to listen to a radio programme about an usual charity organisation. Play the recording, then elicit what the charity does.

AUDIOSCRIPT 4.03

P = Presenter H = Helen

P: There are a lot of people out there, kind, compassionate people, who are ready, willing and able to give a helping hand to those who are in need – and there are a host of websites that provide a link between those who need the help and those who want to give it. Helen Carter, who, as you're aware, does a weekly round-up of useful websites and apps for us, is here today to report on a charitable organisation, 52 Lives, which seems to be really rather special. Helen?

H: Yes. I'd heard about this website a while back and I'd been meaning to check it out. What it does is try to change someone's life every single week of the year. Each week a story is posted on the website or social media pages, about someone who needs help in some shape or form, things which can really make a difference to their day-to-day lives – not necessarily because they're destitute, but because they might be going through a rough patch, needing something relatively basic to help them face the day. This could be something concrete and simple like a pram, an old computer, or, I don't know, an easy type of can opener for someone with arthritis, or it might be

something a whole lot bigger, like a stair lift. It could also be a service, like giving people lifts to hospital appointments. The organisation's supporters, which now number over 100,000, either give help themselves, or if they can't, they spread the word to find others who can.

P: It sounds amazing. Has it been running for a long time?

H: Well, by the end of the month, the woman who started it, Jaime Thurston, will have been working on the project for nine years. It all came about by chance. Apparently, she'd been thinking about doing some volunteering for a while but never got round to it. Like a lot of people, I guess. Anyway, she came across a 'Wanted' advert while she was looking for some second-hand furniture and it had been put up by a woman who needed a rug. Her story touched Jaime's heart. The woman was bringing up children on her own, on a low income, and finding it hard to make ends meet. Her flat had no carpet, which meant the rooms were very cold. Jaime didn't have a rug, but she contacted the woman and said if she could source a rug then Jaime would pick it up for her. Just that one item made a huge difference to the woman's family and Jaime had the idea that things like this could help an enormous number of people who were struggling. The word just needed to be spread. And so, the idea took off. It started with an online post about this woman's story, then a fundraising page to get money to help install a lift for a boy in a wheelchair, and now has grown into a global community, linking people across a whole range of social media platforms.

P: So, you were saying it's not only giving items but services as well?

H: Or money to fund services – like, a few years ago, redecorating the room of a little girl confined to bed or even things like sending cards and kind messages to young people who are being trolled or bullied. It's quite remarkable. And it's all based on a simple philosophy – that being selfless and spreading kindness empowers people and can change lives. It clearly brings benefits to the person or family in need – and not only the tangible benefits – it's the kindness that complete strangers are showing that people are appreciative of – it's that which makes the big difference. Also, it has a knock-on effect – it benefits the givers – being altruistic and knowing that their kindness to someone – who they will never meet – has helped in a major way, is rewarding.

P: Wow – I just love this idea. Does the organisation do anything else?

H: Oh yes! Jaime won an award for the website in 2016 and used the prize money to set up a School of Kindness. They go into primary schools and work with children, helping them to understand how much difference even very small everyday choices can make, and encourage them to come up with ways of spreading kindness in their circles of friends, families and communities. You know, I'm sitting here and I'm wondering what on earth this amazing woman is going to do next!

P: It's true though, isn't it? You get a warm glow if a complete stranger does something kind for you, out of the blue, and also if you do something kind for a complete stranger. It has to be a win-win philosophy! What a great website report this week. Thanks, Helen.

ANSWERS:

The charity tries to help somebody in need every week by providing basic needs or basic services to help make a difference.

B **4.03** | Read the questions and options with the class so they know what to listen for, then play the recording again for Ss to listen and choose the correct answers. Put Ss in pairs to compare answers and play the recording again if necessary, then check answers with the class. With online classes, remember you can display the questions and options on your device for Ss to highlight.

ANSWERS:

1 c 2 c 3 b 4 a

C Ss discuss the questions in pairs. If possible, put Ss from different backgrounds together. When they have finished, ask a few Ss to share their ideas with the class.

VOCABULARY**collocations: needing and giving**

3 Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

ANSWERS:

1 spread	4 have
2 make	5 through
3 helping	6 face

4 Refer Ss to the Vocabulary Bank on page 138.

VB

► page 138 **VOCABULARY BANK** adjectives to describe people

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 With weaker classes, check understanding of the adjectives in the box with the class first. Ask Ss to match the words in the box with the meanings alone, then check in pairs. Check answers with the class and check understanding of the adjectives by eliciting an example sentence (or an example of famous people showing the quality) for each one.

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

ANSWERS:

1 compassionate	5 conscientious
2 appreciative	6 aloof
3 selfless	7 intuitive
4 enterprising	8 resourceful

B Demonstrate the activity with an example of your own, e.g. 'A selfless person I know is my aunt. She volunteers for a number of charities and spends most of her time and energy helping other people.' Put Ss in pairs to discuss people they know who can be described using these adjectives and give examples of why this is so. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

EXTRA IDEA Ask Ss to choose four of the adjectives and think of an example of behaviour that describes each one, e.g. 'This person always goes out of their way to thank me if I do something good for them.' (appreciative). When they are ready, put Ss in small groups to share their examples (without saying the adjective) for other Ss to guess the adjective.

PRONUNCIATION**stress in collocations featuring verbs with 'weak' meanings**

5 A Give Ss time to answer the questions individually, then check in pairs. Elicit their ideas but don't give any answers yet.

B **4.04** | Play the recording for Ss to check their answers. Check answers with the class, then play the recording again for Ss to listen and repeat.

ANSWERS:

The nouns carry more of the meaning and therefore more of the stress.

6 A Put Ss in pairs (in breakout rooms with online classes) to discuss their answers to the questions in Ex 3. Monitor and check Ss are stressing the collocations properly. When they have finished, elicit answers from a few Ss and find out what Ss have in common.

B Read the statements with the class, then give Ss a moment or two to think about which they agree with and why. When they are ready, discuss the statements as a class. Encourage use of the collocations.

GRAMMAR

continuous and perfect aspects

7A **4.05** | Remind Ss of the radio interview they listened to in Ex 2 and explain that the sentences are from that interview. Ss complete the sentences individually, then check in pairs. When they are ready, play the recording for Ss to check their answers. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA For both Exs 7A and 7B, encourage Ss with dyslexia to cover the parts they are not working on to help them focus. For Ex 7B they should focus on each reason in turn and uncover the sentences in Ex 7A one at a time to find the matches.

ANSWERS:

- 1 'm sitting, 'm wondering
- 2 will have been working
- 3 'd been meaning
- 4 'd been thinking

B Read the reasons with the class and check understanding, then ask Ss to match the sentences with the reasons individually, then check in pairs. Check answers with the class.

ANSWERS:

- a sentence 2 b sentence 1 c sentences 3 and 4

- C** Read the example sentence frames with the class. Put Ss in pairs and give them plenty of time to think of their story and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- D** Put Ss in new pairs to share their stories and discuss what help could be given. When they have finished, ask one or two Ss to share their stories and suggestions for help with the class.
- E** 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 section of the Grammar Bank provides an opportunity to compare and contrast the use of the continuous and perfect aspects, as up until now Ss will have mainly studied their use as individual tenses. Go through the notes with the class 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 This exercise focuses on the use of the continuous and perfect aspects. Ss choose the correct words individually, then check in pairs. Check answers with the class and elicit why each one is correct.

EXTRA SUPPORT: DYSLEXIA Encourage Ss with dyslexia to cover the sentences they are not working on to help reduce distraction. They should do the same with sections of the text in Ex 2.

ANSWERS:

- 1 had been
- 2 've, 'll be
- 3 Haven't you found, were
- 4 he'd missed, hadn't
- 5 will have doubled
- 6 'd been, needed
- 7 be, 'd
- 8 've been, downloaded
- 9 've been meaning, haven't had
- 10 're doing, 'll have finished

2 This exercise focuses on the form and use of the continuous and perfect aspects. Elicit the first answer as an example and write it on the board. Ask Ss to complete the text individually, then check in pairs. Monitor and offer help where necessary. Check answers with the class and elicit where more than one tense might be possible.

ANSWERS:

- | | |
|-------------------------------|--------------------|
| 1 'd taken | 8 aren't moving |
| 2 'd never felt | 9 weren't moving |
| 3 was waiting | 10 was giving |
| 4 was losing / 'd lost | 11 had started |
| 5 'd been working / 'd worked | 12 was standing |
| 6 'll be looking | 13 hadn't said |
| 7 was walking | 14 've never heard |

EXTRA CHALLENGE Ask Ss to discuss the difference in meaning where more than one tense is possible.

SPEAKING

8A Read the advertisement with the class, then put Ss in pairs to think of ideas. Encourage them to think of different ideas to the ones they heard about in Ex 2. If Ss are struggling to think of ideas, you could give them a few pointers, such as an app where people who have something to donate can find someone who needs it, an upcycling service, an app for people to offer to run errands for elderly or vulnerable people, an app to help people assemble, collect and deliver food parcels, etc. When they are ready, ask each pair to share their ideas with the class.

EXTRA IDEA: DIGITAL Ss can use their devices to search for community-based apps to give them inspiration.

- B** Keep Ss in the same pairs as for Ex 8A to choose an idea (it could be one of the other pairs' ideas) and use the questions to design their app. Monitor and help with vocabulary where necessary and write any new words and phrases on the board.
- C** When they are ready, ask each pair to present their app idea to the class. Encourage other Ss to listen and ask follow-up questions to find out more information. You could then hold a class vote via a show of hands (or an online poll with online classes) for the most useful app, the best-designed app and the best overall.

WRITING

an informal review of a product or service

- 9A** Write on the board: *Realise your dreams* and explain that this is the name of an app. Elicit Ss' ideas as to what they think it does, but don't give any answers yet.
- B** Ss read the review of the app and choose the best title, then check in pairs. Check the answer with the class and elicit Ss' reasons as to why it's the best title.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the review with them. Alternatively, record the review before the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:

Title 1 because it asks a question which is then addressed in the review.

- C** Discuss the questions briefly as a class: elicit Ss' ideas as to how the app differs and whether they'd like to try it and their reasons.

ANSWERS:

The app is different because it's a practical app that uses advice from real experts.

Students' own answers

- 10A** Ss answer the questions individually, then compare their answers in pairs. When they are ready, check answers with the class.

POSSIBLE ANSWERS:

- 1 people who are interested in apps and technology, people who want help trying to achieve a goal
- 2 on a website, in an app store or in a technology magazine
- 3 informal
- 4 to outline how the app works, to inform the reader of its features and to recommend its use
- 5 with an initial short exclamation

- B** Read the list with the class and elicit that these are common features of informal writing. Ss find examples in the review, then compare in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA For Exs 10B and 10C, remind Ss with dyslexia to cover the parts of the text they are not working on in order to minimise distraction.

ANSWERS:

- 1 we're, we've, doesn't, It's
- 2 the use of pronouns we and our
- 3 Pricey (instead of **It's** pricey)
- 4 fobbing users off

- C** Point out that the writer does more than one of the things listed in some of the paragraphs and that some functions appear in two paragraphs. Ss decide in which paragraph the each functions appears individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 paragraph D 2 paragraphs C and D 3 paragraph A | <ol style="list-style-type: none"> 4 paragraphs B and D 5 paragraph B 6 paragraph A |
|--|--|

EXTRA IDEA To give extra practice of recognising informal language, write the following phrases on the board and ask Ss to decide if each one is more formal (F) or informal (I):

- 1 *We just love this new app! (I)*
- 2 *The popularity of this app is clear from the number of downloads. (F)*
- 3 *So, you're looking for an app that might change your life, ... (I)*
- 4 *What do most people want from an app? That it does what it says on the tin. (I)*
- 5 *The difference between the claims of the developers and the reality of the application is significant. (F)*
- 6 *The app has effectively outsmarted its competitors and is selling way beyond initial estimates. (F)*

- 11A** Put Ss in pairs to choose an app and make notes. Make sure both Ss make notes as they'll need them to write their reviews.

- B** Ss plan and write their reviews individually, thinking about content, structure and register. They should aim to write 100–150 words. With online classes, remember they can use a collaborative document to do this, so they can read their partner's review in Ex 11C. Monitor and encourage Ss to use the vocabulary and grammar from the lesson.

- C** Put Ss in pairs to read each other's reviews. Remind them of the features of informal writing in Ex 10B and the structure of the review in Ex 10C to help them suggest how they might be improved.

EXTRA IDEA Ss write a second draft incorporating their partner's suggestions. When they have finished, ask Ss to circulate and read each other's reviews, then decide which app would interest most people.

TO FINISH

Put Ss in pairs and ask them to talk about any reviews they've left online (in English or their own language) and why they left the review. If they've never done this, they can make brief notes about a recent purchase and give their partner a verbal review.

4C Economies

HOW TO ... | present survey results

VOCABULARY | money and economy

PRONUNCIATION | chunking language

LESSON OVERVIEW

In this lesson, Ss learn functional language for presenting survey results. They also learn words and phrases related to money and the economy. The context is a listening where Ss listen to a presentation of survey results. This leads into the functional language where Ss also practise chunking language. The lesson ends with a speaking activity where Ss carry out a survey in pairs, then present the results to the class.

Online Teaching

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

- **Ex 2:** Ask Ss to type their answers in the chat box so they can compare while checking.
- **Ex 6B:** Ask Ss to use private messages in the chat box to ask other Ss their survey questions.

Additional Materials

For Teachers:

Presentation Tool Lesson 4C

Photocopiable Activity 4C

Grammar Bank 4C

Mediation Bank 4C

For Students:

Online Practice 4C

Workbook 4C

TO START

Write the following questions on the board:

- *How much do you know about the economy of your country?*
- *What are the biggest economic issues facing the world right now?*
- *What's the fairest type of economy, do you think?*

Put Ss in small groups to discuss the questions. When they have finished, elicit ideas from a few Ss 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.

VOCABULARY

money and economy

- A** Write the terms on the board, then put Ss in pairs to discuss what they mean. Elicit their ideas but don't give any answers yet. Direct Ss to page 142 to find out and ask if anyone had heard either of these terms before.
- B** Ss read the descriptions and categorise them individually, then compare answers in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with their partner from Ex 1A who can read the descriptions with them.

ANSWERS:

- | | |
|--------------------|--------------------|
| 1 circular economy | 4 sharing economy |
| 2 sharing economy | 5 sharing economy |
| 3 circular economy | 6 circular economy |

- 2** Ss complete the article alone, then check in pairs, looking up the collocations online if necessary to help them. With online classes, remember you can ask Ss to type their answers in the chat box to compare before feedback. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find both the reading load and format of this activity challenging. Pair Ss with dyslexia with their partner from Ex 1A who can read the article with them. Alternatively, record the article before the lesson, indicating where the gaps occur, so that Ss with dyslexia can listen while they read. Also remind them to cover the parts of the article they are not working on. To help them manage the information they need to process, you could break the text up into sections and place the relevant options below each section so their eyes don't have to travel across so much text on the page when they choose the words.

ANSWERS:

- | | |
|-----------------|---------------|
| 1 economy | 7 on-demand |
| 2 model | 8 zero- |
| 3 collaborative | 9 incentives |
| 4 terms | 10 loyalty |
| 5 online | 11 Investment |
| 6 driven | 12 finite |

EXTRA CHALLENGE Books closed. Put Ss in A/B pairs and ask them to take turns. Student A says the first word of a collocation and Student B replies with the whole collocation. They then swap roles. Then ask Ss to again take turns. Student A uses one of the collocations in a question and Student B answers the question.

How to ... present survey results

- 3A** Read the survey questions with the class, then ask Ss to answer them individually, making notes if they want to. Put Ss in pairs to compare their answers.
- B**  **4.06** | Tell Ss they're going to listen to an extract from a presentation of the results of the survey they just answered. Read the questions with the class so they know what to listen for, then play the recording for them to answer the questions. Check answers with the class.

AUDIOSCRIPT 4.06

A: ... and the next section was particularly interesting. On the whole, people expressed a curiosity about businesses that had less relevance for them. So, they wanted to know more about services that they were in fact unlikely to use, which was surprising for us. To cite one example, people who don't have pets tended to be particularly interested in getting information about the pet-related services. Our impression was simply that these businesses had some novelty for them, and their interest presumably reflected amusement more than a genuine desire to use the service. One person said, 'It just never occurred to me that such a business would exist.'

B: Another illustration of this is the number of people who asked for more information about the parking services, and who, as it turned out, don't actually have a car. Generally speaking though, when we asked people about actually using the services, there was limited interest in trying out ones that the survey participants hadn't used in the past. The consensus seems to be that people favour what they already use or know about, and are satisfied with the service they're getting for the price they're paying. One might speculate that this reflects human nature – people don't like to go out of their comfort zone – but having said that, some people were attracted to alternatives to services they already use, such as HomeExchange instead of Airbnb.

A: Yes, and in that case there's a real difference in the way the services work, since with Airbnb you pay for what you use, and with HomeExchange you only pay a membership fee, and after that the services are free. Now moving onto the next question ...

ANSWERS:

- questions 5, 6 and 7
- that people were interested in businesses they were unlikely to use, e.g. pet-related services for people with no pets and car-parking services for people without a car
- that these businesses were a novelty and their interest reflected amusement; that people like what they already know about and don't want to leave their comfort zone – this is part of human nature

4A **4.07** | Explain to Ss that they are going to listen to sentences from a presentation of the results of a similar survey on the circular economy. First, however, they should complete the phrases in the extracts, then check in pairs. Play the recording for Ss to check their answers, then check answers with the class, writing each phrase on the board.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the extracts with them.

ANSWERS:

- | | |
|--------------|----------------|
| 1 whole | 5 illustration |
| 2 cite | 6 Generally |
| 3 impression | 7 consensus |
| 4 presumably | 8 speculate |

B Check understanding of the categories, then ask Ss to categorise the phrases in Ex 4A individually, then check in pairs. Check answers with the class.

ANSWERS:

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

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

This focuses on the form and use of functional language to present survey results. Point out the four categories (contrasting being in addition to the ones in Ex 4B). Check understanding of the phrases 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 exercise focuses on the form of the phrases. Ss match the sentence halves individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To make this activity more accessible for Ss with dyslexia, reduce the number of options for each sentence to two (one correct and one distractor) and ask them to choose the correct one. Alternatively, provide the sentence endings on a separate piece of paper for them to move up and down next to the sentence beginnings to help them find the correct matches.

ANSWERS:

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

2 This exercise focuses on the form and use of the phrases. Ss correct the mistakes individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support Ss with dyslexia, you could read the text with the class, including the mistakes, before they do the activity. Alternatively, record the text before the lesson so that Ss with dyslexia can listen while they read. When they come to correct the mistakes, covering the lines they are not working on will help them focus. They should use the same technique when working with the text in Ex 3.

ANSWERS:

- 1 ~~in~~ On the whole
- 2 ~~tendency~~ tended
- 3 The ~~eensus~~ consensus seems to be
- 4 To slight ~~cite~~ one example
- 5 ~~presumptuously~~ presumably
- 6 Another ~~illustrator~~ illustration of this
- 7 One might specialise ~~speculate~~ that
- 8 ~~Generically~~ Generally speaking though
- 9 our ~~impressive~~ impression was that

3 This exercise practises the use of the phrases. Look at the example with the class so Ss are clear about what they need to do. Ss identify where words are missing, then complete the presentation individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can be supported with the reading required here as in Ex 2. You can make the activity more accessible for them by telling them where the missing words occur and also supplying the words as a vertical list.

ANSWERS:

Generally speaking, a majority of respondents tended to feel that while a shortened (four-day) work week is an appealing idea, it would be too problematic in practice. The consensus seems to be that the resulting paperwork for human resources and management and the decline in productivity wouldn't be worth the benefits. To cite one example, a factory manager indicated that reducing the working week to four days would require increasing his workforce by 20 percent. Another illustration of this is that many people said they would have to work at home to make sure their tasks got done anyway. This view presumably reflects the degree of inflexibility of many companies. On the whole our impression was simply that people in fact like their routine, and one might speculate that they identify so much with their work that they can't imagine life with less of it.

PRONUNCIATION

chunking language

5A  **4.08** | Ss listen and mark the natural pauses, then compare answers in pairs. While they are doing this, write the sentences on the board. In feedback, invite different Ss to come up and mark the pauses and check answers as a class. Play the recording again for Ss to listen and repeat.

ANSWERS:

- 1 To cite one example, / businesses which sold upcycled furniture / reported a significant increase in customer interest.
- 2 Generally speaking though, / the cost and effort that goes into upcycling / tends to lead to very small profit margins.

B  **4.07** | Refer Ss back to the sentences in Ex 4A and ask them to mark the natural pauses. When they are ready, play the recording for Ss to check their answers, then check answers with the class. Play the recording again for Ss to listen and repeat.

ANSWERS:

- 1 On the whole, / people expressed a curiosity / about how effective the businesses were / in significantly reducing waste.
- 2 To cite one example, / people who were interested in sustainable fashion / wondered how many times fashion items could be recycled.
- 3 Our impression was simply / that people were interested in the difference / between the claims and the actual reality of these business models.
- 4 Their interest presumably reflected / a genuine concern to help protect the planet's finite resources.
- 5 Another illustration of this / is the number of people who asked for more information / about second-hand furniture outlets / and clothes-swap websites.
- 6 Generally speaking though, / there was limited interest / in trying out services that had no proven track record in sustainability / and seemed to be profit-driven rather than eco-friendly.
- 7 The consensus seems to be / that people favour businesses that persuade us / that they are really committed to a truly circular economy.
- 8 One might speculate / that this way of approaching services will continue to attract consumers / and marks a radical shift in the way we will spend money in the future / and why.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then listen to the recording to check their pauses are clear and natural-sounding.

SPEAKING

6A Remind Ss of the survey questions in Ex 3A and the businesses in Ex 1B, then put them in pairs and ask them to write their own survey with four to six questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Ss carry out their surveys, each member of the pair interviewing different members of the class with their questions. With online classes, remember Ss can use private messages in the chat box to ask other Ss their questions.

EXTRA SUPPORT: TEACHER To manage large classes during this activity, you could put Ss in A/B pairs and then divide the class along these lines for Ss to ask their questions of their respective half. Setting a strict time limit for them to ask their questions would also help to avoid the activity running on for too long.

EXTRA: ALTERNATIVE IDEA With smaller classes, you may prefer Ss to work individually to ask their questions and report back on their results in Ex 7B.

C Put Ss back in their original pairs to compare their notes and start to identify any similarities or differences in people's answers.

FUTURE SKILLS | Communication

7A Read the Future Skills box with the class, then ask Ss to organise their notes by key points in preparation for presenting their survey results.

B Give pairs a little more time to complete their preparation. When they are ready, ask each pair to take turns presenting their survey results to the class. Encourage them to use the vocabulary and functional language they've learnt in this lesson to do so.

EXTRA IDEA: HOW TO ... Ask Ss to create another survey on a popular app in the class (or the apps they heard and wrote about in Lesson 4B), then invent the results (or, if time allows, they could carry out a quick survey). Ss then present the (fictional) survey results to the class. Alternatively, they could prepare their presentation individually as homework, record themselves on their device and share it with the rest of the class.



TO FINISH

Put Ss in pairs and ask them to discuss how they might use the phrases they learnt today in their work or studies in the future.

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

► page 150 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 188

4D BBC Documentary Extinction

VOCABULARY | extinction

SPEAKING | plan a documentary introduction

WRITING | an opinion essay

LESSON OVERVIEW

In this lesson, Ss plan an introduction to a documentary on the topic of wildlife in the future. To help them do this, they learn vocabulary related to extinction. The context is a BBC documentary about extinction. Ss then do a speaking activity where they plan the introduction to their own documentary. The lesson ends with a writing activity where Ss write an opinion essay about extinction.

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 plan the introduction to their documentary.
- **Ex 4C:** Use an online poll to carry out the class vote.

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

Ask the class: 'If you could travel to any part of the world to see wildlife, where would you go and what wildlife would you hope to see?' Put Ss in pairs to discuss the question. When they have finished, elicit answers from a few Ss and find out if they have any answers in common.

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** You may want to check understanding of *endangered* and *extinct* (see the Extra support note below). Read the questions with the class, then put Ss in pairs to answer them. When they have finished, elicit the names from the class and write them on the board.

EXTRA SUPPORT: TEACHER The IUCN (International Union for Conservation of Nature) Red List categorises species in a number of ways according to their current situation. These, in reverse order of severity, are: extinct or extinct in the wild (= the species has died out either totally or there are just a few individuals remaining in captivity); critically endangered (= on the verge of extinction); endangered and vulnerable (= threatened with extinction); near threatened (= close to threatened or would be threatened without ongoing conservation); least concern (= lower risk of extinction). They also use 'data deficient' and 'not evaluated' for species for which there is no or very little information.

- B** Ss do the quiz individually, then compare their answers in pairs. When they have finished, elicit their ideas, but don't give any answers yet. In preparation for Ex 2A, read the BBC programme information with the class.

EXTRA SUPPORT: TEACHER The natural historian David Attenborough is called 'Sir' because he has received a knighthood – an award from the queen for an exceptional contribution to society.

VIEW

- 2A** ▶ Ss watch the documentary and check their answers to the quiz in Ex 1B. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class, and find out if anything in the video was surprising for them.

ANSWERS:

1 b 2 c 3 c 4 a

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

- B** Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas, but don't give any answers yet.

- C** ▶ Ss watch the video again and check their answers, then check in pairs. Play the video again if necessary, then check answers with the class.

ANSWERS:

- 1 It threatens critical parts of Earth's system as well as our food, water and climate.
- 2 500 scientists investigated the state of the natural world in a global assessment.
- 3 It is happening simultaneously in the Amazon, Africa and the Arctic with all biodiversity, not just one group.
- 4 Their numbers have collapsed because of the actions of humanity, e.g. hunting and habitat loss.

VOCABULARY

extinction

- 3A** Ss complete the collocations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA If you have Ss with dyslexia, give them two options for each sentence (the correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- | | |
|-------------|-----------------|
| 1 seemingly | 5 global |
| 2 taken | 6 pooled |
| 3 grave | 7 unprecedented |
| 4 set | 8 brink |

- B** Read the sentence beginnings with the class. Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- C** Put Ss in pairs to compare their ideas in Ex 3B. When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

SPEAKING

plan a documentary introduction

- 4A** Introduce the situation to the class and read the list of topics with them. Put Ss in pairs to discuss the topics and make notes.

- B** Go through the Key phrases with the class and check understanding by eliciting how each sentence beginning could be finished. Keep Ss in the same pairs as for Ex 4A (in breakout rooms with online classes) to plan their introductions. Encourage them to use the Key phrases in their discussion. Monitor and make notes on Ss' use of language for later class feedback.

EXTRA IDEA: DIGITAL Ss can go online to find possible music, images and video shots to add to their presentations. They can also record a voiceover to share with the class.

- C** When they are ready, ask each pair to present their ideas to the class. When they have all presented, hold a class vote via a show of hands (or an online poll with online classes) on the most appealing one.

WRITING

an opinion essay

5A Write the statement on the board for Ss to refer to easily when writing. Put Ss in pairs to read the statement, then discuss how far they agree or disagree and why. When they have finished, elicit some ideas from the class and have a brief class discussion.

- B** Refer Ss to the Writing Bank on page 107.

WB

▶ page 107 **WRITING BANK**

- 1** Read the sections of the essay with the class, then ask Ss to categorise the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the sentences with them.

ANSWERS:

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

- 2** Refer Ss to the statement on the board or back to page 53. Ss complete the notes with their own ideas individually. Monitor and offer support where needed.
- 3** Ss write their essays individually. They should aim to write around 200 words. Monitor and offer help where necessary. When they have finished, put Ss in pairs to swap essays and read them. Find out how many Ss agreed with the statement.

EXTRA IDEA If time permits, Ss could also hold a class debate on the same topic, taking sides according to the opinion expressed in their essay. If the class isn't divided more or less equally, nominate individual Ss to take the minority view.

TO FINISH

Put Ss in pairs and ask them to discuss what further steps people can take to prevent the extinction of wildlife.

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, 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:

- **Exs 1A and 2B:** Ask Ss to type their answers in a collaborative document so they can read each other's sentences in the next part of the exercise.
- **Ex 4:** Display the sentences on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the correct 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 2 (Grammar: verb patterns, continuous and perfect aspects; Vocabulary: verb–noun collocations, adverb–adjective collocations, collocations: needing and giving, adjectives to describe people, money and economy, extinction; How to ... present survey results). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

verb patterns

- 1A** Read the example with the class, then ask Ss to complete the sentences with their own ideas. With online classes, remember you can ask them to type their answers in a collaborative document. Monitor and check Ss are using the correct verb patterns. Help with vocabulary where needed, writing any new words and phrases on the board.

EXTRA SUPPORT Weaker classes may need to refer back to the Grammar Bank notes to remind themselves of the various verb patterns.

POSSIBLE ANSWERS:

- 2** having courage, strength and determination, among other things
- 3** to have sailed to other countries to explore them
- 4** mountain climbing
- 5** paying their executives such enormous salaries
- 6** to explore the countryside
- 7** buying things wrapped in single-use plastic
- 8** to have improved slightly

B Ss compare their sentences in pairs. Ask them to say whether they agree or not. In feedback, ask a few Ss to share their sentences with the class and find out if others agree.

continuous and perfect aspects

2A Read the first pair of sentences with the class and elicit the answer as an example. Highlight that as well as differences in meaning and tense, there are also differences in effect and register. Put Ss in pairs to discuss the differences (if any). Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners should cover the pairs of sentences they are not working on to help them focus on the individual sets.

ANSWERS:

- 1** Sentence a is more engaged and immediate in telling a story.
- 2** Both sentences have a similar meaning.
- 3** Both sentences have a similar meaning.
- 4** Sentence a is talking about the past. Sentence b is referring to a present situation.
- 5** Sentence a is more colloquial than sentence b.
- 6** Sentence a is talking about the past. Sentence b is talking about the future.

B Ss complete one out of each pair of the sentences individually (in a collaborative document with online classes), then compare their ideas. Remind them where the form is more colloquial or formal to make sure they maintain the tone. When they have finished, ask a few Ss to share their ideas with the class.

VOCABULARY

3 Ss complete the article individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (one correct and one distractor) and asking them to choose the correct one to put in the form needed.

ANSWERS:

- | | |
|--------------------|------------------|
| 1 talking | 5 Raising |
| 2 pushing | 6 backing |
| 3 fuelled | 7 satisfy |
| 4 realising | |

4 Ss choose the correct words individually, then check in pairs. Check answers with the class. With online classes, remember you can display the sentences on your device for Ss to highlight the correct words in feedback.

ANSWERS:

- | | |
|------------------------|------------------|
| 1 significantly | 4 through |
| 2 ludicrously | 5 model |
| 3 tangible | 6 finite |

5A This activity reviews both the grammar and vocabulary of Unit 4. Ss choose the correct options to complete the text, 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 gaps occur, so that learners with dyslexia can listen while they read and to help prepare them for Ex 5A. 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  **R4.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1** B **2** B **3** C **4** A **5** C **6** B

TO FINISH

Put Ss in pairs to discuss whether we should be more concerned about the welfare of humans or of animals on the verge of extinction, and why.

5 influence

Global Scale of English LEARNING OBJECTIVES

5A First impressions

- READING | Read a blog post about the influence of accents: collocations: first impressions; adjectives and adjectival endings
- Pronunciation: stress while giving emphasis
- Talk about positive and negative first impressions: giving emphasis: inversion, clefting, tailing, fronting

GSE INFORMATION

READING

79 Can identify inferred meaning in a linguistically complex text.

VOCABULARY

76–90 Can use language related to perceptions and impressions.

GRAMMAR

79 Can use linguistic devices such as fronting to emphasise key information in a sentence.

SPEAKING

79 Can contribute fluently and naturally to a conversation about a complex or abstract topic.

5B The truth about rumour

- LISTENING | Understand a radio programme about a fake news story: spreading misinformation
- Talk about fake news: participle clauses
- Pronunciation: intonation in participle clauses
- Write a report about raising awareness and fact checking

GSE INFORMATION

VOCABULARY

76–90 Can use language related to misinformation.

LISTENING

79 Can understand stories being told by a fluent speaker using colloquial language.

GRAMMAR

80 Can form a range of participle clauses using present and past participles.

SPEAKING

77 Can justify a point of view using linguistically complex language.

WRITING

76 Can write essays and reports synthesising information from a number of sources.

84 Can give complex information using appropriate register and conventions.

5C Try it out

- HOW TO ... | use persuasive techniques in presentations: persuasion; adjectives to describe presentations
- Pronunciation: intonation: being persuasive

GSE INFORMATION

VOCABULARY

76–90 Can use language related to encouraging and persuading.

76–90 Can use language related to persuading and motivating.

HOW TO ...

80 Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.

SPEAKING

80 Can use a wide range of persuasion techniques in presentations and discussions to encourage others to take a course of action.

5D Role models

- BBC STREET INTERVIEWS | Understand people talking about people who influence them
- Talk about types of influence: role models
- Write a contribution for a website

GSE INFORMATION

VOCABULARY

76–90 Can use language related to a subject.

SPEAKING

78 Can give reasons and explanations for their opinions using linguistically complex language.

77 Can justify a point of view using linguistically complex language.

WRITING

81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.

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.

▶ Put Ss in pairs to discuss the vlog question. When they have finished, elicit any interesting information from the class. Read the question in part 1 with the class, then play the video for Ss to watch and answer. Elicit Ss' ideas and reasons for their choice, then put them in pairs to discuss the question in part 2. Briefly discuss their conclusions as a class.

ANSWERS:

1 Famous people and experiences mentioned in the vlogs:

Speaker 1: the actor Benedict Cumberbatch (the speaker was a runner on the TV show *Sherlock*)

Speaker 2: the past South African president and civil rights campaigner Nelson Mandela

(the speaker had the privilege of meeting him as a schoolboy when he received an award)

Speaker 3: the actor Jack Nicholson (the speaker thought they met him when they were at school and people were impressed by the pictures they posted but some people weren't convinced and now the speaker isn't either)

Speaker 4: the ex-US president Barak Obama (the speaker served him coffee)

Speaker 5: The Queen of England (the speaker had tea at Buckingham Palace in 2011)

Speaker 6: the pop star Jarvis Cocker of the band Pulp (the speaker was embarrassingly starstruck and tongue-tied)

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 impressions

GRAMMAR | giving emphasis: inversion, clefting, tailing, fronting

VOCABULARY | collocations: first impressions; adjectives and adjectival endings

PRONUNCIATION | stress while giving emphasis

LESSON OVERVIEW

The aim of this lesson is for Ss to talk about their first impressions. In order to do this, they learn collocations related to first impressions and also some adjectives and adjectival endings. The context is an article about the influence of accents. Ss also learn various grammatical forms for giving emphasis and practise stress while giving emphasis. The lesson ends with a speaking activity where they have a discussion in pairs, then with the class about what can influence people in a first meeting.

Online Teaching

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

- **Ex 1:** Put pairs in breakout rooms to discuss the questions.
- **Ex 3:** Ask Ss to type their answers in the chat box so they can compare during feedback.

Additional Materials

For Teachers:

Presentation Tool Lesson 5A

Photocopiable Activities 5A

Grammar Bank 5A

Vocabulary Bank 5A

For Students:

Online Practice 5A

Workbook 5A

TO START

Tell the class about some of the different accents from the UK. If possible, you could bring in recordings or videos of people with those accents to show the class or demonstrate them yourself. Put Ss in small groups to practise demonstrating different accents from their country/ies to see if others can tell the difference, in a fun way.

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 You may want to preteach *first impression* (= what you think about a person after meeting them for the first time). Read the questions with the class, then put Ss in pairs (in breakout rooms with online classes) to discuss them. When they have finished, elicit answers from a few Ss and have a brief class discussion. For question 4, elicit Ss' ideas and make a list of them on the board.

2A Tell the class that they're going to read a blog post about accents and their influence. Ss read the post quickly to check if any of their ideas for question 4 in Ex 1 are mentioned. In feedback, refer back to the list on the board you made during feedback on Ex 1 and tick any ideas that are mentioned.

EXTRA SUPPORT: TEACHER Go over what is meant by the accents mentioned in the text, either before or after they read. *Estuary English* = a type of standard English with pronunciation characteristic of the southeast (in the area along the River Thames and its estuary, including London). *The Queen's English* = how the Queen speaks, very posh.

EXTRA IDEA If you didn't illustrate different UK accents in the 'To start' activity, you could play recordings of the various accents mentioned in the blog post (Estuary English, Queen's English, Scottish, Manchester, Yorkshire). Ask Ss if they have the same response to them as described in the blog post.

B Read the questions with the class. Ask Ss to read the blog post again and answer them, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Suggest Ss with dyslexia cover the parts of the blog post they don't need to answer the questions to reduce distraction.

ANSWERS:

- 1 to emphasise that it's good that people are no longer discriminated against because of their accent when applying for jobs
- 2 that they believe there is still some prejudice amongst some people and that we should be wary
- 3 to show that accents are influencing each other and the dividing line between them is no longer clear
- 4 She believed her child was making fun of the shopkeeper.
- 5 that he liked attention and was a bit ridiculous
- 6 Companies are making the most of our susceptibility to the persuasive power of certain accents.
- 7 They don't feel as strongly as they used to, but their desire to have an accent still remains.

VOCABULARY

collocations: first impressions

3 Focus attention on the collocations in bold in the blog post. Ask Ss to find words in the collocations that can be replaced by the words given, 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. You can check understanding by eliciting further example sentences with the collocations.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the collocations in bold in the blog post as a vertical list on the board or on a separate piece of paper for them to identify the words they need for the activity. They can use the list again in Ex 4. Also advise them, here and for Ex 4, to cover the parts of the texts they are not working on to help them concentrate.

ANSWERS:

- | | |
|--------------|------------------|
| a lasting | e sizing up |
| b mannerisms | f preconceptions |
| c project | g rapport |
| d a bearing | h taint |

- 4** Elicit the first answer as an example, then ask Ss to complete the post and comments individually, using the correct form of the collocations from the blog post in Ex 2A, then check in pairs. Check answers with the class.

ANSWERS:

- 1 sizing people up
- 2 establish an immediate rapport
- 3 mannerisms they adopted
- 4 have a lasting effect
- 5 project a certain image
- 6 has a bearing on
- 7 lead to problematic preconceptions

- 5A** Give Ss a minute or two to think of their answers if they need to, then put them in pairs to tell each other about the topics in the list. Encourage them to give examples of people's behaviour and ask follow-up questions to find out more information. 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 Vocabulary Bank on page 139.

VB

▶ page 139 **VOCABULARY BANK** adjectives and adjectival endings

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** With weaker classes, check understanding of the adjectives before Ss do the activity. Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make both Exs 1A and 2A more accessible for Ss with dyslexia by giving them two options for each sentence (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | |
|---------------|--------------|---------------|
| 1 bereft | 2 pompous | 3 unperturbed |
| 4 industrious | 5 reassuring | 6 Successive |

B Put Ss in pairs to discuss how far they agree with each statement in Ex 1A. When they have finished, ask a few pairs to share their answers with the class and find out if others agree.

- 2A** With weaker classes, check understanding of the adjectives before Ss do the activity. Ss complete the sentences individually, then check in pairs. Check answers with the class and answer any questions Ss have about the meaning of the adjectives, especially if you didn't check understanding first.

ANSWERS:

- | | |
|--------------------|------------------|
| 1 unfavourable | 6 susceptible |
| 2 disconcerting | 7 unapproachable |
| 3 implausible | 8 unintelligible |
| 4 gullible | 9 dishevelled |
| 5 self-deprecating | 10 distinctive |

- B** Elicit an answer for the first ending as an example (e.g. *talkative*), then put Ss in pairs to come up with more. When they have finished, elicit Ss' ideas and write them on the board (or invite them to come up and do so).

EXTRA SUPPORT: TEACHER If Ss have difficulty thinking of an adjective for each ending, you could suggest the following: *attractive, sociable, sensible, interesting, composed*.

EXTRA: ALTERNATIVE IDEA Do this activity as a team game. Put Ss in small groups and give them five minutes to think of and write as many adjectives for the endings as they can. When the time is up, ask Ss to stop writing and award a point for each correct adjective. The group with the most points wins.

- 6**  **5.01** | Read the questions with the class, then play the recording for Ss to listen to the accents. Ss then discuss the questions in pairs. When they have finished, elicit Ss' answers.

EXTRA SUPPORT: TEACHER The first accent heard is 'received pronunciation' or RP, which is usually accepted as the 'standard' English accent. The second accent is Estuary English, which is a mix of RP and pronunciation characteristic of the southeast. The third is a Scottish accent.

GRAMMAR

giving emphasis: inversion, clefting, tailing, fronting

7A Elicit the first answer as an example. Ss identify what's being emphasised in the rest of the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 the need to conform
- 2 the fact that I still feel bereft at times is curious
- 3 children just want to adapt and 'fit in'
- 4 the Scottish accent being top of the list
- 5 people want to relate to others
- 6 that the child produced a perfect imitation of the shopkeeper's accent

EXTRA CHALLENGE With stronger classes, or if you think your Ss may have met these structures before, ask them to use the section title to identify how the information is emphasised in each sentence, then check their answers in the Grammar Bank notes.

B Read the example with the class, then ask Ss to rewrite the rest of the sentences without the emphasis, then check in pairs. Monitor and check Ss are rewriting the sentences correctly, and offer help where necessary. Check answers with the class.

POSSIBLE ANSWERS:

- 2 How bereft I still feel at times is curious.
- 3 As children we want to adapt and 'fit in' with a group.
- 4 The Scottish accent is top of the list (after the Queen's English) when it comes to being perceived as trustworthy and reassuring.
- 5 People want to relate to those they are speaking to, either consciously or subconsciously.
- 6 The child took the bag, opened her mouth and perfectly imitated the shopkeeper's accent.

C Put Ss in pairs to rewrite the sentences and discuss alternative ways to emphasise them, using the sentences in Ex 7A for ideas. Monitor and offer help where necessary. In feedback, check answers with the class and write them on the board, then elicit possible alternative ways to emphasise the information.

POSSIBLE ANSWERS:

- 1 What an accent doesn't always give is an indication of the speaker's true origins.
- 2 It's fascinating how actors can move seamlessly from one accent to another.
- 3 It's speaking a foreign language with no trace of an accent that's / that is extremely difficult.
- 4 All that speaking in public requires is a strong voice and confidence.
- 5 So hard do I find it to follow subtitles that I often give up watching foreign films.

Students' own answers for alternatives.

D Ss discuss how far they agree with the statements in pairs. When they have finished, ask a few Ss to share their opinions with the class and find out if others agree.

E 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.

► page 124 GRAMMAR BANK

Ss at this level will have met inversion and cleft sentences before, though these structures can be quite difficult to form so it will be useful to review them here. Tailing and fronting are likely to be new for Ss, so these may need more attention. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of tailing and fronting.

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 practises the form of inversion. Elicit the first answer as an example and write it on the board, then ask Ss to rewrite the rest of 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 With weaker classes and/or Ss with dyslexia, break the activity down into stages. First, ask Ss to complete the adverbial phrase at the beginning of each sentence and identify the verb that needs to be inverted and check answers, then ask them to rewrite the sentences.

GB

ANSWERS:

- 1 At no time during his talk did anyone question him.
- 2 No sooner had I logged off the site than an email came through from them.
- 3 Only after/when I've finished writing up the review will I go home.
- 4 So bad was his handwriting that I couldn't read a word.
- 5 On no account must you ever click on an unknown link.
- 6 Never before had I been so furious with my brother.

2 This exercise focuses on the form and use of cleft sentences. Elicit the first answer as an example and write it on the board, then ask Ss to write the rest of the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 What is depressing is the amount of work we still have to do on the project. / It's depressing how much work we still have to do on the project.
- 2 What is a particular problem for me is having to get up so early in the morning. / It's having to get up so early in the morning that is a particular problem for me.
- 3 What I was saying was that I think Leo is the best person for the job. / It's Leo who I think is the best person for the job.
- 4 What is sometimes more important than the solution (itself) is the way we reach it.
- 5 It was Tommy who came top in the exam, not Martin. / Tommy's the person who came top in the exam, not Martin.
- 6 What really fascinates me is the origin of words. / It's the origin of words that really fascinates me.
- 7 The reason (why) I chose this research topic is because it has always interested me.
- 8 What motivated us was the teacher's enthusiasm for the subject. / It was the teacher's enthusiasm for the subject that motivated us.

3 This exercise provides practise of the various forms. Ss complete the conversation individually, then check in pairs. Check answers with the class.

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

ANSWERS:

- | | | |
|---------------|----------------|-----------------|
| 1 that's | 2 Other sports | 3 having a goal |
| 4 The lessons | 5 having fun | 6 those |
| 7 That | 8 Challenge | |

PRONUNCIATION**stress while giving emphasis**

8A Focus attention on the sentences and elicit which of the underlined words they think will be more stressed. Don't give any answers yet.

B  **5.02** | Play the recording for Ss to check their answers. Then play the recording again for Ss to listen and repeat, focusing on the stress.

ANSWERS:

- 1 accent 2 disturbs 3 love 4 walk

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences with the correct stress, then compare with the recording.

C Put Ss in pairs to discuss which of the sentences in Ex 8B are true for them and why. Monitor for correct stress for giving emphasis and encourage them to use the emphasising structures from the lesson. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

SPEAKING

9A Read the list of things with the class and check understanding if necessary. Put Ss in pairs to discuss the topics in the box and encourage them to think of more things to add to the list. Monitor and make notes on Ss' language use (of the techniques for giving emphasis, in particular) for later class feedback.

B Read the examples with the class, then ask each pair to share their ideas. Encourage them to try and agree on what the most important factor is. When they have finished, give the class feedback on their language use (especially of the techniques for giving emphasis).

TO FINISH

Put Ss in pairs to discuss in what situations in their job (or studies) it's important to make a good first impression, and how they would do this. Monitor and encourage them to use the techniques for giving emphasis.

5B The truth about rumour

GRAMMAR | participle clauses

VOCABULARY | spreading misinformation

PRONUNCIATION | intonation in participle clauses

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to spreading misinformation. The context is a listening where Ss hear a radio programme about a rumour. This leads into the grammar where Ss learn or review participle clauses. They also practise intonation in participle clauses. Ss then do a speaking activity where they have a discussion. The lesson ends with a writing activity where Ss review some features of reports and learn language they can use in their own reports.

Online Teaching

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

- **Ex 3A:** Ask Ss to type their predictions in a collaborative document.
- **Exs 7A, 7B and 7C:** Put Ss in breakout rooms to have their discussions.
- **Ex 10B:** Ask Ss to use free online survey software to carry out their surveys.

Additional Materials

For Teachers:

Presentation Tool Lesson 5B

Photocopiable Activities 5B

Grammar Bank 5B

For Students:

Online Practice 5B

Workbook 5B

TO START

Write the following questions on the board:

- *How often do you use social media?*
- *What platforms do you use?*
- *What do you use social media for?*

Put Ss in pairs or small groups to discuss the questions. In feedback, elicit answers from a few Ss and find out if they have anything in common.

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

spreading misinformation

1 Read the questions with the class and give Ss a few moments to think of their answers. Put Ss in pairs to discuss the questions. When they have finished, ask a few pairs to share their answers with the class.

2A Ss read the BBC programme information and answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia by asking their partner from Ex 1 to read the BBC programme information with them. Alternatively, read the BBC programme information to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

ANSWERS:

- 1 to intentionally turn people against each other, to try to make sense of something unknown
- 2 can damage people at an individual level, can influence public opinion, can change the course of politics

B Ss match the collocations in bold in the BBC programme information with the definitions alone, then check in pairs. Check answers with the class and check understanding of the collocations by eliciting other contexts Ss can use them in.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the collocations in bold in the BBC programme information as a vertical list for them to match with the definitions. They can use the list again in Ex 2C to help them identify the verbs they need to complete the sentences.

ANSWERS:

- 1 embellishing the details
- 2 theories abound
- 3 distort information
- 4 boost our own self-esteem
- 5 the rumour has been quashed
- 6 the story escalates
- 7 go viral
- 8 swaying public opinion

C Ss complete the sentences individually, then check in pairs. Monitor and check Ss are putting the verbs in the correct form. Check answers with the class. If Ss suggest *gone viral* for question 2, tell them that it is grammatically correct but that they are asked to use just a verb to complete each sentence. Put Ss in pairs to discuss the questions. In feedback, ask a few pairs to share their answers to the questions with the class.

ANSWERS:

- | | | |
|-------------|-------------|----------|
| 1 embellish | 2 escalated | 3 boost |
| 4 quash | 5 gone | 6 swayed |

LISTENING

3A Focus attention on the photo and elicit what Ss can see. Put Ss in pairs to speculate about what the news story was. With online classes, remember you can ask Ss to type their predictions in a collaborative document. When they have finished, elicit ideas from the class, but don't give any answers yet.

B  **5.03** | Explain to the class that they're going to listen to the first part of the BBC Radio programme 'Whispers', which they read about in Ex 2A. Ss listen and check their ideas from Ex 3A. When they have finished, ask if anyone guessed it correctly.

EXTRA SUPPORT: TEACHER This is an authentic BBC Radio programme so Ss might not understand every word, but rather than adapt the text, the exercises are designed to provide enough support for Ss to understand the story as a whole. This is good practice in order to prepare Ss for real-life listening.

AUDIOSCRIPT 5.03

**A = Alex T = Teacher C = Child M1 = Man 1
M2 = Man 2 Ty = Ty Tw = Twiggy M3 = Man 3
W1 = Woman 1**

- A: Welcome to *The Digital Human's* episode about whispers.
- T: Tiger's tail is stripey, lion's tail is ropey, cheetah's tail is spotty.
- C: Erm, lion's tail is stripey, tiger's tail is ropey, ...
- A: We've all played that game as kids: when we pass the message along, it changes. But hey, that's part of the fun.
- C: Tiger's tail's ... spotty ...
- A: But away from the playground as grown-ups we continue to spread rumours and to distort information. Between friends we might embellish or detract, shape and carve what we hear until it feels right, before passing it on.
- M1: People love a story and people love sensation. People don't bother to check their facts. What they do is they see a headline on their Facebook

newsfeed, they get outraged by it, they skim the story and then they repost it.

- A: But rumour has a bad rep. It's not always untrue. It's simply a kernel of something that's not yet been confirmed or denied. Now though, the interconnectivity of social media means that rumours can spread quickly, unchecked. Passing something too good to keep to yourself to the next person or network only takes a click.
- M2: There's an entire world of design possibilities that might help people to think about the information that they're spreading but the entire point of these networks is to have people spreading more and more. Sharing more and more. Sharing what other people spread.
- A: Picture a tiger, red and black, stripes, claws, canines – four hundred pounds of pure muscle. This tiger could do real damage. Imagine it stalking the streets of London. Because that is what happened in August 2011. Just at the time the London riots kicked off. Or did it?
- That summer Twiggy Garcia and Ty Evans shared a flat in Bethnal Green – one of the neighbourhoods where people were rioting.
- Ty: Um, I remember it being sort of, yeah, the start of August, it was quite hot. You know, reading the initial reports about what happened with Mark Duggan. And then, um, I guess from there sort of on the news, websites and in the papers, it just sort of slowly escalating.
- Tw: There was too many people causing too much trouble and there was this kind of bravery that people had where they just decided that they could do what they wanted.
- M3: Hearing reports that London Zoo was broken into and a large number of animals have escaped.
- A: Cooped up in their flat above the police station, Twiggy, Ty and their mates decided to add their own voice to the chaos of information that was ricocheting around social media.
- Ty: The London Eye is on fire.
- W1: Reports of tigers roaming round Primrose Hill.
- Tw: Is this real?
- A: The tiger is on the loose.
- Ty: I just typed into Google 'tiger escaped from zoo' and found a black and white grainy photograph of what looked like a tiger stalking down a residential street. Twiggy's obviously got quite a few followers, so I think I tweeted it and he retweeted it and he's got about 5,000 followers, so I think from there it just sort of escalated quite quickly. A couple of hours later we had sort of thousands of people retweeting that animals had escaped from the zoo and then it was that there was animals walking down the streets of Hackney and I think at that point Russian news channels were saying that there was animals all over London and you could actually hear the tigers roaring and I think Sky News at one point also reported something similar.

A: Twiggy and his following on social media lit the fire, getting the word out there initially, but then the design of Twitter fanned the flames. Hashtags made the information easy to find and to spread. And besides, there was evidence. There was a photo and pictures, they say a thousand words, right? Unconfirmed information, source credibility, the means to spread it and the so-called conclusive evidence meant that the tiger rumour became one of the most enduring tales of the riots.

C  **5.03** | Read the questions with the class so they know what to listen for. Play the recording for Ss to listen and answer the questions. Put them in pairs to compare their answers and play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 One child whispers a message to another, who passes it on to another and so on (and the original message usually gets distorted).
- 2 It isn't always untrue. Sometimes it's just not yet confirmed.
- 3 There were riots in London.
- 4 (1) People believe there is a tiger on the loose.
(2) The story is on the loose and going viral.
- 5 They heard a rumour that tigers were loose and tweeted a picture they found on Google to embellish the story.
- 6 It was retweeted thousands of times and even picked up by foreign news channels.
- 7 People believe what they see in a picture.

4A  **5.04** | Discuss the question as a class and encourage Ss to give reasons for their opinions. When they are ready, play the recording for Ss to check their ideas, then check the answer with the class.

AUDIOSCRIPT 5.04

A = Alex Tw = Twiggy

- A: But just as quickly as it flared up, fellow Twitter users began questioning the 'truthiness' of the rumour.
- Tw: I think it was a few hours into it that we started to see voices out there saying that it's not true, but then the difficulty is within social media and the way that people are connected, you don't really, if you've got someone who's saying that it's not true, it's how loud is their voice within the social community and who's listening to them and who's repeating what they say – even two weeks after the tiger story I still heard people at parties and out and about talking about it, saying 'Did you hear that?'
- A: Did you, did you tell them that you were involved with it?

Tw: Oh, yeah – complete blagging rights.

A: Ha ha. What was their response?

Tw: Some people were ... thought that it was hilarious and then other people said that I was wasting people's time and that I shouldn't have done that because there was lots of stuff going on during the riots and I kind of didn't help the situation, um, but to those people I just say ...

ANSWER:

No, he was proud of it.

B  **5.04** | Read the questions with the class, then play the recording for Ss to listen and answer them. Check answers with the class.

ANSWERS:

- 1 Because people were retweeting and passing it on.
- 2 They said he was wasting people's time and that he shouldn't have spread the rumour because there was a lot happening during the riots and he didn't help the situation.

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

EXTRA SUPPORT: DYSLEXIA If you have Ss with dyslexia, provide two options for each sentence (the correct one and a distractor) and ask them to choose the correct options.

ANSWERS:

- 1 bad rep
- 2 kicked off
- 3 lit the fire, word out there, fanned the flames
- 4 flared up
- 5 out and about

D Put Ss in A/B pairs and give each student a minute or two to think of their ideas and make notes if they want to. When they are ready, ask each pair to have their discussion. When they have finished, ask a few pairs to report back to the class. If time permits, ask them to swap roles and repeat.

EXTRA IDEA Put Ss in pairs and give each pair a blank piece of paper. Ask them to start a rumour by thinking of a possible story. It can be a news story, political story, human interest story, etc. Ask them to write the first sentence of their story, then pass the paper to another pair to add a sentence with more detailed information about the story. Ss keep passing their papers round until they receive back their original story. Each pair then takes turns to tell their stories to the class and see how it has grown.

GRAMMAR

participle clauses

5A Ss complete the sentences individually, then compare in pairs. They can also refer back to the BBC programme information in Ex 2A to check. 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 more accessible for Ss with dyslexia by breaking it down into two distinct stages. First ask them to match the verbs with the sentences and check answers. Then ask them to write the verbs in the correct form to complete the sentences and check answers.

ANSWERS:

- | | | |
|----------------|-----------|----------|
| 1 embellishing | 2 Wanting | 3 Having |
| 4 started | 5 Having | |

B Ss complete the rules individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 the same time as 2 before 3 reason

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

Ss will have met participle clauses before, though some of the functions of them, especially later in the notes, might be new. Read the notes with the class or let them read them alone. Check understanding where necessary, especially of those uses which might be new for Ss.

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 and use of participle clauses. Make sure Ss are aware that in three cases both alternatives are correct. Ss choose the correct words alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia that they can cover the parts of the text they are not working on in order to minimise distraction. You can also pair them with a partner who can read the text with them.

ANSWERS:

- 1 Blessed
- 2 Affected / Having been affected
- 3 confronted
- 4 having had
- 5 persuading
- 6 determined
- 7 Having originally been advised
- 8 having seen
- 9 buzzing
- 10 planning
- 11 having learnt / learning
- 12 obsessed
- 13 not having
- 14 Handing / Having handed

2 This exercise focuses on the form and use of participle clauses. Read the instructions and look at the example with the class, then ask Ss to rewrite the rest of the sentences individually, then check in pairs. Monitor and check they're forming the participle clauses correctly and offer help where necessary. Check answers as a class and write them on the board.

EXTRA SUPPORT With weaker classes and/or Ss with dyslexia, you can make this activity more accessible by breaking it down into stages. First, ask them to work out how to express the phrases in bold as a participle clause and check answers. Then ask them to adjust the punctuation and wording of the rest of the sentence to fit with the participle clause.

ANSWERS:

- 2 Having eaten all their food, they decided to leave the shelter.
- 3 Resources allocated to the health service have been reduced each year.
- 4 Not having any idea how to get there, we had to phone for directions.
- 5 Having jeopardised his chances of a promotion, Eamonn decided to quit.
- 6 Having been caught red-handed, Julia saw no point in denying accepting the bribes.
- 7 Emulating their favourite pop star, the kids all wore torn T-shirts and black jewellery.

EXTRA CHALLENGE Put Ss in pairs and ask them to write sentence starters using participle clauses. Monitor and check they're forming them correctly. Ss then swap with other pairs for them to complete each others' sentences.

PRONUNCIATION

intonation in participle clauses

6A **5.05** | Read the sentences with the class and explain that on one half of the sentence the intonation rises then falls and on the other it just falls. Play the recording for Ss to listen and determine which is which, then check in pairs. Check answers with the class.

ANSWERS:

The intonation rises and falls on the first part of the sentence (the participle clause), then falls on the second part of the sentence.

B **5.05** | Ss listen again and repeat the sentences. Monitor and check they're using the correct intonation.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

C Ss complete the sentences individually. Monitor and check they're forming them correctly. When they are ready, put Ss in pairs to read their endings for their partner to guess the starter.

SPEAKING

7A Put Ss in pairs (in breakout rooms with online classes) to think of a recent fake news story, using the areas to consider suggested to help them.

EXTRA IDEA: DIGITAL Ss can also use their devices to search for fake news stories, especially if they're having difficulty thinking of one.

B Keep Ss in the same pairs as for Ex 7A to discuss the questions. When they have finished, ask each pair to share their story and ideas with the class.

C Put Ss in pairs or small groups (in breakout rooms with online classes) to have their discussion. Monitor and help with vocabulary where necessary. When they are ready, ask each pair or group to share their ideas with the class and find out if others agree. Write any new words and phrases from the discussion on the board.

WRITING

a report

8A Put Ss in pairs to discuss the question. When they have finished, ask a few pairs to share their ideas with the class.

B Keep Ss in their pairs and ask them to read the request and elicit what's needed (positive effects, negative effects and recommendations as to how negative effects could be minimised). Ss think of these in their pairs. When they have finished, elicit Ss' ideas as to what to include under the headings given and write them on the board so they can refer back to them later.

9A Ss read the report, paying attention to the style and organisation. When they have finished, elicit answers from the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the report with them. Alternatively, read the report to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

ANSWERS:

The report is written in a formal style. It uses headings to organise the information clearly.

B Elicit the first answer as an example, then ask Ss to match the rest of the phrases in bold in the report with the phrases in the box alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold in the report and the phrases in the box as two vertical lists side-by-side on the board or on a piece of paper for them to match. They can refer back to the report for context if they need to. They can also refer to the lists of phrases when they write their report in Ex 10C.

ANSWERS:

- 1 this report will present
- 2 it will go on to
- 3 to improve the situation
- 4 a substantial percentage
- 5 commonly cited
- 6 a clear consensus
- 7 a negligible number
- 8 major
- 9 surprisingly large
- 10 concerning
- 11 in light of the above

10A Arrange Ss in A/B pairs and refer them to the relevant report requests. Ask Ss to write four or five survey questions that they can ask other Ss in order to collect information for their report. Monitor and offer help where necessary.

EXTRA SUPPORT With weaker classes, arrange Ss in groups with others with the same report request to pool their ideas for questions and choose which to ask.

- B** Ss carry out their surveys, asking other Ss their questions and making notes on their answers. With online classes, remember Ss can use free online survey software to do this. Otherwise, Ss could use their devices to access an app for this.
- C** Ss write their reports individually. Monitor and encourage them to use the information on style and organisation identified in Ex 9A and phrases from both the report and Ex 9B, as well as the vocabulary and grammar from the lesson. Ss should aim to write 220–250 words.

EXTRA IDEA When they have finished writing, put Ss in A/A and B/B pairs to compare their reports. Ask a few pairs how they were similar or different.

TO FINISH

Ss play a game of Whispers. Ask them to think of a short story or anecdote. They then tell their story or anecdote to another student. That student then retells it to another student, who retells it to another in turn, and so on. After five minutes or so, ask the class to stop and ask Ss to tell the story they just heard to the class, to check how correct it is with the original teller.

5C Try it out

HOW TO ... | use persuasive techniques in presentations

VOCABULARY | persuasion; adjectives to describe presentations

PRONUNCIATION | intonation: being persuasive

LESSON OVERVIEW

In this lesson, Ss learn how to use persuasive techniques in presentations. The lesson starts with Ss learning vocabulary related to persuasion and adjectives to describe presentations. The context is a listening where Ss listen to a short presentation. This leads into the functional language where Ss also practise using intonation to be persuasive. The lesson ends with a speaking activity where Ss give a short presentation.

Online Teaching

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

- **Ex 4:** Ask Ss to mute themselves when repeating the sentences so they can say them out loud.
- **Ex 6C:** Put pairs in breakout rooms to practise their presentations.

Additional Materials

For Teachers:

Presentation Tool Lesson 5C

Photocopiable Activity 5C

Grammar Bank 5C

Vocabulary Bank 5C

Mediation Bank 5C

For Students:

Online Practice 5C

Workbook 5C

TO START

Write the following questions on the board:

- *When was the last time you gave a presentation?*
- *What was it about?*
- *How did it go? Why?*

Put Ss in small groups to discuss the questions.

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

persuasion

- 1 A** Ss read the first part of the article, then discuss the questions in pairs. In feedback, elicit Ss' ideas and ask if anyone has given an online presentation before.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the first part of the article with them. They could also read the rest of the article with them in Ex 1B.

- B** Ss read the rest of the article and check their ideas from Ex 1A. When they have finished, ask the class if any of their ideas were mentioned and if so, which ones.

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

- C** Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

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

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold in the article (the texts in Exs 1A and 1B) as a vertical list for Ss to match with the phrases in bold in the sentences in Ex 2A.

ANSWERS:

- 1 went to extraordinary lengths
- 2 gauge his reaction to
- 3 own the room
- 4 I come across as
- 5 bring people round to your way of thinking
- 6 convince people of his credibility
- 7 bolster her serious, studious, academic image

- B** Ss discuss the questions in pairs. When they are ready, ask a few Ss to share their answers with the class and have a brief class discussion.

- C** Refer Ss to the Vocabulary Bank on page 139.

VB ➤ page 139 **VOCABULARY BANK** adjectives to describe presentations

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 activity by asking the class: 'What do you think makes a good presenter?' and elicit their ideas. If possible, match their ideas to the adjectives in the text to help understanding of the vocabulary. You could also point out that the pairs of adjectives are effectively opposites. Ss then choose the correct words 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 are not working on in order to minimise distraction.

ANSWERS:

- | | | | | | |
|---|-------------|---|-----------|---|------------|
| 1 | captivating | 2 | assured | 3 | expressive |
| 4 | cogent | 5 | pertinent | 6 | subtle |

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

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the adjectives from Ex 1A as a vertical list for them to refer to.

ANSWERS:

- | | | | | | |
|---|-------------|---|---------------|---|---------------|
| 1 | long-winded | 2 | inappropriate | 3 | mediocre |
| 4 | muddled | 5 | stiff | 6 | self-effacing |

- C** Put Ss in pairs and ask them to choose three of the adjectives from Ex 1A to write true sentences with. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask Ss to share their sentences with the class.

How to ... use persuasive techniques in presentations

- 3 A** ➤ **5.06** | Read the questions with the class so they know what to listen for. Ss listen to the presentation and answer the questions, then check in pairs. Elicit answers from the class.

AUDIOSCRIPT 5.06

Hi, can everyone hear me? That's great. I'd like to tell you about escape rooms, which have become one of my favourite free-time activities and which I think might be a great activity to help us work together better. They're everywhere now, and big cities have literally dozens of them. So, what are they? Well, escape rooms are basically these small rooms or floors, usually in rundown or abandoned buildings, and each escape room complex has different rooms with different themes. What you have to do in each one is the same. You go into the room with four or five other people, so you go in with friends, so it's a good social experience. You're locked in the room for sixty minutes and your

task is to find a way out of the room. And to do this you have to engage in lots of puzzle solving, collaborative puzzle solving, so you do it together.

The rooms are elaborate – it's like this huge 3D puzzle – and each room has a different theme. To give you an example, let's look at this one. So, the theme of this one is Ancient Egypt. The room is the office of a professor of Ancient Egypt and you're surrounded by locked cupboards. All you have is one key hanging down and there are padlocks everywhere, so you have to find the right lock for the key. Eventually you find it, you open the cupboard and there you find another key or a piece of paper with numbers on it or a paper trail of clues that need some lateral thinking. You've got to communicate a lot with the others, like 'Why do you think we got this piece of paper?' or 'What's this number?' or 'Hey, this number's the same as that number over there, do you think there's something in that?'

All the while you can see that the clock's ticking and it gets a bit frantic. But you can't panic, you can't get out and you can't stop working as a team.

If you succeed, it's great, you did it as a team and you feel really good about it. If you fail, well that's a shame, but you did it as a team and you still feel really good about it. In other words, either way, it's the feeling of teamwork that you take away. And you go for lunch together and talk about it. For hours.

So that's how an escape room works. And who does it suit? Well, it suits people who like doing hands-on work, people who like looking around and taking it all in, trying to connect the dots, and most of all it suits people who like working in a team. You have to enjoy the team element and finding your role in that, whether your role is the foot soldier or the general. The thing is, it's cooperative, it's collaborative, but it's not competitive.

In short, escape rooms are certainly worth trying once. Not only will you have a unique, exciting experience, but you will also share an experience that you'll be talking about for years. I guarantee it. OK, so, I'm ready to take any questions, you can unmute yourselves now, or just pop your questions in the chat.

ANSWERS:

- 1 Students' own answers.
- 2 It's a room constructed as a 3D puzzle with clues and activities that you need to solve and complete as a team within a set time in order to escape.
- 3 Students' own answers. The speaker recommends it for people who like doing hands-on work, problem solving and working in a team.

B  **5.06** | Focus attention on the sentences and point out that the numbers in brackets show how many words are needed to fill the gaps. Put Ss in pairs to try to complete the sentences. When they are ready, play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1 like
- 2 like
- 3 you can't, you can't
- 4 If you fail, still feel really good about it
- 5 people who like, people who like
- 6 cooperative, collaborative, competitive
- 7 but you will also

C Ss look at the sentences and try to identify the persuasive language, then compare their ideas in pairs. In feedback, elicit their ideas.

D Read the list of techniques with the class and check understanding, then ask Ss to find examples in the sentences in Ex 3B and count the number of each type. Point out that some of the examples match with two techniques. Check answers as a class.

ANSWERS:

- a 1 – 'Why do you think we got this piece of paper?'
- b 1 – It's like this huge 3D puzzle.
- c 1 – Not only will you have a unique, exciting experience, but you will also ...
- d 3 – you can't panic, you can't get out and you can't stop working as a team; you did it as a team and you feel really good about it ... you did it as a team and you still feel really good about it; people who like doing hands-on work, people who like looking around and taking it all in, ... people who like working as a team
- e 1 – And who does it suit?
- f 3 – you can't panic, you can't get out and you can't stop working as a team; people who like doing hands-on work, people who like looking around and taking it all in, ... people who like working as a team; The thing is, it's cooperative, it's collaborative, but it's not competitive

E 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

This focuses on the form and use of phrases for attempting to persuade someone to take a course of action and persuasive techniques that can be used in presentations. If necessary, check understanding of *simile* (= an expression that describes something by comparing it to something else using the words *as* or *like*) and *metaphor* (= a way of describing something by referring to it as something different and suggesting it has similar qualities to that thing) using the examples given. Also recap on the persuasive techniques if these are new to your class.

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 exercise focuses on the form of the phrases for persuading. Ss match the sentence halves individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by reducing the number of options for each sentence to two (one correct and one distractor) and asking them to choose the correct one. Alternatively, you could provide the sentence endings as a separate vertical list that Ss can move up and down next to the beginnings to help them identify the matches.

ANSWERS:

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

- 2** This activity focuses on the form and use of the phrases for persuading. Ss complete the sentences with their own ideas. Monitor and offer help where necessary. When they have finished, ask a few Ss to share their sentences with the class.

- 3A** This exercise practises the use of the persuasive techniques. Ss complete the extract individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the text with them. You can also make this activity more accessible for Ss with dyslexia by providing the phrases as a separate vertical list that Ss can hold next to the gaps to help them identify the correct answers.

ANSWERS:

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

- B** Ss decide the name of each persuasive technique in Ex 3A individually, then check in pairs. If necessary, refer them to the Grammar Reference notes. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the names of two techniques for each phrase in Ex 3A (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

a direct speech	d rhetorical question
b simile	e metaphor
c rule of three	f negative inversion

PRONUNCIATION**intonation: being persuasive**

- 4A** **5.07** | Refer Ss back to sentences 3 and 7 in Ex 3B and elicit which techniques are used (sentence 3 – repetition and the rule of three, sentence 7 – negative inversion). Play the recording for Ss to say the sentences along with. You may need to play the recording again. With online classes, remember to ask Ss to mute themselves while they say the sentences. Elicit what the pattern is.

ANSWERS:

- 1 rise, rise, fall
2 first clause rise, second clause fall

EXTRA SUPPORT: TEACHER When we speak, vocal chords in our throat vibrate and this produces our voice. The faster they vibrate (when more air is passing through them), the higher the pitch, and vice versa. If there is more speech to come, the vocal chords vibrate more quickly and our voice rises (or stays at a high pitch). When we're finishing what we say, the amount of air passing through the vocal chords becomes less and so the pitch falls.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

- 5A** Focus attention on the sentence and elicit the pattern in the adjectives.

ANSWER:

They form a list of three. In addition, all three adjectives begin with the same letter (c-) and have same ending (-ive).

- B** Ss complete the sentences with their own ideas to make lists of three. Point out that the adjectives don't have to start or end with the same letters but that this makes the effect more powerful. Monitor and offer help where necessary. When they are ready, put Ss in pairs to take turns saying their sentences. Monitor and check they're using the correct intonation patterns. In feedback, ask a few Ss to say one of their sentences to the class.

SPEAKING

a presentation

- 6A** Read the example phrases with the class, then put Ss in pairs to choose a topic and make notes following the structure given. Make sure both Ss make notes as they'll need to use them individually later on. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Remind Ss of the persuasive techniques, then ask them to try to include them in their presentations where possible.
- C** Put Ss in new pairs (in breakout rooms with online classes) to practise their presentations individually. Monitor and check Ss are using the correct intonation patterns. Ask their new partner to provide some constructive advice, if necessary, on posture, facial expressions and gestures.
- D** Ss now take turns giving their presentations to the class. When they have finished, ask a few Ss which experience or product they'd most like to try out and why.

EXTRA IDEA: HOW TO ... Ask Ss to choose an object they have with them and try to 'sell' it to a partner, using the persuasive techniques from the lesson. When they have finished, ask a few Ss if they were convinced to buy the object and why or why not.

TO FINISH

Put Ss in pairs and ask them to discuss what the easiest and most difficult things about giving online presentations are.

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

► page 152 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 190

5D BBC Street Interviews Role models

VOCABULARY | role models

SPEAKING | discussing types of influence

WRITING | a contribution for a website

LESSON OVERVIEW

In this lesson Ss write a contribution for a website. To help them do this, they learn vocabulary related to role models. The context is a series of BBC street interviews about influences. Ss then do a speaking activity where they discuss types of influence. The lesson ends with a writing activity where Ss write a contribution for a website about the influence of a celebrity.

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 have their discussion.
- **Writing Bank 5D, Ex 3A:** Ask Ss to write their contributions in a collaborative document for other Ss to read when they've finished.

Additional Materials

For Teachers:

Presentation Tool Lesson 5D

Online Digital Resources

Writing Bank 5D

Videoscript 5D: BBC Street Interviews

For Students:

Online Practice 5D

Workbook 5D

TO START

Ask the class: 'Who has been the most important role model in your life so far? Why do you admire them?' Put Ss in pairs 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.

PREVIEW

- 1 A** Read the list and example with the class, then give Ss a few minutes to think of their ideas. When they are ready, put Ss in pairs to compare their ideas. In feedback, elicit answers from a few Ss.
- B** Read the example with the class, then ask Ss to think of two more external factors to add to the list in Ex 1A. When they have finished, elicit Ss' ideas and write them on the board.

VIEW

- 2 A** Read the two questions in the BBC programme information box with the class and explain to the class that they're going to watch some street interviews with people answering these questions. Focus attention on the photos of the people in the video. Explain to Ss that they can use these to keep track of who's speaking. Play the video for Ss to watch and check which influences from Exs 1A and 1B are mentioned and note any other influences that the speakers mention. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class, referring back to Exs 1A and 1B and their ideas on the board. Elicit any other influences mentioned.

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

ANSWERS:

- Jane says her children are helping her to stay current.
- Magda says she feels people's influence at work, at the gym and at home.
- Philo says he is influenced by people at work and those near to him.
- Zoe says she is influenced by people in all areas of her life.
- Rory mentions feeling the influence of others in his choice of clothes (one of the factors in Ex 1A).
- Mohammed mentions being influenced by his parents and grandparents in his choice of career.

- B** Ss answer the questions from memory individually, then compare in pairs. Remind them of the photos of the people in the video to help them. When they have finished, elicit their ideas, but don't give any answers yet.

- C** Ss watch the interviews again and check their answers, then check in pairs. Play the video again if necessary, then check answers with the class.

ANSWERS:

- 1 Rory mentions he might not always present himself how he wants because he's worried about what other people will say.
 - 2 Family: Mohammed says he is influenced professionally by his parents and grandparents; Jane was influenced by her grandmother (she mentions her patience, cooking skills and that she was welcoming); Rory was influenced by his dad (he aspired to be like his dad in terms of work ethic and in difficult situations)
- Friends: Mohammed is influenced by his friends (he tries to learn from their strengths and weaknesses)
- Politicians: Zoe is influenced by politicians (she studies politics and also says that policies can dominate a culture)
- Teachers: Magda was influenced by her biology teacher (her teacher gave her a chance to take up a medical career); Philo was influenced by his basketball trainer (he learnt different principles such as discipline from him)

- D** Ss discuss the question in pairs. Encourage them to give examples of how they're similar or different to each person. When they have finished, ask a few Ss to share their answers with the class.

VOCABULARY

role models

- 3 A** Put Ss in pairs to discuss the meaning of the words and phrases in bold, using the context to help. When they have finished, check understanding of the vocabulary by eliciting other example sentences they could be used in.

POSSIBLE ANSWERS:

- 1 likely to be influenced by
- 2 look and/or behave in a particular way to create an impression
- 3 in relation to your professional development
- 4 followed the identical course of action or (e.g. academic/career/professional) route
- 5 have hopes of and direct ambitions towards
- 6 attitude to and feelings about work you want to reproduce
- 7 behaves in a specific way to be successful
- 8 a home to which all visitors are welcome
- 9 make them a definite part of your own personality and characteristics

- B** Read the sentences with the class. Ss complete them with their own ideas. When they are ready, put Ss in pairs to share their sentences and explain why they chose the people they did. In feedback, ask a few Ss to share any interesting information they found out with the class.

SPEAKING

discussing types of influence

- 4A** Introduce the situation to the class and read the list of people with them. Put Ss in pairs to discuss how the people can influence us and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT: TEACHER Influencers are people on social media who are well known and seen as ‘experts’ in a certain field. They are often paid by companies to promote or review their products on social media.

- B** Read the Key phrases with the class and check understanding by eliciting sentences using the phrases. Put Ss in groups (in breakout rooms with online classes) to have the discussion. When they have finished, nominate a student from each group to report back their conclusions to the class and find out if others agree.

WRITING

a contribution for a website

- 5A** Introduce the situation and ask Ss to think of celebrities they admire and who have used their influence in a positive and constructive way.
- B** Read the list of categories with the class. Put Ss in pairs to talk about the celebrities they thought of in Ex 5A, giving reasons why they admire them and using the list provided to help then consider how the celebrities have used their position to make a positive impact.
- C** In the same pairs, ask Ss to choose one of the celebrities they discussed in Ex 5B and make notes.

EXTRA IDEA: DIGITAL Ss can go online to find out more information about their chosen celebrity.

- D** Refer Ss to the Writing Bank on page 108.

► page 108 WRITING BANK

- 1** Ss read the text and note down the ways Marcus Rashford has contributed to society, then compare answers in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the text with them. Alternatively, read the text to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

ANSWER:

He supports a number of charities, has campaigned to help the British National Health Service and was involved in campaigning against the removal of free school dinners from students from low-income households.

- 2A** Elicit the first answer as an example, then ask Ss to identify what ‘which’ is referring to in the rest of the sentences, using the text to help. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could highlight the parts of the text where the extracts occur to help Ss with dyslexia identify them quickly and accurately. Remind them to cover the parts of the text they are not working on. They should do the same in Ex 2B.

ANSWERS:

1 b 2 a 3 b 4 a

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

ANSWERS:

a the clauses in 1 and 3
b the clauses in 2 and 4

- C** Ss match the sentence halves alone, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for dyslexic learners by providing them with two options for each sentence beginning. Alternatively, you can provide the endings as a separate vertical list for them to move up and down next to the sentence beginnings to help them identify the matches.

ANSWERS:

1 c 2 d 3 b 4 a

WB **3A** Ss write their contributions individually. They should aim to write about 200 words. Monitor and encourage them to use clauses with *which* to add comments. With online classes, remember they can write their contributions in a collaborative document to share with the class when they have finished.

B When they have finished, ask Ss to share their contributions with the class. Hold a class vote via a show of hands as to who is most admired.

TO FINISH

Put Ss in pairs and ask them to discuss ways in which celebrities could be encouraged to do more things for society.

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 1A, 2A, 3, 4 and 5) 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 type their answers in a collaborative document so they can read each other's sentences in Ex 1B.
- **Ex 4:** Display the sentences on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the correct words.

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 (Grammar: giving emphasis: inversion, clefting, tailing, fronting, participle clauses; Vocabulary: collocations: first impressions, adjectives and adjectival endings, spreading misinformation, persuasion, adjectives to describe presentations, role models; How to ... use persuasive techniques in presentations). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

giving emphasis

1A Ss complete the answers to the questions individually. Monitor and check they are forming the sentences correctly and offer help where necessary. With online classes, remember to ask Ss to type their answers in a collaborative document so they can share their sentences in Ex 1B.

EXTRA SUPPORT With weaker classes, you might want to review the different techniques and structures for giving emphasis with the class first.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the exercise they are not working on in order to minimise distraction.

- B** Put Ss in pairs to compare their sentences. In feedback, ask a few Ss to share their sentences with the class.

participle clauses

- 2A** Ss choose the correct words alone, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the sentences they are not working on in order to minimise distraction.

ANSWERS:

- | | |
|----------------------------|------------|
| 1 lying, sipping, watching | 4 having |
| 2 Having | 5 informed |
| 3 fed up, frustrated | 6 put |

- B** Ss complete the sentences individually. Make it clear that they do not need to write sentences that are true for them personally. They then compare their ideas in pairs. When they have finished, ask a few Ss to share their ideas with the class.

VOCABULARY

- 3** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing two options for each gap (a correct one and a distractor) and asking them to choose the correct one to write in the correct form.

ANSWERS:

- | | |
|-------------------|----------------------|
| 1 sway, have | 4 boost, have |
| 2 size, establish | 5 embellish, distort |
| 3 adopt, project | 6 went, quashed |

- 4** Ss choose the correct words individually, then check in pairs. Check answers with the class. With online classes, remember you can display the sentences on your device for Ss to highlight the correct words.

ANSWERS:

- | | | |
|--------------|----------|----------|
| 1 about | 2 kicked | 3 abound |
| 4 successive | 5 word | |

- 5** Ss complete the blog post with one word in each gap individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the blog post 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 5. Also remind them to cover the parts they are not working on when doing to the activity to help reduce distraction.

ANSWERS:

- | | | |
|--------------|-------------|-----------|
| 1 came | 2 lengths | 3 owned |
| 4 gauge | 5 convinced | 6 brought |
| 7 short/fact | | |

TO FINISH

Write on the board:

What are the four most useful things you learnt in Unit 5? 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 them in the future.

6 classics

Global Scale of English LEARNING OBJECTIVES

6A Hidden gems

- READING | Read an article about classics: describing literature; describing books and films
- Talk about books or films you think should become classics: narrative tenses review
- Pronunciation: intonation to show surprise/interest
- Write a review of a book or film

GSE INFORMATION

READING

90 Can critically evaluate the writer's choice of words to express nuanced meaning in a linguistically complex text.

VOCABULARY

76–90 Can use language related to books, writing and reading.

GRAMMAR

76 Can use a range of tenses in narrative texts and dialogues to have a particular effect on the audience.

SPEAKING

76 Can describe in detail his / her personal interpretation of a work, outlining his / her reactions to certain features and explaining their significance.

WRITING

77 Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.

6B Words and music

- LISTENING | Understand a radio discussion about poetry and song: reacting to poetry and song
- Pronunciation: intonation to show contrast
- Talk about and agree on a playlist for space: adverbials

GSE INFORMATION

LISTENING

88 Can understand in detail discussions on abstract and complex topics.

VOCABULARY

76–90 Can use language related to music.

76–90 Can use language related to poetry.

GRAMMAR

81 Can use a wide range of adverbials in linguistically complex sentences.

SPEAKING

76 Can describe in detail his / her personal interpretation of a work, outlining his / her reactions to certain features and explaining their significance.

6C Classic journeys

- HOW TO ... | tell an anecdote: travel: adjective-noun collocations
- Pronunciation: informal phrases when telling anecdotes

GSE INFORMATION

VOCABULARY

76–90 Can use language related to travel.

HOW TO ...

81 Can tell a detailed anecdote using linguistically complex language.

SPEAKING

81 Can tell a detailed anecdote using linguistically complex language.

6D Design classics

- BBC PROGRAMME | Understand a TV programme about everyday design miracles
- Talk about selecting classic designs: innovation
- Write an account of an exhibition

GSE INFORMATION

VOCABULARY

76–90 Can use language related to ideas.

SPEAKING

80 Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.

WRITING

80 Can write a linguistically complex account of an event, either from personal experience or from what other people say.

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 6A. 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 whether they think new things are better than old ones. Ss watch and note down the speakers' opinions, then decide what the consensus is. Check the answer with the class. Then put Ss in pairs to discuss the question in part 2. When they have finished, ask a few Ss to share their answers with the class.

ANSWER:

- 1 Opinions expressed in the vlogs:
 - Speaker 1 prefers old things.
 - Speaker 2 doesn't think new things are necessarily better, especially when it comes to buildings.
 - Speaker 3 likes modern ways to store music, but is nostalgic about having a physical copy in the past.
 - Speaker 4 thinks new things are better functionally, but appreciates old things as well.
 - Speaker 5 is of the opinion that new things aren't necessarily always better, but the novelty can make you think that they are.
- The consensus is that new things are not always better than old things.

EXTRA IDEA Hold a class debate on the vlog question. Split the class in two and ask one half to prepare arguments for new things and the other for old things. When they are ready, have them present their ideas to each other, then discuss.

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 Hidden gems

GRAMMAR | narrative tenses review

VOCABULARY | describing literature; describing books and films

PRONUNCIATION | intonation to show surprise/interest

LESSON OVERVIEW

In this lesson, Ss learn vocabulary for describing literature, book and films. The context is an article about classics. This leads into the grammar where Ss review narrative tenses and also practise intonation to show surprise/interest. Ss then do a speaking activity where they give a presentation. The lesson ends with a writing activity where they write a review.

Online Teaching

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

- **Ex 1C:** Put Ss in breakout rooms to discuss the questions and monitor the rooms.
- **Ex 3B:** Display the examples and rules on your device and make sure the annotate function is on. In feedback, ask different Ss to draw lines to connect the examples with the rules.
- **Exs 5B and 5C:** Put Ss in breakout rooms to give and discuss their presentations.
- **Writing Bank 6A, Ex 1C:** Ask Ss to write their reviews in a collaborative document so they can compare them in Ex 1D.

Additional Materials

For Teachers:

- Presentation Tool Lesson 6A
- Photocopiable Activities 6A
- Grammar Bank 6A
- Vocabulary Bank 6A
- Writing Bank 6A

For Students:

- Online Practice 6A
- Workbook 6A

TO START

Write the following book titles on the board:

- *The Hound of the Baskervilles*
- *Oliver Twist*
- *The Lord of the Rings*
- *Moby Dick*
- *Catch-22*

Put Ss in small groups to discuss which of these books they've read and what other classics they've read. When they have finished, elicit answers from 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** Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit answers from a few Ss and have a brief class discussion.
- B** Set a time limit of three minutes for Ss to quickly read the article and check their ideas from Ex 1A. When they have finished, check answers with the class.

ANSWERS:

- 1 According to the article, a classic deals with truths that are always relevant and has influenced us in some way, colouring or clarifying our understanding of the world.
- 2 Students' own answers
- 3 According to the article, a cult classic has a small, devoted following but has either been dismissed by critics or is loved by critics but is ignored by the mainstream reading public.

- C** Put Ss in pairs (in breakout rooms with online classes) to read the article again and answer the questions. With weaker classes, you may want to check understanding of the words in question 2 before they discuss why the writer has used them in the article. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA For Exs 1C and 1D, remind Ss with dyslexia to cover the parts of the text they are not working with in order to minimise distraction.

ANSWERS:

1 *A Study in Scarlet* is an example of a book that is enjoyable to read that has became a classic. (It is the first book in which Sherlock Holmes appeared, one of the most famous detectives in literature.)

Macbeth is an example of a story that is constantly retold.

Frankenstein is an example of a story that still addresses current concerns over right and wrong.

The Gormenghast Trilogy are gothic novels, currently considered cult classics, but which in some people's view should be considered classics.

- 2 a** trite (lacking originality): the writer suggests 'it stands the test of time' is a cliché and is said without thought for what it really means.
- b** worthy (good, valued, honourable): the writer uses inverted commas to suggest it isn't actually 'worthy'
- c** finding an echo (in agreement): the writer uses it to suggest that *Frankenstein* still resonates with readers today
- d** colouring: the writer uses it to suggest our impressions are affected and our opinions slightly altered by classics, as if a shade of colour has been added or we see things as a different colour
- e** hip (up-to-date, fashionable): the writer uses it to suggest that some topics were fashionable at the time, but then became no longer relevant

- D** Ss choose the correct options individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the sentences and options with them.

ANSWERS:

- 1 c 2 c 3 b**

- E** Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

VOCABULARY

describing literature

- 2 A** Ss replace the words and phrases in bold in the comments with the correct form of those in the box, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in the box as a vertical list either on the board or on a separate piece of paper.

ANSWERS:

- 1 seen through the eyes of
- 2 plunged into
- 3 breaks new ground
- 4 resonating with
- 5 devoted following
- 6 set against the backdrop of
- 7 revolves around
- 8 addresses

B Read the list with the class and give Ss a few minutes to think of their answers. When they are ready, put Ss in pairs to share their ideas. When they have finished, ask a few Ss to share any interesting books or films they found out about from their partner with the class.

C Refer Ss to the Vocabulary Bank on page 140.

VB

► page 140 **VOCABULARY BANK** describing books and films

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 With weaker classes, go through the words in the box first and check understanding. Ss complete the extracts from book blurbs alone, then check in pairs. Check answers with the class.

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

ANSWERS:

- | | | |
|--------------|---------|------------------|
| 1 riveting | 2 debut | 3 plotted; sheer |
| 4 fiendishly | 5 style | 6 grips |

B Ss match the words or phrases from Ex 1A with the meanings individually, then check in pairs. Check answers with the class and check understanding by eliciting example sentences with the words and phrases.

ANSWERS:

- 1 b 2 d 3 a 4 e 5 c

C Put Ss in pairs, then ask them to rewrite the sentences in Ex 1A so they are true for films or TV series they've seen. When they have finished, ask a few pairs to share their sentences with the class.

EXTRA SUPPORT To help Ss adapt to the context of viewing rather than reading, you could elicit an example with the first sentence of how it can be adapted to describe a film, e.g. 'This is gripping and a must-see for action fans.' If necessary, you could also have a quick class review of film and TV genres.

GRAMMAR**narrative tenses review**

3A Ss complete the sentences with the correct form of the verbs individually, using the article to help if necessary, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA If dyslexic learners are referring back to the article in Ex 1B, advise them to cover the rest of the text once they've found the relevant parts to help reduce distraction.

ANSWERS:

- | | |
|---------------|-------------------|
| 1 read | 4 'd been reading |
| 2 'd been fed | 5 was yearning |
| 3 was feeling | 6 escapes, goes |

B Ss match the examples with the rules individually, then check in pairs. Check answers with the class. With online classes, remember you can display the examples and rules on your device in feedback.

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

ANSWERS:

- | | |
|---------------------|--------------|
| a sentence 6 | d sentence 4 |
| b sentence 2 | e sentence 1 |
| c sentences 3 and 5 | |

C 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.

None of this grammar should be new for Ss at this level, though it's useful to review narrative tenses and bring them all together. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of present tenses to narrate past events which may be less familiar (though it was touched on briefly in Grammar Bank 4B).

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 practises the form and use of narrative tenses. Elicit the first answer as an example, then ask Ss to complete the rest of the text individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Advise dyslexic learners to cover the parts of the text they are not working on to help reduce distraction. They should do the same when they come to complete the sentences in Ex 3.

ANSWERS:

- | | |
|---------------|--------------------|
| 1 promised | 9 counted |
| 2 'd pick | 10 was getting |
| 3 was waiting | 11 was going |
| 4 waited | 12 'd been told |
| 5 waited | 13 checked |
| 6 went | 14 'd been waiting |
| 7 chatted | 15 heard |
| 8 went | 16 was going |

- 2** With weaker classes, elicit the main tense used for narration in the story (present simple). Ss complete the story alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in the box as a vertical list either on the board or on a separate piece of paper.

ANSWERS:

- | | |
|----------------|-----------------------|
| 1 're sitting | 7 smile |
| 2 hear | 8 start |
| 3 being called | 9 've forgotten |
| 4 look | 10 say |
| 5 haven't seen | 11 Have you ever done |
| 6 smiles | |

- 3** Ss complete the sentences with their own ideas and write one more narrative sentence. Monitor and check Ss are using the correct tenses and offer help where necessary. When they have finished, put Ss in pairs to compare their ideas.

EXTRA IDEA Put Ss in pairs and give each pair a piece of paper. Ask them to write the first sentence of a story at the top, then fold it over so it can't be seen. Ss then pass this to another pair to write the next sentence, and fold that over too. Repeat until each pair has their original piece of paper back, at which point they open it out and read their 'story'. Ask each pair to read their 'story' to the class.

PRONUNCIATION

intonation to show surprise/interest

- 4A** **6.01** | Ss listen to and read the plot and underline (Ss with dyslexia may find it easier to highlight) the parts the speaker thinks are interesting or surprising. Then they check in pairs and discuss how the speaker uses stress and intonation to show this. Check answers with the class.

ANSWERS:

... he's the criminal mastermind; ... he doesn't walk with a limp at all
The speaker uses increased stress and a higher intonation on these parts.

EXTRA SUPPORT: TEACHER If Ss are curious or think they know which film is being described, you can confirm it is *The Usual Suspects* (1995).

- B** Put Ss in pairs to practise summarising a film plot. Monitor and check their use of intonation and stress.

SPEAKING

- 5A** Tell the class that they're going to give a presentation on a book or film that they like, but which is not widely known. Read the questions with the class, then give them time to think about the answers and make notes. 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 (in breakout rooms with online classes) to take turns giving their presentations. Encourage them to ask questions to find out more information.

- C** Ss discuss the presentations in their groups and try to reach consensus as to which they'd like to read or watch. When they are ready, ask each group to share the book or film with the class and say why they'd like to read or watch it.

- D** Put Ss in pairs to discuss which films or books from today will become classics in the future, giving their reasons. When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

WRITING

a review

- 6A** Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.
- B** Discuss the question as a class. Elicit Ss' ideas and write them on the board as a list.
- C** Refer Ss to the Writing Bank on page 109.

WB

▶ page 109 **WRITING BANK**

- 1A** Ss read the review and answer the question individually, then check in pairs. Elicit Ss' ideas as a class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the review with them. Alternatively, read the review to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

- B** Read the list of points with the class, then ask Ss to find examples alone, then check in pairs. Check answers with the class and refer back to the list on the board of Ss' ideas from Ex 6B to see which are mentioned in the list.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the review and the points they are not working on to help reduce distraction.

ANSWERS:

- 1 It starts with a question and suggests we don't know as much as we think.
- 2 We learn the background of the three women and why they were special.
- 3 'So you think you know all about the Apollo space missions in the 1960s?'
- 4 The review is not completely informal, but includes some expressive punctuation and personalises, e.g. 'I aim to correct that!'
- 5 Introduction: why we should read the review; Paragraph 2: background to the story; Paragraph 3: summary, expansion and recommendation
- 6 For example, 'Aptly named', 'highly intelligent', 'informative', 'vital', etc.
- 7 'It is an education.'

- C** Ss can use the list of points in Ex 1B to help them plan their review and make notes. Monitor and offer help where necessary. When they are ready, ask Ss to write their reviews. With online classes, remember they can use a collaborative document in order to share their reviews in Ex 1D.

- D** When they have finished, ask Ss to share their reviews with the class. They can either read them out or display them in the classroom for others to read (or via a collaborative document with online classes). Ask a few Ss which reviews they thought were the most persuasive and why.

TO FINISH

Put Ss in pairs to discuss what books and films mentioned in the lesson they'd like to read or watch and why.

6B Words and music

GRAMMAR | adverbials

VOCABULARY | reacting to poetry and song

PRONUNCIATION | intonation to show contrast

LESSON OVERVIEW

In this lesson, Ss learn vocabulary for reacting to poetry and song. They also learn how to use adverbials and practise intonation to show contrast. The context is a listening where Ss listen to a radio programme about poetry and song. The lesson ends with a speaking activity where Ss discuss songs in order to compile a playlist that provides a snapshot of humanity to send into space.

Online Teaching

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

- **Ex 4B:** Display the questions and options on your device and make sure the annotate function is on. In feedback, ask different Ss to highlight the correct answers.
- **Ex 7B:** Put Ss in breakout rooms to swap and say each other's sentences. Monitor and check their intonation.
- **Exs 8B and 9A:** Put groups in breakout rooms to discuss their song choices.

Additional Materials

For Teachers:

Presentation Tool Lesson 6B

Photocopiable Activities 6B

Grammar Bank 6B

For Students:

Online Practice 6B

Workbook 6B

TO START

Write the following questions on the board:

Do you have a favourite poem? What is it?

Can you play any musical instruments? If not, would you like to? Which?

How do the words used in poems differ from those used in songs?

Put Ss in pairs 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.

SPEAKING

1 Put Ss in pairs and set a time limit of one minute for them to brainstorm topics. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board at the end. When they have finished, elicit Ss' ideas.

2A  **6.02** | Focus attention on the photos and read the first line of the poem with the class. Elicit Ss' ideas as to what it might be about. Play the recording of the poem for Ss to listen and check their ideas.

B Explain that there are no 'wrong' answers here, but Ss should be ready to justify which parts they've underlined (or highlighted, which may be a better option for Ss with dyslexia as it doesn't distort the letters in the same way). When they are ready, put Ss in pairs to compare their ideas and say why they chose those parts.

EXTRA SUPPORT: DYSLEXIA Covering the lines they are not reading will help dyslexic learners focus on the words of the poem.

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

ANSWERS:

1 friends from school, university, work, travel and all areas of her life

2 a The writer uses this phrase to explain that friends can come from a variety of circles or encounters, e.g. old friends, superficial friends, constant friends, friends who have lost touch.

b The writer uses this phrase to explain that even though some friendships are unexpected, they are still happy to have those friendships.

c The writer uses this word to mean a person's appearance.

d The writer uses this phrase to describe friends who may have lost touch.

e The writer uses this phrase to explain that when you know a person well, you can pick up a conversation where you left off, without needing to explain the background.

LISTENING

- 3A** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class.
- B** Ss read the blog post, then discuss the question in pairs. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the blog post with them. Alternatively, read the blog post to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

- 4A**  **6.03** | Ss listen and make a note of the two main questions, then check in pairs. Check answers with the class.

AUDIOSCRIPT 6.03

P = Presenter A = Andy K = Kate

- P: An interesting topic for discussion today I think, people. We shall be getting to grips with the power of poetry and song and asking a few fundamental and potentially tricky questions, with my two guests – Andy, a performance poet, and Kate, a lecturer. First up is **not** the age-old ‘what is poetry’ question ...
- A: Thank goodness ...
- P: It’s why do you think poetry sometimes has a bad press? There are no two ways about it: there are those who love poetry and those who find it, well, it just does nothing for them.
- A: I know, people’s eyes often glaze over when I tell them I’m a poet. To be honest, I think it’s down to poetry being misrepresented, and schools are often guilty of this. Students are introduced to poetry through traditional, classical poets who adhere strictly to certain rhyme schemes and rhythms. What the poet is trying to say is often difficult to decipher and poems are clogged up with metaphor and archaic language. It can be quite intimidating.
- K: Yeah, that’s not all bad though, it’s just not always the best way to encounter poetry for the first time – and we all know that first impressions count. Students have to realise that poetry doesn’t have to rhyme, it doesn’t have to have lines of equal length or rhythm. It can be deceptively simplistic or linguistically complex. It can be punchy like rap, or lyrical, it can tell a story, express a feeling or be a call to action. It can be pages long or short and sweet – look at the magical effects of a seventeen-syllable Japanese haiku! A poem can be read or it can be listened to. The important thing about a poem is that it has relevance to the reader and is meaningful. It communicates, talks to them, conjures up images, stops them in their tracks and makes them see things from different angles – whether that be a relationship, the environment, politics ...

- A: Exactly. Poetry can help both the reader and the poet. We should encourage people to use poetry to express their own emotions, frustrations and fears. In the twenty-first century, poetry can be exciting, thrilling – just go to a poetry slam or listen to performance poets. It’s a far cry from Shakespeare’s sonnets – sorry Shakespeare, they are pretty special, but ...
- P: OK, OK. Thanks guys. I do have another question here. Some people question whether songs can be considered poetry and the songwriters considered poets. Your thoughts?
- A: Yes, I can see where the controversy comes in. A song comprises music and lyrics, and of course, we need to add in performance. One version of a song may lift someone’s mood, whereas another version, more emotionally charged, will be really moving and poignant and have the ability to reduce you to tears.
- K: That is so true. Compare two versions of *The Sound of Silence*, the original by Simon and Garfunkel and a more recent recording by Disturbed, a heavy metal band. The lyrics talk about the dangers of not communicating, but while the original uses harmonies, is purely melodic and relatively melancholic, Disturbed’s version is confrontational and rousing, and finishes loud and rasping in its outrage. It took my breath away when I first heard it. Quite brilliant.
- P: OK, to bring you back to the question ... ?
- A: But then poems can be read differently by two people, can’t they? In my opinion, lyrics **are** poetry. Just look at the songs of Leonard Cohen, now those really take me back, or more recently, rapper Kendrick Lamar. Lyrics can do the same as poetry – take you out of yourself, make you feel alive, give you solace, stir you, change you.
- K: And like poetry they are often open to interpretation. People can identify with the writer or relate to them in different ways. Music adds different shades of meaning to all lyrics, but in essence, the words stand alone as poems. So, yes, I’m definitely not a fusty old traditionalist when it comes to this question. Songwriters can definitely be poets.
- A: I wholeheartedly agree!

EXTRA SUPPORT: TEACHER A **haiku** is a Japanese poem that consists of three lines, with five syllables in the first, seven in the second and five in the last.

ANSWERS:

Why do you think poetry sometimes has a bad press? Can songs be considered poetry and the songwriters considered poets?

EXTRA IDEA Play the two versions of *The Sound of Silence* for Ss to compare for themselves.

B  **6.03** | Read the questions with the class so Ss know what to listen for. Then play the recording again for Ss to listen and choose the correct answers. Put Ss in pairs to check answers and play the recording again if necessary, then check answers as a class. With online classes, remember you can display the questions and options on your device in feedback.

ANSWERS:

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

C Ss discuss how far they agree with the guests' responses in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

VOCABULARY**reacting to poetry and song**

5A Ss match the adjectives with the definitions alone, then check in pairs. Check answers with the class.

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

ANSWERS:

1 rousing	5 melodic
2 poignant	6 emotionally charged
3 confrontational	7 simplistic
4 punchy	8 melancholic

B Ss choose the correct words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the messages they are not working on to help reduce distraction.

ANSWERS:

1 does	2 find	3 conjure	4 identify
5 takes	6 relate	7 lift	8 reduce

C Ss work alone to choose four adjectives and a song for each, then compare their ideas in pairs, giving reasons for their choices using phrases from Ex 5B. When they have finished, ask a few Ss to share their ideas with the class.

GRAMMAR**adverbials**

6A Ss complete the sentences, then check their answers in the audioscript (for Audio 6.03) on page 166. Check answers with the class and write the completed sentences on the board.

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

ANSWERS:

1 To be honest	4 really
2 strictly	5 relatively
3 quite	6 Quite

B Elicit the first two answers as examples in order to check understanding of gradable and ungradable adjectives. Ss categorise the adjectives alone, then check in pairs. Check answers with the class.

ANSWERS:

Gradable: deceptive, interesting, loud, painful, pleasant, special

Ungradable: deafening, fascinating, furious, hilarious, incredible, thrilling, unique

C Ss read the rules and add examples individually, then check in pairs. You can refer them to the completed sentences on the board. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia in this activity by reading the incomplete rules with them first. You could also supply the completed adverbial phrases they need from Ex 6A as a list for them to refer to or highlight the relevant parts in the sentences on the board. In addition, remind them to cover the rules they are not working on in order to minimise distraction.

ANSWERS:

1 b	to be honest
2 c	quite intimidating, quite brilliant
3	adhere strictly to

D With weaker classes, elicit the first answer as an example. Make sure Ss understand that they are looking for the option which is not correct. Ss choose the incorrect options alone, then check in pairs. Check answers with the class and elicit why each one is incorrect.

ANSWERS:

1 fairly	4 widely
2 really	5 Utterly
3 Unintentionally	6 totally, absolutely

EXTRA CHALLENGE You could ask pairs to come up with sentences (preferably to do with reactions to poetry and songs) that use the incorrect options in Ex 6D correctly (e.g. 'It was fairly pleasant to listen to, but did nothing for me.').

- E** 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

Read the notes with the class or let them read them alone. Check understanding where necessary, especially of the use of stress when using *quite* as an intensifying adverb.

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** Point out that the first two letters are given for each gap. Ss complete the review alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words needed to complete the review as a vertical list either on the board or on a separate piece of paper. They may find the letters given at the start of each gap difficult to process, but highlighting these along with the same letters in the corresponding words in the list may help them to distinguish and match them.

ANSWERS:

- | | |
|--------------|-----------------------------|
| 1 entirely | 8 quite |
| 2 totally | 9 decidedly/deeply |
| 3 utterly | 10 absolutely |
| 4 fairly | 11 completely |
| 5 relatively | 12 inevitably/intrinsically |
| 6 slightly | 13 hugely |
| 7 fully | |

- 2** This exercise focuses on the form and use of adverbials. Elicit the first answer as an example and write it on the board. Then ask Ss to order the rest of the words in bold and delete the extra word 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 deleting the extra word in each set of bold words and asking them just to reorder the remaining words.

ANSWERS:

- 1 To his horror (*very*)
- 2 Difficult as it is to credit (*its*)
- 3 Strange as it sounds (*just*)
- 4 Much to my astonishment (*be*)
- 5 Sad to say (*yət*)
- 6 With some embarrassment (*your*)

PRONUNCIATION

intonation to show contrast

- 7A** **6.04** | Ss read the sentences and mark the intonation alone, then check in pairs. Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

bold = intonation rising, underlining = intonation falling

- 1 There are those who **love poetry** and those who don't.
- 2 A poem can be deceptively **simplistic** or linguistically complex.
- 3 It doesn't matter whether it's **upbeat** or slow, **hard rock** or gentle folk.

- B** Ss listen again and repeat the examples, then write two more sentences with contrasts. Monitor and check Ss are forming their sentences correctly. When they are ready, put Ss in pairs (in breakout rooms with online classes) to swap sentences and practise saying them. Monitor and check their intonation.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

SPEAKING

- 8A** Put Ss in pairs to discuss the songs. Monitor and encourage them to expand on their explanations.

EXTRA IDEA: DIGITAL If possible, Ss can access and play the songs to their partner on their devices.

- B** Put Ss in groups (in breakout rooms for online classes) to share and discuss the songs they discussed in Ex 8A.

- 9A** Read the situation and criteria with the class, then ask them to come up with their playlists in the same groups as for Ex 8B, choosing from the songs they discussed in Ex 8B.

- B** Ask each group to share their list with the class, then work together as a class to discuss and produce a final playlist, according to the criteria in Ex 9A.

TO FINISH

Put Ss in pairs to discuss any bands or musicians they've recently discovered.

6C Classic journeys

HOW TO ... | tell an anecdote

VOCABULARY | adjective–noun collocations: travel

PRONUNCIATION | informal phrases when telling anecdotes

LESSON OVERVIEW

The aim of this lesson is for Ss to tell an anecdote. To help them do this, they learn adjective–noun collocations related to travel. The context is a listening where Ss listen to a podcast about a traveller's experiences. This leads into the functional language for telling an anecdote and Ss also practise the pronunciation of informal phrases when telling anecdotes. The lesson ends with a speaking activity where Ss tell a travel anecdote.

Online Teaching

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

- **Ex 2C:** Ask Ss to type their answers in the chat box during feedback so they can compare while checking.
- **Ex 6B:** Ask Ss to mute themselves when they practise saying the sentences so they can say them out loud.

Additional Materials

For Teachers:

Presentation Tool Lesson 6C

Photocopiable Activity 6C

Grammar Bank 6C

Vocabulary Bank 6C

Mediation Bank 6C

For Students:

Online Practice 6C

Workbook 6C

TO START

Write the following types of transport on the board:

- *cruise ship*
- *small plane*
- *hovercraft*
- *hot-air balloon*
- *motorbike taxi*

Put Ss in small groups to discuss which they've used and which they'd like to try. They can also add other types of transport they can think of.

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

adjective–noun collocations: travel

- 1 A Focus attention on the photo at the top of the page and read the questions with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.
- B Ss read the descriptions and answer the questions individually, then compare ideas in pairs. In feedback, ask a few Ss to share their preferences and reasons with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the descriptions with them. Alternatively, read the descriptions to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read.

- 2 A Put Ss in pairs to try and remember the adjectives used with the texts without looking at them.
- B Ss check their ideas in the texts and underline (learners with dyslexia may find it better to highlight) the adjective–noun collocations. Check answers with the class and write the collocations on the board for Ss to refer to in Ex 2C.

ANSWERS:

authentic cuisine, indigenous culture, quintessential small-town diners, opulent dining, primeval forests, undulating hills, legendary journey (also: rail journey), soaring mountains, panoramic views, preserved villages

- C Ss replace the words in bold in the sentences with adjectives from Ex 2B alone, then check in pairs. They can refer to the list on the board. With online classes, remember that you can ask Ss to type their answers in the chat box so that they can compare them. Check answers with the class.

ANSWERS:

- | | |
|------------------|--------------|
| 1 panoramic | 5 indigenous |
| 2 preserved | 6 soaring |
| 3 authentic | 7 opulent |
| 4 quintessential | |

D Demonstrate the activity with an example, e.g. ‘From the top of Picnic Point, you can see breathtaking panoramic views of the Main Range and Lockyer Valley.’ Ask Ss to write their sentences individually, then compare in pairs. When they have finished, ask a few Ss to share their sentences with the class and find out if others agree.

E Refer Ss to the Vocabulary Bank on page 140.

VB

▶ page 140 **VOCABULARY BANK** adjective–noun collocations: travel

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 match the adjectives in bold in the collocations with the definitions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the collocations and definitions as two vertical lists side-by-side on the board or the definitions as a vertical list on a separate piece of paper that Ss can move up and down next to the collocations. Highlighting the adjectives in the collocations first would also help them focus on the relevant part.

ANSWERS:

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

B Elicit the first answer as an example. Ask Ss to identify the nouns that do not collocate with the adjectives individually, then check in pairs. Check answers with the class. You could write the answers on the board for Ss to refer to in Ex 1C.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the exercise they are not working on in order to minimise distraction.

ANSWERS:

1 buildings	4 exhibition
2 beach	5 town
3 furniture	6 coffee

C Put Ss in pairs to write their adjectives. Make sure they understand they should use the noun that did not collocate in Ex 1B. Monitor and check the adjectives they write collocate and offer help where necessary. Elicit a few answers from the class.

POSSIBLE ANSWERS:

buildings – modern, derelict, extensive

beach – sandy, isolated, crowded

furniture – comfy, stylish, antique

exhibition – fascinating, well-organised, uninspiring

town – bustling, quaint, industrial

coffee – strong, aromatic, bitter

D Ss tell each other about their places in pairs.

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 with the class.

How to ... tell an anecdote

3 A Ask Ss if they have heard of the Orient Express (a classic train journey through Europe from Paris to Istanbul). Then put Ss in pairs to discuss the questions. When they have finished, elicit Ss’ ideas and find out if others agree.

B ▶ **6.05** | Tell Ss they’re going to listen to a podcast about a traveller’s experiences. Ss listen and find out if any of their ideas are mentioned.

▶ AUDIOSCRIPT 6.05

The Orient Express is definitely one of those classic journeys that every traveller dreams of taking. I finally got the chance to do so a few years back. Some friends who had done it were like, ‘Yeah, it’s amazing, but it’s quite expensive. We had to pay twenty euros for an orange juice!’ So, I wasn’t sure about it before I started, but in fact it turned out to be really fun.

I was travelling alone, so I booked a single cabin, which was amazing – antique lacquered furniture, plush velvet cushions ... it felt like I had travelled back in time!

Anyway, once I’d unpacked, I decided to go and explore the train a bit – see if could meet a few people to hang out with on the trip. So, I ended up sitting with three fellow travellers in the dining car – two young Chinese guys and this Polish guy, a really nice guy, more on him in a minute. No one spoke any English. Fairly typical situation for a traveller in an exotic context, you know what I mean? You’d think it would be awkward, the lack of a *lingua franca* I mean, but to the contrary, it was really nice, sort of relaxed, like ‘we’re all in this together and let’s just enjoy it’. In fact, we did make many attempts at communicating, especially me and the Polish guy, by drawing pictures of things, maps showing where we were from, writing dates for major events in life, family tree and all that. Funny, I don’t remember much about him now, but I remember understanding quite a lot about his family, his kids, his house, job, stuff like that. I also remember that he was a really warm-hearted guy and loved to share everything, for example on the first evening I think it was, he pulled

out this huge, homemade cake and simply split it into four pieces, and gave each of us a piece, me and the two Chinese guys.

Every day on the train offered a new experience. One minute you're soaking in the bustling streets of Istanbul, the next you're in some sleepy town in the middle of the Romanian mountains. Anyway, when I was talking about the trip when I first booked it, some guy I know got really excited when I mentioned we'd be going to Lake Balaton.

He just kept raving about how beautiful it was and I have to say, he wasn't wrong. We got there just in time to see the sun go down and it was ... kind of magical – everything bathed in this orangey blue light. So, anyway, I'm sitting there trying to take a decent photo to send my mate and I noticed that this kid kept looking at me. Eventually, I turned to face him and he just grinned and said, 'nice hat'. I was wearing this faded old Boston Celtics cap – nothing special really. In fact, I'm not even sure where I got it – I don't know anything about basketball – but he seemed rather taken with it. So, I just, kind of, gave it to him. Stupid thing to do, maybe, but it was one of those moments when you just kind of go with the flow. I wonder if he's still got it?

- 4A** **6.06** | Point out that the numbers show how many words are needed for each gap. Ss try to complete the extracts in pairs. When they are ready, play the recording for Ss to check their answers. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- | | |
|-------------------|-----------------------|
| 1 were like | 5 it was |
| 2 what I mean | 6 some |
| 3 sort of | 7 this |
| 4 stuff like that | 8 it was one of those |

- B** Ss complete the categories individually using the extracts they completed in Ex 4A and referring to the board if necessary, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the extracts and categories they are not working on in order to reduce distraction.

ANSWERS:

- | | |
|------------------|-------------------------|
| 1 was/were like | 4 Funny, Stupid |
| 2 some, this | 5 I mean, those moments |
| 3 stuff, sort of | |

- C** Read the sentences with the class and elicit which words have been missed out. Point out that missing out words is a common feature of informal reporting and that it is called ellipsis.

ANSWERS:

- | | |
|----------|------------|
| 1 It's a | 2 It was a |
|----------|------------|

- 5A** Ss use ellipsis and the informal phrases (from Exs 4A and 4B) to make the anecdote more informal. Monitor and offer help where necessary. When they have finished, ask Ss to compare their texts in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this activity challenging. You can make it more accessible for them by providing the text as spaced individual sentences, with each starting on a new line. Remind them to cover the sentences they are not working on to help them focus. Alternatively, they could do the activity orally, with you or another student reading out each section or sentence for the dyslexic learner to suggest an amendment to make it more informal.

POSSIBLE ANSWER:

Just got back from a sailing holiday around the Greek islands. Weather was brilliant and the water was crystal clear. Went with a guy called Juan I'd met last summer at a regatta. He was like, 'Must do the Greek islands together one day!' Swam a lot and had barbecues on the beach and stuff like that. Got a bit sunburnt on the deck, but it's one of those things that happens when you're out on the water with the salt spray, you know what I mean? It's sort of expected. Juan had this encounter with a jellyfish when he jumped in without looking – on the third day, I think it was. Stupid thing to do, but some guy on the beach was like, 'You should be grateful it wasn't a Portuguese man o' war!' Checked the water every time we went for a dip after that.

- B** Remind Ss of the use of present tenses to make a narrative more dramatic (which they met in Lesson 6A). Ss practise telling the story from Ex 5A in pairs, using present tenses to make it more dramatic.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves telling the anecdote in Ex 5B, then listen to each other's recording in pairs and say which sounds most informal and most dramatic.

- 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

GB

This focuses on the form and use of functional language to tell an anecdote. Recap on the features for telling informal anecdotes and check understanding of the phrases 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 exercise focuses on the form and use of the phrases. Ss complete the anecdote individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in the box (minus the two extra ones) as a vertical list either on the board or on a separate piece of paper. In addition, you could record the story before the lesson, indicating where the gaps occur, so that Ss with dyslexia can listen while they read.

ANSWERS:

- | | |
|------------------------|-------------|
| 1 I think it was | 5 was like |
| 2 sort of | 6 were like |
| 3 you know what I mean | 7 Funny |
| 4 stuff like that | 8 some/this |

- 2** This exercise focuses on the form and use of the phrases. Ss cross out the words that are not needed individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To simplify this activity for Ss with dyslexia you could tell them that phrases 2 and 4 do not contain any extra words.

ANSWERS:

- 1 when I think it was
- 3 some of
- 5 you know what do I mean
- 6 there it was one of those moments
- 7 the stuff like that
- 8 this the
- 9 Funny experience

- 3** This activity practises the form and use of the phrases. Ss rewrite the story individually, then check in pairs. Monitor and offer help where necessary. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Covering the parts they are not rewriting can help them focus on each section in turn as they work. Alternatively, you could turn it into an oral exercise as suggested for Ex 5A.

POSSIBLE ANSWER:

So, I'd just got home from work, 6 p.m. I think it was, and my phone rang. And there was some man on the line whose voice I didn't recognise. And he was like, 'Is that Susie Draper?' I get loads of cold calls. I was going out at 6.30, and I didn't want to get caught up in a long discussion about accident claims or stuff like that. Strange, but I don't like just ending a cold call abruptly. The caller has a job to do, you know what I mean? So, I was like, 'Thanks, but no thanks,' and then this guy sort of giggled and I realised that it wasn't some random seller, but my cousin Liam.

PRONUNCIATION**informal phrases when telling anecdotes**

- 6A** **6.07** | Ss read the sentences and answer the question. Elicit their ideas, then play the recording for them to listen and check.

ANSWERS:

We say them faster – they are less prominent.

- B** **6.07** | Ss practise saying the sentences. With online classes, remember to ask them to mute themselves before they say the sentences out loud.

SPEAKING

- 7A** Read the questions with the class, then give Ss plenty of time to plan their anecdotes and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Put Ss in pairs to practise telling their anecdotes. Monitor and encourage them to use phrases from Ex 4B and ellipsis that they learnt about in Ex 4C. When they have finished, put Ss in new pairs to share their anecdotes, but without using their notes. Tell Ss they should listen carefully as they will need to retell their partner's anecdote.

- C** Ask Ss to share their partner's anecdotes with the class, then ask a few Ss which they found the most unusual, funniest or most interesting.

EXTRA IDEA: HOW TO ... Ask Ss to prepare and tell a true anecdote, but to include one 'small' lie in it. Ss tell each other their anecdotes in pairs and try to guess the lie.

TO FINISH

Put Ss in pairs and ask them to discuss which places they'd like to travel to in the future and what they'd like to do there.

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

► page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 192

6D BBC Documentary

Design classics

VOCABULARY | innovation

SPEAKING | selecting classic designs

WRITING | an account of an exhibition

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to innovation. The context is a BBC documentary about design. Ss then do a speaking activity where they have a discussion about classic designs. The lesson ends with a writing activity where Ss write an account of an exhibition.

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 4A and 4B:** Put Ss in breakout rooms to discuss their designs.
- **Writing Bank 6D, Ex 2B:** Ss write their accounts in a collaborative document which they share with others to read.

Additional Materials

For Teachers:

Presentation Tool Lesson 6D

Online Digital Resources

Writing Bank 6D

Videoscript 6D: BBC Documentary

For Students:

Online Practice 6D

Workbook 6D

PREVIEW

1 A Ask Ss to read the BBC programme information or read it with them. Then put them in pairs to have their discussions. When they have finished, elicit ideas from a few pairs.

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

VIEW

2 A ▶ Ss watch the BBC video clip and match the adjectives with the bicycles, 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 and elicit synonyms for the adjectives and write them on the board.

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

EXTRA SUPPORT: DYSLEXIA If you have Ss with dyslexia in your class, read the adjectives and types of bicycle with them first to help them identify what to listen for.

ANSWERS:

- 1 sturdy
- 2 cumbersome, hopeless
- 3 ingenious, revolutionary

Possible synonyms:

sturdy = strong, well-built
 cumbersome = awkward, clumsy
 hopeless = awful, dreadful
 ingenious = imaginative, innovative
 revolutionary = ground-breaking, unprecedented

EXTRA IDEA If you think Ss need extra practice to reinforce the meaning of the adjectives, you could do the following activity. Write the adjectives and sentences below on the board. Ask Ss to complete the sentences with the adjectives and then compare their answers with a partner.

cumbersome hopeless ingenious revolutionary sturdy

1 The first mobile phones were not elegant, but _____, bulky and difficult to hold, store and use. (cumbersome)

2 The old farmhouse kitchen table is certainly _____, but not that pretty to look at. (sturdy)

3 The first PC was _____ at the time, but very slow and limited in what it could do. (revolutionary)

4 Our new can opener is completely _____. It's even worse than the old one! (hopeless)

5 My brother's come up with a(n) _____ way to store his sports equipment. It's really clever. (ingenious)

TO START

Ask Ss to think of a favourite object they had when they were a child (e.g. a toy, ornament, game, etc.), then put them in small groups to describe it to each other.

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.

- B** Put Ss in pairs to answer the questions. When they have finished, elicit their ideas, but don't give any answers yet.
- C** ▶ Ss watch the video again and check their answers for Ex 2B, then check in pairs. Play the video again if necessary, then check answers with the class.

ANSWERS:

- 1 They're relatively recent, but he feels like they should have been around for a long time.
- 2 1886: invention of tubes without seams.
1888: invention of pneumatic tyre. The pneumatic tyre has been used on almost every bicycle since.
- 3 He organises a race between the Boneshaker and the modern bicycle. The modern bicycle wins because it is lighter and easier to pedal.

VOCABULARY**innovation**

- 3A** Ss discuss the meanings of the phrases in bold in the context of the video in pairs. Check answers with the class.

ANSWERS:

- 1 happened
- 2 started something
- 3 was improved
- 4 the most advanced or state-of-the-art stage
- 5 very different to
- 6 extensive, wide-reaching
- 7 established a new period
- 8 something better is coming

- B** Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

SPEAKING**selecting classic designs**

- 4A** Read the task and example with the class, then put Ss in pairs (in breakout rooms with online classes) to think of examples.

EXTRA: ALTERNATIVE IDEA If Ss are finding it hard to come up with ideas in Ex 4A, you could provide the options below and ask pairs to choose three and make a case for including them:

*flat-pack furniture
the London Tube map
Coco Chanel's little black dress
Rubik's Cube
the Olympic Torch
the Aston Martin DB4
a flip phone
the Vespa scooter
the Fender Stratocaster electric guitar*

They could do some online research on the items if necessary.

- B** Read the Key phrases with the class and check understanding by eliciting how each sentence could be completed. Put pairs in groups of four to compare their ideas, then make a selection of three designs and prepare how to justify their decisions.

- C** When they are ready, ask each group to present their ideas to the class, using the Key phrases where relevant. When they have all presented, hold a class vote via a show of hands on the most classic item.

WRITING**an account of an exhibition**

- 5A** Ss discuss exhibitions they've been to or would like to go to in pairs. When they have finished, ask Ss to share their ideas with the class.

- B** Ss read the account and answer the question individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Keep Ss with dyslexia with their partner from Ex 5A so they can read the text together. Alternatively, read the text to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

ANSWERS:

New exhibitions are often temporary and can appear in unused spaces in public places. They can be immersive and sensory for the visitor.

- C** Refer Ss to the Writing Bank on page 110.

1 A Ss read the account and answer the questions, then compare in pairs. Find out from the class how many would have liked to go and elicit some reasons why or why not.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the account with them. Alternatively, read the account to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

B With weaker classes, check understanding of the adjectives in bold first and write them on the board. Demonstrate the activity with an example of your own, e.g. ‘Last summer I went to an awesome tech exhibition. The technology on show was mind-blowing and included an impressive demonstration of some of the technology’s capabilities and dazzling effects.’ Ss share their experiences in pairs. When they have finished, ask a few Ss to share their experiences with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia focus on the adjectives in their descriptions, refer them to the adjectives on the board or provide them as a vertical list on a piece of paper. They can refer to the list again when they write their account in Ex 2B.

2 A Read the instructions with the class, then ask Ss to make notes individually. Point out that they can write about an imaginary exhibition if they can’t think of a real one. Monitor and offer support where needed.

B Ss write their accounts individually. They should aim to write 250–280 words. Monitor and offer help where necessary. With online classes, remember you can ask them to write their accounts in a collaborative document. When they have finished, ask Ss to share their accounts with the class. You could collect them and display them around the class. Do a quick poll with a show of hands to find the most popular.

TO FINISH

Put Ss in pairs and ask them to discuss which of the exhibitions they’d like to go to and why, based on each others’ accounts.

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 1, 2A, 3A, 4 and 5) 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 3A:** Ask Ss to type their answers in the chat box so they can compare when checking.
- **Ex 3B:** Put Ss in breakout rooms to discuss the books and stories in Ex 3A.

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: narrative tenses, adverbials; Vocabulary: describing literature, describing books and films, reacting to poetry and song, travel: adjective–noun collocations, innovation; How to ... tell an anecdote). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

narrative tenses review

- 1 Elicit the first answer as an example, then ask Ss to complete the rest of the blog post individually, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the text they are not working on to help them focus.

ANSWERS:

- | | |
|--------------------|--------------------------------|
| 1 'd been watching | 7 attempts |
| 2 fancied | 8 fails |
| 3 hopped | 9 is recognised |
| 4 was checking | 10 goes |
| 5 hadn't seen | 11 'm not telling / won't tell |
| 6 tells | 12 had |

adverbials

- 2A** Ss add the adverbials alone, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the activity they are not working on to help them focus. You could also help by indicating where exactly the adverbials go in each text and asking them to select the correct one.

ANSWERS:

- 1 I **utterly** love the way he conveys the basic and **vitally** important notion that giving is receiving, all in a short turn of words. This poem **perfectly** captures my feelings.
- 2 I **distinctly** remember my mum reading this poem to me when I was **quite** young, so I get a feeling of nostalgia when reading it that is **inextricably** connected to my past.
- 3 The first line of the poem **instantly** evokes a sense of liberation that I once felt when I travelled, when I was younger. **Unsurprisingly** perhaps / Perhaps **unsurprisingly**, I find it hard to see all the queuing at airports and sitting in seats with no leg room as even **vaguely** resembling that sort of travel the poem describes.
- 4 **Sad to say**, I don't have the life experience to understand this poem. I've never really travelled, and I feel **painfully** aware that I am **totally** ill-equipped to respond to it in any positive way.

- B** Ss choose three of the adverbials from Ex 2A and write their own comments. Monitor and check Ss are using them correctly. When they are ready, put Ss in pairs to share their comments. In feedback, ask a few Ss to share their comments with the class.

VOCABULARY

- 3A** Ss complete the extracts individually, then check in pairs. Check answers with the class. With online classes, remember that Ss can type their answers in the chat box in feedback.

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

ANSWERS:

- | | |
|------------|------------|
| 1 breaks | 4 takes |
| 2 conjures | 5 revolves |
| 3 identify | 6 set |

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss which of the books or stories in Ex 3A they'd prefer to read and why. In feedback, find out how many pairs agreed.

- 4** Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-------------|-------------------|
| 1 panoramic | 4 confrontational |
| 2 melodic | 5 melancholic |
| 3 soaring | 6 legendary |

- 5** This activity reviews both the grammar and vocabulary of Unit 6. With weaker classes, rewrite the first sentence with the class 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 to come up and do so).

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to cover the sentence sets they are not working on to help them focus on how to fit the prompt word into the gap in each of the second sentences.

ANSWERS:

- 1 had been raining while
- 2 as/though it is to believe
- 3 thoroughly recommend this film to
- 4 the songs as (being) emotionally charged
- 5 universal issues are likely
- 6 seen through the eyes of

TO FINISH

Remind Ss of the three journeys they read about in Ex 1B in Lesson 6C. Put Ss in pairs and ask them to choose one and put together a playlist of five suitable songs to listen to on that journey.

7 choice

Global Scale of English LEARNING OBJECTIVES

7A Decisions, decisions!

- READING | Read an article and comments about the impact of choices: idioms for choices; connotation
- Pronunciation: word stress in idiomatic phrases
- Talk about decisions and their impacts: omitting words

GSE INFORMATION

READING

87 Can understand long and linguistically complex factual and literary texts appreciating distinctions of style.

VOCABULARY

76–90 Can use language related to decision or indecision.

GRAMMAR

80 Can accurately omit words from a wide range of grammatical structures.

SPEAKING

85 Can give detailed advice on a wide range of subjects using linguistically complex language.

7B Online or offline?

- LISTENING | Understand a radio programme about reading: ways of reading; idioms: books and reading
- Pronunciation: stress in phrasal verbs and dependent prepositions
- Talk about how to encourage people to read for pleasure: prepositional phrases
- Write a blog post about changing language

GSE INFORMATION

LISTENING

79 Can follow presentations on abstract and complex topics outside their field of interest.

VOCABULARY

76–90 Can use language related to books, writing and reading.

76–90 Can use language related to machines and technology.

GRAMMAR

76 Can accurately use prepositions in a wide range of linguistically complex structures and phrases.

SPEAKING

80 Can participate in discussions using linguistically complex language to compare, contrast and summarise information.

WRITING

82 Can smoothly switch between a range of writing styles to address specific audiences and topics in a personal way.

7C Urban animals

- HOW TO ... | hedge an opinion and express reservations: collocations: discussing issues
- Pronunciation: intonation when hedging and expressing reservations

GSE INFORMATION

VOCABULARY

76–90 Can use language related to social issues.

76–90 Can use language related to the news and news reporting.

HOW TO ...

76 Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence.

SPEAKING

87 Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoints of others.

7D Too much choice?

- BBC STREET INTERVIEWS | Understand street interviews about choice
- Talk about prioritising essential items: making choices
- Write a newspaper opinion piece

GSE INFORMATION

VOCABULARY

76–90 Can use language related to decision or indecision.

SPEAKING

77 Can express preferences using linguistically complex language.

WRITING

85 Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader.

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 7A. It shouldn't be exploited or taught at length, just played once or twice in class.

► Read the vlog question with the class, then put Ss in pairs to discuss it. When they have finished, ask a few Ss to share their answers with the class and find out if others agree. Play the video for Ss to watch and note down the important decisions the speakers mention. Check answers with the class and elicit which decisions Ss also have to make. Then put Ss in pairs to discuss the question in part 2. When they have finished, elicit answers from a few pairs and find out if others agree.

ANSWERS:

1 Decisions mentioned in the vlogs:

Speaker 1: all the big decisions: where to live, who with, what job to do, if they want children

Speaker 2: no important decisions for self, but is expecting to assist their sons with decisions regarding education

Speaker 3: when to retire

Speaker 4: how to live sustainably and about the impact they have on the environment: e.g. what to buy and where from, how to travel and where to

Speaker 5: whether to stay in Poland or move abroad

Speaker 6: whether to retire and whether they can afford to retire

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 Decisions, decisions!

GRAMMAR | omitting words

VOCABULARY | idioms for choices; connotation

PRONUNCIATION | word stress in idiomatic phrases

LESSON OVERVIEW

The aim of this lesson is for Ss to discuss choices they can make. To help them do this, they learn idioms related to choices and words and phrases related to connotation. They also practise word stress in idiomatic expressions. The context is an article and comments about choices. This leads into the grammar, which covers types of words that can be omitted from sentences, in colloquial language in particular. The lesson ends with a speaking activity where Ss have a discussion about decision making.

Online Teaching

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

- **Ex 1:** Put pairs in breakout rooms to discuss the questions.
- **Ex 3A:** Ask Ss to type their answers in the chat box so they can compare during feedback.
- **Ex 5B:** Ask Ss to rewrite the sentences in a collaborative document so they can compare their answers before checking.

Additional Materials

For Teachers:

Presentation Tool Lesson 7A

Photocopiable Activities 7A

Grammar Bank 7A

Vocabulary Bank 7A

For Students:

Online Practice 7A

Workbook 7A

click here join teachers' chat https://t.me/teaching_crew

TO START

Play *Would you rather ...?* with the class. Write a few questions on the board, e.g.:

Would you rather be able to see 10 minutes into the future or 150 years into the future?

Would you rather be rich and sad or happy and poor?

Would you rather have the ability of telekinesis or telepathy?

Would you rather have to work in extreme heat or extreme cold?

Put Ss in pairs to discuss their answers, giving their reasons, then ask them to think of another similar question. When they are ready, ask each pair to ask their question to the class and elicit some responses.

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 Read the questions with the class, then put Ss in pairs (in breakout rooms with online classes) to discuss them. When they have finished, elicit answers from a few Ss and have a brief class discussion.
- 2A Focus attention on the title of the article and check understanding of *null something over* (= think carefully about something for a long time). Ss read the article quickly to find out how the content relates to the title. Check answers with the class.

ANSWERS:

The title (which suggests even basic decisions merit as much thought as larger ones) reflects the general argument of the article that everyday decisions (such as whether to have chicken or cheese on a sandwich) can have as much an impact on our lives as bigger decisions.

- B Read the questions with the class. Ask them to read the article again and the comments and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA

Remind Ss with dyslexia to cover the parts of the article and comments they're not working on to help them focus, both here and in Ex 2C.

ANSWERS:

- 1 It indicates that some of the decisions we make may seem insignificant.
- 2 He wants to show that all decisions have significance.
- 3 She mentions that 'Clearly, there are today those who may debate his conclusions'.
- 4 He believes that some decisions mentioned are not indicative of personality.
- 5 He now thinks people should listen to others and maybe be open to being influenced.

- C Ss find the examples individually, then check in pairs. Check answers with the class and write them on the board.

ANSWERS:

- 1 'I can so identify with that.' It emphasises the point.
- 2 get (that) 'But now get that ambivalence can actually be a strength.'
- 3 'the guys who go ...', 'I'd be like ...'
- 4 Just saying.

- D Put Ss in pairs or small groups to discuss how far they agree with the comments. When they have finished, elicit their opinions and have a brief class discussion.

EXTRA SUPPORT: TEACHER

If Ss express an interest in the self-help book mentioned in the article, you can tell them it was first published in 1990 and that the author has written many more self-help titles over the years. If they want to find out more, they can do a search using the search term *Shad Helmstetter*.

VOCABULARY

idioms for choices

- 3A Focus attention on the phrases in bold in the article and comments, then ask them to use them (in the correct form) to replace the phrases in bold in the sentences, then check in pairs. With online classes, remember you can ask Ss to type their answers in the chat box. Check answers with the class. You can check understanding by eliciting further example sentences with the collocations.

EXTRA SUPPORT: DYSLEXIA

You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in the bold in the article as a vertical list either on the board or on a separate piece of paper. They can use the list again in Ex 3B.

ANSWERS:

- 1 sit on the fence
- 2 are spoilt for choice
- 3 dig my heels in
- 4 take the path of least resistance
- 5 umming and ahing / in a quandary, sleep on it
- 6 second thoughts

B Elicit the first answer as an example. Ask Ss to complete the rest of the extracts individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 sit on the fence
- 2 a quandary
- 3 the path of least resistance
- 4 spoilt for choice
- 5 dig my heels in
- 6 second thoughts

C Refer Ss to the Vocabulary Bank on page 141.

VB

▶ page 141 **VOCABULARY BANK** connotation

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 and check Ss understand they should select the option which is NOT possible in each sentence. When they have finished, ask Ss to check answers in pairs, then check answers as a class.

EXTRA SUPPORT: DYSLEXIA Suggest dyslexic learners cover the sets of sentences and options they are not working on to help them focus.

ANSWERS:

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

B Read the instruction with the class and put Ss in pairs to discuss the differences. When they have finished, ask a few pairs to share their answers with the class and find out if others agree.

POSSIBLE ANSWERS:

- 1 *confronted* implies a challenge
- 2 *secluded* implies it's not overlooked, *isolated* implies it's remote
- 3 *counter-clockwise* is more commonly used in American English
- 4 *embarking upon* is more formal
- 5 *concurs with* implies a particular view has already been mentioned
- 6 *Take-out* is more commonly used in American English
- 7 *clout* is more informal
- 8 *vexing* is more formal

PRONUNCIATION**word stress in idiomatic phrases**

4A **7.01** | Play the recording for Ss to listen and underline (or highlight) the syllable which carries the main stress, then check in pairs. Check answers with the class and drill the phrases chorally and individually if necessary.

ANSWERS:

- | | |
|----------------------------|--|
| 1 umming and <u>ah</u> ing | 4 sit on the <u>fence</u> |
| 2 spoilt for <u>choice</u> | 5 dig your <u>heels</u> in |
| 3 in a <u>quandary</u> | 6 take the path of least <u>resistance</u> |

B Ss practise saying the phrases aloud. Monitor and check they're stressing the idiomatic phrases correctly.

C Refer Ss back to Ex 3A and put them in pairs to discuss how far they agree with each of the statements. Encourage them to use idiomatic phrases for choices where possible in their discussions and remind them to pay attention to the stress. When they have finished, elicit answers from a few Ss and find out if others agree.

GRAMMAR**omitting words**

5A Read the sentences and types of omission with the class. Ask Ss to match them individually, then check in pairs. Depending on your Ss, you may want to ask Ss to also do Ex 5B and then check answers to both exercises at the same time. If not, check answers with the class before moving on to Ex 5B.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to cover all the sentences apart from the one they are working on and then read down the list of options a–e to find the type of omission that matches the sentence. When they find a match, they can draw a line to match it to the sentence.

ANSWERS:

1 b 2 d 3 e 4 c 5 a (b is also possible)

- B** Elicit the first answer as an example and write it on the board. Ss rewrite the rest of the sentences (or just the relevant part of them) individually, then check in pairs. In feedback, ask different Ss to come and write each phrase on the board to check. With online classes, remember you can use a collaborative document for this.

ANSWERS:

- 1 I'm not sure **that** the decision ...
- 2 People **who/that are** judged negatively ...
- 3 But **I** now get that ... / But now **I** get that ...
- 4 **That's / This is / It's** fascinating, ...
- 5 ... the decisions **which/that** we make, ...

- C** Ss decide which words could be omitted alone, then check in pairs. When they are ready, check answers with the class.

ANSWERS:

- 1 Most people **who** I've spoken to about the book completely agree with me.
- 2 **I** Don't see how he'll manage this.
- 3 **It's** a Good point, but **I** can't really see it working.
- 4 The decision **that** I most agree with is the third on the list.
- 5 Decisions **that have been** made cannot be unmade.

- D** Read the conversations with the class, then ask Ss to complete them with their own ideas. Monitor and offer help where necessary. When they have finished, put Ss in pairs to compare their answers.
- E** 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 aspect of grammar will have been touched on previously when Ss studied things like relative clauses and participle clauses, so this section provides an opportunity to bring those together and focus solely on omitting words, also known as ellipsis. Read 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** This exercise practises recognition of where words have been omitted. Ss read the text and add words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the text with them. In addition, with both this activity and Ex 2, remind them that covering the parts of the text they are not working on will help them to focus.

ANSWERS:

- 1 who were
- 2 that had been
- 3 who had been
- 4 that
- 5 who was
- 6 who were
- 7 that

- 2** This exercise practises the omission of words in informal speech. Elicit the first answer as an example. Ask Ss to underline (or highlight) the words which can be omitted alone, then check in pairs. Check answers with the class.

ANSWERS:

- A: ~~We have~~ Got to get a move on. It's nearly 8.30. ~~The~~ Train leaves at 8.40!
- B: ~~Have you~~ Fed the dog?
- A: ~~I~~ Fed him half an hour ago. ~~I've~~ Also unloaded the dishwasher and ~~I've~~ left some notes for the dog sitter.
- B: ~~That's~~ Brilliant. ~~Is~~ She coming over soon?
- A: ~~She'll be here~~ In about half an hour. ~~I~~ Gave her a new key yesterday. The key ~~that~~ she had didn't work very well.
- B: ~~It~~ Sounds like we're all sorted. ~~Are~~ the Cases by the door?
- A: ~~They are~~ Ready and waiting. The Taxi's been outside for ten minutes.
- B: ~~Have~~ You seen my ...
- A: Come on, hurry up! ~~Do~~ you Want to go on this holiday or not?

SPEAKING

6A Remind Ss of the self-help book (*Choices: Discover your 100 Most Important Life Choices*) they read about in the article and comments in Ex 2A, then read the list with the class and check understanding if necessary. Ss make notes to answer the questions individually. Monitor and offer help where necessary.

FUTURE SKILLS | Teamwork



B Read the Future Skills box with the class, then ask Ss to do the task in pairs. When they have finished, ask a few Ss to share their answers with the class.

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that good teamworking skills are important for almost every job. Keep Ss in the same pairs and ask them to think of specific situations in their job (or studies) where the ability to listen to all contributions and be willing to have their own opinions swayed could be applied.

C Read the question from Ex 1 with the class and ask Ss to remember how they answered it at the start of the lesson. Then put Ss in small groups to discuss the questions in Ex 6A, using the notes they made. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask a member of each group to report back to the class on their discussion of the questions and find out if others agree. Find out how many Ss have changed their minds regarding the question in Ex 1 as a result. Give Ss feedback on their language use as a class.

EXTRA IDEA To extend the topic and provide more speaking practice, you could write the following statement on the board: *Many experts believe that there is a psychological phenomenon known as 'decision fatigue' or 'ego depletion' which describes an increasing difficulty in making decisions, both big and small, after a long period of making decisions.*

Put Ss in pairs and ask them to produce a list of advice for people who regularly face decision fatigue. They should consider the following:

- timing your decision making
- reducing the number of options
- reducing distractions in order to focus
- increasing awareness of the problem

When they have finished they can compare their advice as a class or in groups.

TO FINISH

Put Ss in pairs to discuss what decisions they expect to have to make in the rest of the week.

7B Online or offline?

GRAMMAR | prepositional phrases

VOCABULARY | ways of reading; idioms: books and reading

PRONUNCIATION | stress in phrasal verbs and dependent prepositions

LESSON OVERVIEW

In this lesson, the context is a listening where Ss listen to an extract from a radio chat show about reading. This leads into the vocabulary, where Ss learn words, phrases and idioms related to reading. Ss then study prepositional phrases and practise stress in phrasal verbs and dependent prepositions. They then do a speaking activity where they plan and give a presentation. The lesson ends with a writing activity where Ss write a blog post.

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 during feedback so they can compare.
- **Ex 5B:** Put Ss in breakout rooms for the discussion.
- **Ex 7B:** Ask Ss to write their blog posts in a collaborative document so they can share them easily in feedback.

Additional Materials

For Teachers:

Presentation Tool Lesson 7B

Photocopiable Activities 7B

Grammar Bank 7B

Vocabulary Bank 7B

For Students:

Online Practice 7B

Workbook 7B

TO START

Tell Ss about a book you're currently reading or have read recently, including information about the plot, characters and setting, and why you like(d) it. Then put Ss in small groups to discuss a book they like or have liked. When they have finished, ask a few Ss 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.

LISTENING

1 A Focus attention on the photo and elicit what Ss can see. Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit Ss' opinions and have a brief class discussion.

B  **7.02** | Explain to the class that they're going to listen to an extract from a radio chat show. Play the recording for Ss to listen and find out if any of their ideas from Ex 1A are mentioned.

AUDIOSCRIPT 7.02

P = Presenter T = Tara

P: All this week on the programme we've been talking to guests about the choice between doing things online or offline, discussing how these experiences differ and what we think the future holds. If you've been tuning in regularly, you'll know that so far there have been several issues up for discussion such as interacting on social media versus meeting face-to-face, how we choose between online retail and actually going shopping, the benefits of online or in-person education and we've even touched on virtual holidays and sport experiences versus the real thing. We've heard interesting points of view from those who embrace the online world completely and those who express a concern that we are losing valuable real-world experiences. It's been a fascinating exchange of views.

Today it's the turn of reading, something that we all do, whether it's reading fact or fiction, checking the news or friends' posts or reading up on articles for work or college. Technology continues to change the way we access books and information, but will the printed book or newspaper ever totally become a thing of the past? Professor Tara Waters, your thoughts on this?

T: Yes, it's an intriguing topic, isn't it? When e-books first appeared, the predictions were dire – the printed book would eventually disappear, we would all carry our mini libraries with us to dip into wherever and whenever we wanted to. And the die-hard book lovers all threw up their hands in horror; books are physical, they're tactile, there's that wonderful 'smell' of print, how can you flick back in an e-book to find a previous reference and so on? We tended to think that readers were split into two camps: the 'I only read print' camp and the 'I only read digitally' one. Neither the predictions nor the split-camps theory were true.

The popularity of e-books plateaued a few years ago and the resilience of the print market

is indicative of the value people still place on traditional books – it's clear that there is no great likelihood of screen reading taking over completely. Online and offline reading will coexist in the same way online and offline formats exist in other areas of our lives. In the past, the advent of television was predicted to kill off radio and film, then it was feared that the internet would kill off TV, radio and film, and that cinemas would die out. It hasn't happened.

P: You mentioned the split camps, those who prefer either online or offline reading?

T: Yes. It isn't down to a clear preference for one over the other – it's more that people use the different media for different things or similar things at different times. With phones and tablets we can carry a whole library of reading material with us wherever we go to access when we please. On the other hand, a printed book, hardback or paperback, or an actual printed newspaper or magazine is something like a symbol of the unhurried world! At a time when life is so fast and our interactions with others are immediate, many find pleasure in sitting quietly with printed reading matter, away from a screen, taking pleasure in the turning of pages and satisfaction with seeing physically how far we have progressed and how much reading still waits for us, indicated by an actual bookmark; for many people a book, or newspaper, has a character all of its own. But the way we read remains basically the same whether it's printed or online.

We can plough through dense script or skim information, scrutinise some things in depth or skip to the end. Both forms of reading allow us to follow stories, to pore over details that interest us, to flick through to find what we want or to review something we've read.

P: I've heard that people tend to concentrate more, and remember more, when they're reading print. How true do you think that is?

T: It's interesting and I have to say that the jury's still out on that. But it's thought that scrolling actually interrupts the flow of reading because the part of our brain that processes the written word is the same as that which deals with spatial awareness. This implies that it focuses best when the page is not moving. Studies have shown that comprehension is better when reading printed matter. But maybe it's just the case that reading is, relatively speaking, a new skill for humans and our brains have not had the chance to catch up with advances in technology.

P: And I have to ask – how do you see the future of reading fiction?

T: OK – the big question. I think that we're going to see a lot of fascinating technological developments, which will have long-term implications for all of us. Just as the form and structure of novels is continually changing – I cite Jeffery Deaver's amazing backwards novel here! – so will online reading. If you cast a quick eye over articles about

future developments, you'll find that over the next decades it's expected that we'll undoubtedly peruse books and documents in virtual and augmented reality and illustrations will give way to animated scenes moving around us. I'm also sure that there will be more sophisticated combinations of traditional story telling with technology, with the reader moving across platforms from word to video to picture to game.

And we are already able to interact with stories to shape and influence them, tailoring them to our individual preferences; this will become ever more an involvement between writer and reader. The possibilities are endless and exciting, and they're all in the hands of those visionaries of the present and the future. However, there's no getting away from the fact that a bookcase is, and will continue to be, a vital piece of furniture in a room for many people, and a bookcase needs printed books, not least to look good when you're making a video call!

- C**  **7.02** | Play the recording again for Ss to answer the questions. Put Ss in pairs to compare their answers, then check answers with the class.

EXTRA: ALTERNATIVE IDEA With stronger classes, you could put Ss in pairs and ask them to answer the questions from what they can remember before playing the recording again for them to check their answers.

ANSWERS:

- 1 doing things online or offline with regard to interacting with people, shopping, education, holidays and sports
- 2 Print: the smell, flicking back and forth, symbol of unhurried life, physically seeing our progress
Online: can carry whole libraries around with us
- 3 She believes that people read both formats in different situations for different purposes, whatever is convenient or appropriate.
- 4 It's thought that brain activity used when scrolling may interrupt our focus, but this could change as our brains adapt.
- 5 We might be reading in virtual and augmented reality. We might be reading across combinations of different platforms. The reader may become more involved in plot development according to their tastes.
- 6 Bookcases will continue to exist, and bookcases need books.

- D** Put Ss in pairs to discuss the questions and encourage them to give reasons for their opinions. When they have finished, elicit Ss' answers and have a brief class discussion.

VOCABULARY

ways of reading

- 2A** Put Ss in pairs and ask them to read the survey questions and guess their partner's answers and then discuss what is true for both of them. Elicit answers from a few Ss and find out if others agree.

EXTRA SUPPORT With weaker classes, or if you have Ss with dyslexia in your class, read the survey questions with the class first. If necessary, check understanding of the words and phrases in bold.

EXTRA IDEA In feedback to Ex 2A, take a class poll via a show of hands for each question to find out which approaches characterise the majority of the class.

- B** Elicit the first answer as an example. Ask Ss to categorise the rest of the words and phrases individually, then check in pairs. With online classes, remember you can ask Ss to type their answers in the chat box to compare them. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support dyslexic learners in this activity, you could suggest they highlight the two types of reading in different colours and then find the words and phrases in bold by covering the survey and uncovering individual lines of the text as they work through it. When they come to a word and phrase in bold, they should highlight it in the correct colour to match the reading type.

ANSWERS:

- 1 flick through, cast a quick eye over, dip into, skip to, skim
- 2 pore over, peruse, scrutinise, read up on, plough through

- C** Introduce the activity by giving the class some of your own answers e.g. 'I often pore over a new coursebook to see what the lessons are like. I flick through magazines before I read them.' Put Ss in pairs to discuss what things they read in each way. When they have finished, elicit answers from a few Ss and find out if others agree.

- D** Refer Ss to the Vocabulary Bank on page 141.

► page 141 **VOCABULARY BANK** idioms:
books and reading

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 choose the correct words individually, then check in pairs. Check answers with the class. Check understanding of the idioms by eliciting a new sentence for each one from the class.

ANSWERS:

- | | | |
|------------------|---------------|------------|
| 1 nose | 2 heavy-going | 3 hit |
| 4 lost | 5 bookworm | 6 die-hard |
| 7 cover-to-cover | 8 curl | |

- B** Ss choose three of the idioms and use them to write sentences. Monitor and check Ss are using the idioms correctly. When they are ready, put Ss in pairs to compare their sentences. In feedback, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA CHALLENGE After Ss have written their sentences in Ex 1B, put them in pairs to share their sentences without saying the idioms. Ss listen to their partner and guess the idioms.

GRAMMAR

prepositional phrases

EXTRA: ALTERNATIVE IDEA Some Ss may not be sufficiently familiar with the prepositional phrases in Exs 3A and 3C to tackle them with confidence. In this case, you may find it beneficial to go through the notes in the Grammar Bank *before* doing Ex 3A.

- 3 A** Remind Ss of the radio show in Ex 1B. Ss complete the extracts individually, then compare in pairs. Check answers with the class and write the prepositional phrases on the board.

ANSWERS:

- | | | | |
|------------|-------|-------|----------|
| 1 up | 2 on | 3 of | 4 of, on |
| 5 of, over | 6 for | 7 for | 8 in |

- B** Elicit the first answer as an example, then ask Ss to match the extracts with the types of language individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the descriptions as a vertical list on a separate piece of paper which they can move up and down next to the sentences in Ex 3A to help them find the matches.

ANSWERS:

- a** sentence 2 (touch on), sentence 4 (place on)
- b** sentence 5 (likelihood of), sentence 6 (preference for), sentence 7 (implications for)
- c** sentence 1 (up for discussion), sentence 3 (thing of the past), sentence 8 (in the hands of)
- d** sentence 4 (indicative of)
- e** sentence 2 (touch on), sentence 5 (take over)

- C** Elicit the first answer as an example and write it on the board. Ss complete the rest of the comments individually, then check in pairs. Check answers with the class. Elicit some responses from the class to the thoughts expressed in the comments.

EXTRA SUPPORT To provide support for both dyslexic Ss and weaker classes, you could break the activity down into distinct stages. First, ask Ss to match the prepositions with the sentences, then check answers. Then ask them to put the verbs in the correct form and check answers. Alternatively, give dyslexic learners the sentences with just the prepositions missing and provide them with the prepositions as a vertical list and ask them to just complete the sentences with the correct prepositions.

ANSWERS:

- | | |
|------------------------|------------------|
| 1 against being forced | 4 at expressing |
| 2 with reading | 5 from declining |
| 3 for reading | 6 in getting |

- 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.

► page 131 **GRAMMAR BANK**

Ss at this level should be familiar with most of the language here, but this provides a useful opportunity to review it. Read the notes with the class or let them read them alone. Check understanding where necessary, especially of the use of the fixed prepositional phrases.

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 and use of prepositional phrases. Ss add nine dependent prepositions to the text alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by telling them the position of the missing prepositions and asking them to complete the text with the correct ones. Alternatively, you could provide the text broken up into individual sentences so they can focus on one sentence at a time to identify where prepositions are missing.

ANSWERS:

In ancient mythologies, such as Indian or Greek, heroes tended to be men who benefited **from** the support of gods and goddesses and succeeded **in** destroying their enemies on an epic scale. To some extent, cinema and literature still follow this model, although these days we are becoming more accustomed **to** women wielding weapons as well as men. The rise in cinema of the female hero may be indicative **of** women's changed role in society. However, nowadays, our heroes tend to be people who show courage **in** the face of adversity and are committed **to** acting for society's greater good: a charity worker in the field or a first responder at the scene of an accident. Our modern-day notion of a hero is based **on** the saving of lives as opposed to a focus **on** how many enemies or monsters a hero can slay. One thing we can be certain **of**, however, is that humans will always have an innate desire for a hero to look up to.

- 2** Elicit the first sentence as an example and write it on the board. Ss rewrite the sentences individually, then check in pairs. Monitor and check Ss are writing the sentences correctly and offer help where necessary. When they have finished, check answers as a class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT To provide support for both dyslexic Ss and weaker classes, you could break the activity down into distinct stages. First, ask Ss to identify the preposition needed and check answers. Then ask them to identify the part of the sentence to be replaced with the new structure and check answers. Finally, ask them to rewrite the sentences using the new structure.

ANSWERS:

- 1 I am aware of the issues surrounding climate change.
- 2 Nadia is ashamed of spreading / having spread / is ashamed that she spread rumours about Warren.
- 3 There's no chance of you getting an interview with her today.
- 4 It's common for pictures in magazines to be manipulated.
- 5 Anyone caught up in the mis-selling scandal is eligible for compensation.
- 6 The landlord is justified in raising rents annually.
- 7 What do you hope to specialise in during your third year?
- 8 Winning the contract depends on not glossing over the problems.

PRONUNCIATION**stress in phrasal verbs and dependent prepositions**

- 4A** **7.03** | Read the sentences with the class. Play the recording for Ss to listen and underline (or highlight) the stress, then check in pairs. Check answers as a class.

ANSWERS:

- | | |
|-----------------------|--------------------------|
| 1 <u>obsess</u> about | 4 <u>protect</u> against |
| 2 gave <u>in</u> | 5 <u>skip</u> to |
| 3 set <u>aside</u> | 6 <u>comment</u> on |

- B** Do this as a whole-class activity. Read the questions out then go through each sentence and elicit the answers.

ANSWERS:

- 1 **a** the words in bold in sentences 2 and 3
b the words in bold in sentences 1, 4, 5 and 6
- 2 The stress on phrasal verbs often falls on the particle (the preposition or adverb). The dependent prepositions rarely carry stress compared to the verb they accompany.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences in Ex 4A, then compare with the recording.

- C** Put Ss in pairs to discuss which of the sentences are true for them. Encourage them to ask follow-up questions to find out more information. Monitor and check for correct stress. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

SPEAKING

- 5A** Put Ss in pairs to make their lists. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board during feedback. When they have finished, ask each pair to share their ideas with the class and find out if others agree.

- B** Read the list and examples with the class, then put Ss in small groups (in breakout rooms with online classes) to come up with ideas. Monitor and offer help where necessary.

- C** Ask each group to present their ideas to the class. Encourage other Ss to listen and ask any questions they have at the end of each presentation. When they have finished, ask the class to choose the best ideas from each group and write them on the board so Ss can refer to them easily at the end of the lesson.

WRITING**a blog post**

6A Ss discuss the questions in pairs. When they have finished, elicit answers from a few pairs and find out they have anything in common.

B Read the title of the blog post and elicit Ss' ideas as to what it's about. Ss then read the blog post and check their ideas.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the blog post with them. Alternatively, record the blog post before the lesson so that Ss with dyslexia can listen while they read. They could use the recording in Ex 6C, too. Also remind them that covering the lines or sentences they are not working on will help reduce distraction as they read.

C Ss read the tips and find examples in the blog post alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 Should we take the 'hand' out of handwriting?
- 2 Remember learning to write at school?
- 3 Paragraph 1 finishes with a question which paragraph 2 then goes on to answer.
- 4 Remember learning to write at school? 😊 Did you?
- 5 Handwriting classes have been dropped from the curriculum in Finland.
- 6 But perhaps that's just me.
- 7 I'm guilty of almost total illegibility here!
- 8 Did you?

7A Ss discuss the questions in pairs. Encourage them to make notes of their ideas so they can refer back to them when writing their blog posts.

B Ss plan and write their blog posts individually. They should aim to write about 250 words. Monitor and encourage them to follow the tips in Ex 6C as well as using the vocabulary and grammar from the lesson. When they have finished, ask them to share their blog posts for other Ss to read. With online classes, remember you can use a collaborative document for this.

TO FINISH

Put Ss in pairs and ask them to rank the ideas on the board from Ex 5C for encouraging people to read more according to how useful they are.

7C Urban animals

HOW TO ... | hedge an opinion and express reservations

VOCABULARY | collocations: discussing issues

PRONUNCIATION | intonation when hedging and expressing reservations

LESSON OVERVIEW

In this lesson, Ss learn functional language for hedging an opinion and expressing reservations. They also learn collocations for discussing issues. The context is a listening where Ss listen to a conversation about how to deal with the problem of rocketing wolf populations. This leads into the functional language, where they also practise intonation when hedging and expressing reservations. The lesson ends with a speaking activity where Ss have a discussion about issues to do with animals in pairs.

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 2C:** Ask Ss to type their answers in the chat box during feedback so they can compare them.

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

Write the alphabet on the board, with space next to each letter to write a word. Put Ss in small groups and give them three minutes to try and think of the name of an animal for each letter. When they have finished, elicit their ideas and write them on the board. Alternatively, do this as a competition with the group with the most correct answers winning.

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: discussing issues

- 1 A** Focus attention on the photos, then put Ss in pairs (in breakout rooms with online classes) to discuss the questions. When they have finished, ask a few Ss to share their ideas and find out if others agree.
- B** Ss read the article and find out if the writer agrees with them about question 4 in Ex 1A, then compare in pairs. In feedback, elicit answers from a few Ss.

EXTRA SUPPORT: DYSLEXIA Ask Ss who were paired with dyslexic learners for Ex 1A to read the article with them for support. Alternatively, record the article before the lesson so that Ss with dyslexia can listen while they read.

- C** Elicit the first answer as an example. Ask Ss to complete the rest of the sentences with the collocations in bold in the article alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the collocations in the bold in the article as a vertical list either on the board or on a separate piece of paper. They have the option to refer back to the article for context.

ANSWERS:

- | | |
|---------------------|------------------------|
| 1 hotly debated | 4 completely oblivious |
| 2 strictly enforced | 5 actively involved |
| 3 deeply divided | 6 patently obvious |

- D** Ss complete the sentences with their own ideas. Monitor and check Ss are forming the sentences correctly. When they have finished, put Ss in pairs to compare how they completed the sentences. In feedback, ask a few Ss to share their sentences with the class.

How to ...

hedge an opinion and express reservations

- 2 A** **7.04** | Tell the class they're going to listen to two friends discussing the problem of rocketing wolf populations. When they are ready, play the recording for Ss to listen, then put them in pairs to summarise each speaker's general opinion. Elicit answers from the class.

AUDIOSCRIPT 7.04

- A: So, what's your take on this article about urban animals? I mean the wolf in that woman's back yard sounds terrifying.
- B: Well, I would say that that's a one-off. I mean, they're not like foxes – they haven't taken up residence in towns.
- A: Yes, but their numbers **are** increasing throughout Europe, roaming in packs. It's devastating for farmers and downright dangerous when some get into cities. That seems very worrying to me, that there's no control around this, that ...
- B: Well, I feel like wolves just have a bad name to be honest, you know, you look at any film or story depicting a wolf, it's never positive.
- A: Er, no, but there's a good reason for that, which is that they're dangerous wild animals and they've got no place, erm, next to populations of humans – that's just, that's just asking for trouble, isn't it?
- B: Well, maybe it's just me, but it feels like the danger is always exaggerated, you know, certainly, erm, in the media they'll blow up any story. Even if one person has a really minor injury, suddenly all wolves are bad. You know, I think it's time to get the balance back and give nature a chance to fight back. I don't think it's fair.
- A: I'm no expert, but I think the risk needs to be properly assessed, and I think if you look at where, erm, if you look at the statistics of, of human-wolf interaction, erm, obviously wolves often come off worse because they end up being shot by hunters and the like, but where you ...
- B: Well, I'm really against any form of hunting, in fact any form of culling them at all. Is that what you're saying? I just don't think that's an answer.
- A: And would you feel the same if, say, if those populations of wolves were not in remote wildernesses but were on the doorstep of large cities and potentially taking people's children or pets?
- B: It's not a cut and dried question. I don't think all of a sudden – they're in the city, you know, when they weren't before. I just don't think it's that simple. These are single reports – OK, maybe more than just a one-off, but not something to get too het up over.
- A: I take your point, but that's not what I'm saying. The evidence is they're **close** to the cities and therefore if you look at what's happened with foxes, for example, which were previously traditionally rural animals, they ... well, we now talk about urban foxes, don't we? They're a part of our lives but they, they can be dangerous, they do take people's pets. There are stories about them attacking children, too, and that's just a fox! If you've got a wolf in the same sort of situation, I'm guessing that could cause real problems.
- B: Erm, I'm, there are some things that I agree with, but I just think we need to think of other options. Like tourists, for example, erm, tourists bring money

- to places and it's actually a plus to have wolves because people are actually going to the areas to see them. Did you ever think of it that way?
- A: Yeah. Actually in that respect I'm with you. The idea has a lot going for it, but they'd need to be controlled in some way or maybe penned into a particular reserve ...
- B: No one would disagree with that. Obviously, you've got to have some sorts of control, but I just think some people are taking it out of all proportion, with talk of culling and so on ...
- A: Er well, no, I don't completely agree with that – people are right to be concerned. I think that we need to ensure that if we want to live, erm, alongside animals like that we need to take necessary precautions and potentially, erm, think about culling to keep the numbers within reason. You must agree with that, surely?
- B: On the face of it, it seems like the only way to stop this problem is to kill animals, but actually I think there are lots of other things you can do. I just think that hunting and culling is really, really inhumane. It's not the right answer.

ANSWERS:

The man is more worried about the rising wolf population and thinks strict measures should be enforced to deal with them.

The woman is less concerned and thinks that the situation is being exaggerated by the media.

- B** **7.04** | Put Ss in A/B pairs and ask them to make notes of the main points made by either the man or the woman according to their role. Ss listen and make notes, then compare notes in their pairs. When they have finished, elicit answers from the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time a challenge. In this case, write the points below on the board in note form as a list and ask them to listen and decide which of these are made by the woman and which by the man. (Points 1 and 5 are made by the man; the rest are made by the woman.)

- 1 increasing numbers dangerous
- 2 wolf reports not common
- 3 danger exaggerated
- 4 wolves living in the wild OK
- 5 potential danger to people's children and pets
- 6 can be a tourist attraction
- 7 hunting and killing is inhumane
- 8 penning wolves could be solution

ANSWERS:

Man: increasing wolf numbers are dangerous and bad for farmers; wolves being close to human populations is asking for trouble; the risks need to be assessed; they pose a potential danger to people's children and pets; they could be penned or even culled to keep numbers under control

Woman: wolf reports not common; the danger of wolves is exaggerated; wolves living in the wild is OK; wolves can be a tourist attraction; hunting and killing wolves is inhumane; penning wolves could be a solution

- C** Ss complete the phrases from memory, then check in pairs. With online classes, remember they can type their answers in the chat box during feedback to compare. You could play the recording again if necessary. Check answers with the class.

ANSWERS:

- | | | |
|----------|---------|-------------|
| 1 would | 2 maybe | 3 expert |
| 4 things | 5 going | 6 Obviously |

EXTRA CHALLENGE After Ex 2C, put Ss in pairs and ask them to decide which phrases express definite opinions and which express more hesitant ones. (Possible answers: more definite: phrases 1, 3 and 6; more hesitant: phrases 2, 4 and 5)

- D** 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.

► page 132 GRAMMAR BANK

GB

This focuses on the form and use of functional language to hedge an opinion and express reservations. It also reviews language for asking for, giving and justifying opinions. Check understanding of the phrases if 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 exercise focuses on the form of the phrases. Ss complete the sentences individually, then check in pairs. Check answers with the class.

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

ANSWERS:

- | | | |
|------------|--------|----------|
| 1 somewhat | 2 down | 3 extent |
| 4 going | 5 only | 6 take |

- 2** This exercise focuses on the form and use of the phrases. Ss identify the wrong words and correct them individually, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the conversations they're not working on in order to minimise distraction.

ANSWERS:

- 1 What's your mistake **take** on this?
- 2 On the **fate face** of it, ...
- 3 In that **prospect respect** I'm with you.
- 4 And, I'm really opposite **against / opposed** to any ...
- 5 No one **might would** disagree with that.
- 6 How **can do** you see this?
- 7 Why should it be all **any** different with this?
- 8 I'd be surprised if that's the **base case**.
- 9 Well supposedly so, but look at the factors **facts**.
- 10 That doesn't surprise me in the **last least**.

- 3** This activity practises the use of the phrases. Ss complete the sentences on the topic of climate change individually with their own ideas. Monitor and check they're completing them correctly. When they have finished, put Ss in pairs to compare their sentences.

EXTRA CHALLENGE Put Ss in pairs to have a discussion about climate change, using as many of their sentences from Ex 3 as they can.

PRONUNCIATION

intonation when hedging and expressing reservations

- 3A** **7.05** | Focus attention on the sentences. Ask Ss to mark the intonation and pauses individually, then compare in pairs. Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

(rise = **bold**, fall = underlined, pause = /)

- 1 The idea has a **lot going for it**, / but they'd need to be controlled.
- 2 Maybe **it's just me**, / but the danger always feels exaggerated.
- 3 Well, **I'm no expert**, / but I think the risk needs to be properly assessed.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

- B** Ss discuss the statements in pairs. Monitor and encourage them to use phrases from Ex 2C with the correct intonation. When they have finished, ask a few Ss for their opinion and find out if others agree.

SPEAKING

4A Read the statements in Ex 3B again with the class, then put Ss in new A/B pairs to choose one of the statements to discuss according to their allocated position. Ss make notes on their position individually. Remind them to think about arguments their opponent in the debate might make and to come up with ways to counter them. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Ss discuss their chosen statement in pairs, giving their opinion with reasons and examples to support it.

- C** Ask each pair to summarise their discussion for the class, then ask the class to vote for the best arguments via a show of hands.

EXTRA IDEA: HOW TO ... Set up a class debate (or two debates for large classes). Choose one of the statements from Ex 3B as a class (or agree on another issue to do with animals to debate, such as the reintroduction of wild species such as wolves, lynx, birds of prey and beavers to certain areas), then divide the class into two halves (A and B), for and against the statement. Ss work together within their groups (A or B) to prepare their arguments and supporting examples. When they are ready, hold a class debate.

TO FINISH

Put Ss in pairs and ask them to discuss what other things we can do to promote animal welfare. Encourage them to use language from the lesson.

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

► page 156 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 195

7D BBC Street Interviews

Too much choice?

VOCABULARY | making choices

SPEAKING | prioritising essential items

WRITING | a newspaper opinion piece

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to making choices. The context is a series of BBC street interviews about choice. Ss then do a speaking activity where they practise prioritising essential items. The lesson ends with a writing activity where Ss write a newspaper opinion piece on the extent to which people should have freedom of choice.

Online Teaching

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

- **Exs 2A and 2B:** 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 have their discussion.
- **Writing Bank 7D, Ex 1C:** Ask Ss to write their opinion pieces in a collaborative document for other Ss to read when they've finished.

Additional Materials

For Teachers:

Presentation Tool Lesson 7D

Online Digital Resources

Videoscript 7D: BBC Street Interviews

For Students:

Online Practice 7D

Workbook 7D

TO START

Ask the class: 'Have you ever made an important choice at random, perhaps by tossing a coin or rolling a dice?' Put Ss in pairs to discuss the question. 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.

PREVIEW

- 1** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion.

VIEW

- 2A** ▶ Read the questions in the BBC programme information box with the class and focus attention on the photos of the people. Explain to Ss that they can use the photos to keep track of who's speaking. Read the questions in Ex 2A, then play the first part of the interviews. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Ss watch and answer the questions, then check in pairs. Don't give any answers yet.

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

- B** ▶ Read the questions with the class so they know what to listen for, then play the second part of the video. Ss watch and answer the questions, then check in pairs. Don't give any answers yet.

- C** ▶ Ss watch the video again and check their answers to Ex 2A and 2B, then check in pairs. Check answers with the class.

ANSWERS:**Ex 2A**

Michael, Tori, Duncan and Catherine think it's good to have a lot of choice. Michael likes choices and says investigating what are the right choices is an interesting process to go through. Tori says she likes having as many options as possible. Duncan says we tend to restrict our choices anyway. Catherine says she feels restricted otherwise.

Dylan, Sky, Sagar and Jane think it's bad to have a lot of choice. Dylan says it's easier to decide with fewer options. Sky says too many options makes it harder to decide. Sagar says you end up not doing anything with too much choice. Jane says too much choice can be confusing.

Ex 2B

- 1** Dylan says choosing his university was the right choice. Tori says her choice to study engineering was the right choice. Duncan says moving to a new job was the right choice. Sagar says joining his company was the right choice.
- 2** Michael says he makes wrong choices all the time (e.g. walking past someone in the street who doesn't have as much as you). Catherine says not following a career path was the wrong choice.
- 3** Sagar says he doesn't believe in wrong choices because we can always learn from our decisions. Jane says she looks for the positive in wrong choices, so they're not really 'wrong'.

VOCABULARY**making choices**

- 3 A** With weaker classes, check understanding of the words in the box first and play the video again if necessary. Ss complete the sentences individually, then check in pairs. Check answers with the class.

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

EXTRA SUPPORT: TEACHER Ss may ask about the use of *If there is ...* in sentence 3. Explain that this is common spoken usage in some dialects of English.

ANSWERS:

- | | | |
|----------------------|---------------------|---------------------|
| 1 investigate | 2 chopping | 3 narrow |
| 4 limitations | 5 indecisive | 6 restricted |
| 7 overwhelmed | 8 variables | |

- B** Read the situations with the class and check understanding. Ss make notes individually. 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 pairs to compare their answers to Ex 3B, giving reasons and examples. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.

SPEAKING**prioritising essential items**

- 4 A** Read the situation with the class, then ask Ss to make their choices individually, thinking about how and why each item will be useful.
- B** Read the Key phrases with the class and check understanding by eliciting how each sentence could be completed. Put Ss in pairs (in breakout rooms with online classes) to compare their choices and reasons for choosing them.
- C** Ask Ss to walk around and share their answers with other Ss and make notes. In feedback, elicit which were the most popular, least popular and strangest choices.

WRITING**a newspaper opinion piece**

- 5 A** Ss read the request and the question and think of answers alone, then compare ideas in pairs. In feedback, elicit ideas from the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia in Exs 5A and 5B by asking their partner to read the texts with them.

- B** Ss read the comments and answer the questions alone, then compare their ideas in pairs. When they have finished, elicit answers from a few pairs and find out if others agree.

- C** Refer Ss to the Writing Bank on page 110.

► page 110 **WRITING BANK**

- 1 A** Read the title of the opinion piece with the class in order to introduce the topic (which is different to the one they will write about). Ss read the text and answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the opinion piece with them. Alternatively, record it before the lesson so that Ss with dyslexia can listen while they read. Remind them to cover the parts of the opinion piece they are not working on to reduce distraction. They should do the same when identifying the phrases in Ex 1B.

ANSWERS:

- 1 The writer acknowledges that there are 'strong opinions on both sides' in the first paragraph. Then in the second paragraph, the writer outlines the reasons for the opposing point of view before countering them with their own.
- 2 In the second paragraph, the writer gives reasons for their point of view by referring to statistics on safety and pointing out that age is not a factor in dangerous or reckless driving.
- 3 In the third paragraph, the writer expands on their argument by making recommendations for drivers of all ages, e.g. regular assessment to avoid complacency and limiting the number of passengers in a car of a new driver regardless of their age.

B Ss match phrases in the text with the definitions individually, then check in pairs. Point out that they are given the paragraph in which they will find the phrases. Check answers with the class.

EXTRA IDEA You can write the phrases on the board in feedback to make it easier for Ss to refer to them when they write their own opinion pieces.

ANSWERS:

- 1 strong opinions on both sides
- 2 broadly speaking
- 3 back
- 4 to counter that
- 5 statistics do not support this view
- 6 bear in mind
- 7 I would advocate

C Ss write their opinion pieces (on the topic of the request in Ex 5A on page 89) individually. Remind them that the limit given there is 250 words. Monitor and encourage them to use the phrases from the text that they identified in the previous exercise. With online classes, remember they can write their opinion pieces in a collaborative document so Ss can read others' texts.

EXTRA IDEA You could finish off the activity by having a brief class discussion of the question. Ask Ss to summarise the points they made in their written work for the class and discuss how similar people's opinions are.

TO FINISH

Put Ss in pairs and ask them to discuss their second choices for each category in Ex 4A.

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 1, 2A, 3A, 4A 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 1:** Ask Ss to type their answers in a collaborative document so they can read each other's sentences and compare.
- **Exs 2B, 3B, 4B and 5B:** Put Ss in breakout rooms to have their discussions.

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: omitting words, prepositional phrases; Vocabulary: collocations: idioms for choices, connotations, ways of reading, idioms: books and reading, collocations: discussing issues, making choices; How to ... hedge an opinion and express reservations). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR**omitting words**

- 1 Ss rewrite the sentences individually, then compare in pairs. Monitor and check Ss are forming the sentences correctly and offer help where necessary. While they are working, write the sentences on the board. In feedback, ask different Ss to come up and add the missing words. With online classes, remember that Ss can use a collaborative document to share their sentences.

ANSWERS:

- 1 The novel **that/which** the writer considers her best has won several awards.
- 2 Were you aware **that** there have been reports **that** some people are keeping dogs in their apartments?
- 3 **That's** good news, but **I'm** not sure **that** I can make the party on Friday.
- 4 Decisions **that/which are** made quickly are not always the best.
- 5 The sound **that/which** David was listening to was a fox.
- 6 **(The)** Companies **that were / that are being** investigated included several **that were / that are** based in the USA. (Alternatively, **which** could be used instead of **that**.)

prepositional phrases

- 2A** Ss complete the sentence starters individually, then check in pairs. Check answers as a class.

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

ANSWERS:

- | | | | |
|-----------|-----------|-------|-------|
| 1 of | 2 against | 3 for | 4 in |
| 5 against | 6 of | 7 in | 8 for |

- B** Ss complete the sentences individually, then compare their ideas in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share their ideas with the class.

VOCABULARY

- 3A** Ss complete the statements individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|------------|------------|----------|
| 1 sleeping | 2 thoughts | 3 spoilt |
| 4 path | 5 fence | 6 heels |

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss how far they agree with the statements in Ex 3A. When they have finished, ask a few Ss to share their opinions with the class and have a brief class discussion.

- 4A** Ss complete the blog post extract individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the blog post extract 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. Also remind them to cover the parts they are not working on when doing to the activity to help reduce distraction.

ANSWERS:

- | | | | |
|-----------|--------|-----------|--------|
| 1 up | 2 into | 3 through | 4 over |
| 5 through | 6 to | 7 over | |

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss how similar or different to the writer of the blog post in Ex 4A they are in how they shop. When they have finished, ask a few Ss to share their ideas with the class.

- 5A** Ss complete the news report individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support dyslexic learners as for Ex 4A above. In addition, you can provide the adverbs in the box as a vertical list either on the board or on a separate piece of paper as Ss can find this format easier to read.

ANSWERS:

- | | | |
|------------|------------|----------|
| 1 hotly | 2 patently | 3 unduly |
| 4 strictly | 5 actively | 6 deeply |

- B** Ss discuss the question in pairs (in breakout rooms with online classes), giving reasons for their answer. When they have finished, elicit their ideas and have a brief class discussion.

TO FINISH

Put Ss in pairs to discuss in which areas of life they'd like to see more choice (e.g. electronics, financial services, healthcare options) and in which they'd like to see less.

8 body and mind

Global Scale of English LEARNING OBJECTIVES

8A No limits?

- READING | Read an article about endurance swimming: idioms and collocations: skills and abilities; compound adjectives
- Pronunciation: linking consonants
- Give a shout-out to somebody who deserves it: noun phrases

GSE INFORMATION

READING

75 Can compare and critically evaluate a summary against the original text.

VOCABULARY

76–90 Can use language related to aptitude, ability, knowledge and skills.

GRAMMAR

76 Can use a wide range of noun phrases to make descriptions more concise and detailed.

SPEAKING

76 Can give a detailed presentation describing someone's skills and abilities using linguistically complex language.

8B Bridging the senses

- LISTENING | Understand a radio programme about synaesthesia: adjectives to describe sensations and reactions; verbs to describe reactions
- Pronunciation: contracted *will*
- Talk about sensory reactions: uses of *will* and *would*
- Write a description of a fictional character

GSE INFORMATION

VOCABULARY

76–90 Can use language related to your senses.

LISTENING

81 Can recognise a speaker's feelings or attitude in linguistically complex speech.

GRAMMAR

82 Can accurately use 'will' and 'would' in a wide range of complex structures.

SPEAKING

78 Can describe typical behaviours and experiences using linguistically complex language.

WRITING

82 Can write a detailed description of a person or character from literature using linguistically complex language.

8C Feeling good

- HOW TO ... | explain the purpose and benefit of something: well-being
- Pronunciation: intonation patterns in sentences containing contrasting ideas

GSE INFORMATION

VOCABULARY

76–90 Can use language related to wellness and illness.

HOW TO ...

78 Can give reasons and explanations for their opinions using linguistically complex language.

SPEAKING

78 Can give reasons and explanations for their opinions using linguistically complex language.

87 Can confidently take a firm but diplomatic stance over an issue of principle while showing respect for the viewpoints of others.

8D Effects and illusions

- BBC PROGRAMME | Understand a comedy panel quiz show
- Talk about psychological effects: thoughts and ideas
- Write a story about strange effects

GSE INFORMATION

VOCABULARY

76–90 Can use language related to thinking.

SPEAKING

80 Can discuss the credibility of explanations using linguistically complex language.

WRITING

81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.

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 8A. It shouldn't be exploited or taught at length, just played once or twice in class.

► Read the vlog question with the class, then put Ss in pairs to discuss it. When they have finished, ask a few Ss to share their answer with the class. Ss then watch the vlogs and answer the question in part 1. Elicit the qualities mentioned in the vlogs and ask the class if they share any of them. Then discuss the question in part 2 as a class, writing any new words and phrases on the board.

ANSWERS:

- 1 Qualities mentioned in the vlogs:
 - Speaker 1: being positive – always manages to see the best in someone or something
 - Speaker 2: ability to multitask
 - Speaker 3: good at keeping in touch with friends
 - Speaker 4: a calm personality
 - Speaker 5: honesty
 - Speaker 6: open-minded and not being intimidated by others

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 No limits?

GRAMMAR | noun phrases

VOCABULARY | idioms and collocations: skills and abilities; compound adjectives

PRONUNCIATION | linking consonants

LESSON OVERVIEW

In this lesson, Ss learn idioms, collocations and compound adjectives related to skills and abilities. They also learn about noun phrases. The context is an article about an endurance swimmer. This leads into the vocabulary and grammar, where Ss also practise linking consonants. The lesson ends with a speaking activity where they record or perform a 'shout-out' to someone they admire.

Online Teaching

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

- **Ex 1:** Put Ss in breakout rooms to discuss the questions.
- **Ex 4B:** Display the questions in Ex 4A on your device and make sure the annotate function is on. In feedback, ask different Ss to write the letter of the response next to each question.
- **Ex 6A:** Ask Ss to type their answers in the chat box to compare during feedback.

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

Write the following activities on the board and check Ss' understanding:

- *archery*
- *driving a Formula 1 car*
- *a flying lesson*
- *zip-lining*
- *skydiving*

Put Ss in pairs and ask them to discuss how they'd prepare for each of the activities if doing them for the first time. When they have finished, ask Ss 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 texts available to help dyslexic learners. They should only listen to the article for Exs 2A–2C, and then the blog post for Ex 3.

- 1 **A** Read the headlines with the class, then put Ss in pairs (in breakout rooms with online classes) to discuss the questions. When they have finished, elicit answers from a few Ss and have a brief class discussion.
- 2 **A** Focus attention on the title of the article and the photo in it and elicit Ss' ideas as to what the article is about. Write their ideas on the board so you can refer back to them later.
- B** Set a time limit of three minutes for Ss to read the article quickly and check their ideas from Ex 2A. When they have finished, refer back to their ideas on the board and tick any that were mentioned.

EXTRA SUPPORT: TEACHER The phrase *Pavlovian response* comes from an experiment carried out by a physiologist, Ivan Pavlov, with a series of dogs, the findings of which were published in 1897. In the experiment, he started by ringing a bell just before giving the dogs some meat. Gradually, he took away the meat but noticed that every time he rang the bell the dogs would drool, expecting the meat.

- C** Ss read the article again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 a long-distance swim at the North Pole, endurance swims in all five oceans, swimming under the ice in Antarctica
- 2 He believes he has a special ability to elevate his core body temperature before entering cold water.
- 3 He discovered it accidentally while waiting to take a dip in the Arctic.
- 4 because of melting ice caps
- 5 to raise awareness of environmental threats
- 6 The tragedy is that the water is available because of climate change. The triumph is that he could swim in difficult conditions.

- 3** Ss read the blog post, underline any incorrect information and correct it. When they have finished, put Ss in pairs to compare answers. Check answers with the class.

ANSWERS:

The blog post says Pugh's core body temperature (around his major organs) drops to 30°C, but the article says that his muscle temperature drops to 30°C while his core body temperature rises.

The blog post says that Pugh swam under the ice in the Arctic, but the article says that he did this in the Antarctic.

The blog post says that Pugh carries out these feats to show what the human body can do, but the article says he does them to raise awareness of environmental issues.

VOCABULARY

idioms and collocations: skills and abilities

- 4A** Ss complete the idioms alone, referring back to the texts if necessary, then check in pairs. Check answers with the class. Check understanding of the idioms by eliciting examples.

ANSWERS:

- | | |
|-----------|------------|
| 1 setback | 5 comfort |
| 2 gift | 6 drive |
| 3 knack | 7 grips |
| 4 shape | 8 aptitude |

- B**  **8.01** | Tell the class they will now listen to people answering the questions in Ex 4A. Ss listen to the responses and match them with the questions, then check in pairs. Play the recording again if necessary, then check answers as a class. With online classes, remember that you can display the questions in Ex 4A on your device for Ss to match.

AUDIOSCRIPT 8.01

- a Yes, I was good at music. I seemed to be able to play any instrument after just a couple of lessons. However, it didn't last into my teens, unfortunately.
- b Well, unfortunately, I failed my maths exam, which was a huge blow, and I had to retake it a few months later. But I studied hard and passed.
- c My friend, Alicia, has this uncanny way with animals. If a dog is barking, she's able to talk to it and can calm it down immediately.
- d Oh yes. I once had to give a presentation to a roomful of experts. I was so nervous, but I managed to get through it and I think it was good for me.
- e My team was working on a difficult new project and Tim kept us going with encouragement and advice, never giving up when it was all going wrong. It was a success and completely down to him.
- f Not bad. I work out a fair amount, but I don't have enough stamina to do long runs or swims or things like that.

- g** I don't, but my sister does. She's really patient and can put complex ideas into simple words so that others can understand.
- h** There was this particular assignment I had to do for college. It was proving really tricky and I couldn't work out how to approach it at first, but I didn't give up and got there in the end.

ANSWERS:

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

C Put Ss in pairs to ask and give their own answers to the questions in Ex 4A. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

D Refer Ss to the Vocabulary Bank on page 141.

VB

▶ page 141 **VOCABULARY BANK** compound adjectives

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 Read the example with the class, then ask Ss to match the rest of the words to make compound adjectives, then check in pairs. Check answers with the class and write them on the board, checking understanding of each one as you do so.

ANSWERS:

far-fetched, far-reaching, hard-wired, lifelong, long-term (also possible: long-held), time-honoured, upcoming, widely held

B Ss complete the documentary preview alone, referring to the compound adjectives on the board as necessary, then check in pairs. Check answers with the class and ask Ss what they found most interesting about the Ama of Japan.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the documentary preview with them. Alternatively, record it before the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:

1 lifelong	2 upcoming	3 far-fetched
4 long-term	5 widely held	6 clear-cut
7 hard-wired	8 far-reaching	9 time-honoured

C Put Ss in pairs to think of nouns or noun phrases the adjectives in Ex 1B can be used with. When they have finished, elicit Ss' ideas and check they're correct.

EXTRA CHALLENGE After Ex 1C, put Ss in new pairs. Ask them to take turns giving a noun or phrase for their partner to guess the compound adjective.

GRAMMAR**noun phrases**

5A Ss complete the sentences with the correct words and phrases individually, using the article on pages 92–93 to help if necessary, then check in pairs. Check answers with the class.

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

ANSWERS:

1 dressed	4 very interesting
2 endurance	5 ten-minute
3 of global warming	

B Read the example with the class, then ask Ss to think of longer ways to say the other noun phrases in Ex 5A, then compare ideas in pairs. When they are ready, check answers with the class.

POSSIBLE ANSWERS:

- 2 ... the only person to carry out swims **that tested endurance** in all five oceans.
- 3 Mr Pugh wanted to draw attention to the effects **that global warming is having**.
- 4 ... and he mentioned something **that was very interesting**.
- 5 ... Pugh's swim, **which lasted ten minutes**, was through one of these tunnels.

EXTRA: ALTERNATIVE IDEA With weaker classes, you may find it useful to go through the Grammar Bank notes and exercises *before* doing Exs 6A and 6B.

6A Explain that Ss are now going to do the opposite to what they did in Ex 5B and shorten the sentences. Elicit the first noun phrase as an example and write it on the board. Ss rewrite the sentences individually, then check in pairs. Check answers as a class and write them on the board (or invite different Ss to come up and do so). With online classes, remember that you can ask Ss to type their answers in the chat box.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the sentences they are not working on in order to minimise distraction.

POSSIBLE ANSWERS:

- 1 Someone that I have great admiration for is **my local fish and chip shop owner**. He runs a **local charity fund-raising group**.
- 2 The only person who was capable of making geography lessons fun for me was Mr Turner. I vividly remember one **half-hour lesson** about Denmark. He played us some **songs recorded by** a Danish pop duo. It was **an informative and enjoyable lesson**.
- 3 I have a **growing respect** for a **business contact** that I have recently made. He has a **fiery passion** for his work. **He has an admirable knack** for engaging with people at all levels in our company, which is based on years of experience.

- B** Give an example of your own to introduce the activity, e.g. 'I love to eat delicious chocolate-covered ice cream.' Ss complete the sentences individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to compare their sentences. In feedback, ask a few Ss to share their ideas with the class.
- 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**

Explain to the class that as well as making their language more succinct, the use of noun phrases also makes it sound more sophisticated. This may be new for Ss, so you may want to go through the notes carefully with the class. Check understanding where necessary, especially of the use of adjectives which are actually shortened relative clauses.

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 practises the form of noun phrases. Read the example with the class, then ask Ss to write the noun phrases 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 Remind Ss with dyslexia to cover the sentences they are not working on to help them focus. They should do the same for Ex 2.

POSSIBLE ANSWERS:

- 2 After a largely dry start to the day, we've got rain moving in from the north and winds gusting at 100 km an hour.
- 3 Cutting-edge pilot studies conducted by researchers from/in three countries support the initial hypothesis.
- 4 I need more time relaxing, letting ideas flow if I'm going to create something original and worth writing.
- 5 We believe that there is a rapidly expanding market for an app which/that can monitor blood sugar levels.
- 6 The ideas we came up with yesterday could help bridge the gap between folk and jazz audiences.

- 2 This exercise focuses on how noun phrases can be used to make writing more succinct. Look at the first sentence and example with the class and elicit how the rest of the sentence can be shortened. Ss shorten the sentences individually, then check in pairs. Check answers with the class.

POSSIBLE ANSWERS:

- 1 People overwhelmed by work pressures no longer have an excuse for not exercising.
- 2 Our seven-minute workout, inspired by high-intensity interval training (HIIT), is the go-to option for busy people with packed schedules leaving them no time for extensive exercise.
- 3 The workout consists of thirty-second bursts of exercise separated by ten-second rest periods.
- 4 There is persuasive scientific support for the HIIT health benefits compared to longer less intensive activity.
- 5 For those who dislike exercise, there is the irresistible attraction that no matter how bad it feels, it's over before you notice.

PRONUNCIATION**linking consonants**

- 7A **► 8.02** | Play the recording for Ss to read and listen and notice the linking. Check answers with the class, drilling the linked sounds chorally and individually if necessary.

ANSWERS:

They pronounce the last consonant in the first word very weakly or not at all.

- B** **► 8.03** | Tell Ss they will hear phrases from the sentences in Ex 7A. Identify these before they listen as the speaker says whole phrases from the sentences, not just the words in bold. Ss listen and repeat the phrases. Monitor carefully and check they're linking the consonant sounds correctly.

AUDIOSCRIPT 8.03

- 1 a ten-minute speech
- 2 long-term plans
- 3 ... who will always take part
- 4 an amazing knack

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences in Ex 7A and/or the phrases in Ex 7B, then compare with the recording.

C Put Ss in pairs to discuss people they know. Monitor their linking of the consonant sounds in particular and encourage them to give examples. When they have finished, ask a few Ss to share any interesting information they found out with the class.

SPEAKING

8A **8.04** | Write on the board: *a shout-out* and elicit what it means (= when someone praises someone they know publicly, often on the radio). Ss listen and answer the question, then check in pairs. Check answers with the class.

AUDIOSCRIPT 8.04

My shout-out goes to my highly respected colleague, Mikael. He has this rare gift of making other people in our group feel comfortable and is always trying to empathise, even when people aren't being all that easy to get along with. He's also the one in the group who's the first to try and get to grips with new things that we're given to do, he just has this amazing drive to keep getting better that I'm pretty jealous of, to be honest!

ANSWERS:

Mikael makes other people feel comfortable. He's one of the first to try and get to grips with new things.

B Ss work individually, making notes on their chosen person. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

C If possible, ask Ss to record themselves giving their shout-out, then play it to the class. If you don't have the facilities to do this, Ss can just read them out to the class. When they have finished, hold a class vote via a show of hands as to which people the class admires most.

TO FINISH

Put Ss in pairs to discuss other people in their lives (or public figures or celebrities) they'd like to give a shout-out to and why. If time permits, ask Ss to share their shout-outs with the class.

8B Bridging the senses

GRAMMAR | uses of *will* and *would*

VOCABULARY | adjectives to describe sensations and reactions; verbs to describe reactions

PRONUNCIATION | contracted *will*

LESSON OVERVIEW

In this lesson, Ss learn adjectives to describe sensations and reactions and verbs to describe reactions. The context is a listening where Ss listen to a radio programme about senses. This leads into the grammar where Ss learn uses of *will* and *would* and also practise the contracted form of *will*. Ss then do a speaking activity where they respond to a survey about sensory reactions. The lesson ends with a writing activity where Ss write a description of a real person or a fictional character.

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 during feedback so they can compare them.
- **Ex 5B:** Ask Ss to use private messages to ask their survey question to other people in the class.
- **Ex 7B:** Ask Ss to write their descriptions in a collaborative document which they can share in Ex 7C.

Additional Materials**For Teachers:**

Presentation Tool Lesson 8B

Photocopiable Activities 8B

Grammar Bank 8B

Vocabulary Bank 8B

For Students:

Online Practice 8B

Workbook 8B

TO START

Tell the class you're going to read out a list of things and when they hear each one, they should write which sense they immediately think of (*see, hear, smell, taste* or *touch*). Make sure they don't think for too long before writing their answers. Read out the following list of things: *coffee, baby, bread, bus, learning English*. Then put Ss in small groups to compare their answers and discuss why they wrote those answers, before reporting back to 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

adjectives to describe sensations and reactions

1 A Ss answer the questions individually, then compare with a partner. When they have finished, ask Ss to share their answers with the class and find out which are the most common and which are the most unusual.

B  **8.05** | Read the questions with the class so they know what to listen for. Play the recording for Ss to listen and answer the questions, then check in pairs. Play the recording again if necessary, then check answers with the class.

AUDIOSCRIPT 8.05

I'll tell you something that I find intriguing and that's how different people react to different sensory input. I would guess it's because our brains are all wired a little differently, though others may disagree. I'm sure you'll have heard that images, sounds and smells have a nostalgic effect and bring back memories, but it's also well-documented that many people find certain things unsettling or in some cases actually distressing. There are, of course, plenty of sceptics who will insist that this is all nonsense, but the evidence is clearly there. It's quite commonplace that some people will wince on hearing fingernails on a blackboard or at the shrill sound of a dentist's drill, others might find that the sounds of paper ripping or something scraping a bottle is almost painful. But with me it's textures. There are some that will just set my teeth on edge. As a child I had a small suitcase with a handle. The material on the handle wore off with use and my fingers would clutch the metal. For some reason this would trigger a nasty shivery sensation when I touched it. I can still remember the feeling today. I know people who always squirm at the sound or feel of tinfoil and just won't use it, or who flinch when they touch velvet. And yet there are others who find sensations such as hearing sounds like paper rustling extremely soothing. You may have seen online videos related to something called ASMR? It was quite a trend a few years back. It's the idea that some people have an odd response to certain sounds and sensations. Not only is the particular sensation comforting, but it can actually cause a physical reaction in the form of an involuntary pleasant tingling sensation that starts in the head and runs down the spine – quite hypnotic, really.

What is really strange about this is the range and type of sensations that can have this reaction. It can be something as weird as brushing hair, people whispering or even folding towels! There's a plethora of online videos of people doing these things or making these sounds for people to watch.

EXTRA SUPPORT: TEACHER **ASMR** = Autonomous Sensory Meridian Response (a feeling of well-being, like a tingling sensation when the hairs on the back of your neck stand up, in response to a stimulus, usually a sound or a sight)

ANSWERS:

- 1 Images, sounds and smells can bring back memories.
- 2 Negative: fingernails on a blackboard, a dentist's drill, paper ripping, something scraping on a bottle, worn suitcase handle, the sound or feel of tinfoil, touching velvet
Positive: sound of paper rustling, the sound of brushing hair, people whispering, the sound of folding towels
- 3 It's a pleasant physical tingling some people get as a reaction to some sounds and sensations.
- 4 People can access these to be soothed or feel relaxed.

C  **8.05** | Elicit the first answer as an example, then ask Ss to write the rest of the adjective forms, then check in pairs. With online classes, remember you can ask Ss to type their answers in the chat box. Play the recording again for Ss to check their answers, then check answers as a class and write them on the board.

ANSWERS:

nostalgic, unsettling, distressing, soothing, comforting, involuntary, tingling, hypnotic
Shrill is not changed.

D Demonstrate the activity with an example of your own, e.g. 'I have this strange involuntary reaction to touching metal. It makes me really uncomfortable.' Then put Ss in pairs to discuss other sounds or sensations. When they have finished, ask a few Ss to share their ideas with the class.

E Refer Ss to the Vocabulary Bank on page 141.

► page 141 **VOCABULARY BANK**
verbs to describe reactions

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.

VB

VB 1A With weaker classes, check understanding of the verbs first by demonstrating each one. Ss complete the sentences alone, then check in pairs. Check answers as a class.

POSSIBLE ANSWERS:

- | | | | |
|------------|----------|-------------|-----------|
| 1 wince | 2 set | 3 squirm | 4 gasped |
| 5 grimaced | 6 flinch | 7 clutching | 8 started |

B Put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

LISTENING

2A Ss read the information about the BBC Radio programme and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- Some people can remember everything; other people remember absolutely nothing. Some people will always remember a face even if they've only seen it once; others have 'face blindness'. Some people can hear colours.
- Students' own answers

B  **8.06** | Read the questions with the class so they know what to listen for. Play the recording for Ss to listen and answer the questions, then check in pairs. Play the recording again if necessary, then check answers as a class.

AUDIOSCRIPT 8.06

Ja = James G = Guy Ju = Julia

- Ja: My name's, eh, it's not nice actually. It tastes like chewing gum that's lost most of its flavour.
- G: What does your surname taste of?
- Ja: It's difficult to describe – it's a bit like sucking on wool trousers. My family have all got, er, their own specific flavours and textures so my mother, for example, who is called Doreen, she has the ... I call it a taste, but it's more of an experience. It's like the brain freeze you get when you drink very, very cold water or ice cream. And my father, whose name's Peter, he tastes like processed peas. My sister's blackcurrant yoghurt and my grandmother was very creamy thick condensed milk.
- G: In this programme, we explore synaesthesia – a mixing of two or more senses that aren't usually connected. One triggers the other due to differences, not defects, in the brain's wiring. Some synaesthetes for example can hear a colour or taste a sound. I'm Guy Leschziner, a neurologist working in the National Health Service in London.

Ja: When I heard that I'd be speaking to you Guy, the word 'Guy' produces a word sound ...

G: This might be worrying. What does 'Guy' taste like?

Ja: It produces a word sound that gives me a taste and texture something similar to fudge, which is rather nice.

G: That's very kind of you.

Ja: Yeah, because some of these are bad. Somebody asked me what their name tasted like, was at a function ... Her name's Maureen, err, it's awful!

G: This is James Wonnerton. He has a rare type of synaesthesia where he experiences tastes and textures for every sound he hears. It's most predominant with word sounds and it's involuntary.

Ja: Whenever I hear a word, whenever I read a word, because when you read, you tend to hear the word, in your mind's eye, if you like. Inner speech I call it.

G: What about if you think of a word, is that generating a taste as well?

Ja: It is, yeah, it is. For example, if I see a television screen in the distance, I'll get the taste and texture of jelly.

Ju: My name's Julia Simner, I am a professor of neuropsychology at University of Sussex. Synaesthesia is a rare psychological trait that causes differences in thinking and in sensory perception. It's often described as a merging of the senses because it can cause one sense to become blurred or merged with another. It can either enrich your life or slightly trouble you or it can be something you take absolutely no notice of whatsoever.

G: Roughly four percent of the population has synaesthesia, but in many people, it may be so subtle as to go unrecognised. For James, however, it has always been much more obvious.

Ja: I first remember experiencing tastes and textures specifically when I was going to school aged about four and a half. My mother used to take me to school on the tube and I was learning to read and write at the time, so I used to read out the names of the stations as we passed through, and off the maps, and I used to get tastes and textures. My favourite tube station was Tottenham Court Road because there's so many lovely words in there. Tottenham produced the taste and texture of a sausage, Court was like a lovely crispy fried egg and Road was toast, so there you've got breakfast ...

G: A full English fry-up.

Ja: Yeah. Feels like I'm really eating, it's a mouth feel. Oh, I'm getting them now, constantly. One drip and then another drip and another drip – as each of these sounds come in, I get a drip of taste and if it's a particularly strong synaesthetic taste and flavour then it'll take ages to fade.

ANSWERS:

- 1 James tastes like chewing gum that's lost a lot of flavour. Doreen feels like brain freeze. Peter tastes like processed peas. Guy tastes like fudge.
- 2 He tends to hear the word as he reads it. He calls it 'inner speech'.
- 3 It can enrich your life, it can slightly trouble you or it might have no effect on you at all.
- 4 When he was going to school on the tube and reading the names of stations.
- 5 The words taste lovely (like breakfast / a full English fry-up).

C **8.07** | Ss listen to the second part of the programme and answer the questions, then check in pairs. Check answers with the class.

AUDIOSCRIPT 8.07

G = Guy Ju = Julia Ja = James

G: You'd be forgiven for thinking that James' descriptions are rather far-fetched. Indeed, as a child his doctor dismisses them as simply a boy's wild imagination when he explains how distracting he finds the constant flood of tastes in his mouth. Yet thanks to the advances of science, we now have evidence that synaesthesia is a very real condition. Unsurprisingly, there are also variations in brain circuitry between synaesthetes and non-synaesthetes.

Ju: Since 1995 we've been able to see those differences using brain scanning. One important study in 2005 showed that synaesthetes' sensory cortices – that's the parts of their brain that do the seeing, and tasting, and hearing and so on – are more active than the average person's. So, colour regions of their brain will light up when they read letters or taste regions might light up when they hear words.

Ja: The actual synaesthetic tastes, this produces a lot of physical side effects. I get stomach acid pumped into my stomach for food that isn't there. It is like eating things all day long.

G: Think about it. James' synaesthesia is extraordinary. There's no food entering his mouth or smells through his nose creating taste, texture and flavour. Instead, it's his auditory system triggering these sensations and causing him a physical reaction that feels very real.

How our brain is structured has a huge influence on how we perceive the world around us. Even those with the same type of synaesthesia almost always disagree on their perceptions. The name Guy will taste of fudge for one and cabbage soup for another. And remember the dress that went viral in 2015 when no one could agree what two colours it was made up of?

ANSWERS:

- 1 Brain scans show different areas of the brain lighting up.
- 2 His stomach produces stomach acid for food that isn't there.

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

GRAMMAR**uses of *will* and *would***

3A Ss complete the sentences individually with *will*, *won't* and *would* and the correct form of the verbs in brackets, then check in pairs. Check answers with the class.

B **8.08** | Play the recording for Ss to listen and check their answers. Check answers with the class.

ANSWERS:

- | | |
|-----------------------|-----------------|
| 1 'd/would guess | 4 will wince |
| 2 'll/will have heard | 5 would trigger |
| 3 will insist | 6 won't use |

C Elicit the first answer as an example. Ask Ss to match the sentences with what they express alone, then check in pairs. Check answers with the class.

ANSWERS:

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

D Put Ss in pairs to tell each other about their friends or family members. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

E 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

Although Ss have met *will* and *would* before, some of these uses will be new for them. Read the notes with the class or let them read them alone. Check understanding where necessary, especially of the use of *will* and *would* for typical behaviour.

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 practises the form and use of *will*. Ss complete the message alone, then check in pairs. Check answers with the class.

GB

GB**ANSWERS:**

- 1 won't be able
- 2 'll be working
- 3 'll leave
- 4 'll get
- 5 'll be
- 6 won't be walking / won't walk
- 7 'll have finished
- 8 'll have managed
- 9 'll be seeing
- 10 'll find out

2 This exercise focuses on the form and use of *would* to soften statements. Elicit the first answer as an example and write it on the board. Then ask Ss to rewrite the rest of the sentences individually, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

POSSIBLE ANSWERS:

- 1 Would you give me some help, please?
- 2 I would imagine he'll fail.
- 3 I would think that this will take a lot of time.
- 4 I would guess he's busy.
- 5 Would you lower your voice, please? / Would you speak more quietly, please?
- 6 Would you move your car, please?

3 This exercise focuses on the form and use of both *will* and *would*. Elicit the first answer as an example and write it on the board. Ss rewrite the sentences alone, using the words given to start each one, then check in pairs. Monitor 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).

ANSWERS:

- 1 If he will eat next to nothing, he's definitely going to be ill.
- 2 He won't ask for directions or check his phone, so of course he gets lost!
- 3 Darren would always leave things to the last minute and then risk being late.
- 4 If he will leave all the heating on overnight, his electricity bill is bound to go up.
- 5 The dog wouldn't stop barking so Sarah put it outside.
- 6 They'll have got caught in the traffic, but they'll be here soon.
- 7 She'll be doing her assignment at the moment, so let's go round later.
- 8 Mark will undoubtedly be sitting with his phone out, waiting for your call.

PRONUNCIATION**contracted will**

4A  **8.09** | Explain to the class that they're going to hear two versions of a sentence: one where *will* is contracted and one without *will*. Ss listen and decide which speaker uses the contracted form of *will*. Check the answer with the class.

 **AUDIOSCRIPT 8.09**

A: They rustle tinfoil at me to make me wince.
B: They'll rustle tinfoil at me to make me wince.

ANSWER:

Speaker B

 **8.10** | Ss listen and repeat the sentences.

Monitor carefully and check Ss are pronouncing the contracted form of *will* correctly.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

SPEAKING

5A Focus attention on the images in the survey and elicit what they represent (the five senses). Ss read the questions in the survey and the responses in the speech bubbles and choose the correct questions. Check the answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the notice with them. They can work with the same partner for Ex 5B.

ANSWERS:**A** question 2 **B** question 4

B Put Ss in pairs and ask them to discuss their answers to the survey questions, then write one more question. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, ask the pairs to get up and ask other pairs their question. With online classes, remember they can use private messages to do this.

C Do this as a class activity. Elicit answers from the class for each question in the survey and then ask pairs how people responded to the questions they added in order to find the most common answers.

WRITING**a description**

- 6A** Read the title of the blog post with the class, then put Ss in pairs to discuss what they think the book it describes is about. When they have finished, elicit Ss' ideas and write them on the board.
- B** Ss read the blog post and find out if any of their predictions from Ex 6A were correct. Then put Ss in pairs to discuss any similar books they've read.
- C** Discuss the question as a class. Ask Ss how far they agree and why or why not.

ANSWER:

The writer means that Jasper's condition, while causing him difficulties, is also quite unique and beautiful.

- D** Ss match the words and phrases in bold in the blog post with the categories alone, then check in pairs. If they can't remember what the 'rule of three' is, you can refer them back to Grammar Bank 5C on persuasive techniques. Check answers as a class.

ANSWERS:

- a** 5 (to provide a succinct, but well-constructed and informative summary of the plot)
- b** 3, 4 (to convey the content, atmosphere or emotions in the book in a just a few words; to make the writing interesting)
- c** 1 (to summarise their appreciation of the book in a few words; to get the reader's interest)
- d** 2 (to make the description sound interesting and their writing sound well-written and assured)

The language helps the writer to be succinct, and adds colour and sophistication to the writing.

- 7A** Put Ss in pairs to choose a real person or a fictional character to write a description of and discuss what they might include. Refer them to the list of things to consider.
- B** Ss write their descriptions alone. They should aim to write 250–280 words. Monitor and encourage them to use interesting and colourful language, pointing out opportunities to do so where you can.
- C** When they have finished, ask Ss to share their descriptions with the class. With online classes, remember they can use a collaborative document for this. Ask a few Ss which descriptions they liked best and why.

TO FINISH

Put Ss in pairs to discuss other fictional characters they like and why.

8C Feeling good

HOW TO ... | explain the purpose and benefit of something

VOCABULARY | well-being

PRONUNCIATION | intonation in sentences containing contrasting ideas

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to well-being and functional language for explaining the purpose or benefit of something. The context is a reading where Ss read an article about unexpected things that can contribute to your well-being. This leads into the functional language, where Ss also practise intonation in sentences containing contrasting ideas. The lesson ends with a speaking activity where Ss have a discussion about how to create a healthier study environment.

Online Teaching

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

- **Ex 2D:** Put Ss in breakout rooms to share their ideas and try to agree on the three most convincing ones.
- **Ex 3B:** Ask Ss to mute themselves when they practise saying the sentences out loud.
- **Ex 4C:** Put groups in breakout rooms to discuss their ideas and agree on the five ideas to action.

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

Write the following questions on the board:

- *What healthy habits do you have?*
- *What things do you do to stay healthy mentally?*

Put Ss in pairs to discuss the questions. When they have finished, ask a few pairs 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

well-being

- 1 A** Focus attention on the photos and elicit what Ss can see (from top to bottom, left to right: laughing, pottery / making things out of clay, knitting and doodling). You may want to explain that doodling is drawing shapes, lines or patterns without really thinking about what you are doing. 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.
- B** Ss read the article and check their ideas from question 1 in Ex 1A. In feedback, ask a few Ss which idea they found most interesting and why.
- C** Ss replace the phrases in bold in the questions with the correct form of the collocations in bold in the article individually, then check in pairs. Monitor and check they're using the correct forms of the collocations. Check answers as a class.

ANSWERS:

- 1 open up to others
- 2 take time to unwind
- 3 keep your spirits up
- 4 offset food indulgences
- 5 loosening your neck muscles
- 6 kick-start your brain
- 7 fostering a positive outlook
- 8 alleviate symptoms of stress

- D** 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.

How to ...

explain the purpose and benefit of something

- 2 A**  8.11 | Explain that Ss are going to hear part of a radio programme where people discuss the two activities listed. Ss listen to what the two guests say about each activity, then compare in pairs. Check answers with the class.

AUDIOSCRIPT 8.11

P = Presenter L = Lucas N = Natasha

- P: Lucas, let's go with you first. What's your advice for staying healthy?
- L: Well, I've recently started doing hot yoga. Don't know if you've ever tried that?
- P: 'Hot yoga'? No, I don't know it.
- L: So basically, umm, it's yoga but it's much more intense than ... it's set in a heated room, a carpeted room, that's thirty-nine degrees and it's just twenty-six positions, but every time you go to the class, it's the same twenty-six positions.
- N: Wow – that's a bit excessive, isn't it? And repetitive?
- L: But you burn a thousand calories a class, you sweat so much and they say you can't drink water within the first twenty-five minutes ...
- N: Hmm, doesn't sound like a good idea.
- L: The point is that you come out of that room feeling amazing.
- P: And you, Natasha?
- N: Well, so I've joined a choir and I feel confident to say that it's really good for your health actually. I'm not that into exercise but it's the same as Lucas has just mentioned, when I come out of the room I just feel completely lifted.
- L: That sounds nice. Another real positive about hot yoga is that it's just something that you don't have to think about, there's an instructor there, you meet people but you don't talk throughout the class so it's something you can just do yourself and it's not ...
- N: Hmm. So, it's not something where you need to make a big social effort, you can just do it.
- L: That's it. And looking at all the benefits, of course you expend energy while doing it.
- N: Right. Well, with the choir thing, I think a big plus for me is that it is a part of my day that isn't work or a commute or anything like that. I can just go and be in this room and meet people; it's a really joyful part of my day.
- L: Funny you should mention that actually cos, that's what I get out of hot yoga – I enjoy it because I know I'll be at work all day and it's a really stressful environment, you know, living in the city and things like that. So, actually taking that hour and a half to go, do a form of meditation, do some breathing and relaxation, just really, you know, **centres** me – without a doubt it's good for me mentally as well as physically. You've only got to look at the number of people who do it to know that it's a good thing.
- N: I totally get it. For mental health, the choir is great, too, because if you can regulate your breathing, you can control panic and anxiety – it's just beneficial in so many ways. And I'm speaking from experience here!
- L: I guess, though, that there aren't that many people who can sing well enough to join a choir.

- N: Ah – it's not that we're all great singers, it's just that we love singing together.
- L: Come on, Natasha. Let's be realistic here. You're not going to get someone who's completely tone deaf choosing to join a choir!
- P: Hey guys – this isn't a competition! I'm sure both activities are healthy and will appeal to different people. Can we focus on the benefits of ...

ANSWERS:

- 1 Hot yoga makes you feel amazing, you don't have to think about it, you can just do it yourself, you expend energy and it's good for you mentally as well as physically.
- 2 Singing in a choir makes you feel lifted, it's joyful and you learn to regulate your breathing, which can help you control panic and anxiety.

B **8.11** | Read the gapped phrases with the class and elicit what they can remember, but don't give any answers. Ss listen again and complete the phrases, then check in pairs. Check answers with the class and write the phrases on the board so Ss can refer back to them later.

ANSWERS:

- | | | | |
|---------|------------|--------------|-------------|
| 1 point | 2 positive | 3 looking | 4 plus |
| 5 get | 6 got | 7 beneficial | 8 just that |

- C** Introduce the activity by telling the class three things you do, e.g. 'I have a hot bath in the evenings, I try to take regular breaks during the day and I make sure I have some silent thinking time.' Ss think of and write three things they do. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- D** Put Ss in small groups (in breakout rooms with online classes) to share their ideas and explain the purpose and benefits of each one. Monitor and encourage Ss to use the phrases from Ex 2B while they do so. In feedback, ask each group to share their three best ideas with the class.
- E** 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**

This focuses on the form and use of both informal and formal functional language to explain the purpose and benefit of something. Check understanding of the phrases if 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 correct the sentences individually, then check in pairs. Make sure they use the phrases given in the notes for this rather than their own answers, which may be possible, as they will be using some of the phrases from this exercise in Ex 3 later. Check answers with the class.

ANSWERS:

- 1 And **glancing looking** at all the benefits, I would say that we have to go with this idea.
- 2 One **relative pertinent** example to support my stance on this topic would be the number of resignations last year.
- 3 I think a **large big** plus for me would be the speed at which we could put the plan into action.
- 4 The **cause reasoning** behind my stance on this issue is the excessive costs involved.
- 5 There is a **wide general** consensus that this is not the best path to follow.
- 6 It's not **why that** it's stupid, it's just that it's not quite as useful as you think it is.

2 Ss match the sentence halves alone, then check in pairs. Check answers with the class.

ANSWERS:

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

3 Point out that the words in the box will help them choose the correct phrases. Ss complete the conversations individually using phrases from Exs 1 and 2 and the words in the box, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------------------|----------------------|
| 1 behind my stance | 4 big plus for me |
| 2 the only one to | 5 you're coming from |
| 3 a general consensus | 6 be realistic here |

PRONUNCIATION**intonation in sentences containing contrasting ideas**

3A **8.12** | Ss listen to the sentences and notice how the intonation helps reinforce the ideas. Check the answer with the class.

ANSWER:

The intonation is higher and more variable (and less 'resolved') in the first part of each sentence and lower and less variable (more certain sounding) in the second. This mirrors the fact that the aspect of the sentence that the speaker truly believes is contained in the second part of each sentence.

B 8.12 | Play the recording again for Ss to listen and repeat. With online classes, remember to ask Ss to mute themselves when they practise saying the sentences out loud.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

SPEAKING

4A Read the ideas with the class, then ask Ss to work alone to choose the three that they think are best and think of one or two more.

FUTURE SKILLS |

Goal setting: time management



B Read the Future Skills box with the class and ask if they usually do this at work or in class. Then, ask Ss to think about how to justify the ideas they selected in Ex 4A concisely in a group discussion.

EXTRA IDEA: EMPLOYABILITY Put Ss in pairs to discuss how they can set time limits for discussions in their present or future jobs.

C Put Ss in groups (in breakout rooms with online classes) to share and justify their ideas, then agree on five to action. In feedback, ask each group to share the five ideas they chose with the class.

EXTRA CHALLENGE Ask Ss to consider individually whether they, personally, were successful in being concise in the discussion and, if not, how they could improve.

EXTRA IDEA: HOW TO ... Put Ss in pairs and ask them to think of ideas to help managers create a healthier work environment in their company. When they have finished, put Ss in new pairs to share and justify their ideas, then ask them to choose their three best ideas overall and share them with the class.

TO FINISH

Put Ss in pairs and ask them to discuss which of the ideas in Ex 4 they'd like to incorporate into their own study or work lives themselves and why.

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

► page 158 **MEDIATION BANK**

8D BBC Entertainment

Effects and illusions

VOCABULARY | thoughts and ideas

SPEAKING | describing psychological effects

WRITING | a story about strange effects

LESSON OVERVIEW

In this lesson, Ss describe unusual psychological effects. To help them do this, they learn vocabulary related to thoughts and ideas. The context is a BBC comedy panel quiz show about psychological effects. Ss then do a speaking activity where they describe and invent psychological effects. The lesson ends with a writing activity where Ss write a story about strange effects.

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 5C:** Put Ss in breakout rooms to make their presentations.

Additional Materials

For Teachers:

Presentation Tool Lesson 8D

Online Digital Resources

Writing Bank 8D

Videoscript 8D: BBC Entertainment

For Students:

Online Practice 8D

Workbook 8D

TO START

Tell the class about The Party Effect. The idea behind this is that when you're in a crowded place, such as a party, you are able to filter out background noise and vision in order to maintain a conversation with someone. Then ask: 'Does this mean we first listen to everything around us then filter it out or does the filtering come first?' Discuss the question as a 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.

PREVIEW

- 1 A** 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 and why they think these things happened.
- B** Explain that the phenomena in Ex 1A can often occur coincidentally or without our consciously realising it and are known as psychological effects or illusions. Read the BBC programme information with the class and ask what psychological effects and illusions Ss know about. Then elicit what they think the three psychological effects mentioned in the programme information mean (but don't give any answers yet).

VIEW

- 2 A** Play the BBC video clip for Ss to watch and listen to the information about the three effects, then check in pairs. Check answers as a class and find out if anyone guessed them correctly.

EXTRA SUPPORT: TEACHER IKEA is an international chain which sells at a reasonable price furniture that customers put together themselves. Their stores are like large warehouses through which customers follow a set route.

Tea lights are small candles.

Richard Osman is an English presenter and writer who co-presented a game show called **Pointless**, where contestants try to identify obscure answers to general knowledge questions.

Shepherd's Pie is a traditional British dish made of lamb and potatoes.

Keats was a famous nineteenth-century English poet. A **heuristic** technique is one which enables people to discover something for themselves. The **Keats heuristic** is specifically the way in which you can improve memorability and aid recall using expressions, phrases or headlines that sound aesthetically pleasing or rhyme.

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

ANSWERS:

- 1 The IKEA Effect is when people think that something they've made themselves is better than anything you can buy.
- 2 The Rhyme-as-reason Effect is when people tend to believe or trust a piece of advice more because it rhymes.
- 3 The Frequency Illusion is when after you notice something for the first time, you tend to notice it a lot more often.

B Read the questions with the class so they know what to listen for, then play the video again for Ss to watch and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 She thinks it means being stuck in a place with arrows on the floor and unable to get out.
- 2 He gives an example of apricot jam he made that is the best apricot jam anybody's ever tasted.
- 3 No pain, no gain (suffering is necessary in order to achieve something)
- 4 Rhyme has more power than an ordinary phrase because of the idea that if it's beautiful, it must be true.
- 5 Once you hear there are tennis questions on the show, you then hear one and believe there are always tennis questions on the show.
- 6 A cognitive bias pushes you into a way of thinking.

- 3 A** Ss match the halves of the sayings individually, then discuss what they mean in pairs. When they are ready, check answers with the class.

ANSWERS:

- 1 c – You can't win something if you don't take part – you need to be 'in it' [the competition] if you want to try and 'win it'.
- 2 a – If you eat healthy food regularly, you won't need a doctor.
- 3 b – When we see a red sky at night, it usually means the next day's weather will be good.

B Ss discuss the questions in pairs. With multilingual classes, try to pair Ss with different mother tongues. When they have finished, ask a few Ss to share their answers with the class.

VOCABULARY

thoughts and ideas

- 4A** Read the extracts with the class, then ask Ss to match the words and phrases in bold with their meanings alone, then check in pairs. Check answers with the class.

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

ANSWERS:

1 c 2 d 3 a 4 e 5 b

- B** Put Ss in pairs to share their information. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

SPEAKING

describing psychological effects

- 5A** Put Ss in pairs and join them with another pair. Allocate A or B to each pair and direct Ss to the relevant pages. Ask Ss to read about the different effects and think about how to summarise them. They shouldn't share their effects with the other pair yet. Monitor and offer help where necessary.
- B** Read the instructions with the class and then give pairs time to invent their effects. Explain they will present their effects with the two they have just read about, for the other pair to guess which one they have made up. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board. Make sure they also think of examples to support their invented effect.
- C** Read the Key phrases with the class and check understanding by eliciting possible endings. Ask Ss to work in the same groups as for Ex 5A (in breakout rooms with online classes) and to present their effects to the other pair. Monitor and encourage them to use the Key phrases where possible when discussing and guessing which effect is the invented one.
- D** When they are ready, ask each pair to share their invented effect with the rest of the class, then elicit which the class think are most plausible.

WRITING

a story about strange effects

- 6A** Read the situations with the class, then put Ss in pairs to discuss them.

- B** Refer Ss to the Writing Bank on page 111.

► page 111 WRITING BANK

WB

- 1A** Ss read the story and answer the question, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the story with them. Alternatively, read the story to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

ANSWER:

Elements of his dream seem to have come true.

- B** Put Ss in pairs to discuss how the story might end and what lessons the writer might learn. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.
- C** Ss read the story again and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the story they are not working on in order to minimise distraction.

ANSWERS:

- 1 taken aback, to my surprise, shook my head in disbelief, imagine my surprise, all of a sudden
2 bizarre, if that wasn't odd enough, weird

- 2A** Read the instructions with the class, then ask Ss to choose an effect Ex 6A on page 101 and to make notes individually. Monitor and offer support where needed.
- B** Ss write their stories individually. They should aim to write about 300 words. Monitor and offer help where necessary. When they have finished, ask Ss to share their stories in pairs or small groups.

TO FINISH

Put Ss in pairs and ask them to discuss how they might use the vocabulary they learnt in today's lesson in the future.

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 1, 2A, 3, 4, 5A, 6A and 7) 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 2A:** Ask Ss to type their sentences in a collaborative document so they can compare them in pairs in Ex 2B.
- **Exs 5B and 6B:** Put pairs in breakout rooms to have their discussions.

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: noun phrases, uses of *will* and *would*; Vocabulary: skills and abilities: idioms and collocations, compound adjectives, adjectives to describe sensations and reactions, verbs to describe reactions, well-being, thoughts and ideas; How to ... explain the purpose and benefit of something). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

noun phrases

- 1 Elicit the first answer as an example. Ask Ss to underline (dyslexic learners may find it better to highlight) the noun phrases, then match them to the descriptions, then check in pairs.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by breaking it down into distinct stages. First, ask Ss to highlight the noun phrases (covering the parts of the text they are not working on to minimise distraction) and check answers. Then, ask them to match the phrases with the descriptions and check answers.

ANSWERS:

- a a place to go
- b a baby deer
- c something a little unusual
- d a matter of seconds
- e Anyone who experiences this kind of moment
- f an amazingly beautiful moment

- 2A Elicit the first answer as an example and write it on the board. Ss rewrite the sentences individually. Monitor and offer help where necessary. Don't give any answers yet.

- B Put Ss in pairs to compare their answers to Ex 2A. With online classes, remember they can use a collaborative document for this. When they have finished, invite different Ss to come to the board and write a sentence for other Ss in the class to compare and correct where necessary. Find out if anyone has written it in a different way.

POSSIBLE ANSWERS:

- 1 Children unaccompanied by their parents / Unaccompanied children are not allowed into this section of the museum.
- 2 My sister goes for a fifteen-minute run every morning and evening.
- 3 People with tablets to take before and after meals should swallow them with a glass of water.
- 4 I've just read a really interesting article about remembering recent events.
- 5 The doctor I talked to yesterday told me to do more exercise.
- 6 T'ai Chi, a traditional martial art, has a worldwide following.

uses of *will* and *would*

- 3 Elicit the first answer as an example, then ask Ss to choose the correct functions individually, then check in pairs. Check answers as a class.

ANSWERS:

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

- 4 Look at the example with the class and elicit that the first sentence describes a past habit and so the answer uses *would*. Ss rewrite 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 can make this activity more accessible for Ss with dyslexia by providing gapped sentences, leaving out just the clause with *will* or *would*, for them to complete.

ANSWERS:

- 2** Some people won't accept the fact that being in physically good shape helps our mental state, too.
- 3** You'll have read about recent policies regarding mental health issues.
- 4** (In the past,) My father wouldn't listen to doctors' advice if he didn't like it.
- 5** My grandmother would often cook greasy fried eggs when we stayed with her, and this would make me feel nauseous.
- 6** I know my brother well. He'll have learnt new vocabulary at school today, so now he'll be memorising it all.
- 7** Many people will refuse to consider their mental health important (and this irritates me).
- 8** Dave will always follow the same route on his morning run. He'll turn right at the gate and run to the crossing. Then he'll cross the road to the park, run down to the lake and round it five times before returning the same way.

VOCABULARY

- 5A** Ss complete the extract from a job description alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the extract from a job description to the class (or record it before the lesson), indicating where the gaps occur, so that Ss with dyslexia can listen while they read and to help prepare them for Ex 5A. Remind them to cover the parts of the text and options they are not focussing on to help reduce distraction.

ANSWERS:

1 B **2** A **3** B **4** A **5** B **6** B

- B** Put Ss in pairs to discuss which aspects of the job description would suit them and why. In feedback, ask a few Ss to share their ideas with the class.

- 6A** Ss complete the statements individually, then check in pairs. Check answers with the class.

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

ANSWERS:

1 involuntary	2 shrill	3 soothing
4 nostalgic	5 tingling	6 unsettling

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss how far they agree with the statements in Ex 6A. When they have finished, ask a few Ss to share their opinions and find out if others agree.

- 7** This activity reviews both the grammar and vocabulary of Unit 8. Ss complete the sentences individually, then check in pairs. Monitor and check Ss are using between four and six words. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Advise Ss with dyslexia to cover the sets of sentences they are not working on in order to minimise distraction.

ANSWERS:

- 1** do a five-minute warm-up
- 2** a rare gift/ability/knack/talent for imitating
- 3** sets my teeth on edge
- 4** sung by a choir of
- 5** foster a positive attitude / positive thoughts
- 6** to offset several late nights
- 7** keep our spirits up
- 8** you will have heard
- 9** get to grips with
- 10** wouldn't give me the name

TO FINISH

Write on the board:

What are some of the most useful and most interesting things you learnt in this course?

How will you continue to work on these in the future?

Ask Ss to work alone and look back through each unit and choose a few things to discuss. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise or use them in the future.

UNIT 1

Opener: BBC Vlogs

- 1 If there's one thing that I think people should learn to do, it is to learn a language at some point in their lives even if they don't really use it. Learning a language allows you to view things through the eyes of different cultures. It also can be quite practical, help you to travel, and I think it's a very interesting thing to do even if just as another hobby or a pastime.
- 2 I think one thing everyone should learn to do is cook because you need to cook for yourself, but also it's just a good skill to have socially.
- 3 I think we all need to learn to think more critically. There is so much information out there at the moment that it can be difficult to determine what's true and what's not. So, we all need to really think about and decide whether there's enough evidence for the claims or the statistics that we're being presented.
- 4 I think everyone should learn how to swim because it's a really important skill, it keeps you fit. It's a really good form of exercise. And it could save your life if you fall out of a boat.
- 5 One thing I think that everybody should learn how to do is play chess. It's such a universal strategic game that people from every corner of the globe love to play.
- 6 In the good and bad moments, you need to learn to say 'thank you' and be grateful.
- 7 I think everybody should learn basic first aid, so that they can deal with a medical emergency.
- 8 Everyone should learn to be more empathetic. When you're empathetic, you're able to see how other people see things and that leads to respect, and respect leads to peace.
- 9 I think everyone should learn how to sew because if you can sew, you can make things, but you can also repair things.

BBC Street Interviews

Exs 2 and 3B

- Omri: I enjoy learning about stories and about people mostly. I like hearing the way that other people look at the world and the different like ways that you can look at one situation through different perspectives. So, if it has anything to do with history or with stories of people, then I'm interested in it.
- Ollie: I enjoy learning more about things that I know like already. So, if I've watched a TV show or a film like reading a book and finding out more about that. That sort of thing, yeah.
- David: I enjoy learning about abstruse bits of history from all over the world. I enjoy learning about cities and visiting them as well.
- Serkan: I enjoy learning about architecture, design, design of spaces, different kinds of things that involve the design subject basically.
- Farah: I like learning about politics and history and about other people's lives; especially if they're very different from mine. It's always nice to get a new experience.
- Samuel: So, I love learning new languages and I love reading about different cultures and the way different people do different things to how we would do them here in the UK.
- Rahma: I enjoy learning about history and things in the past and I also enjoy learning about other cultures.
- Omri: A good teacher is someone who can connect with you and inspire you on a personal level, who you don't feel like they're lecturing or just there because it's their job, but they're there to help you individually.
- Ollie: So, I think having a lot of patience, knowing what your children like, their interests and their hobbies, so you can sort of adjust your teaching to that and make lessons that involve those sort of things. Yeah, so those are the sort of main things, I think.
- David: The ability to enthuse the class, the ability to take it forward clearly and the ability to recognise that different pupils have different methods of learning and to take that into account.
- Serkan: If they communicate well with the students, if they answer their questions, if they lead them to the answers rather than feeding them with the answers, that will make a good professor.

Farah: Not being dogmatic in their approach like 'I'm a good teacher and you're gonna accept the fact that I'm a good teacher.' Rather 'I'm gonna help you learn.' And not having too much of a power dynamic where 'Oh, I'm the teacher and I'm in the power.' More like 'We're equals here and we're learning together.'

Samuel: Someone who takes their time and listens to your questions, and someone that talks you through the different issues that you're having and helps you with specific problems, rather than just assuming everyone's the same.

Rahma: A good teacher is one that is passionate and really engages with the student and you know that they care in the way that they treat you, the way they take time with you, and a good teacher understands that every student isn't the same.

UNIT 2

Opener: BBC Vlogs

- 1 I would like to live in Paris because I think it is very elegant and romantic.
- 2 If I could live anywhere, I would live in India potentially. It seems like a vibrant and interesting place to live. And also I can spend most of my days kind of outside and visiting street food stalls. So yeah, somewhere in India. Not sure where, but yeah.
- 3 If I could live anywhere in the world, it would have to be Costa Rica in South America. I love nature and I love plants, so I think it would be perfect for me.
- 4 If I could live anywhere in the world, I would live in Spain because I love the Spanish culture. I do speak Spanish. Living in Spain as well will allow me to maintain a high level of Spanish. And due to Spain being so close to the UK I'm still very able to come back home and visit my friends and family as well.
- 5 There are many places around the world that simply fascinate me, but I would love to live in Italy because I had the chance to visit Rome and I fell in love with the food, with the culture and the people.
- 6 If I could live anywhere in the world, hmm, great question. I would love to spend some time living in Brazil. It's a country that I visited in the past. It's a country that I always found fascinating because of history, because of culture, of music, dancing, and it would be a great opportunity for me to learn Portuguese, which is a language that I really really really like.
- 7 If I could live anywhere in the world, I'd definitely choose an English-speaking country, one that's really beautiful, safe, open. So, this would have to be New Zealand or maybe Canada.

BBC Food

Exs 3 and 4B

- Nadiya: LA was part of Mexico until 1847. And ever since, there's been an enduring legacy of immigration. A stone's throw from the glitz of downtown, there are neighbourhoods where up to 94 percent of the residents come from Latin America. OK, this is a whole other world. Mexicans are the largest ethnic group in the city, but there are also millions from Central America, and they have brought with them their unique cuisine. One of the most authentic places to try it is said to be a night market that's sprung up in a Latino neighbourhood in West Lake. I've asked chef Wes Avila to show me around. Hi, Wes!
- Wes: How are you doing?
- Nadiya: It's wonderful to meet you!
- Wes: It's nice to meet you.
- Nadiya: It's great, this place, isn't it?
- Wes: It's fantastic. It's one of my favourite places to come and eat. This whole street right here is covered with food vendors. It goes down about a block when it's really, really busy.
- What's cool about here is you have the Central American stuff, you've got El Salvador, Honduran, you got Guatemalan food, so you'll find things that are a little more unique.
- Nadiya: I want to taste LA, I want to know what it's all about. This is a bit of an assault on my senses.

VIDEOSCRIPTS

Wes: Yeah.
Nadiya: Just, it's so bright and colourful and vibrant. I can just hear that slapping!
Wes: It's pretty overwhelming. You'll hear that all the way up. People either doing the pupusas or tortillas.
Nadiya: This place is full of intriguing smells and there are loads of amazing-looking dishes I've never seen before.
Wes: So, this is what I wanted to show you.
Nadiya: OK.
Wes: We've got some chile relleno. It's a stuffed poblano chilli.
Nadiya: Ah!
Wes: With, er, potato, green bean and carrot.
[He orders a portion in Spanish.]
Stall owner: Yes.
Nadiya: This is the Guatemalan take on the stuffed chilli. It's fried in batter and loaded with spicy salsa, stacks of seasoned onion and chopped parsley.
Where are you from?
Stall owner: Ah, Guatemala City.
Nadiya: Guatemala?
Stall owner: Yes.
Nadiya: That looks really good. Is this a home-cooked recipe?
Stall owner: En familia, yes.
Wes: De tu familia? Yeah, it's a family recipe.
Nadiya: This is my first taste of Latin food. Ooh! Oh, that's good!
Wes: That's really good.
Nadiya: Can I have the recipe? Is it a secret? Yeah!
Why is it important for you to make your dishes here?
Stall owner: [Subtitle – It's really important not to forget your dishes from home when you move to another country.]
Nadiya: That's pretty special.
Wes: Yeah.
Nadiya: You know, that it's a livelihood, but it's also a connection to home ...
Wes: Oh, absolutely!
Nadiya: That I suppose they don't have?
Wes: Yeah. It's really important for her to, like, be connected to her country and not to ever forget those roots.
Nadiya: Dreams are big here. You can feel that, you know, they're all out here happy, laughing, smiling and cooking up foods that their grandparents cooked, that their mothers have cooked and they are the start of the American Dream.
Inspired by the Central American flavours of the night market, I'm itching to get cooking, and Wes has invited me to use his restaurant kitchen in the trendy arts district of LA.
Wes is Mexican American. He's part of a new breed of chefs using their heritage to fuse flavours from home with contemporary techniques, redefining Californian cuisine.
Hi, Wes.
Wes: How's it going?
Nadiya: Look at this space! I'm feeling inspired, but I don't think it's going to be very traditional.
Wes: That's OK, cos what I do, too, is not really traditional.
Nadiya: Is that allowed?
Wes: Absolutely. Everything's allowed – it's California, it's LA, it's the Wild West.
Nadiya: I've taken inspiration from the stuffed chillies I ate in the market, but instead of filling them, I'm using them as a base for a delicious warm chicken salad, topped with a Latin-inspired salsa.
I'm making a simple salsa to go with my grilled chicken salad – green tomatoes, radishes and a Latin American classic – barbecued corn.
Wes: Corn is, uh ... It's basically in ... in the blood.
Nadiya: It's great. Nice and bright. It looks very Angelino.
Wes: I've not heard that one before. What is Angelino?

Wes: It's somebody who's born and raised here in Los Angeles, able to take flavours and ingredients from different places and reinterpret it. You kind of get the vibe and you feel it.
Nadiya: It's a vibe.
Wes:
Nadiya: Ah.
Like me, Wes is first generation. His dad immigrated to the US from Mexico in the '70s.
Wes' dad: Oh, hey.
Nadiya: Hi! And Wes has invited him to join us for lunch.
Wes:
Wes' dad: It's good.
Wes:
Wes' dad: Really tasty.
Wes:
Wes' dad: Fantastic.
Wes' dad: He's not cooking just traditional food. Look at his customers, there are not that many Mexicans here.
Wes:
Wes' dad: It's like, I cater to Angelinos, which is a big melting pot.
Wes' dad: Yeah.
Nadiya: Do you feel like he's living your American Dream?
Wes' dad: Oh, yeah.
Nadiya: Why did you come to America?
Wes' dad: To have a better life. I mean, we don't have any money, so I told my mum, 'I've got to go.' I was eighteen.
Nadiya: From first leaving Mexico, it took Wes' dad six years to get a green card, allowing him to live permanently in the US.
Does America feel like home now?
Wes' dad: Oh, yeah. I feel like this is my country.
Nadiya: Yeah.
There was something quite powerful about sitting there with Wes and his dad because it made me appreciate the struggles that my dad went through. I've always thought about it from my perspective, but never really thought about it from the immigrant's point of view, the person that had to move, the person that had to make those changes, the sacrifices that they had to make. I hadn't really thought about how big that was.

UNIT 3

Opener: BBC Vlogs

- 1 The worst job I've ever had was as a dishwasher in a restaurant in a town near where I lived. It was quite intense work. I was given plates every two seconds, and I had to spray them and wash them super super quickly. The actual mental work wasn't that difficult but it was physically really exhausting, so by the end of the day I was so so tired, and it was for very little money, so that's the worst job ever.
- 2 One of the best jobs I've ever had was making a TV series about cooking. And we worked with brilliant chefs, and the best thing about it was that after they'd demonstrated a dish, we all got to eat it.
- 3 I think the worst job I ever had was selling advertising on the telephone. Basically, for two weeks people just said: 'no,' 'no,' 'no,' 'not interested,' or sometimes they didn't answer at all. Or they hung up on me! And after two weeks I got fired because I hadn't sold anything. Yep, yep, that wasn't good.
- 4 The worst job I ever had was being a lawyer. Sure, the money was really good, but the work was really boring and I didn't like the clients very much.
- 5 The worst job I ever had was when I was eighteen. Before going to university, I worked in a factory where they produced peanuts for supermarkets. The job was so boring that one day I actually fell asleep on top of the peanuts in front of me.
- 6 I think the worst job I've ever had was probably when I was a student. I was a pizza delivery boy and I would say most of the deliveries were fine, but there were a few that were very challenging. Very maybe difficult people or different places to find in Johannesburg, but it just got to a point where I just I couldn't do it anymore, and I got a job as a waiter, which was much better.

BBC Street Interviews Exs 2A and 3B

- Sagar: If I was changing career, I'd be looking for a company where I can learn, I can grow, learn new skills and things on a daily basis, get paid well of course and work with some fun people as well.
- Hazel: I do like to look for a corporate social responsibility policy when I'm applying for a company. I have worked for a company before that prioritised sustainability and a fair supply chain, and I really valued that when I worked for the business.
- Michael: Dynamism, I think complexity, you know, a company that had a good, sound financial footing and most importantly a drive, with a purpose, you know, going forward for something that they were looking to try and achieve. And making sure you had a role to fit in that particular space as well.
- Nick: For me, it'd definitely be work-life balance, because I do have a lot of hobbies and I kind of like to balance those with my work. I don't want my life to be just all work. So, I think work-life balance for me is a big one. And culture as well. Like a nice culture, where everyone's friendly to you and you can chat to everyone; it's not like a toxic culture, I guess, in the company.
- Adeleke: Well, I definitely would like to find something that's economically stable for me. Excluding that, definitely somewhere where there's a community. I've always been somewhere where ... I like being in places that are community based, somewhere where I feel like we have shared values in our team. It's looking for always working together and not individual goals.
- Sagar: Yes, I would love to travel the world, visit all the restaurants, eat my best favourite foods, watch all the football games I could possibly watch of my favourite teams and just do all the things I've always wanted to do.
- Hazel: I don't think I would. I enjoy the social aspect of working and I like using my brain, so I think I'd struggle every day to find a way to stimulate my brain every day.
- Michael: No, I enjoy working. I don't think I would want to not work. It doesn't have to be work in terms of your current field; there's so many other roles and opportunities that you can be involved in doing, but I wouldn't want to just have my feet up.
- Nick: I would, yeah. I think with all the hobbies I have, so like playing piano, doing ju-jitsu, I could do those all day and never get bored.
- Kirsty: He does do them all day! I would do one week on, one week off, 'cause I do love relaxing, but I think what makes it special is the fact that you do work and you kind of grow and stretch yourself and then have a week off. That would be a perfect balance for me.
- Adeleke: Yes, I would take it, but it would be more to not work in standard jobs, and I'm someone who's constantly doing things, so I could sort of focus on I guess things you could say are more hobbies, but volunteering or creating more music or just going out in the world and trying new things. And that would be amazing, just have the freedom to do that as I see fit.

UNIT 4

Opener: BBC Vlogs

- 1 I think among the most important human qualities are kindness and compassion. I think they're infectious qualities. When people are kind to us, I think it makes it easier for us to be kind to other people, and so it multiplies itself.
- 2 I think one of the most important human characteristics is humility, the ability to be humble. And I think humility also means knowing what we don't know, acknowledging within ourselves where we need to improve, being more open to different ideas and opinions from others. And basically, the opposite of being prideful or arrogant.
- 3 I think the most important human quality is curiosity. Why do I say that? Well, without it we wouldn't have such significant developments in a wide range of fields, whether arts, music, science, culture or even sport.
- 4 I believe an important human characteristic is politeness. I think it's important to have good manners. 'Thank you' when someone holds a door open for you or 'please' when you're ordering a coffee.

5 I think the two most important human characteristics are imagination and creativity. Children have both of those in abundance. Adults less so, but when they do show them, they bring humour, art, colour to our lives. And I think it's impossible to talk about human progress without talking about imagination and creativity, and I think it's what makes us a unique species.

6 I think a good sense of humour is a very important human characteristic to have. Being able to laugh at the smaller most ordinary things in life.

BBC Documentary

Exs 2A and 2C

Extinction: The Facts

Sir David Attenborough: Our planet is home to a seemingly infinite variety of species. From ocean giants to the tiniest insects. We call this abundance of life 'biodiversity'. But today, it's vanishing at rates never seen before in human history.

News presenter: The UN panel of experts has found that one million animal and plant species face extinction.

Prof. Kathy Willis: It is worse than expected. This is happening much faster than we've ever seen before.

Sir David Attenborough: The evidence is that unless immediate action is taken, this crisis has grave impacts for us all.

Prof. Kathy Willis: We're not just losing nice things to look at. We're losing critical parts of Earth's system.

Sir Robert Watson: And it's threatening our food, our water, our climate.

Felicia Keesing: We have a moment when we can change our world and make it better. This is that moment.

Sir David Attenborough: Over the course of my life, I've encountered some of the world's most remarkable species of animals. Only now do I realise just how lucky I've been. Many of these wonders seem set to disappear forever. We're facing a crisis, and one that has consequences for us all.

In 2019, the United Nations asked over 500 scientists to investigate the current state of the natural world.

Prof. Kathy Willis: This is the first time there's been a global assessment where all the evidence has been pooled together – thousands and thousands of papers.

Sir Robert Watson: We're losing biodiversity at a rate that is truly unprecedented in human history.

Dr Stuart Butchart: Since 1970, vertebrate animals – things like birds, mammals, amphibians and reptiles – have declined by 60 percent in total.

Large mammals have, on average, disappeared from three quarters of the range where they were historically found.

Prof. Elizabeth Hadley: What's different is that it's happening simultaneously in the Amazon, in Africa, in the Arctic. It's happening not at one place and not with one group of organisms, but with all biodiversity everywhere on the planet.

Sir Robert Watson: It means that one million species out of eight million species on Earth are now threatened with extinction. 500,000 plants and animals and 500,000 insects.

Sir David Attenborough: Since 1500, 570 plant species and 700 animal species have gone extinct. Studies suggest that extinction is now happening 100 times faster than the natural evolutionary rate, and it's accelerating.

James Mwenda: Many people think of extinction being this imaginary tale told by conservationists, but I have lived it. I know what it is. I am caretaker of the northern white rhinos. We only have two left on the planet. They are mother and daughter.

This is Najin, the mother, who is 30 years old. She is very quiet. And her daughter is Fatu. This is Fatu. Hey, come on. Hey, Fatu. Fatu, no, come on. She's nineteen years old. She's pretty much like a human teenager. She's a little bit unpredictable and can be feisty sometimes, especially when she wants something.

Sir David Attenborough: Northern white rhinos were once found in their thousands in central Africa but were pushed to the brink of extinction by habitat loss and hunting. By 1990, just seven known individuals survived.

James Mwenda: I've seen these beautiful rhinos count from seven down to two. They're here because we've betrayed them. And I think they feel it, this threatening tide of extinction that is pushing on them. They feel their world is collapsing. Unless science saves them, when Najin passes away, she'll leave the daughter Fatu alone forever. The last northern white rhino. And their plight awaits one million more species.

UNIT 5

Opener: BBC Vlogs

- 1 The most famous person I've ever met was Benedict Cumberbatch. I was eighteen years old and was lucky enough to be working on the set of *Sherlock* as a runner, and it was basically my job to make him tea and coffee and to make sure that he had everything that he wanted and that he needed. And, because we were filming in London and it rains quite a lot, it was also my responsibility to hold the umbrella next to him and to make sure that he didn't get wet while we were waiting for each scene to set up and for 'action' to be called.
- 2 I think the most famous person that I've ever met is Nelson Mandela. I was born in South Africa, and I lived there until I was twenty-three years old, so I had the privilege of meeting Nelson Mandela when I was a schoolboy. I received an award from him and I shook his hand, and it was a really incredible experience. You know, he did build the country I was lucky enough to grow up in, and if it wasn't for Nelson Mandela, I have a feeling that I would have had a very different life, and definitely a much worse life.
- 3 Jack Nicholson. I met him when I was in Colorado, and I was at school in Colorado there. At least I thought it was Jack Nicholson, so I posted a picture and everyone was like 'Wow, that's Jack Nicholson.' Other people thought it wasn't Jack Nicholson and, looking back on it, I think it wasn't actually Jack Nicholson.
- 4 The most famous person I've met is Barack Obama and I served him a coffee.
- 5 The most famous person I've met is the Queen of England when I went to Buckingham Palace and had tea in 2011.
- 6 The most famous person I've ever met was a guy called Jarvis Cocker from a band called Pulp and it went very badly because I was completely starstruck. And I tried to talk to him, but all I could say was 'aeuh ...' for several minutes. It was terribly embarrassing.

BBC Street Interviews

Exs 2A and 2C

- Jane: The main influence in my life at the moment are my teenage children. They're teaching me how to be more current and to understand the world as it's changing.
- Magda: I think I'm always influenced by other people because I like to be surrounded by people and I like to talk to people, get inspired by them, so especially at work, at the gym, I don't know, even at home because of social media, so I think everywhere.
- Philo: Yeah, well, the work part is also the same, however, I'm not really on social media, so most of the things I do or the ideas I have come from people who are near and dear to me.
- Zoe: I think in every aspect of my life I'm influenced by others. I think in the world at the minute with social media and the internet I feel like it's hard to not be influenced by what other people do and say.
- Rory: I think definitely in sort of the clothing that I wear, so I'm very susceptible to what other people are saying and how that affects the way I want to present myself to others. So, sometimes maybe I feel like I'm not presenting myself the way that I want to because I'm worried about what other people are gonna say.
- Mohammed: Firstly, I'm influenced like professionally by my parents and my grandparents, like careerwise, like I want to like go down the same path and like learn from them, learn from their mistakes and you know, just like use their mistakes to try and help me be a better person like professionally.
- Jane: Probably my grandmother. She was very patient, a wonderful cook and always had an open house. So, yes, my grandmother.
- Magda: Actually, I'm thinking of my biology teacher. She was a teacher that gave me the opportunity to start in the medical field and to build up a career in that field, even though I went to a high school that is [for] musician[s]. So, definitely her.
- Philo: Yeah, with me it's my basketball trainer. He taught me a lot of principles I can use in my everyday life – discipline and all these things that, yeah, all this knowledge I have for university and all these other things.
- Zoe: I think an obvious answer would be politicians 'cause they choose obviously policy, sort of dominates what

the culture's like and I feel like that influences me a lot because I study politics as well. That is very influential in my life.

Rory: I think my dad definitely has had the biggest influence on my life. I think from the start, he was sort of the person I aspired to, and so I try to sort of replicate his work ethic, the way that he handles himself in situations that maybe aren't the best. I think he's definitely sort of provided me with a lot of the groundwork that I wanted to grow up and become the person that I want to be.

Mohammed: My friends honestly, like everyone, you know has their own different personalities and everything. So, I like to pick up from their strengths and my friends' weaknesses and try and build it in my character and try and become a better person.

UNIT 6

Opener: BBC Vlogs

- 1 I really like old things and antiques. I find that things from long ago are designed better, took longer to craft and build. I also like how there is a story behind things that have been around for generations.
- 2 I think new things aren't necessarily better than old things, especially when it comes to buildings. I live in a building which was constructed in the 20s, and of course some things don't function properly, but there is such a sense of history here, and I feel that architects used to put a lot more care and effort into how they design public spaces. For instance, the staircase, the courtyard, the corridors are simply amazing here.
- 3 In terms of how we store music these days, it's a lot easier to listen to anything you want wherever you are. It's easy. It's on your phone or whatever. Compared to the old ways which was to have it on a CD or cassette if you're that old. However, there was something nice about having the physical copy as part of a collection of your music.
- 4 I think from a functional perspective, new things are almost always better than old things, but I think we love the aesthetic of some old things like vinyl records and classic cars and vintage clothes, things like that. So, I think we like both things. I certainly wouldn't swap my smartphone for a 1970s telephone for example.
- 5 No, I don't think new things are necessarily always better than old things. I think they're just new, and so you're not as bored of them yet.

BBC Documentary

Exs 2A and 2C

Mark: I still love riding my bike today, especially because it's packed full of material science innovation which all came about relatively recently, which is odd because the bicycle seems to me like something that should've been around forever.

It was this man, Baron Karl von Drais, who set the ball rolling in 1820, and he invented something called the *Laufmaschine* and this is it. Now, it has two wheels, a frame, handles, and it was designed to help you get around, but you had to run. Hence the word *Laufmaschine*, because *lauf* is the German for *run*.

Designed to support a fully grown Baron, the *Laufmaschine* was little more than a wooden bench on wheels. Its sturdy frame took the bulk of your weight, but you could still only travel at running speed. It was nearly half a century before that was bettered by this, the 'Boneshaker'. In 1870, this was the cutting edge of bicycle design. It's made of wrought iron and wood, but critically has pedals. The bonus is more speed, but now stopping's the issue, so I'm pleased they added at least some rudimentary brakes. But it was still far removed from the modern bicycle.

Although the Boneshaker is so much better than what came before it, essentially, it's still pretty hopeless. I mean, it's really heavy! And I'm not putting that on, it weighs a tonne! It's slow, it's cumbersome, it's difficult to manoeuvre. It's just ... it looks beautiful, but it's not really the thing you want. What you want, is **this**. It's essentially a modern bike, but its basic design dates back to the 1880s. And the reason it is light, stiff and strong is because of the steel tubing and the pneumatic tyres, and what made those possible is not so much an innovation in engineering or design, it's the emergence of new materials.

In the mid-1800s, Henry Bessemer discovered how to turn iron into high-strength steel on a massive scale. That transformed industry and launched a new era of tools and machinery. Unlike iron, steel could easily be made into tubes, though at first, they had welded seams and weren't very strong.

Then, in 1886, a way to make tubes without the seam was invented, and so the bicycle had its frame.

It also had its chain. In 1880, industrial steel was used to make a revolutionary roller-chain, which also made gears possible. But the best was yet to come, the bicycle tyre. John Dunlop invented his pneumatic tyre in 1888 to give his son's tricycle a comfier ride than its traditional solid wheels did. It was an ingenious idea that's been used on pretty much every bike made since, and almost anything else with wheels.

To show just what a revolution in design the 1880s bicycle was compared to its predecessor, the Boneshaker, I've brought them both here to Herne Hill Velodrome for a rather unusual race.

These racing cyclists are going to help me out by comparing the Boneshaker to its successor.

Club-racer Nigel is going to ride the Boneshaker in a head-to-head pursuit against me. I'll be on the post-1880s bicycle.

So, we've got a super-fit athlete on a Boneshaker, and me on a bike designed just a few years later but featuring pneumatic tyres and tubular steel, not to mention the roller-chain.

Tony: Ready. Go, Nige! Come on! Come on, Nigel! He's getting up big speed now, getting stability.

Nigel: Yeah, it might be a touch more than a minute, guys.

Mark: Here he comes.

Nigel: It's the most difficult machine I've ever cycled on, without a shadow of a doubt. I wouldn't be swapping it for my road bike any time soon.

Mark: Sadly, I can't claim any credit for my victory. I owe it all to the revolution in materials that transformed the bicycle from a cumbersome novelty to a genuine speed machine.

UNIT 7

Opener: BBC Vlogs

- 1 I have to make pretty much all my big life decisions in the next ten years, for example where I live, who I live with, what job I do, if I want to have children. Yeah, all the big ones.
- 2 I honestly don't expect to be forced to make any important decisions in the next decade. I'm at a point in my life where I worry more about decisions concerning my children than my own. My sons are fourteen and seven so I expect to assist them with their important decisions regarding, for instance, education over the next decade.
- 3 The biggest decision I have to make over the next ten years is when to retire. I don't want to leave it too late because I've got so many great adventures I'd like to do with my husband, such as trekking across New Zealand.
- 4 So, over the next ten years I imagine that I'm going to be making a lot of decisions about how I can live sustainably and the impact I have on the environment. So I think I'll be really having to consider the types of businesses that I support and where I buy things from my clothes to my kitchen appliances, pretty much everything where I'm going to buy it and from. And another way that's going to impact my life in terms of living sustainably is how I choose to travel and the places that I visit. I think I'm gonna be making a lot more decisions about those sorts of things than I have done previously.
- 5 The biggest decision I will have to make in the next decade is whether I want to continue living in Poland or if I want to move abroad. It's actually been my dream forever to live in Iceland, however, I'm not sure whether I would enjoy that cold climate.
- 6 Do I want to retire? I should perhaps be thinking about retiring around the age of sixty-five, sixty-six, sixty-seven. Do I want to retire, and, secondly, can I afford to retire, because obviously retirement is a much more complex issue than perhaps it was for my parents. I think those are gonna be the biggest decisions that I'll have to make in the next ten years, and at the moment I'm avoiding thinking about them.

BBC Street Interviews Exs 2A and 2C

- Michael: No, I like choice. I think you must always have lots of choice. It's up to you to investigate what are the right choices and that's an interesting process to go through. So, choice is absolutely key.
- Dylan: I'd say yes because I myself am quite indecisive, so I would find myself chopping and changing what I want most of the time. But if there is fewer options, then I can narrow it down easier.
- Tori: As much as there's like too much choice and as much as I'm like indecisive, I think I love having too much choice. I think it's good to have as many options as possible.
- Duncan: Well, you can, I mean some people say, you know, 'I have too much choice in doing things,' but I don't think that's necessarily the case, cos you make your own limitations, and you restrict yourself to whatever choices you think are appropriate. So, in a sense, no, you can't have enough choice. And if other people start to limit your choice, that's worse.
- Catherine: I think that's a question for people that are indecisive. So, I like a lot of choice. I like to know that I have choice. I feel restricted if I have no choice. So, I think the answer is no.
- Sky: Yes, I think you can have too much choice because I tend to become overwhelmed when there are too many options, and it's hard to really decide, and there are too many variables. So, yes, you can.
- Sagar: Yes, cos if you've got too much choice, you'll end up not doing anything, because you got too many things to choose from.
- Jane: Definitely too much choice, all the time. I find it very confusing. The older I get, the more confusing it becomes.

Exs 2B and 2C

- Michael: I think I make wrong choices all the time. I mean sometimes you're walking down the street and you see people who don't have as much as you, and you sometimes wish you could do more, but you walk past them. That's a wrong choice. So, I make wrong choices all the time.
- Dylan: I made the right choice to go to Newcastle University because I love the city and feel like really at home there.
- Tori: I made the right choice to study engineering because I get to work with my hands and being able to learn different things about mechanics.
- Duncan: My recent job. It's been about eighteen months and I made the right choice in taking up that job. It's really been a massive change, and it's absolutely worked out superbly for me.
- Catherine: I was young, I was immature, and I had an opportunity to do a career I really wanted to do. And I started it, and then I decided that partying was so much more fun. And I went off on the partying route and I missed that opportunity for a career choice.
- Sagar: The right choice was probably joining the company that I work for right now – I work with some really really fun people. I learn new things every day and new skills. The wrong choice? I don't think there's a wrong choice because as long as you're learning from your decisions that's always a good decision to make, right?
- Jane: I've made several wrong choices in my life, but I try and find the positive in that choice. So, I don't really think I've made many wrong choices. It's just finding a solution from the wrong choice.

UNIT 8

Opener: BBC Vlogs

- 1 A quality I really like about myself is that I think I'm quite positive. I always manage to see the best in any situation or person.
- 2 I like the fact that I'm able to multitask, which, well, I mean with practical things. It just means I'm able to be quite efficient, especially at the weekend, getting different chores done. It means I get them done a lot more quickly and then I have a lot more time to relax and enjoy myself. Cos I know some people who can't multitask and, yeah, I feel sorry for them.

- 3 I think the quality that I like most about myself is that I'm really good at keeping in touch with friends. I've got friends from all different times of my life and I think, I like to think that I'm a kind and thoughtful friend and I devote a lot of time to meeting up with people, even, you know, we might have moved many miles apart from one another over the years, and I still make a lot of effort to travel and meet up with friends or if we can't do that then speaking on the phone and just spending a lot of time prioritising my friendships.
- 4 I like that I have a calm personality. It helps me to get through hard situations, and sometimes I can help others to feel calm, too. And that's really good. But, to be honest, I'm not always calm – sometimes I freak out just like everyone else.
- 5 Well, I like to think that I'm quite honest. When my children ask me questions, I try to answer them as honestly as possible, and I think I do the same with other people, so yeah.
- 6 I think I'm quite open-minded. I think I'm quite liberal, which I think is a good quality. I'm also not really intimidated by people, so I don't feel like people are better than me.

BBC Entertainment Exs 2A and 2B

- Stephen Fry: Good evening, good evening, good evening, good evening, good evening, good evening and welcome to *QI*, where this week I shall be messing with your minds.
- Tell me this, which do you find most convincing, the IKEA Effect, the Rhyme-as-reason Effect or the Frequency Illusion?
- Sarah Millican: Is the IKEA Effect just arrows on the floor? Is that what that is? Just not being able to get out of anywhere ever.
- Stephen Fry: That, if you can ...
- Sarah Millican: Is that prison? Is that prison? Prison with tea lights.
- Stephen Fry: It may be better understood by saying things like if you make crab apple jelly, say, or ... or ... or jam, in my case apricot jam, I made last year, and it's just the best apricot jam there ever was. I know this, it's a fact. It's the best apricot jam anyone's ever tasted. But I'm told that it's part of the IKEA Effect. In other words, if you've made it yourself from your own ingredients, you just think it's better than anything else that you can buy in a shop or anything else.
- Sarah Millican: Is that why people are really smug about their babies?
- Stephen Fry: Yes! Basically, they are an IKEA Effect.
- Well, let's move on to the second in our list then, which is the Rhyme-as-reason Effect. What do you think that can be about?
- Josh Widdicombe: Is that like, um, 'no pain, no gain'?
- Stephen Fry: Yes. Yeah.
- Sarah Millican: Never the twain with ... no.
- Stephen Fry: They do seem to work, inasmuch as, if you suggest a kind of rhyming piece of advice to someone, and to another group of people you put the same sentiment that doesn't rhyme, they'll believe the rhyming one. So, for example, they gave 'wealth makes health', to a group of people, and almost all of them agreed with it. They then said, 'financial success improves medical outcomes.'
- Sarah Millican: Catchy. It's catchy.
- Stephen Fry: And they didn't agree at all, despite it meaning the same thing. So, it shows there is a strange quality that a rhyming phrase has.
- Sarah Millican: And it's also easier to remember as well, so you're more likely to pass it on to somebody else, aren't you?
- Stephen Fry: Well, that's right.
- Sarah Millican: If it rhymes.
- Stephen Fry: And it seems just to have some sort of authority or imprimatur that an ordinary phrase doesn't. It's also 'the Keats heuristic': because it's beautiful, it must be true. Beauty is truth and truth beauty, is the idea. You've got to be in it ...
- Josh Widdicombe: ... to win it.
- Stephen Fry: To win it, yes.
- Sarah Millican: Points mean prizes!
- Stephen Fry: Points ... no, hang on!
- Sarah Millican: Oh, I'm not very good at this, am I?
- Stephen Fry: An apple a day, of course, yeah ...
- Josh Widdicombe: ... keeps the doctor away.
- Stephen Fry: Red light in the sky, shepherd's pie. Oh, no. That's not one, is it? Red sky at night, shepherd's delight. That's the one, yes. The Frequency Illusion, does that mean anything to you?
- Sarah Millican: No.
- Stephen Fry: No reason why it should. When I used the word heuristic, it may be that you didn't know the word. But it's quite likely that in a couple of days you might see it in a magazine or hear someone else using it on the radio or television and you'll go, 'That's weird, I only just heard that word for the first time two days ago, and now it keeps cropping up everywhere.' Have you ever had that experience?
- Josh Widdicombe: Yeah. I was talking to someone about this. It was Richard Osman, cos he was complaining about people saying there's always tennis questions on *Pointless*.
- Stephen Fry: Oh, yes.
- Josh Widdicombe: And the moment you think that there's tennis questions on *Pointless*, if you see one, you think, 'Well, that completely reinforces everything.'
- Stephen Fry: Yes, that's right. All these things are called a sort of a cognitive bias, they push you into a way of thinking, some different ways of ... So, you can tell the most appalling lie if it rhymes, or it's featured on *QI*.

1C Something different

WRITING OUTPUT | a social media post

GOAL | share recommendations

MEDIATION SKILL | describing genres

CEFR mediation descriptor: Can evaluate the extent to which a work follows the conventions of its genre.

Timing | 40–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write a post giving a film or TV recommendation, with an understanding of how it compares with similar works in a genre.

WARM-UP

- 1 Read the quote and questions with the class, then put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion.

PREPARE

- 2 A Read the questions with the class. Ask Ss to read the Scenario, then answer the questions in pairs. Check answers with the class.

ANSWERS:

- 1 He's getting bored of watching films and TV.
- 2 He wants you to suggest some new ideas.

- B Ask Ss to match the words with the definitions, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes, you could let Ss use a dictionary to check any words they don't know.

ANSWERS:

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

- C If necessary, check understanding of *originality*. Explain to Ss that they need to decide which words (1–8) in Ex 2B convey the idea of originality (creativity). Ask them to do this alone then check in pairs. When they have finished, check answers with the class.

ANSWERS:

- words 2 (ground-breaking), 3 (twist) and 7 (mind-blowing)

- D Ask Ss to find three more words in the Scenario that describe either originality or the lack of it.

POSSIBLE ANSWERS:

originality: innovative

lack of originality: sequel, predictable, clichéd, tired

- 3 A Put Ss in groups of three and allocate roles (A, B and C). Ask them to read their respective posts and answer the questions. They should form their own opinion of the recommendation as they read it.
- B In their groups, Ss give each other a summary of the post they read and their opinion of the suggestion.
- 4 Ask Ss to read the Mediation Skill box and check their understanding of the phrases and the purpose of the categories given. They then identify examples of phrases that fit into the categories in the post they read in Ex 3A. Tell them not to just look for the phrases given in the Mediation Skill box, but for other examples as well. When they have finished, ask them to compare answers as a group, then check answers as a class.

ANSWERS:

A **Leo:** Unlike a lot of modern movies; but with a bit of a twist; Admittedly; just typical of; It really gets you thinking

B **Mina:** It looks pretty much like any other ...; In fact though, it's really quite unique; which is kind of shocking; the storyline is very innovative, too

C **Berta:** in some ways it's very derivative; they take some of those predictable ideas and turn them on their heads; It makes it all feel quite fresh and original

MEDIATE

- 5 Remind Ss of the Scenario. You could give them some time to discuss their ideas before they write or you could ask them to do the writing task outside class. Tell Ss they should try to practise the language and strategies from the Mediation Skill box. Ss should aim to write about 120 words.
- 6 Put Ss in groups to take turns to present their recommendations. Ask them to discuss the suggestions and decide which one they would most like to watch and why. Ask a member of each group to share their group's suggestion with the rest of the class, giving their reasons.

EXTRA IDEA When all the groups have made their recommendation, have a class vote on the best suggestion overall.

EXTRA CHALLENGE Ask Ss: 'Why do genres exist? What are the advantages and disadvantages?'

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner puts the film or programme in the context of a particular genre
- learner describes how the film or programme is different to similar works of its genre
- learner supports their recommendation with clear rationale and/or examples

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

One film you should watch is *Gravity*. In some ways, it sounds quite conventional – it's a Hollywood science-fiction film with two star actors. And, admittedly, a lot of money has been spent on making it look very impressive. But there's a bit of a twist. There are only two characters in the film, in fact there's only one for most of it – not what you usually expect to see. I don't want to give too much away, but, unlike a lot of big-budget sci-fi films, it isn't epic – the plot feels kind of 'small' actually. That's what makes it feel unique – whereas most films set in space seem far-fetched, it's easy to relate to the story and the lead character.

Teacher's comments

This post gives a good level of detail about the film so that the reader would get a clear understanding of where it sits in terms of genre (i.e. Hollywood science-fiction), but identifies ways in which it breaks from the genre, too. They support their recommendation with a specific reason why they believe it to be worth watching.

Marks: 5/5

EXAMPLE OUTPUT B

Why don't you watch *Skyfall*? It's one of the latest James Bond films – I'm sure you'll have seen plenty of them already, but this one is different. James Bond isn't a hero in the same way as usual. In actual fact, he makes a big mistake during a mission and that starts everything. Then, it's a great adventure with a lot of beautiful locations, great action scenes and interesting plot twists. The villain, Bond's enemy, is quite unusual, too. It's great to see how they interact with one another. It's a bit longer than the old Bond films, too – which usually just last around 90 minutes. But trust me, it's definitely worth the extra time.

Teacher's comments

This post makes a recommendation and the reader will have an understanding of the genre it fits. However, it fails to support the claims made with any clear examples for the most part. Reasonable observations are made, but there should be more specifics about how the film differs from others of its type, e.g. what makes the villain 'unusual'.

Marks: 2/5

2C A difficult character

SPEAKING OUTPUT | an informal group discussion

GOAL | talk about a character and speculate on their motivation

MEDIATION SKILL | analysing a fictional character

CEFR mediation descriptor: 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.

Timing | 40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to explain a character in a short story in an informal group discussion.

WARM-UP

- 1 Introduce the topic of Ss' favourite books and characters. Read the questions with the class and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask a few Ss to share their answers and have a brief class discussion.

PREPARE

- 2 Read the questions with the class. Ask Ss to read the Scenario, then answer the questions in pairs. Check answers with the class.

ANSWERS:

- 1 the book group organiser
- 2 to suggest a short story to read and a focus for the next book club discussion
- 3 Ask Ss to read the short story once quickly for gist and to answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 grandmother, grandson (Paul) and his partner (Wendy)
- 2 to mark an annual festival
- 3 difficult, awkward, uncomfortable

- 4 Explain to Ss that, as part of the Scenario, they are going to discuss the characters in depth. Put Ss in groups of three and allocate roles (A, B and C). Read the questions with the class and check understanding of the adjectives in the box. Ask Ss to make notes to answer the questions about their respective characters. At this point, don't mix Student As, Bs and Cs, but, if necessary, allow them to compare notes with other Ss allocated the same character. Don't check answers as a class at this stage, but monitor and offer support as necessary.

- 5 Tell Ss that before they discuss their characters, they will learn a mediation skill to help them describe and analyse their character. Ask them to read the Mediation Skill box and check their understanding of the types of questions they should ask as well as the advice on considering context and motivation. Ss should write three sentences analysing the character they were allocated in Ex 4. Offer Ss support individually, but don't ask Ss to share their answers as a class yet.

MEDIATE

- 6 Ask Ss to work in their groups from Ex 4. Remind them of the Scenario and explain that they're now going to use their notes from Ex 4 and sentences from Ex 5 to present their character to their group. Tell them they should try to help their partners understand their character's viewpoint. Groups should discuss the character analyses, asking and answering questions about them. Remind Ss to use the language and strategies from the Mediation Skill box. Give them five to eight minutes for this task.
- 7 Put Ss in pairs to discuss the closing questions. Elicit answers from a few Ss and have a brief class discussion.

EXTRA IDEA If Ss know them, you could discuss other books that show the disconnect between generations or cultures, e.g. *To Kill a Mockingbird*, *Fever Pitch*, *On the Road*, *Bridget Jones' Diary*, *White Teeth*.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner describes the way their character behaves with reference to the character's motivation
- learner explains how their character relates to other characters in the story
- learner describes their character's emotional state with consideration of the reasons for that
- learner is active in the conversation (contributing their views, listening and responding to 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

It strikes me that Gran is the central character in this story, especially when you think about how she relates to the themes of generational divides and dying traditions.

It's important to understand that she now lives alone, probably since her husband died. I'm left with the impression that she just wants to spend more time with her grandson and his partner – she reminds them how long it's been since they last visited.

Family is still important to her – just think about how much money she gives them – and so are her memories, I think. That's probably why old customs mean a lot to her.

She comes across as quite narrow-minded in some ways – look at the way she talks about who does the cleaning and cooking at home! It's understandable that this irritates Wendy. There is a lot of tension between them.

Teacher's comments

The student shows a good understanding of the character with reason-based interpretations for her actions and the underlying motivation. They make good observations about the character's relationships with other characters and her importance to the story as a whole.

Marks: 5/5

EXAMPLE OUTPUT B

I don't really understand why Wendy behaves the way she does. She seems very impatient and angry. I get the impression that she is maybe just in a bad mood on the day or maybe she is too busy – you can see how she points out that she is a busy person a couple of times and so does Paul. It's surprising that she doesn't even see her own mother very much.

Wendy and Paul clearly share a common motivation. They're both dishonest and it seems unfair.

Teacher's comments

The student provides an incomplete character study and doesn't go much deeper than what Wendy says and does. The attempt to look for reasons behind the character's behaviour is OK as a starting point, but misses the key point about the money, which is crucial to the story. They could speculate about the reasons for that, too. There is also little attempt to analyse Wendy's relationships with the other characters.

Marks: 2/5

3C Bring in the robots

SPEAKING OUTPUT | a meeting to agree a course of action

GOAL | share and listen to viewpoints

MEDIATION SKILL | showing sensitivity to other opinions and empathising

CEFR mediation descriptor: Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate a detailed understanding of each party's requirements for an agreement.

Timing | 50 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to participate in a work meeting between a manager and a staff representative, to practise the language of understanding and empathising with someone who holds a different opinion.

WARM-UP

- 1 Read the questions with the class and put Ss in pairs to discuss them. Monitor and help with vocabulary. When they have finished, ask a few Ss to share their answers and discuss question 2 with the class.

PREPARE

- 2 Read the questions and the Scenario with the class. Explain *press release* and *staff representative* if necessary. Then put Ss in pairs to answer the questions. Check answers with the class.

ANSWERS:

- 1 The supermarket is going to use robots to stack shelves.
- 2 The press release will be from the company's Public Relations team representing the company's management; the email is from a representative of the company's employees.
- 3 Ask Ss to discuss and predict in pairs the likely attitude to the change in both texts. Ask a few pairs for their predictions, with their reasons.

POSSIBLE ANSWERS:

It's likely that the press release will be selling the positives of the new policy. The staff representative is likely to be concerned about what effect it will have on the workers.

4A Put Ss in A/B pairs. Explain that they are going to hold the meeting from the Scenario in Ex 6, with Student A being the store manager and Student B the staff representative. Tell Ss that in Exs 4A and 5 they are preparing for their role in that meeting. They should keep the same roles for all these exercises. Ask Ss to read their respective texts and make notes about the key points.

B Ss share their notes in their pairs and consider how similar the points in their texts are to those they predicted in Ex 3.

5 Tell Ss that in their discussion in Ex 6 they will need to show empathy and sensitivity towards another person and their point of view. Ask Ss to read the Mediation Skill box and check their understanding of the techniques and phrases. Remind Ss of the Scenario and their roles A and B, then ask them to write one sentence for each of the headings that they can use in their role.

POSSIBLE ANSWERS:

Empathise

Student A: Of course, you feel concerned. There are a lot of things which are uncertain.

Student B: We can see why the company feels the need to embrace new technology in this way, but ...

Paraphrase

Student A: So in a way, you feel the company has misinterpreted customers' views on the matter.

Student B: So, you feel the company needs to make this change to progress.

Understand people's requirements in order to reach agreement

Student A: So you feel that without a guarantee on conditions, staff won't support the change.

Student B: So, unless the introduction can go ahead as scheduled, you can't make any commitment to retraining staff in advance for their new roles.

MEDIATE

- 6 Remind Ss of the Scenario and their roles A and B. Tell them they should try to practise the language and strategies in the Mediation Skill box, using their notes from Ex 4A and their sentences from Ex 5. When they are ready, give them five to ten minutes for the discussion. Monitor the meetings.
- 7 When Ss have finished their meetings, ask pairs how their meetings went and to share any ideas for a resolution with the rest of the class. Give the class the opportunity to discuss the best way forward. If there is time, give some general class feedback on their meetings, with particular attention to the skills of showing sensitivity to other people's opinions and empathising.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner demonstrates an understanding of the other person's viewpoint
- learner uses techniques such as paraphrase and repetition to show empathy
- learner is active in the conversation (contributing their views, listening and responding to their partner)

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: Thanks for your email. Let me start by saying that I can see why you're concerned about the announcement, but we feel that this innovation is an important part of the company's progress.
- B: Of course, it's an exciting innovation for the business and we understand that you can't stop technology being used completely. So, it's not that surprising – but the big announcement ignores that there are human shelf-stackers working here at the moment.
- A: So in a way, you feel aggrieved at the way the news has come out. That's understandable.
- B: Well, yes that's part of it. From our point of view though, the main concern is that people might be losing their jobs. The more robots do the work, the fewer jobs there'll be here or anywhere else.
- A: I know what you mean. Unless you can be sure of job security, it's difficult to get excited about the change. The change isn't about forcing people out, though. The company wants to move employees into other jobs, in customer service for example.
- B: So, you're saying that we won't be losing our jobs? That's good news. But we need to know and we also think it's time for a pay rise – it's been a long time!
- A: Uh huh, I'll find out as soon as I can what we can do about that.
- B: OK, thanks. I know that you're in a tricky position – between the board and the staff.

EXAMPLE OUTPUT B

- A: Clearly you're concerned about your jobs, but we all know that technology is part of the future of retail so we can't really do anything.
- B: It's just about saving money really and the workers are the ones who are going to lose out. We've already waited a long time to get a pay rise.
- A: It's not about that. We want to make the business work efficiently. No one really enjoys stacking shelves – it's hard work, so surely this is a good thing. We want robots to do that work and then people can concentrate on doing the things that people do well.
- B: Like what exactly?
- A: Well, working with customers, for example. We can offer them better service, then they'll keep coming back to our stores. It makes sense for the business, so it will be good for everyone.
- B: Hmm, I'm not sure about that.

Teacher's comments

The dialogue isn't successful because Ss don't show sensitivity towards the other person's viewpoint. They make their points but neither seems to want to accept the other person's arguments. Consequently, the meeting doesn't make any positive progression.

Marks: 1/5

Teacher's comments

This dialogue is a good example of a constructive conversation. Both Ss demonstrate that they are listening to one another and have an understanding of the other's viewpoint, with effective use of paraphrase. The meeting moves towards a positive ending.

Marks: 5/5

4C Model economy

WRITING OUTPUT | a summary of a process

GOAL | explain a complex diagram

MEDIATION SKILL | describing a process diagram

CEFR mediation descriptor: Can interpret and present clearly and reliably in writing the salient, relevant points contained in complex diagrams and other visually organised data on complex academic or professional topics.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to practise interpreting and describing visual data, specifically complex diagrams.

WARM-UP

- 1** Read the questions with the class and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. The photos are images to represent microlending, an online marketplace and recycling. They are likely to have more to say about the latter two than the first, but there is no need to go into too much detail about any of these at this stage. When they have finished, ask a few Ss to share their answers and have a brief class discussion.

PREPARE

- 2 A** Read the Scenario and the question with the class. Ask Ss to look at the diagrams, then answer the question in pairs. Check the answer with the class.

ANSWER:

Hwan wants you to help him understand some diagrams of economic trends and models.

- B** Ss identify and label the diagrams individually, then check in pairs. Check answers with the class. Elicit how Ss identified how the diagrams should be labelled.

ANSWERS:

- A sharing economy
- B circular economy
- C microlending

- 3** Ask Ss to read the Mediation Skill box and check their understanding of both the skill and the approaches and phrases under each heading. Put Ss in pairs and ask them to match the sentences with the headings in the box. Check answers as a class.

POSSIBLE ANSWERS:

Overview: g

Specifics: c

Supporting information: b

Sequencing: a, d, h, j

Cause and effect: e, f, i

- 4** Explain to Ss that they are going to match the description of the sharing economy in sentences a–j in Ex 3 with the numbers 1–10 in diagram A in Ex 2A. Ss match the sentences with the relevant parts of the diagram individually, then check in pairs. Go through the numbers in the diagram with the class and ask individual Ss to name the letter of the sentence that fits each one and read the sentence out loud.

ANSWERS:

1 g 2 b 3 h 4 c 5 f

6 e 7 i 8 a 9 j 10 d

MEDIATE

- 5** Remind Ss of the Scenario. Put them in A/B pairs to write a short description of their respective diagrams. Tell them they should try to practise the language and ideas from the Mediation Skill box. You could give them some time to plan their ideas before they write or you could ask them to do the writing task outside class. They should aim to write 130–180 words.

EXTRA CHALLENGE Ss work in A/B pairs and take turns to read their description to their partner who verifies their understanding of it, as well as practising the mediation skill and language further, orally, by explaining the diagrams ‘back’ to the original explainer.

- 6** Put Ss in groups and ask them to share their ideas about which model they believe has the biggest impact for them personally and globally.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner includes an overview of the diagram and data
- learner interprets and clearly explains the diagram
- learner uses relevant data to support and exemplify explanation

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

The diagram gives an overview of the flow of materials and products in the circular economy. The goal of the circular economy is to reduce waste to zero. You can see why this is so important in this statistic – only five percent of materials are reused, eighty percent of products are burned or simply thrown away.

It starts with the production stage. People need to change the way products are made to reduce the materials used. This may mean redesigning products. After that, the products are used and consumed by people. Then, these arrows shows how products are recovered in the circular economy when people no longer need or want them, instead of being wasted. A lot of what we throw away is still usable – for example, \$460 billion of clothes are wasted every year. If the products are broken, they can be repaired and reused. And if they can't be repaired, they can be recycled and used to make new products.

As a consequence, we can reduce waste and the resources we need.

Teacher's comments

This description gives a clear and simple explanation of the process diagram and uses relevant information to support this explanation and exemplify the process.

Marks: 5/5

EXAMPLE OUTPUT B

What this diagram shows is the flow of materials and products in the circular economy.

It starts with the production stage. Companies can reduce the resources they use by redesigning products which are then used and consumed by people in the normal way. Subsequently, before people throw them away, we try to find ways that they can be useful. This could be making them available for other people to use – second-hand clothes, for example. Even broken or damaged products can be reused if they are repaired. Alternatively, the products can be recycled as we already do. We can use them to make different products.

In the circular economy, this is called 'recovery'. It reduces waste and the amount of new materials that we need.

Teacher's comments

This description is fine as a simple description of the different stages shown in the diagram. However, it doesn't include an overview of the diagram or the overall goal of the circular economy, so it may not be clear to the reader why they should be interested. There are also opportunities to use relevant data, e.g. the value of wasted clothes, which are missed.

Marks: 2/5

5C Playing with words

WRITING OUTPUT | an email for a colleague

GOAL | give opinions about a course of action

MEDIATION SKILL | describing the techniques used in advertising

CEFR mediation descriptor: Can recognise the finer subtleties of nuanced language, rhetorical effect and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and ‘unpacking’ meanings and connotations.

Timing | 40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to evaluate tag lines for a product in order to practise interpreting deeper meanings, ambiguity and creative language.

WARM-UP

- 1 Read the questions with the class and put Ss in pairs to discuss them. When they have finished, elicit their ideas and have a brief class discussion.

PREPARE

- 2 Read the questions with the class. Ask Ss to read the Scenario, then answer the questions in pairs. Check answers with the class. Explain to Ss that they’ll go on to read the article and the examples of tag lines mentioned in the Scenario in Exs 3 and 4 and will then hold the meeting later in the lesson.

ANSWERS:

- 1 You work for a marketing company.
- 2 a slogan or tag line for Nature’s Candy

- 3 Elicit ideas as to what a tag line is, but don’t give the answer yet. Tell Ss to read the article to check their ideas. Ask if Ss can think of any examples. Be prepared to give some examples from well-known products (e.g. soft drinks, confectionery, makes of car, cleaning products).

- 4 Ask Ss to look at the products and match them with the tag lines in pairs. Check answers with the class.

ANSWERS:

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

- 5A** Ask Ss to read the Mediation Skill box and check their understanding of the literary devices and the phrases used to describe the techniques. Ask Ss to read the emails and find other examples of ways to discuss the techniques, then check in pairs. Check answers with the class.

ANSWERS:

Meaning

It’s a take on a common phrase, playing with the double meaning. (email 1)

I like how it’s very short and simple but still achieves quite a lot ... it effectively communicates the concept of ‘creativity’. (email 2)

... it’s a short idiom without any word-play or pun, but it still lands its message about how using their service is convenient because you can access it on your phone while also promising security ... (email 3)

I’m not really sure how the original idiom connects to the product ... (email 4)

Impact

It helps bring your attention to the brand’s key messaging ... It’s quite a clever message. (email 1)

... it works well as a written slogan because it gets you thinking. It makes an impact because, with just a couple of words, ... (email 2)

... it still lands its message about ... (email 3)

To be honest, it doesn’t strike me as being very memorable. (email 4)

- B** Ss match the emails with the tag lines in Ex 4, then check in pairs. Check answers with the class. Ask Ss what words or phrases in the emails helped them identify the answers.

ANSWERS:

- 1 c 2 g 3 e 4 f

- 6 Put Ss in groups of three to discuss the tag lines in Ex 4. Encourage them to identify the examples of word-play and double meaning. Elicit which they thought were the most effective and why.

MEDIATE

- 7 Refer Ss back to the Scenario. In their groups, they discuss the suggestions for tag lines. Give support with the idioms (see Extra support: Teacher below).

EXTRA SUPPORT: TEACHER

All sweetness and light – an idiom related to someone’s pleasant behaviour, often after tension or conflict

Bite off what you can chew – a twist on the idiom ‘bite off more than you can chew’, to describe committing to more than you can do

Required taste – a play on the idea of an ‘acquired taste’, meaning an unusual flavour

Cherrypicked – a metaphor for choosing only the best

Waist not, want not – a pun on ‘waste not, want not’, meaning to use a resource carefully so you don’t run out
Food for thought – a metaphor to describe something which makes you think seriously about an issue
When there’s too much on your plate – a metaphor for having too much to do and feeling stressed about it
A free lunch – a twist on ‘there’s no such thing as a free lunch’, meaning you can’t get something for nothing

MEDIATE

- 8** Ss write an email about the tag lines. Remind Ss to use what they discussed in Ex 7 to write a short summary of their opinion and their reasons. Also remind them to practise the techniques from the Mediation Skill box. They should write 75–100 words.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner recognises elements of word-play and nuance in language
- learner identifies ambiguity of meaning in one or more phrases
- learner discusses effectiveness of one or more phrases

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 a couple of these work really well. ‘A free lunch’ is nice, because it’s short and plays with the expression that there’s ‘no such thing as a free lunch’ and ‘free’ speaks to the idea that the snacks are free from things like added sugar and preservatives. I’m not sure about the ‘cherrypicked’ metaphor – to be honest, I’m not sure how it relates to the product. ‘Required taste’ is similar. It’s a twist on the idea of an ‘acquired taste’ – but I don’t think it lands a message. It makes you think, but it could just be confusing.

I do quite like ‘Waist not, want not’. Again, it’s a twist on a well-known idiom with a pun on the word ‘waste’, so it works well as a written message. I’m not sure this really communicates the product’s main message though – it’s not a diet product, though perhaps it relates to being eco-friendly, too. It makes you think – but I find it confusing. Overall, my preference is for ‘A free lunch’.

EXAMPLE OUTPUT B

I quite like ‘When there’s too much on your plate’. I like this metaphor! And most people will understand the phrase so it’s very clear what the product is about – it’s nice and light, not heavy food. ‘Sweetness and light’ is OK, too, for the same reason. But I don’t really like the ‘Required taste’ one – it sounds a bit negative maybe?

I’m not sure about ‘Food for thought’ – thought about what? Or is it saying that it’s good for your brain? That’s not really important for the product.

Teacher’s comments

The student has identified some ambiguity of meaning and gives an opinion on which work well. However, they need to develop some of the ideas a bit more fully and consider the tag lines in a bit more depth to truly demonstrate understanding of nuance.

Marks: 3/5

Teacher’s comments

The student has successfully recognised a number of double meanings and identified elements of word-play. They have considered the nuance and ambiguity of meaning and give a clear opinion on how effective some of the tag lines are, citing concrete examples.

Marks: 5/5

6C Arguing the point

SPEAKING OUTPUT | a class debate on tourism

GOAL | process and report a range of opinions

MEDIATION SKILL | referring to multiple sources

CEFR mediation descriptor: Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions and debates, interviews), provided the delivery is at normal speed.

Timing | 50 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to hold a debate on the subject of tourism and the environment to practise referring to different oral sources.

WARM-UP

- Elicit what Ss can see in the photos and if anyone can recognise where they were taken (From top to bottom, left to right: Venice; Latvia; Chengdu, Sichuan, China; Venice). Read the questions with the class and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask a few Ss to share their ideas and have a brief class discussion.

PREPARE

- Read the questions with the class. Ask Ss to read the Scenario, then answer the questions in pairs. Check answers with the class.

ANSWERS:

- a debate
- whether people should be restricted to one return flight (i.e. to a destination and back again) per year for the purposes of tourism
- Put Ss in pairs to discuss what they think they need to do to prepare for a debate. Give them just a minute or two then ask for volunteers to share their ideas with the rest of the class. Explain that they're going to hold a debate later in the lesson.

- MB6.01** | Tell Ss they're about to hear five different speakers discussing issues related to air travel from the radio programme mentioned in the Scenario. Read the descriptions of the speakers with the class and check understanding. Tell them to think about what the different people might say about the issue before they listen. Play the recording for Ss to identify the speakers from their stance on the issues, then check in pairs. Check answers with the class. In feedback, write the number of each speaker with their description on the board for Ss to refer to in Ex 5.

AUDIOSCRIPT MB6.01

- What a lot of people don't think about is that, if tourism stops overnight, some communities simply won't survive. So what's left for those people to do? They won't have any option but to move to already overcrowded cities and lead less sustainable lives.

And if you think about safari or rainforest tours, for example, they actually opened up opportunities and a way to preserve habitats and the wildlife. They mean that people no longer need to be involved in logging, poaching or big game hunting to make a living. If you shut down tourism, it will be a big boost for some very exploitative and harmful industries.

Costa Rica is just one great example of the benefits of the ecotourism boom – during the 1970s, it was one of the most rapidly deforested places on Earth. Fast forward to now, and protected national parks make up more than thirty percent of the land. Tourism is a crucial part of the economy and what has made it all possible.

- The economic benefits of tourism pale into insignificance when you think of the scale of the economic disaster that awaits if we don't avoid climate catastrophe. People often talk about the benefits of ecotourism, but the fact is that that kind of tourism is very expensive and is a minority interest. Most travel is made up of people flying a few thousand miles, creating tons of CO₂, just so they can be somewhere sunny for a few days, and what are they doing while they're there? Over-consuming and using swimming pools and so on – which themselves are very damaging.

Even worse than that are the incredibly wealthy people who use private jets. I read an article recently saying how private jets are ten times worse in terms of CO₂ emissions than standard commercial aviation – and fifty times worse than trains!

I hear that there are now 'flights to nowhere', too! People are literally flying a couple of hours into foreign airspace so they can get some duty-free shopping, before landing back at the same airport they left from!

- 3** Clearly some kinds of tourism are more problematic than others – just look at the oversized cruise ships causing Venice's foundations to crumble. So sad when it's one of the most iconic places on the planet, a testament to human ingenuity and creativity. Having said that, I don't think we can just decide 'no more travel'. It's simply not realistic – or even desirable.
- So what we need to do is learn the lessons from positive tourism and encourage that, and take measures to reduce 'bad tourism'. That could be through tougher regulation on the tourism industry, progressive taxation or even outright bans on certain practices – domestic flights in a country the size of the UK, for example. It's absurd, really. It's probably true that we need to travel, and in particular fly, less often. I would be in favour of legislation there, but we shouldn't give up on travel completely. It's part of what we are as a species.
- 4** They've just built a new runway and it's made our lives a complete nightmare. The noise pollution, I mean. It's just constant now. At least we used to get a break between midnight and 5 a.m. But since they've expanded the airport, they've changed the rules and it's 24/7. We tried to fight against it, but no one listens to us. Why would they? We haven't got millions of dollars to invest. That's all anyone really cares about – and that's why they won't make any positive change.
- 5** To be honest, I'm not sure what to think. Every week you hear or read about a different story. We all know that some things have to change – and I try to do my bit, like now – going to work by train or whatever, but does it really make a difference? I don't know. It's just daunting really. It puts me off reading the news cos it's easier just to bury our heads in the sand. It's time for the government and big business to take responsibility. Maybe they do need to bring in a law like this, and it'll force airlines to find a cleaner way to fly.

ANSWERS:

1 e 2 b 3 d 4 a 5 c

- 5**  **MB6.01** | Put Ss in pairs to discuss the statements and match them with the speakers in Ex 4 (they should refer to the list you wrote on the board for the number 1–5 for each speaker). Play the recording again for them to check their answers, then check answers as a class.

ANSWERS:

1 c 2 a 3 e 4 d 5 b

- 6** Ask Ss to read the Mediation Skill box and check their understanding of the ways to make reference to arguments from other people and sources as well as the language used in the phrases. To demonstrate the activity, give an example of a completed phrase, e.g. *The example that the travel*

agency CEO gives is very valid: we can't ignore the fact that tourism has been an important factor in Costa Rican conservation projects. Allow Ss to listen to the recording again if necessary. Ss complete the sentences using words and phrases from the box and their own ideas. When they have finished, ask volunteers to provide examples for each answer. Give class feedback on any issues around usage of the language.

ANSWERS / POSSIBLE ANSWERS:

- 1 The example that the travel agency CEO gives is **interesting**: we can't ignore the fact that some places need tourism.
- 2 It's like the last speaker **says**; all these companies care about is money.
- 3 I see it very much **like** the travel writer; we need some changes, but can't stop tourism completely.
- 4 It's hard to argue with the **idea** that governments need to take responsibility. However, we also need to consider the role that companies should play.
- 5 While the travel writer does make a **valid** point, I think what the climate change activist says is more important.
- 6 Though I **agree** we have to consider places that depend on tourism, the environment is a more urgent issue.

MEDIATE

- 7** Remind Ss of the Scenario. Put them in groups of four and assign Ss as pairs A and B to work together. Check the pairs understand the stance they will take in the debate. Tell them to read the rules of the debate before they start preparing and answer any questions they have. Encourage them to practise the language and strategies from the Mediation Skill box to refer to the speakers they have listened to and remind them to try to predict what the other side will say. Give them at least five minutes to prepare.

- 8** Check the groups are ready and remind them they need to listen to the other side without interrupting before the open debate. When they're ready, give them at least ten minutes for the debate. Monitor the debates, checking that Ss are referring to the speakers they heard using the techniques and language in the Mediation Skill box.
- 9** When Ss have finished their debates, ask them how they thought the debates went and share ideas. If there is time, give some general class feedback, paying particular attention to the skills of citing different sources and comparing varying opinions. Elicit the personal opinion on the topic of several Ss.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner cites relevant information from more than one source
- learner gives examples to support their ideas
- learner uses source information to construct a coherent argument
- learner is active in the debate (contributing their views, listening and responding to 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

A1: While we agree that travel is very important to people, just like the travel writer says, it's impossible to argue with the fact that the climate problem is very serious. That's why we believe the world needs to take action urgently, even if it won't be a popular decision. We see it very much like the commuter who said it is time for governments to take responsibility. And, what can a government do? They can make laws exactly like this.

B1: Though I agree we have to consider the impact of tourism on the environment, we can't ignore people in the world who depend on tourism to live. The example that the travel agency CEO gives of Costa Rica is very compelling. Who knows what the situation would be if that country didn't have a tourism industry? They could be cutting down forests. While the activist does make a valid point about 'flights to nowhere', I agree with the travel writer that there is also good tourism. We need to find a middle ground between the two.

A2: Both sides make fair points, but I find the arguments against the law are less convincing. While it's important to look after places that depend on tourism, we can't ignore the fact that the economic situation will be much worse if we don't do something to avoid climate disaster.

EXAMPLE OUTPUT B

A1: Well, we are in favour of the rule because it's time to do something about the problem. Everyone knows this. Just look at what the activist, the travel writer and the commuter all say. And they're right. The problem is that it's all about money. We need to find a way to do something before it's too late. Otherwise, the problem will be even worse for all of the world – even the places like Costa Rica.

B1: We don't think this rule is a good idea. It's too hard – how will they force people to do it and what will happen to places that need tourism? It's like the travel agency CEO says: the situation could be a lot worse if we didn't have tourism and we often forget about that side of travel.

Teacher's comments

The debate isn't that successful because the speakers don't develop fully coherent arguments. Each cites at least one source, but either they're not specific enough (A1 refers to a group of people who make a range of points so they need to clarify this) or they fail to contrast it with any others (B1 mentions only the travel agency CEO). The speakers could increase their score if they went on to cite multiple sources, using relevant examples to construct a coherent argument.

Marks: 2/5

Teacher's comments

The speakers in this debate all do a good job of constructing clear and coherent arguments. They support their arguments with examples and cite specific sources. All of the supporting information is relevant, but they could report it in more detail to make sure it is understood by the rest of the group, e.g. when they mention 'flights to nowhere'.

Marks: 4/5

7C On the trail

WRITING OUTPUT | a short summary of a talk

GOAL | identify what is relevant in a talk

MEDIATION SKILL | taking notes

CEFR mediation descriptor: Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.

Timing | 45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to take notes on a talk to practise the skill of filtering and selecting relevant information.

WARM-UP

- Focus attention on the photos and elicit Ss' ideas as to where the place is and anything they already know about the Appalachian Trail, but without giving any detailed information yet. (The Appalachian Trail is a managed 3,000 km hiking trail passing through fourteen US states from Georgia to Maine.) Read questions 2 and 3 with the class and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask a few Ss to share their answers and have a brief class discussion.

PREPARE

- Read the questions with the class. Ask Ss to read the Scenario, then answer the questions in pairs. Check answers with the class.

ANSWERS:

- a hike along part of the Appalachian Trail
- Possible answer: what you'll need to take, the necessary preparation, what's challenging, things you can do and see

- Ask Ss to read the Mediation Skill box and check their understanding of the points to consider and listening for signposting in particular. Give them some time to consider the two questions (purpose and audience) in relation to the Scenario individually, then discuss their ideas in pairs. Compare ideas as a class.

ANSWERS:

- The purpose is to pass on important information to a group of people who aren't able to attend, as leader of the group.
- The audience is the rest of the hikers, who are fairly inexperienced.

-  **MB7.01** | Tell Ss that they're going to hear the first part of the talk to practise the mediation skill. Ss listen and complete the notes, then check their answers in pairs. Check answers with the class. If Ss are not clear about something, you can refer them at this point to the script for this part of the talk, which is printed on page 157.

ANSWERS:

- | | |
|---------------------|--------------------------|
| 1 experience | 5 mental |
| 2 (day) hikes | 6 'Why am I doing this?' |
| 3 (health) benefits | 7 support |
| 4 weight | 8 time |

- Point out to Ss that not all of the information in the talk and the notes in Ex 4 is relevant to their audience. Put them in pairs to discuss and circle (or highlight) the important information in the script and cross out the unnecessary information. Check answers as a class to reach a consensus on what information is important.

POSSIBLE ANSWERS:

Important information: a huge undertaking that requires the right preparation and attitude ... be physically fit ... head out on a few local, day hikes with your pack and gear as heavy as you plan to carry ... keeping fit and eating right ... not purely a physical challenge, it's a mental one, too ... think of your honest answer to the question 'Why am I doing this?'. And ... picture yourself arriving at Mount Katahdin ... have a 'support person' ... need someone back home that you can call for mental support

Unnecessary information: the Dientes Circuit Trek in Chile, which I'd love to hear more about if you have some time after ... general health benefits that I'm sure we're all aware of: improving circulation and strengthening the cardiovascular system, lowering blood sugar, weight loss, bone strength, etc. ... my friend Jan came and talked to me (we ended up getting married as it happens!) ... it's not that time of year when we're out of sync for a couple weeks with daylight saving. Boy did that get me in trouble a few years back ...

- 6** In the same pairs, as for Ex 5, Ss edit the notes in Ex 4 to reflect the key information selected in Ex 5. Remind them that as well as taking information out, they should also check if any new information needs to be added. Monitor and offer support as necessary. Check ideas as a class. Make a point of how much shorter the notes are to highlight the benefits of the skill.

POSSIBLE ANSWER:

What you need: physical fitness & experience
General fitness key – do local day hikes with a pack and gear as heavy as you plan to carry, keep fit and eat right
Not just a physical challenge – it's mental, too.

- prepare mentally: know your answer 'Why am I doing this?'
- visualise arriving at Mount Katahdin
- have a support person (back home) who'll motivate you

MEDIATE

- 7**  **MB7.02** | Explain to Ss that they're now going to hear the second part of the talk to apply the mediation skill. Ss listen and take notes. If they need more support, allow them to listen again.

AUDIOSCRIPT MB7.02

Part two

OK, so that's the physical and mental or psychological challenges covered. But do you know the most frequent reasons for failed hiking trips? It's the little – which isn't to say trivial – practical things. Before you do anything, check your gear is in good, working condition and, even if this sounds obvious, make sure it fits properly **and** you know how to use it. This is another reason to go out on a day hike before you head out on the trail. You won't believe the number of people I've had to stop and help with a tent or camping stove. I once stumbled across a guy practically in tears cos he couldn't work his flashlight. The sun was going down. Would've been a long, dark night for him if we hadn't happened upon him.

Related to the point of equipment, while you need to take certain things, try and pack as light as you can. It stands to reason, but lighter is better so carefully consider what you think is 'important'. I live by a golden rule of never carrying more than twenty-five percent of my body weight. Now, if you're not a big person, that seems a little unfair, right – 'Why can't I take as much just because I'm smaller?'. But see what you can work out between your team to spread the load proportionately – now I hear you bigger guys saying 'Hey, that's not fair either'. If it's any comfort, I know exactly how you feel. I actually lost a few pounds recently, believe it or not, largely thanks to the

Appalachian Trail in fact! Anyhow, your team leader will share a checklist and weight calculator that'll ensure you're prepared but without carrying unnecessary weight.

Another great way to do that is with 'bump boxes' – and I hope you've started planning this already – it's a package with supplies you can pick up from the towns on your route. And that doesn't just have to be food – it could be new boots and clothes.

You'll also spend some money when you get to those towns but budget carefully and stick to it. Costs for things like food, a shower or even the occasional warm bed can all add up, especially with the increased cost of living in the region over recent years.

I mentioned food there – that's, without doubt, a critical factor for a successful hike. You can't overestimate how important it is to morale – I'm sure you'll know that already. You need as varied a diet as possible – carbs, protein and yep, some high-sugar. Instant noodles or pasta really won't cut it after the first few nights. One guy I know did just that, pretty much ate noodles and pepperoni for a week and he said it was the best time of his life! But I think that's more the exception than the rule. Generally, the more variety, the better you'll feel physically. And also, in those low moments we spoke about earlier, having something you're looking forward to eating later can give you that push you need.

And one last thing: duct tape. No, this is not a joke ... people talk about how it can fix just about anything, you know. And it's true! In the past I've used it to mend broken hiking poles, water bottles, whatever it is – it can be a real lifesaver.

- 8** Ss compare their notes in pairs. Encourage them to give constructive feedback on how they could improve.
- 9** Remind Ss of the Scenario. Ask them to write their summary of the second part of the talk for their hiking group, using their notes from Ex 7 to help them. If there is time, give some general class feedback, on their application of the mediation skill.

EXTRA IDEA Find out if any Ss have been on a similar hike or an expedition for which they needed to prepare. Elicit what kind of preparation they needed to do.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner selects relevant information for the audience and purpose
- learner filters out unnecessary information

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

Practical things

- 1 Check your gear
 - is working
 - fits properly
 - you know how to use it (another reason to go out on a day hike)
- 2 Pack light
Golden rule: never carry more than 25% of body weight (spread the load proportionately across team)
 - ensure you're prepared but without unnecessary weight
 - share a checklist and weight calculator with team
- 3 'Bump boxes'
Packages with supplies to pick up from towns – include food, new boots and clothes
- 4 Money
Budget carefully and stick to it (costs include food, a shower, the occasional warm bed)
- 5 Food
 - a critical factor for a successful hike
 - as varied a diet as possible – carbs, protein and some high-sugar; not just instant noodles/pasta
 - the more variety, the better you'll feel physically and for morale
- 6 Duct tape!
Can fix just about anything!

EXAMPLE OUTPUT B

Check your gear is working properly.

Don't carry more than 25% of body weight – this might seem unfair for heavier people, but make sure you're prepared.

Arrange 'bump boxes' (with extra supplies) to pick up from towns.

Budget carefully for things you might need on the way.

Food is very important for a successful hike with lots of variety though there are some exceptions to the rule (some people like just pasta for a week!).

And bring duct tape.

Teacher's comments

The notes include most of the key headlines from the talk but there is some important information missing, for example details about what 'bump boxes' are and include. The student has also failed to filter out some unnecessary information, noting 'there are some exceptions to the rule', for instance.

Marks: 2/5

Teacher's comments

These notes do a great job of summarising the key points from the talk, including important details. The notes could be used to pass on to people who weren't able to attend the talk. The student successfully filters out all or most of the unnecessary information.

Marks: 5/5

8C Working as a team

SPEAKING OUTPUT | a staff meeting

GOAL | make a decision as a group

MEDIATION SKILL | keeping the conversation on track tactfully

CEFR mediation descriptor: Can develop the interaction and tactfully help steer it towards a conclusion.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to discuss and agree on a staff-training course, with emphasis on tactful management of the discussion to achieve a satisfactory outcome.

WARM-UP

- Focus attention on the photos (which show a variety of team-building activities) and read the questions with the class. Put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask a few pairs to share their answers and have a brief class discussion.

PREPARE

- Read the questions with the class. Ask Ss to read the Scenario, then answer the questions in pairs. Check answers with the class.

ANSWERS:

- a productivity and team-building course
- hold a staff meeting to discuss each option and choose the best for the whole team

- Explain to Ss that they are going to hold the meeting later in the lesson. Ask them to read the Mediation Skill box and check their understanding of both the behaviour and type of language required for the skill and the different functions involved. If necessary, read the sentences (1–8) with the class before asking Ss to decide which of the functions in the box each one matches. Ask students to check in pairs before checking answers with the class.

ANSWERS:

Moving the conversation on: sentences 1, 3 and possibly 8

Returning to a point: sentence 2

Interrupting: sentences 4 and 8

Concluding: sentences 5, 6 and 7

MEDIATE

- Remind Ss of the Scenario and allow them some time to read the course descriptions. Put them in groups of three and allocate roles (A, B and C). You can tell them they will each get a chance to take the role of the manager and practise the language and behaviour from the Mediation Skill box. Ask Students B and C to each pick the course they think would be best. Check which courses they have chosen to make sure they have different courses – if they have chosen the same course, you will need to assign each student a different course to put forward. When Ss are ready, give them about five minutes for the discussion, with Student A responsible for keeping the meeting on track and Students B and C being persuasive about their chosen course. Repeat the activity twice to give everyone the opportunity to lead the meeting. Check that Ss choose different courses in each meeting to avoid too much repetition.

- When Ss have finished their discussions, ask them how their meetings went and share ideas. Hold a vote to see which course they think would be best and discuss why as a class.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner uses appropriate language, tone and register to keep the meeting on track
- learner brings the meeting to a conclusion
- learner is active in the meeting (contributing their views, listening and responding to 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

A: So, shall we discuss the courses in order? What do you both think of the Emotional Intelligence course?
B: I'm not sure really. I think most of us are pretty good like that anyway.
C: Yeah, I think we could use the time a bit better.
A: Right, let's move on to the next one then, given the time. What about the Mindfulness course?
C: I love the sound of it. It's the kind of course I've always wanted to do. We'll benefit individually and it will be good for the whole team.
A: OK, thanks. Let's talk through the rest of the courses, shall we? So, how about the Nature course?
C: Well, I already made the case for the Mindfulness course. The Nature course sounds like a bit of a waste of time. The company are already making some positive steps in that direction ...
A: Sorry to interrupt, but let's make sure we hear a few more ideas. We haven't got much time.
B: Well, the Nature course sounds fine, but I definitely want to consider the Conflict course. It sounds very interesting and I think we need it in our team – there's a lot of conflict.
C: Ha! Well, that's true. Do you really think we need to embrace it more, though?
A: Let's move on to the next couple of courses and then we can come back to that point.
...
A: Right, to recap, we agreed we're going to choose between the Mindfulness and the Conflict courses. We'll suggest those to the rest of the team and get them to vote on it.

Teacher's comments

Student A does well to keep the meeting on track. They interrupt successfully to make sure each point is discussed and conclude with the group decision at the end of the meeting.

Marks: 5/5

EXAMPLE OUTPUT B

A: So, who wants to start off? Which course do you think would be the best?
B: I will. For me, the Nature course has to be the best one. I think it's something we will enjoy, it will benefit the business and it's important for the whole world right now.
A: OK, thanks for your ideas.
C: I disagree actually. I think the Mindfulness course would be much more useful. I think it's probably going to be more practical. It will help us create a happier workplace – that's what we all need, isn't it?
B: I suppose. But don't you think we need to focus on the climate crisis now? And everyone feels happier when they're more connected to nature. It feels like we have the benefits of both things in one course
C: We all know we need to be doing what we can for the environment. We hear about it all the time! I'm not saying it's not important, but it's the company directors who should be thinking about that. They can make the big difference.
B: Yes, but this course might give us some ideas on how we can influence their decisions – by understanding the business opportunities, do you know what I mean?
A: So maybe we can stop there and think about ...
C: I'd just prefer to do a course that helped us improve our situation more directly. I don't see how a nature course will do that.
B: Like I said earlier, there are obvious benefits to connecting more with nature.

Teacher's comments

Student A tries to keep the meeting moving in the right direction, but allows the other Ss to control the discussion. There are times when Student A could interrupt and move the conversation on, but fails to do so.

Marks: 2/5

C1–2 Global Scale of English LEARNING OBJECTIVES

UNIT	READING	LISTENING	SPEAKING
1			
Lesson 1A	79 Can identify inferred meaning in a linguistically complex text. 76 Can identify similar and contrasting opinions, including inferred meaning, across a range of texts.		77 Can justify a point of view using linguistically complex language.
Lesson 1B		78 Can understand most of a linguistically complex podcast. 72 Can identify specific information in a linguistically complex presentation or lecture.	78 Can compare, evaluate and prioritise different ideas using linguistically complex language. 73 Can suggest alternatives to hypothetical proposals in a general discussion.
Lesson 1C			81 Can manage the participants in a fast-moving discussion to keep it on course. 76 Can contribute to group discussions even when speech is fast and colloquial. 75 Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.
Lesson 1D	77 Can understand a detailed description in a linguistically complex academic text.		80 Can participate in discussions using linguistically complex language to compare, contrast and summarise information. 76 Can provide clarification of a complex point in a discussion using reformulation and paraphrase.
Mediation			
2			
Lesson 2A	79 Can understand complex arguments in newspaper articles.		78 Can give reasons and explanations for their opinions using linguistically complex language. 77 Can justify a point of view using linguistically complex language.
Lesson 2B		82 Can understand the details in a linguistically complex audio recording.	76 Can summarise the main points from answers to a survey using linguistically complex language. 73 Can develop an argument on an academic topic, including supporting points and relevant examples.
Lesson 2C			80 Can maintain and develop interaction on an abstract topic by expressing interest, agreement or disagreement.
Lesson 2D			76 Can contribute to group discussions even when speech is fast and colloquial.
Mediation			76 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.

Where GSE values are shown in italics it indicates the GSE values are currently in draft form.

WRITING	GRAMMAR	VOCABULARY
	<p>77 Can replace past conditionals with 'but for' in formal statements.</p> <p>77 Can use a range of phrases and verb tenses to refer to wishes and hypothetical situations.</p>	<p>76–90 Can use language related to expressing an opinion or judgment.</p> <p>76–90 Can use language related to correct, true or incorrect, untrue.</p>
80 Can take effective notes while listening to a linguistically complex audio recording.	78 Can use a wide range of complex forms of relative clauses.	<p>76–90 Can use language related to educational issues and problems.</p> <p>76–90 Can use language related to studying, learning and teaching.</p>
		76–90 Can use language related to thinking.
81 Can confidently argue a case in writing, specifying needs and objectives and justifying them as necessary.		76–90 Can use language related to studying, learning and teaching.
77 Can evaluate the extent to which a work follows the conventions of its genre.		
	<p>76 Can make comparisons in linguistically complex sentences.</p>	<p>76–90 Can use language related to cause, purpose and effect.</p> <p>76–90 Can use language related to decision or indecision.</p>
76 Can write essays and reports synthesising information from a number of sources.	79 Can use a wide range of structures to report both spoken and written language.	<p>76–90 Can use language related to summarising.</p> <p>76–90 Can use language related to cultures, customs, traditions and celebrations.</p>
		76–90 Can use language related to manner of doing something.
80 Can write a detailed description of a place using linguistically complex and nuanced language.		76–90 Can use language related to food and drink.

C1–C2 | GSE Learning Objectives

UNIT	READING	LISTENING	SPEAKING
3			
Lesson 3A		82 Can understand the details in a linguistically complex audio recording.	80 Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.
Lesson 3B	88 Can critically evaluate the structure, content and style of a text using linguistically complex language.		79 Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.
Lesson 3C			80 Can reformulate what they want to say during a conversation or discussion using linguistically complex language.
Lesson 3D			80 Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.
Mediation			76 Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate a detailed understanding of each party's requirements for an agreement.
4			
Lesson 4A	73 Can identify specific information in a linguistically complex factual text.		77 Can justify a point of view using linguistically complex language.
Lesson 4B		82 Can understand the details in a linguistically complex recording. 74 Can follow an animated conversation between two fluent speakers.	76 Can describe the details of problem-solution relationships using a range of linguistic devices.
Lesson 4C			83 Can summarise group discussions on a wide range of linguistically complex topics. 79 Can facilitate understanding of a complex issue by highlighting and categorising the main points.
Lesson 4D			76 Can speculate about future events or situations using linguistically complex language.
Mediation			

Where GSE values are shown in italics it indicates the GSE values are currently in draft form.

WRITING	GRAMMAR	VOCABULARY
85 Can easily and quickly adapt his / her register and style to suit different online environments, communication purposes and speech acts.	80 Can use a wide range of modal verbs and phrases to express obligation, possibility, ability and necessity.	76–90 Can use language related to job applications, hiring and firing. 76–90 Can use language related to job description and types of work. 76–90 Can use language related to places of work.
	80 Can use a wide range of complex passive structures.	76–90 Can use language related to job description and types of work. 76–90 Can use language related to places of work.
		76–90 Can use language related to politics.
85 Can write linguistically complex and logically structured reports and articles.		76–90 Can use language related to places of work.
	80 Can use a wide range of words and phrases that are followed by verbs in the gerund or infinitive.	76–90 Can use language related to collocations. 76–90 Can use language related to machines and technology. 76–90 Can use language related to emphasizing.
77 Can express themselves fluently in writing, adapting the level of formality to the context.	80 Can use a wide range of the continuous and perfect forms of verbs.	76–90 Can use language related to asking for or providing help.
		76–90 Can use language related to the economy.
81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.		76–90 Can use language related to environmental issues.
76 Can interpret and present clearly and reliably in writing the salient, relevant points contained in complex diagrams and other visually organised data on complex academic or professional topics.		

C1–C2 | GSE Learning Objectives

UNIT	READING	LISTENING	SPEAKING
5			
Lesson 5A	79 Can identify inferred meaning in a linguistically complex text.		79 Can contribute fluently and naturally to a conversation about a complex or abstract topic.
Lesson 5B		79 Can understand stories being told by a fluent speaker using colloquial language.	77 Can justify a point of view using linguistically complex language.
Lesson 5C			80 Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.
Lesson 5D			78 Can give reasons and explanations for their opinions using linguistically complex language. 77 Can justify a point of view using linguistically complex language.
Mediation			
6			
Lesson 6A	90 Can critically evaluate the writer's choice of words to express nuanced meaning in a linguistically complex text.		76 Can describe in detail his / her personal interpretation of a work, outlining his / her reactions to certain features and explaining their significance. 82 Can make a detailed and linguistically complex evidence-based argument in an academic presentation or discussion.
Lesson 6B	82 Can understand a linguistically complex poem.	88 Can understand in detail discussions on abstract and complex topics.	76 Can describe in detail his / her personal interpretation of a work, outlining his / her reactions to certain features and explaining their significance.
Lesson 6C			81 Can tell a detailed anecdote using linguistically complex language.
Lesson 6D			80 Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.
Mediation			80 Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions and debates, interviews), provided the delivery is at normal speed.

Where GSE values are shown in italics it indicates the GSE values are currently in draft form.

WRITING	GRAMMAR	VOCABULARY
	79 Can use linguistic devices such as fronting to emphasise key information in a sentence.	76–90 Can use language related to perceptions and impressions.
76 Can write essays and reports synthesising information from a number of sources. 84 Can give complex information using appropriate register and conventions.	80 Can form a range of participle clauses using present and past participles.	76–90 Can use language related to misinformation. 76–90 Can use language related to revealing or concealing information.
		76–90 Can use language related to encouraging and persuading. 76–90 Can use language related to persuading and motivating.
81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.		76–90 Can use language related to a subject.
90 Can recognise the finer subtleties of nuanced language, rhetorical effect and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and ‘unpacking’ meanings and connotations.		
77 Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.	76 Can use a range of tenses in narrative texts and dialogues to have a particular effect on the audience.	76–90 Can use language related to books, writing and reading.
	81 Can use a wide range of adverbials in linguistically complex sentences.	76–90 Can use language related to music. 76–90 Can use language related to poetry.
		76–90 Can use language related to travel.
80 Can write a linguistically complex account of an event, either from personal experience or from what other people say.		76–90 Can use language related to ideas.

C1–C2 | GSE Learning Objectives

UNIT	READING	LISTENING	SPEAKING
7			
Lesson 7A	87 Can understand long and linguistically complex factual and literary texts appreciating distinctions of style.		85 Can give detailed advice on a wide range of subjects using linguistically complex language. 79 Can contribute fluently and naturally to a conversation about a complex or abstract topic.
Lesson 7B		79 Can follow presentations on abstract and complex topics outside their field of interest. 82 Can understand the details in a linguistically complex audio recording.	80 Can participate in discussions using linguistically complex language to compare, contrast and summarise information.
Lesson 7C			76 Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence. 87 Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoints of others.
Lesson 7D			77 Can express preferences using linguistically complex language.
Mediation			
8			
Lesson 8A	75 Can compare and critically evaluate a summary against the original text.		76 Can give a detailed presentation describing someone's skills and abilities using linguistically complex language.
Lesson 8B		81 Can recognise a speaker's feelings or attitude in linguistically complex speech. 88 Can understand in detail discussions on abstract and complex topics among the speakers with a variety of accents and dialects.	78 Can describe typical behaviours and experiences using linguistically complex language.
Lesson 8C			78 Can give reasons and explanations for their opinions using linguistically complex language. 87 Can confidently take a firm but diplomatic stance over an issue of principle while showing respect for the viewpoints of others.
Lesson 8D			80 Can discuss the credibility of explanations using linguistically complex language.
Mediation			80 Can develop the interaction and tactfully help steer it towards a conclusion.

Where GSE values are shown in italics it indicates the GSE values are currently in draft form.

WRITING	GRAMMAR	VOCABULARY
	80 Can accurately omit words from a wide range of grammatical structures.	76–90 Can use language related to decision or indecision.
82 Can smoothly switch between a range of writing styles to address specific audiences and topics in a personal way. 85 Can write linguistically complex and logically structured reports and articles.	76 Can accurately use prepositions in a wide range of linguistically complex structures and phrases.	76–90 Can use language related to books, writing and reading. 76–90 Can use language related to machines and technology.
		76–90 Can use language related to social issues. 76–90 Can use language related to the news and news reporting.
85 Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader.		76–90 Can use language related to decision or indecision.
80 Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.		
	76 Can use a wide range of noun phrases to make descriptions more concise and detailed.	76–90 Can use language related to aptitude, ability, knowledge and skills.
82 Can write a detailed description of a person or character from literature using linguistically complex language.	82 Can accurately use ‘will’ and ‘would’ in a wide range of complex structures.	76–90 Can use language related to your senses.
		76–90 Can use language related to wellness and illness.
81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.		76–90 Can use language related to thinking.

Pearson Education Limited
KAO Two
KAO Park
Hockham Way
Harlow, Essex
CM17 9SR
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Speakout

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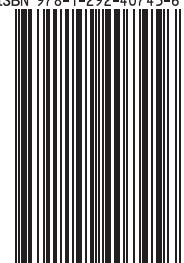
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