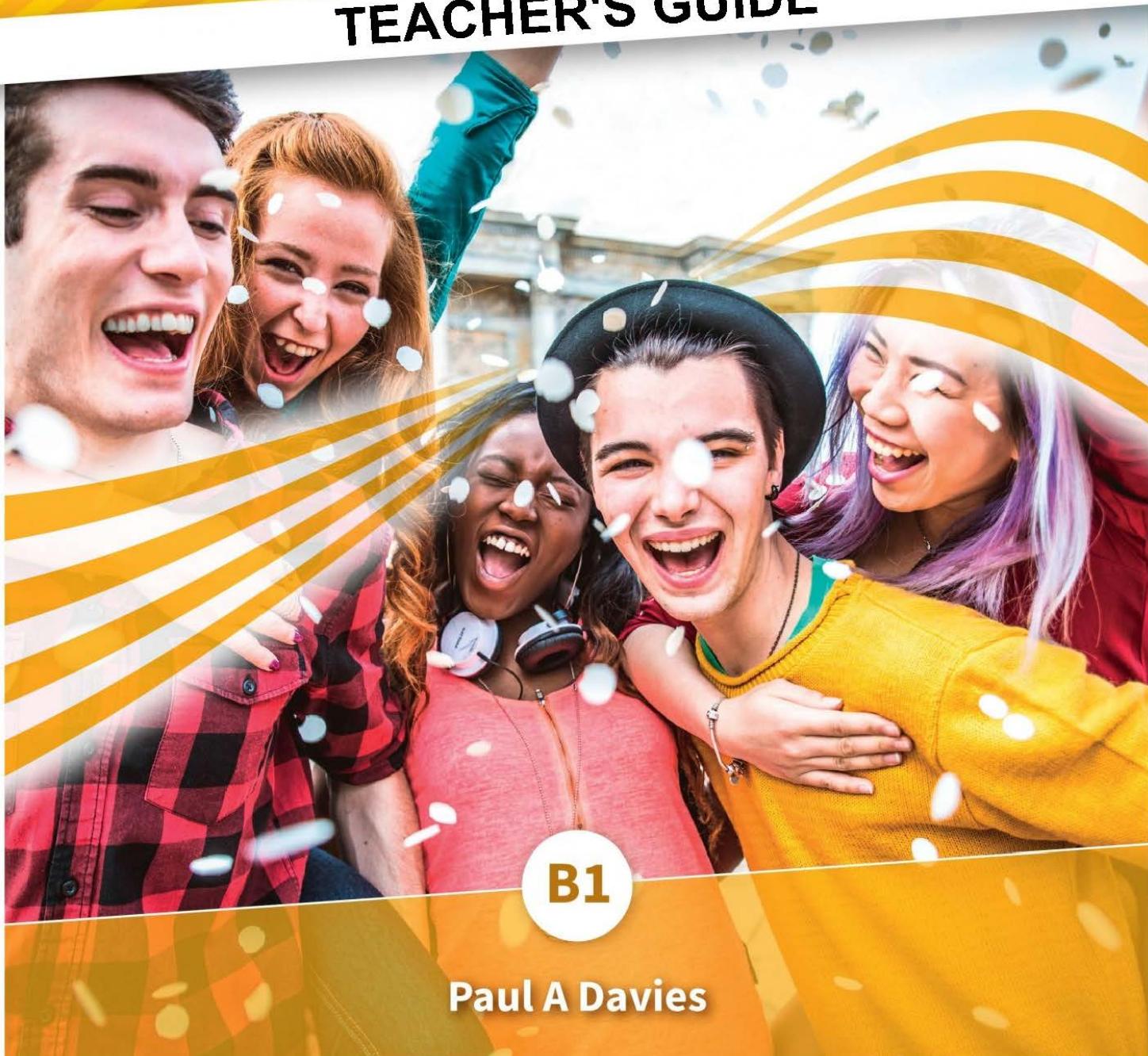


OXFORD

HARMONIZE 3

TEACHER'S GUIDE



B1

Paul A Davies

HARMONIZE 3

TEACHER'S GUIDE



B1

Sheila Dignen

OXFORD
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Contents

Student Book contents	4
Introduction	
Course overview	6
Introducing <i>Harmonize</i>	8
How to do project work	10
Assessment for learning	11
Professional development	13
Unit walkthrough	14
Teaching notes	
Welcome unit	28
Unit 1	31
Unit 2	43
Unit 3	55
Unit 4	67
Unit 5	79
Unit 6	91
Unit 7	103
Unit 8	115
My grammar reference and practice	127
Culture 360°	131
Audio and video scripts	136
Workbook answer key	156

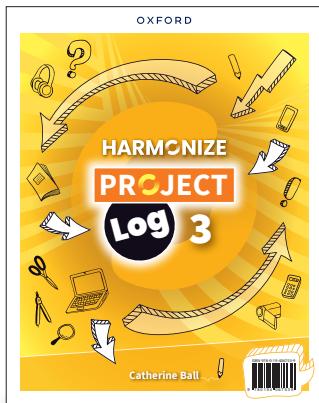
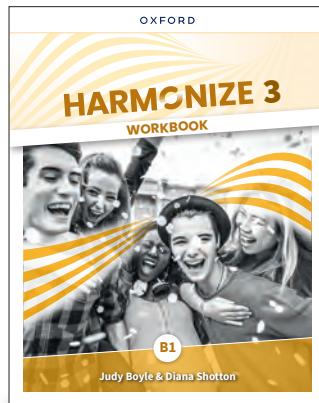
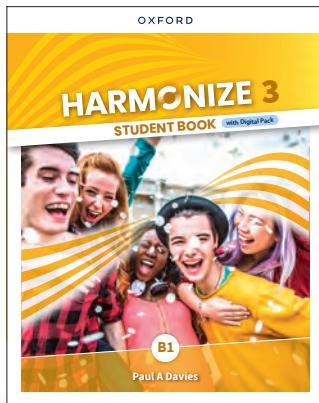
	Welcome ► Video How to do project work About the projects	→ p4	<ul style="list-style-type: none"> Sports Free-time activities Adjectives for feeling Verbs and their opposites 	<ul style="list-style-type: none"> Present simple and present continuous Past simple Comparative and superlative adjectives 	
			Vocabulary	Grammar	Reading
1	Teenage life: a survival guide ► Video Alice's day	→ p8	<ul style="list-style-type: none"> Household tasks Free-time activities 	<ul style="list-style-type: none"> Modal verbs for obligation, prohibition and permission: present and past Modal verbs for advice: <i>should / ought to</i> 	Article: Friendship: past, present and future Skill UP! Using key words to identify the main idea
			PROJECT Create a poster	→ Project Builder 1 p9	→ Project Builder 2 p11
2	Where in the world? ► Video Virtual holiday	→ p20	<ul style="list-style-type: none"> Tourist attractions Holiday activities 	<ul style="list-style-type: none"> Future forms: <i>will, be going to, present simple, present continuous</i> First conditional 	Article: Virtual tourism Skill UP! Collocations
			PROJECT Design a brochure	→ Project Builder 1 p21	→ Project Builder 2 p23
3	Make a difference ► Video Get involved!	→ p32	<ul style="list-style-type: none"> The environment: compound nouns Occupations 	<ul style="list-style-type: none"> Second conditional Indefinite pronouns: <i>someone, anything, everywhere, etc.</i> 	Article: The kindness of crowds Skill UP! Distinguishing the main idea from details in a text
			PROJECT Make a Wish Tree	→ Project Builder 1 p33	→ Project Builder 2 p35
4	What's the story? ► Video Lights! Camera! Action!	→ p44	<ul style="list-style-type: none"> Talking about films Extreme adjectives 	<ul style="list-style-type: none"> Past continuous and past simple <i>too / too much / too many / (not) enough</i> 	Article: Turning points Skill UP! Understanding ellipsis
			PROJECT Make a film trailer	→ Project Builder 1 p45	→ Project Builder 2 p47
5	Connected ► Video There's an app for that	→ p56	<ul style="list-style-type: none"> Using smartphones Business 	<ul style="list-style-type: none"> <i>used to</i> Present perfect and <i>for</i> and <i>since</i> 	Article: Life-changing apps Skill UP! Understanding pronouns
			PROJECT Pitch your idea for a new app	→ Project Builder 1 p57	→ Project Builder 2 p59
6	Aim high ► Video Teamwork	→ p68	<ul style="list-style-type: none"> Verb + noun collocations and their opposites Life events 	<ul style="list-style-type: none"> Present perfect with <i>ever</i> and <i>never</i> Present perfect and past simple 	Article: The flying squirrel Skill UP! Using time expressions
			PROJECT Create a fan page	→ Project Builder 1 p69	→ Project Builder 2 p71
7	Brilliant! ► Video Get inspired!	→ p80	<ul style="list-style-type: none"> Wordbuilding: verbs and nouns Talking about music 	<ul style="list-style-type: none"> Passive: present simple Passive: past simple 	Inspired? Skill UP! Scanning for key words
			PROJECT Give a presentation	→ Project Builder 1 p81	→ Project Builder 2 p83
8	Unexplained ► Video The mystery of the missing chocolate bar!	→ p92	<ul style="list-style-type: none"> Talking about mysteries Useful adjectives 	<ul style="list-style-type: none"> Modal verbs: deducing and speculating Past perfect 	Short story: The adventure of the dancing men Skill UP! Recognizing degrees of certainty
			PROJECT Make a mystery documentary	→ Project Builder 1 p93	→ Project Builder 2 p95

My grammar reference & practice → p104–121 Culture 360° → p122–126 Irregular verb list → p127–128

Skills Focus			
Listening	Speaking	Writing	PROJECT
<p>▶ Video Free-time FAQs Video focus: Using visual information</p>	<p>▶ Video Joining a gym and giving personal information Skill UP! Predicting vocabulary from context</p>	<p>Messages Skill UP! Linking words</p>	<p>Create a poster p18 Project skills: Expressing opinions in a group ▶ Project coach: Using photos in a poster</p>
Project Builder 3 p13 →	Project Builder 4 p15 →	Project Builder 5 p17 →	
<p>Podcast: Culture trip Skill UP! Identifying the purpose of a listening text</p>	<p>▶ Video Asking for and making recommendations Skill UP! Creating time to think about an answer</p>	<p>An announcement Skill UP! Adjective order</p>	<p>Design a brochure p30 Project skills: Choosing roles in the group ▶ Project coach: Assigning roles in project work</p>
Project Builder 3 p25 →	Project Builder 4 p27 →	Project Builder 5 p29 →	
<p>▶ Video Breaking barriers Video focus: Using graphics to highlight key information</p>	<p>▶ Video Expressing wishes and preferences Skill UP! Using short, simple replies</p>	<p>A formal letter Skill UP! Using examples in your writing</p>	<p>Make a Wish Tree p42 Project skills: Editing your work ▶ Project coach: Discussing ideas politely</p>
Project Builder 3 p37 →	Project Builder 4 p39 →	Project Builder 5 p41 →	
<p>Film trailers: Coming soon! Skill UP! Recognizing different genres</p>	<p>▶ Video Talking about your weekend Skill UP! Asking follow-up questions</p>	<p>A film script Skill UP! Using the correct layout for different genres</p>	<p>Make a trailer for a film p54 Project skills: Getting it right ▶ Project coach: Evaluating and improving video</p>
Project Builder 3 p49 →	Project Builder 4 p51 →	Project Builder 5 p53 →	
<p>Perfect pitch? Skill UP! Distinguishing between facts and opinions</p>	<p>▶ Video Talking about problems with electronic devices Skill UP! Asking for clarification</p>	<p>An advertisement Skill UP! Features of different types of text</p>	<p>Pitch your idea for a new app p66 Project skills: Being creative ▶ Project coach: Giving and receiving feedback</p>
Project Builder 3 p61 →	Project Builder 4 p63 →	Project Builder 5 p65 →	
<p>▶ Video Quiz show Video focus: Using different techniques to build tension</p>	<p>▶ Video Accepting, refusing and persuading Skill UP! Preparing for a role play by making notes</p>	<p>A biography Skill UP! Using a paragraph plan</p>	<p>Create a fan page p78 Project skills: Reliable sources ▶ Project coach: Effective internet research</p>
Project Builder 3 p73 →	Project Builder 4 p75 →	Project Builder 5 p77 →	
<p>Musical genius Skill UP! Predicting information</p>	<p>▶ Video Making choices Skill UP! Using intonation to express different emotions</p>	<p>An opinion essay Skill UP! Writing an essay</p>	<p>Give a presentation p90 Project skills: Supporting each other ▶ Project coach: Presenting as a group</p>
Project Builder 3 p85 →	Project Builder 4 p87 →	Project Builder 5 p89 →	
<p>▶ Video Treasure hunt Video focus: Features of an interesting documentary</p>	<p>▶ Video Speculating Skill UP! Using a range of phrases</p>	<p>A documentary script Skill UP! Writing a good introduction and conclusion</p>	<p>Make a documentary video p102 Project skills: Levels of editing ▶ Project coach: Commenting on presentations</p>
Project Builder 3 p97 →	Project Builder 4 p99 →	Project Builder 5 p101 →	

Print components

FOR STUDENTS



Student Book

The Student Book provides everything students need to participate fully in every lesson. Includes:

- 4-page Welcome unit
- 8 project-based units
- 5 Culture 360° lessons, with a 360° image and digital hotspots
- Grammar reference and practice
- 2-page Irregular verbs list

Workbook

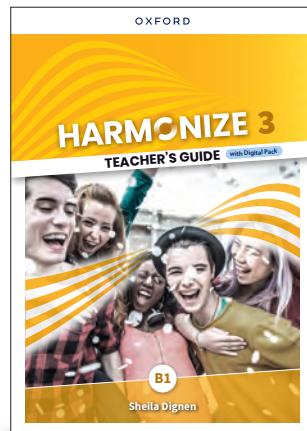
Students consolidate language learned in class with grammar, vocabulary and reading activities in the Workbook. The Project Log provides a unique, fun and creative space for learners to develop ideas, reflect on their projects, celebrate successes, and evaluate areas for development. Includes:

- 2-page Welcome unit
- 8 units providing practice of the language and reading skills from the corresponding Student Book unit
- Language summary pages and Review pages with exam-style tasks for each unit
- 8-page Writing workshop, with model writing texts and writing practice tasks
- 32-page Project Log where students can complete their Student Book Project Builder tasks

FOR TEACHERS

Teacher's Guide

- Introduction and notes about the *Harmonize* methodology
- A tour of a Student Book unit
- Complete support for every lesson, including detailed lesson plans and teaching guidance
- Guidance on helping students to understand and build the skills required for success in a variety of learning situations
- Integrated guidance on mediation and Assessment for learning
- Integrated teacher wellbeing support
- Optional extra activities
- Student Book answer keys
- Workbook answer keys
- Audio and video scripts



Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at oxfordenglishhub.com

FOR STUDENTS

Student e-book

- A digital version of the Student Book with audio, video and 360° interactive images

Workbook e-book

- A digital version of the Workbook with audio

Student Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary

Student resources

- Course audio and video



FOR TEACHERS

Teacher's Guide

- PDF version

Classroom Presentation Tool

Student Book

- Student Book on screen with audio, 28 videos including vlogs and Project coach videos, grammar animations, 360° interactive images and answer keys
- Games and interactive activities
- 5 Culture 360° lessons
- Navigate function to the Workbook

Workbook

- Workbook on screen with audio and answer keys
- Navigate function to the Student Book

Course assessment

- Entry test, diagnostic test, unit tests, progress tests and end-of-year tests

Teacher resources

- 38 photocopiable worksheets – 11 grammar, 11 vocabulary, 8 reading and 8 speaking worksheets
- Grammar and vocabulary worksheets available at three levels – Basic, Standard and Challenge
- Downloadable wordlists

Teacher Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary
- Tools to assign and track students' homework and progress, and manage classes

Professional Development

- Methodology support, bite-sized training and more to maximize your teaching

Introducing Harmonize

Harmonize is a new six-level lower secondary English language course. Its unique methodology with integrated projects provides opportunities for students to use language in a real-life context and work collaboratively towards project outputs and presentations. The availability of six levels allows for flexible entry and exit, based on each school's needs. The key course features, which include engaging **videos** in every unit, **Project Logs**, **Culture 360°** pages and **Online Practice**, enhance students' language-learning experiences. Project work is supported through the **Project coach** videos.

Material in *Harmonize* employs the latest research in second language acquisition, and incorporates feedback from practising teachers.

Harmonize key values

Transform your classroom into a collaborative learning environment.

Harmonize integrates projects into every unit, motivating students to work together towards a common goal and learn language and skills they can apply to other contexts. Projects give students the opportunity to develop skills beyond language learning for lifelong success, with tasks that encourage **mediation, communication and collaboration**.

Spark students' creativity as they research, develop and deliver their projects.

Students define the direction of their project work, creating unique projects that are shaped by their own values, interests and creative skills. The **Project Builders** provide step-by-step project tasks throughout the unit, encouraging students to build their project in manageable stages.

The **Project Log** provides a unique, fun and creative space for students to develop ideas, reflect on their projects, celebrate their successes, and evaluate their progress.

Connect learning with the world outside the classroom with meaningful topics, tasks and videos.

Project tasks help students communicate in English in real-life contexts. Through their project work, students explore languages and other cultures whilst developing respect for difference and diversity. Students present their final projects in a variety of formats such as a poster, blog, video, or web page.

Content-rich texts and videos, including the **Project coach**, provide students with relevant real-world content and realistic language models which keep them engaged with their learning.

Online Practice helps students to become competent autonomous learners by providing them with online skills practice and activities to complete in their own time.

Harmonize methodology

Integrated project methodology

Harmonize has an integrated project methodology, which is a student-centred form of learning that involves students exploring and attempting to solve real-life problems. Project-based learning is an important vehicle for the development of global skills for the 21st century, including digital literacies.

The projects in *Harmonize* contain a number of essential elements, including:

- A challenging problem or question
- Audience-facing output task
- Key knowledge and skills
- Sustained inquiry
- Authenticity
- Student voice
- Reflection
- Critique and revision

The advantages of a project-integrated approach

Harmonize aims to capture students' imaginations and inspire learning with project-based learning and real-world topics. A high level of engagement is achieved when learners find project goals meaningful and relatable, and this can in turn lead to deeper levels of learning. Outcomes include improved language skills, transferable project skills, and much better retention of learning.

How the project-integrated approach works in *Harmonize*

In each of the eight main units, students work in small groups towards a final project. Each lesson culminates in a **Project Builder** task, recorded in the Workbook **Project Log**, which builds towards the final project presentation. The language systems (vocabulary, grammar and pronunciation) are not taught in isolation, but through the four skills as students work through the projects. This empowers students to communicate with confidence and inspires them to take responsibility for their own learning.

The syllabus has been developed across all six levels in consultation with teachers so that teachers can choose the entry level to the course based on students' learning needs.

Skills development

Skills work is supported in *Harmonize* through a strong focus on strategies. **Skill UP!** sections give detailed information on specific strategies, providing students with tips to help them apply these strategies inside and outside the classroom. In addition to the **Skill UP!** strategies for Reading, Listening, Speaking and Writing, there are also **Video focus** tips for working with video, **Life skills**, and **Project skills** tips to help students with their final presentation of their project work.

Vocabulary

Each unit of *Harmonize* has two core vocabulary sets, which are generally topic-based. In addition, there are functional language phrases on the Speaking pages and additional Key phrases in the Project spreads at the end of each unit. These elements make up the 'core vocabulary' for all students to learn.

For students who can cope with a more extensive vocabulary list, there are Extra vocabulary sets in some units. These may come from the unit opener vlog, or reading or listening texts, and are also practised in the Workbook.

The two core vocabulary sets are presented in context on the Student Book page and followed up with practice tasks.

The **Language summary** pages in the Workbook list all core and extra vocabulary from the units.

The Workbook has additional graded vocabulary practice in each unit, and the review pages provide cumulative practice of the grammar and vocabulary from the unit through exam-style tasks. Worksheets for vocabulary practice at three levels (Basic, Standard and Challenge) are available on **Oxford Hub**.

Grammar

The approach to grammar in *Harmonize* is based on the Oxford English Learning Framework (OxELF) grammar syllabus, which recommends at which level to teach each grammar point for the first time, ensuring that grammar acquisition is accessible to learners.

Each unit of *Harmonize* has two main grammar points. New structures appear in context in a reading or listening text so that the teacher can follow a guided discovery approach to grammar. Teachers can also present the new structure using the **Grammar animation** or Powerpoint presentation on the **Classroom Presentation Tool**.

The grammar explanation can be reinforced through the inductive grammar rules on the page, followed by short contextualized tasks. Expanded grammar tables, explanations and further essential practice can be found in the **Grammar reference** section at the back of the Student Book. Students are also encouraged to practise the grammar more freely in the **Project Builder** tasks.

The **Workbook** has additional graded grammar practice in each unit, and the review page provides cumulative practice of the grammar and vocabulary from the unit via exam-style tasks. Grammar tables are also included in the **Language summary** pages in the Workbook.

Worksheets for grammar practice at three levels (Basic, Standard and Challenge) are available on **Oxford Hub**.

Video

Video is integral to *Harmonize*. There are **two or three videos** in the main Student Book unit. The unit begins with the **vlog** on the Warm-up page, which introduces students to the topic and some key vocabulary. In four of the eight Listening lessons in the Student Book, there is a video offering listening comprehension practice through a range of engaging vlogs, presentations and dialogues – reflecting the way modern teenagers listen and watch in real life. The **Video focus** feature in these lessons encourages students to consider the different ways in which effective videos are made. The **video** on the Speaking page engages students with an episode featuring recurring characters and introduces key functional language.

Reading

Harmonize includes a wide range of text types, including articles, web pages, stories, emails and interviews. All texts are carefully graded and engage students in a realistic way. Reading texts are used in different ways throughout the book:

- To preview and recycle grammar: the main text in each unit is used to preview the new grammar points, increase students' exposure to recently presented vocabulary and sometimes preview new vocabulary.
- To develop reading strategies: the **Skill UP!** presents a reading strategy tip to help students build reading skills and is followed by a relevant practice activity.
- To practise reading skills: a wide variety of comprehension activities accompany each text along with further comprehension practice in the **Online Practice**.

Shorter texts appear throughout the course to recycle and practise grammar and vocabulary, to provide a writing sample and to set the context for listening or speaking tasks.

To help students with reading, look at the background information notes in the Teacher's Guide so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. The Reading lesson in the Workbook provides further practice of the **Skill UP!**, comprehension exercises, and contains examples of the unit grammar. Further reading tasks are also included in the **Online Practice**.

Listening

Listening is an important part of language development and can help improve oral production. *Harmonize* gives students opportunities to practise listening in a realistic way. Four of the eight listening lessons are video-based, so students can watch and listen as they would in real life. There is a variety of video genres, including vlogs, TED-talk style videos and documentaries. In addition to this, four of the listening lessons are based around listening extracts.

Each unit has:

- a video or listening comprehension on the Listening pages
- two other videos per unit, on the Warm-up page and Speaking lessons.

These provide lots of opportunities for students to practise their listening skills as they work through the projects.

Speaking

Speaking activities in *Harmonize* provide students with many opportunities to practise accuracy and fluency and to develop their competence in linguistic communication. The **Warm-up** page presents the unit topic through a **vlog** and encourages students to activate language connected to the topic and project. Throughout the course, discussion tasks require students to give their own opinion on a subject, or to relate a personal experience. **Think** tasks give students an opportunity to discuss in pairs and apply critical thinking skills. The **Project Builders** offer opportunities for students to practise the language they have learned while developing their project ideas.

The **Speaking** pages present and practise useful functional language from everyday contexts. The functional language is modelled in context in the **drama video** first before students are guided through a range of tasks.

Pronunciation tips also feature at different points in four of the units and focus on specific sounds, word stress, sentence stress and intonation.

Eight communicative Speaking pairwork worksheets in the Teacher's Resource Materials offer additional speaking practice with practical outcomes.

Writing

There is one page in every unit devoted to guided Writing activities. Writing tasks cover a variety of text types, such as emails, articles, video scripts and reports, which relate to the unit project. A model text provides a clear example of structure and uses target language from the unit. The model text also exemplifies a language point, such as time expressions, conjunctions or punctuation. The Writing **Skill UP!** also gives specific tips to aid writing skills. The writing page **Project Builder** includes a carefully staged writing task that links to the final project. The **Project Log** provides a writing task Planner and a space for students to draft their writing.

The **Writing workshop** pages in the Workbook also use a model text, useful language and a carefully staged Writing task to allow students to practise writing a number of different genres. The **Online Practice** contains further Writing tasks.

Blended learning

Learning materials in *Harmonize* are provided in a variety of formats. This is to cater for the wide range of learning needs modern teachers are faced with and ensures maximum flexibility with regard to presentation and practice options. Lesson presentations can be teacher-led in class using the **Classroom Presentation Tool**, or students can investigate content at home before the lesson via the **Student Book e-book** and **Workbook e-book**, or use the **Online Practice** for further practice after the lesson.

Mediation is integrated in the course through targeted practice in the Student Book.

How to do project work

Harmonize has project work at the heart of its approach to language learning. In each unit, the language input and practice contributes to five project stages (Project Builders 1–5), and the final project lesson of each unit brings all the project work together – usually in a group presentation. The Project Builders encourage groups to be cooperative, creative and inclusive of ideas and are carefully constructed to make the final project presentation achievable and engaging. There is an in-built flexibility that allows the projects to be relevant and productive in all classroom situations, but it is true to say that managing project work in the classroom is not always straightforward.

Setting up project groups

We recommend that projects are completed in groups of three students. They are designed so that, in one unit, the same group of students works on the five Project Builders and the final presentation together. There are eight projects in the book so the teacher is able to organize students into groups in different ways. The teacher can learn from the successes of student groups from one unit to the next. It's useful to have a close look at the nature of the unit project before deciding how to group students.

Student choice or teacher choice?

The teacher can try both. It's important for students to learn to work effectively with a range of people, whether it is with their close friends or others. It's good to learn to overcome distractions and be productive when working with friends, but choosing groups randomly can be a good option too. It may be necessary to stress to the students the importance of learning to work in a successful group and that the skills required for success can be very different to completing work individually. Through the course, students will develop a range of skills such as negotiation, listening skills, cooperation, and constructive criticism, and it is useful for them to be aware of this at the outset.

Group by ability?

A group with different abilities in it can often work well, especially if the project requires a broad range of creative skills that are not heavily dependent on linguistic ability. But the teacher will need to make sure that a strong student does not dominate the project group, and that all students partake equally.

Sometimes it is useful to group students by similar ability levels. Stronger students working together can push each other to challenge themselves and create a higher level of work. A group of weaker students can benefit from the support of a teacher more easily.

Group by interests?

For some projects, especially those that rely on strong personal opinions or tastes, it may work well to group students by interests. Otherwise, if students have vastly differing interests it may make it difficult to agree on topics and it could end up with some students becoming disengaged.

Assigning roles?

The projects will make it clear what is expected of each group and the roles they might take. It is useful, however, for each group to have a project monitor or coordinator who is responsible for making sure that the group work is completed at each stage and the Project Logs are also completed. They could also be responsible for keeping an eye on the time during tasks.

The teacher should keep in mind that groups do not always work well together. It is sometimes worth changing a group, even after a few lessons. Swapping some students may improve the experience and quality of the projects for the groups.

Organizing group work in the classroom

How long should the project work take?

The Project Builders vary but the expectation is that the project work should be done in around 15 minutes, typically, at the end of a lesson. The final project lesson is likely to take a whole lesson, with some of the presentations perhaps taking place in a subsequent lesson. Before students start their group work, it is important to make sure they are clear about their task and how long they have. The teacher could give them some tips on using their time effectively. Some Project Builders involve small amounts of research to be done individually outside the classroom. Students need to know that it is important to do this work and to come to each lesson prepared so that their group can progress with the project.

Should students always speak English?

This will depend on the level of the students and also the demands of the task. There may be times when the practical aspects of the project are much easier to organize in the students' own language. Most of the Project Builders expect the use of English because language from the lesson should also be activated. In the final project lesson of each unit, there is always a focus on specific functional language which enables students to carry out their work as a group.

What should the teacher do during project work?

The teacher should use the time to circulate from group to group. They should ensure that groups are focused on the task. It may be necessary to encourage some of the quieter students to take part and make sure that more confident students are taking ideas from the whole group. The teacher should find opportunities to praise individuals and teams on both the content of their work and their approach to teamwork. From time to time, it may be useful to stop the class to draw attention to exemplary work from one of the groups that the rest of the class may find useful. It may even be useful to stop all the groups except for one so the class can observe some good examples of collaboration in a particular group.

Feedback and output stages

The teacher should try to build in a feedback stage after the final project lesson so that the groups can share any aspects of their work that went well. By the end of the unit, students will have put a lot of work into their projects, so it is recommended that the teacher allows time for each group to present their work and for students to critically appraise each other's work.

Assessment for learning

What is Assessment for learning?

Assessment for learning, also sometimes known as continuous assessment, is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

Assessment for learning relies on a constant flow of information between teachers and their students. Students provide evidence of their knowledge, understanding and skills as they engage in learning activities. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

In an Assessment for learning approach, it does not need to be only the teacher who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

The evidence gathered for Assessment for learning does not always need to be in the form of grades or scores. Often, a warm-up activity will give quick insights that will then inform the rest of the lesson or a teacher will offer a brief comment about a student's performance on a particular task. It should not focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. It can therefore be useful to focus feedback on 'medals' and 'missions' – what they have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance. So, for example, after students have received feedback on an essay, teachers could set aside lesson time for students to redraft their work and/or set specific goals for their next essay.

Why is Assessment for learning useful?

For students:

- It improves attainment. Receiving quality feedback has a positive impact on students' achievement.
- It deepens learning. Students understand not only what they are learning but also why they are learning it and what success looks like.
- It is motivating. Assessment for learning emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- It prepares students for lifelong learning. By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

For teachers:

- It informs teaching decisions. Assessment for learning provides valuable information about students' needs, allowing teachers to decide what to prioritize in their teaching.
- It develops skills and confidence. Assessment for learning can encourage more flexible and creative approaches to teaching and give teachers a clear sense that they are helping their students succeed.

- It allows teachers to teach more inclusively. By providing more tailored support to individual students, teachers can feel more confident that no one is being left behind.
- It enables colleagues to support each other. Assessment for learning offers a consistent approach which teachers and their colleagues can implement collaboratively.

How can I implement Assessment for learning in my teaching?

Effective implementation of Assessment for learning is grounded in three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like). These practices are interrelated and, together, lay the foundations for effective feedback.

The next section explains the three key practices in more detail.

Diagnostics

To be able to provide effective feedback, teachers need to find out what students already know and can do. Teachers can gather this evidence through classwork and homework activities, including those that incorporate peer and self-assessment.

For instance, after a speaking activity, students could assess their own and each other's performance using a set of can-do statements. This, combined with the teacher's assessment, can reveal what students are already doing well and highlight specific areas for improvement.

Classroom dialogue can also provide valuable insights into students' understanding and there are a number of ways to maximize its potential as a diagnostic tool. These include:

- short warmer activities.
- asking students open questions that require deeper reflection.
- allowing plenty of thinking time.
- exploring their answers through follow-up questions.
- providing opportunities for them to ask questions themselves.

Learning objectives

Determining what students already know through diagnostics enables teachers to identify appropriate learning objectives.

Learning objectives tell students what they are learning in a lesson and why. This helps them understand the rationale and value of particular activities, making learning relevant. Teachers may choose to present the Lesson objectives at the beginning of each lesson in Harmonize to help with this.

LESSON OBJECTIVES

- Understand the importance of balanced diets
- Learn food vocabulary
- Talk about quantity

However, it can also be effective to wait until after an activity and then ask students to infer for themselves what skills the activity was aiming to develop, why these might be useful and how they might be applied.

Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas about how to agree objectives and establish success criteria for the *Harmonize* projects.

One useful approach is to discuss success criteria with the students. For instance, if they are learning to write a formal email, the teacher could elicit the key features of a successful formal email and why those features are important. The teacher can then add in any key ideas they have missed.

Log it! 5 pages in the Project Log section of the Workbook provide a reminder to students of the key features of a text that they should include.

PL22

Giving and analysing examples of what good writing looks like is another way of drawing out success criteria, and teachers can use the model writing texts in *Harmonize* to help with this.

Peer and self-assessment are also powerful ways of engaging students with success criteria. For example, once students have written an email, they can send it to a classmate, who then gives feedback based on the agreed success criteria.

How is Assessment for learning different from other kinds of assessment?

Assessment for learning is often contrasted with assessment of learning (also called summative assessment), which measures the outcomes of learning by showing where students are at a given moment in time. In reality, however, the two kinds of assessment can overlap. For example, you might give your students a summative end-of-term test to measure their achievement. If you then use their results as feedback on how they can improve, the same test can then become a tool for Assessment for learning.

Is Assessment for learning a new approach?

In many ways, Assessment for learning reflects what most teachers have always done in the classroom. Finding out what students can do and giving them feedback are, of course, fundamental and natural aspects of good teaching. However, in an Assessment for learning approach, feedback is viewed as part of a continuous cycle of goal-setting and reflection, with each learning activity feeding into the next. The Assessment for learning framework also supports you in providing feedback in a way that is systematic and inclusive.

How can teachers use Assessment for learning with *Harmonize*?

Assessment for learning is compatible with different approaches to language teaching, from grammar-based to project work. The teaching notes for *Harmonize* highlight opportunities for teachers to gather information, identify next steps for students and support them to achieve the set objectives. In addition, there is a Reflect task at the end of each unit of the Student Book and the Reflections Log in the Workbook, which encourage students to spend time considering skills acquired during their project work and also areas for improvement.

PL23

Research indicates that students are likely to perform better if they have a positive mindset and clear goals to work towards.

More information

Download our position paper 'Effective Feedback: the Key to Successful Assessment for Learning' from www.oup.com/elt/expert.

Professional development

Help to get started

Teachers can go to Oxford HUB for everything they need to start using their course and access digital tools and resources (www.oxfordenglishhub.com).

Professional development

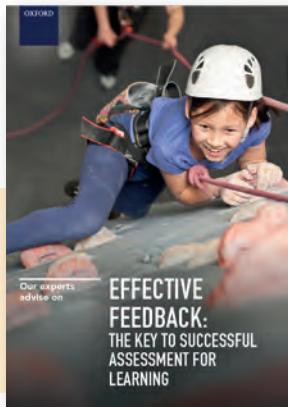
Methodology support

Harmonize is informed by Oxford's research and best practice from our experts in English-language teaching and learning. We've selected a range of professional development content to help deepen teachers' understanding of the core methodology in the course:

Position papers and focus papers

- Effective feedback: the key to successful assessment for learning
- Project-based learning
- Mediation in English language teaching

Built on research and classroom practice, our **position papers** offer practical guidance on the major issues shaping language teaching today.



Our smaller focus papers offer bite-sized insights and tips on specific topics for the classroom.



Explore further

Teachers who would like to develop their skills and knowledge beyond the content selected for their course can find a range of options available at www.oup.com/elt/expert. We are delighted to be able to share a wealth of insights informed by research and classroom practice.

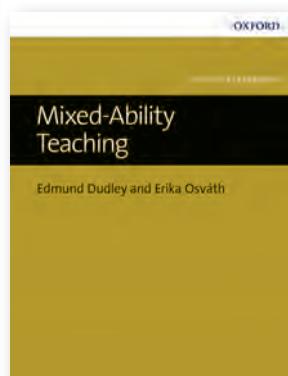


Oxford Teachers' Academy

Here, teachers can advance their skills with online professional development courses certified by Oxford University Department for Continuing Education.

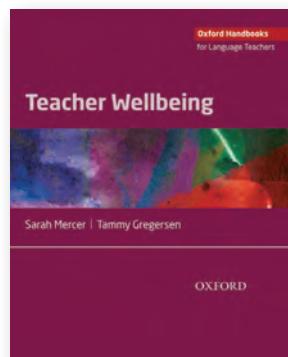
Professional development titles

Our Professional development titles enable teachers to keep up with the latest insights in English language teaching.



Teacher Wellbeing

For extra support, a section on Teacher Wellbeing, by Sarah Mercer, author of the Professional development title *Teacher Wellbeing*, can be found on Oxford HUB. This support section considers the importance of teacher wellbeing and includes practical tips and short activities that will help teachers to focus and reflect on various aspects of wellbeing.



Unit walkthrough

Unit objectives give students an overview of the project for the unit and the different stages for creating it. They also summarize the vocabulary and grammar presented.

Your Project states the context of the project, outlines the steps needed to achieve it and states the project outcome. Presenting the context in this way means that teachers can draw students' attention to the final project outcome and then ask them to think about the real-life situation in which they might be asked to do this, e.g. designing and selling a new app.

5 Connected

UNIT OBJECTIVES

YOUR PROJECT Pitch your idea for a new app
Project Builders 1–5:

- 1 Invent an app which should exist but doesn't.
- 2 Write about the problems your app solves.
- 3 Make sure your app is accessible to everyone.
- 4 Persuade investors to invest in your app.
- 5 Create an advertisement for your app.

Present your app.

VOCABULARY

- Using smartphones
- Business

GRAMMAR

- used to
- Present perfect and for and since

56

High-impact photos open each unit and encourage students to start thinking about the topic of the unit.

LESSON OBJECTIVES • Talk about different types of apps and what they do

WARM-UP

1 Look at photos 1–6. If you could only have one of these devices, which would you choose? Give reasons.
I would choose the ... because ...

2 Look at the different categories of apps in the box. Can you think of one example of each type?

educational	fitness	gaming	messaging
music	streaming	navigation	photo sharing
reminder	shopping	video	streaming

educational app – Duolingo™

3 Decide which types of apps from exercise 2 you are likely to use with each device from exercise 1.
You could / might use a/an ... app with a ...
You could use a lot of different apps with a ...
You wouldn't normally use any apps with ...

4 Watch the vlog. Which five types of app from exercise 2 do they mention?

KEY PHRASES

Using apps
It's a great way to ...
I use it to ... + infinitive without to
It helps me (to) ...
It's ideal / perfect for ...
It's an app for ... + -ing form
I often use it for ...

5 Video Watch the vlog again. Complete the sentences from the video with one of the **Key phrases**. What type of app is each sentence describing?
1 _____ measuring how far you've run and how quickly.
2 _____ stay organized.
3 _____ make my walk to school more enjoyable.
4 _____ stay in touch with people.
5 _____ when you're on a bus or waiting in a queue.

6 Explain what Courtney means when she says, 'I'm just sharing some photos.' What do most people mean when they say that?

7 Tell your partner what apps you use regularly. Use the **Key phrases**.
I use ... a lot. It's perfect for ...

8 Look online and find out more about an app you like. Tell the class the name of the app and what it is for.

PROJECT BUILDER 1
Invent an app which should exist but doesn't.

9 You are going to invent an app which doesn't exist, but you think would be popular and useful. Think of ideas that might be useful for:

- making friends
- doing well at school
- earning money
- being organized

10 Discuss your ideas from exercise 8 using the **Key phrases**. Explain why it would be useful and popular.
It's an app that ...
It would be ideal / perfect for ...
It would help people (to) ...

11 Agree on the best idea for a new app. Then think of a name for your app. (You can change the name later if you want.)
idea for a new app.
Then think of a name for your app. (You can change the name later if you want.)

The topic of each unit and helpful vocabulary are introduced through an entertaining **vlog**.

Project work is integrated throughout the unit with the **Project Builder** and **Project Log**.

The **Project Log** provides a unique, fun and creative space in the Workbook for students to develop ideas, reflect on their projects, celebrate their successes and evaluate areas for development. Students can personalize the log by adding notes about their favourite ideas and commenting on the contributions of their team members.

UNIT 5 PROJECT Pitch your idea for a new app

Log it! 1 Our ideas for a new app!

Project group members _____ Date _____

The types of apps we like are useful for ...

- making friends
- staying healthy
- having fun
- earning money
- doing well at school
- being organized

NAME of our app _____

Why it's useful _____

Students practise core vocabulary sets in a way that is meaningful to them.

Life skills equip students with the skills they need to prepare for life beyond the classroom, whether in their personal life, career or education.

5.2 SMARTPHONES IN THE DOCK

LESSON OBJECTIVES

- Discuss the effect of smartphones on the brain
- Learn smartphone vocabulary
- Learn how to talk about the past with *used to*

VOCABULARY

- 1** Think about the 'accusation' below and decide if you agree or disagree with it. Then find out what your partner thinks.
Using smartphones is having a negative effect on our brains.
- 2** Read the 'evidence' 1–5. Does each person agree or disagree with the accusation? Write 'agree' or 'disagree' next to each person. Do you agree or disagree with their opinions?
- 3** Can you think of any other evidence for or against smartphones? Discuss your ideas.
- 4** **THINK** Discuss all the evidence with your partner and agree on a verdict. Are smartphones having a negative effect on people's brains?
Judging by the evidence, our verdict is that smartphones ...

LIFE SKILLS Smartphones are amazing, but make sure you do other things too, including physical activity. Take breaks from using your smartphone. Also, remember that using your phone late at night can prevent you from sleeping properly.

- 5** Complete the phrases with words from the opinions in exercise 2.
 - 1 get _____ / notifications
 - 2 _____ your location / fitness
 - 3 _____ online / on social media
 - 4 add someone to your _____ / a group chat
 - 5 _____ music / a video
 - 6 _____ a call / a video call / a payment



1

People used to be good at finding their way around, but they aren't these days. They just get directions from their phone or use an app to track their location. Our brains are losing the ability to navigate and read maps.



3

People used to fill their brains with facts, but fortunately we don't have to do that now. We can simply go online when we need information. These days, we can use our brains for more creative and useful things.



4

If you have a smartphone, you get notifications all the time and it's very difficult to ignore them. That's why it's so difficult to concentrate these days. People didn't use to have these distractions!



58

Texts in *Harmonize* are based on authentic real-world content. The magnifying glass icon shows students that they can go online to find out more about the topic.

Skill UP! tips highlight important skills that help students to become confident readers, writers, listeners and speakers.

5.3 LIFE-CHANGING APPS

LESSON OBJECTIVES

- Read about apps which make life better for people
- Recognize words that refer to other nouns and ideas
- Use the present perfect with *for* and *since*

READING

- 1 Look at the names of five popular apps in the box. What would you use each app for?
Instagram™ Netflix TikTok™ WhatsApp™ YouTube
- 2 26 Read and listen to the article. Which of the apps is the best idea, in your opinion? Give reasons.
- 3 Read the *Skill UP!* and say what each of the words in bold in the article refers to.



We can improve our understanding of texts by knowing which nouns and ideas words like *this*, *these* and *it* refer to.

- 4 For questions 1–5, circle the correct answer A, B, C or D.
 - 1 The main purpose of the article is to
 - give instructions for how to use various apps.
 - persuade the reader to try different kinds of apps.
 - explain how technology can help people.
 - warn people about the dangers of using apps too much.
 - 2 What can children do to make their visit to the hospital less stressful?
 - They can play video games during their visit.
 - They can explore a digital version of the building before they arrive.
 - They can look around the hospital when they arrive.
 - They can use VR software to find out more about their medical condition.
 - 3 What does the *Wheelmap* app provide for wheelchair users?
 - Information about routes and places they can access safely.
 - Advice about which cities have the best facilities for them.
 - An opportunity to exchange tips with other wheelchair users.
 - Useful phrases in German and other languages.
 - 4 The *Avaz* apps are useful for children who find it difficult to
 - understand pictures and symbols.
 - use a smartphone or tablet.
 - hear clearly what people are saying.
 - communicate by speaking.
 - 5 What do the apps *Voice Dream Reader* and *Rogervoice* have in common?
 - They both help people who cannot see clearly.
 - They both help people to have conversations.
 - They both change written text into spoken words.
 - They both help people to communicate better.

60

Life-changing apps



1 Great Ormond Street Hospital for Children NHS Foundation Trust is a very well-known hospital in London. Some of the children who arrive there for treatment have explored the building before, even though they haven't been there. That is because this children's hospital has teamed up with Microsoft™ to create an exact copy of the building in *Minecraft*™. Why have they done this? If children can use a familiar app to look around the hospital before they arrive, their experience will be less stressful.

Microsoft is not the only software company to focus on improving people's lives. Many other companies have developed apps for people with different needs.

15 **Wheelmap** A German company, Sozialhelden, has created this app for wheelchair users. The app allows them to get directions that avoid steps and other difficulties.¹ It also gives them information about which shops and other venues are wheelchair accessible.

20 **Avaz** Software company Avaz Inc has produced a range of apps to teach communication using simple pictures and symbols instead of words.² These have helped children who need extra support to help them express themselves.

25 **Voice Dream Reader** Text-to-voice apps have existed for more than ten years, but³ they have improved a lot in recent years. *Voice Dream Reader* has had extremely positive reviews since 2012, when it first appeared. This app is very useful for blind people or anyone who needs support with reading, because it can read any text on your device in a natural voice.

30 **Rogervoice** This app has made a big difference to the lives of deaf people. *Rogervoice* does the opposite of *Voice Dream Reader*. It converts speech into text. When a deaf person makes a call, the other person's words appear as text on the screen so the deaf person can read⁴ them.

GRAMMAR

Present perfect

- 5 Read the rules. Complete the examples with the correct forms of *have*.

Present perfect

We form the **present perfect** with the verb *have* and a past participle.

My neighbour ¹ **developed** an amazing new app.

We use the **present perfect** to talk about:

A a recent action or event that has an effect on the present.

I **can't** text you. I ² **broke** my phone!

B an action or event that began in the past and is still in progress now. To say how long it has been in progress we use:

- *for* + a period of time

They ³ **known each other** **for ten years**.

- *since* + a point in the past

She ⁴ **lived in New Zealand** **since 2020**.

CHECK IT! ↗ **MY GRAMMAR REFERENCE & PRACTICE** p114

- 6 Look at the highlighted examples of the present perfect form in the article. Which are use A and which are use B?

- 7 Complete the regular and irregular past participles. All the missing forms are in the article.

Regular	Irregular
create - ¹	be - ²
develop - developed	build - built
help - helped	buy - bought
improve - improved	do - ³
invent - invented	have - ⁴
produce - produced	make - ⁵
try - tried	put - put
stop - stopped	think - thought

- 8 Complete the sentences with the present perfect of the verbs in brackets.

Our IT teacher **has created** (create) a new educational app.

We **have used** (use) it in class.

1 Which fitness apps (you / try)?

2 I (not do) my homework because I (have) a headache all evening.

3 How many apps (you / buy) this year?

4 My brother (build) a copy of the Empire State Building on *Minecraft*.

5 I (try) to spend less time on my phone this month, but it (not be) easy.

- 9 ↗ 27 Read the **Pronunciation**. Which two past participles from exercise 7 could you add to the box? Then listen and repeat.

PRONUNCIATION Past participles ending in -ght

Some irregular past participles end in -ought or -aught. These two endings are pronounced in exactly the same way: /ɔ:t/.

bring - brought

fight - fought

catch - caught

teach - taught

- 10 Complete these true sentences with the present perfect of the verbs in the box. Circle *for* or *since* and the correct ending: A, B or C.

be not exist live own not visit

- 1 The Apple App Store
open **for** / **since** ...
A 1998. B 2008. C 2018.
- 2 Astronauts the Moon
for / **since** ...
A 1969. B 1972. C 2015.
- 3 Humans in Europe
for / **since** ...
A 40,000 years.
B 75,000 years.
C 100,000 years.
- 4 Dinosaurs on Earth
for / **since** ...
A 66 million years. B 6 million years.
C 60,000 years.
- 5 Facebook WhatsApp
for / **since** ...
A 2008. B 2014. C 2020.

PROJECT BUILDER 3

Make sure your app is accessible to everyone.

↗ **Workbook Project Log** p21

- 11 Think about your app from Project Builders 1 and 2. How can you make sure that it is accessible to everyone? Look at the article for ideas.

Think about people who:

- use a wheelchair.
- are blind or deaf.
- find it difficult to communicate.
- have dyslexia.

- 12 Write notes explaining how you have made sure your app is accessible.

The Classroom Presentation Tool also provides interactive activities to make practising grammar fun!

Students can record their work and reflections for **Project Builder 3** in **Log it! 3** in the Workbook.

61

UNIT 5 PROJECT Pitch your idea for a new app

↗ **Project Builder 3 Student Book** p61

Log it! 3 How our app is accessible to everyone

How can we improve accessibility?

We've added these features ...

Our app is accessible for people who need help with ...

- mobility
- sight
- hearing
- communicating
- reading

We've ...

Find out about other apps designed to make life easier. What features do they have?

Look UP!

Lesson 4: Vocabulary & Listening

Each unit presents two core vocabulary sets and further practice is provided in the Workbook as well as through digital practice activities in the Online Practice.

Students develop cultural awareness and expression through activities that help them understand and respect other people's thoughts and ideas.

5.4 PERFECT PITCH?

LESSON OBJECTIVES

- Listen to pitches for apps
- Learn business vocabulary
- Distinguish opinions from facts when you listen

VOCABULARY

- 1 Look at the technology brands in the box. Do you know what countries they are from and what products they make?

Apple HP Huawei IBM Microsoft Nintendo Samsung Sony

- 2 Read the article. Complete each paragraph with the name of a technology company from exercise 1.

Small beginnings

Masaru Ibuka and Akio Morita set up a company called ¹ _____ in 1946, in Tokyo. Ibuka was brilliant at developing new products and Morita had a talent for marketing. They had their first commercial success with a new kind of radio. Over the years, the business has grown enormously and now includes music, films, computers and PlayStation® games consoles.



Lee-Byung-Chul set up ² _____ in 1938 as a food company, selling noodles to China and other regions. During the following years, the business grew to include other types of product: clothing, transport, chemicals, and finally electronics. In 2010, it brought out a new range of smartphones and tablets called Galaxy.



- 3 Check the meaning of the business words in the box by finding them in the article. How would you say them in your own language?

commercial develop grow invest marketing products promote range sales set up

- 4 Complete the text about Melanie Perkins, the CEO of Canva. Use the words in exercise 3.

Melanie Perkins

62

Melanie Perkins ¹ _____ her first company at the age of 14. It sold hand-made scarves at markets in Perth, her home town in Australia. She left university at 19 because she wanted to ² _____ new software ³ _____. Although she had great ideas for a new ⁴ _____ of design apps, at first nobody wanted to ⁵ _____ in her company, Canva. But as ⁶ _____ increased, investors realized that Canva was heading for huge ⁷ _____ success. Melanie worked hard to ⁸ _____ her brand and her talent for ⁹ _____ helped the business ¹⁰ _____ quickly.



The Classroom Presentation Tool also provides interactive activities to make practising vocabulary fun.

LISTENING

- ④ 28 Listen to four young app developers trying to persuade investors to invest in their ideas. Match the speakers 1–4 to the sentences A–E below. One speaker matches two of the sentences.

 - A They need people to invest in their company so they can develop more new games.
 - B They set up an app company six months ago, now they want the business to grow.
 - C They brought out an app for smart watches last year, but it wasn't a commercial success.
 - D They have some ideas for marketing the product and plans to promote it online.
 - E They want to have a range of apps, not just one, so that their sales are high.

 It's useful to learn the difference between facts and opinions. Opinions are often expressed using verbs like *think*, *believe* and *reckon* or phrases like *I'm confident* / *sure that ...* and *in my view*. Facts are often supported by evidence or research.

- 6 28 Read the *Skill UP!* Then listen again. Are the statements below presented as facts (F) or opinions (O) by the speakers? What words and phrases do they use to present them?

Speaker 1

- 1 People want to know about the history of places that they visit.
 - 2 The new app is much better than the first app that she developed.

Speaker 2

- 3 Smartphones can be bad for people's well-being.
 - 4 *Live Your Life* will be commercially successful if the speaker has time to promote it.

Speaker 3

- 5 People do not find it easy to learn a language from a book or website.

6 Students and businesspeople will like the app

Face-to-Fac

- Speaker 4**

 - 7 *Bug Killer* is the only game that teaches people the rules of hygiene.
 - 8 People of all ages enjoy playing *Bug Killer*.

- 7**  **29**  Listen to the first speaker again. Is her app a good idea, in your opinion? Do you think the investors will invest in it?



- 8** 30 Listen to the investors discussing the first pitch. Was your prediction correct? What is the investors' main reason for their decision?

- 9**  **MEDIATION** Imagine you and your partner are investors. Choose one of the four apps each and explain to your partner why they should invest in that app.

PROJECT BUILDER 4

Persuade investors to invest in your pp

Workbook Project Log p21

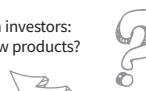
- 10**  Look back at Project Builders 1–3 and review the decisions you have made so far. Do you want to change:

 - the name of the app?
 - which problem(s) the app solves?
 - which features make the app accessible to everyone?

- 11** Think about the pitches you listened to in this lesson and prepare for your own pitch by discussing these two questions. Make a note of your ideas.

- these two questions. Make a note of your ideas.

 - 1 Why do you think your app will be a commercial success?
 - 2 Why do you need money from investors: for marketing? developing new products? the business?

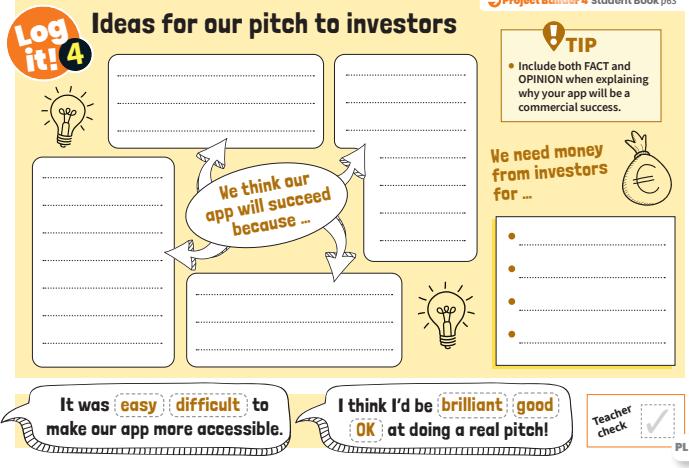


6

Students can record their work and reflections for **Project Builder 4** in **Log it! 4** in the Workbook.

Project Builder 4 Student Book p6

Ideas for our pitch to investors



www.frenglish.ru

The speaking pages present **functional language** that students will use in real life.

Each speaking lesson includes a **Speaking video**. Students will get to know the characters who appear in each episode.

5.5 AT THE PHONE REPAIR SHOP

LESSON OBJECTIVES

- Talk about problems with electronic devices
- Learn how to ask for clarification

SPEAKING

- 1 Look at the photo and answer the questions.



- 1 What kind of shop is it? What services does it offer?
- 2 Are there any shops like this near your home?
- 3 Have you ever been to a shop like this? Why?

- 2 Watch the first part of the video. What is the problem with each device? Use the words below.

The ... camera / microphone / screen / speaker ... is broken / doesn't work / isn't working properly.

I can't ... charge the phone / download apps / answer / make a call / turn the speakerphone on/off / send / receive messages / use the keypad.

- Olivia's tablet: _____
Alfie's phone: _____

- 3 Complete the *Key phrases* with the words in the box.

can cost long look model pay problem repair

KEY PHRASES

Shopping

Shop assistant	Customer
How ¹ I help you?	I've got a ⁵ with my (smartphone).
What ² is it exactly?	How much will the ⁶ cost?
Can I have a ³ , please?	How ⁷ will the repair take?
A new screen will ⁴ (£85).	Can I ⁸ when I pick it up?

64

- 4 Watch the first part of the video again and check your answers to exercise 3. Then circle the best adjective A-C to describe how Alfie feels at the end. Why does he feel that way?

A confused B angry C embarrassed



- 5 Look at the photo. Why do you think Olivia is leaving without Alfie? Discuss your ideas.

- 6 Watch the second part of the video. Were your predictions in exercise 5 correct?

- 7 Read the *Skill UP!* and watch the complete video (parts 1 and 2). Which phrases do you hear? Circle the correct options below. Who says them and why?

Skill UP!

If we don't understand exactly what someone means, we can ask for clarification. We use phrases like:

What do you mean, exactly?

I'm sorry, but I'm not sure what you mean.

When you say ..., what do you mean?

Could you be more specific?

- 8 Watch extracts 1-5 from the video. How do you say these phrases in your own language?

- 1 Oh, go on!
- 2 Never mind.
- 3 Don't bother!
- 4 It's too late now.
- 5 I wish!

- 9 Role play a dialogue at a phone repair shop.

Use phrases from exercise 3 to help you. Use phrases from the *Skill UP!* to ask for clarification. Then swap roles.

Student A You are a customer at a phone repair shop. Choose a problem from exercise 2. Ask about the cost of the repair and how long it will take.

Student B You work at the phone repair shop. Ask Student A about the problem. Say how much the repair will cost and how long it will take.

Skill UP! tips
highlight important skills that help students to become confident readers, writers, listeners and speakers.

5.6 AN ADVERTISEMENT

LESSON OBJECTIVES

- Write an advertisement for your app
- Learn about rhetorical questions

WRITING

- 1 MEDIATION** Read the advertisement. Then explain to a friend who doesn't speak English what the app *Snack Pic* is for. Use your own language.

SNACK PIC
Cook like a pro!

Would you like to know the secrets of the top chefs?

Snack Pic is a cookery app for people who want to recreate the amazing food they get in restaurants. Simply take a photo of the dish and Snack Pic provides the recipe. Use it for:

- main courses, including curries, soups and pies
- cakes, biscuits and desserts
- savoury snacks
- hot and cold drinks

What have users of the app said about it?

'I've had Snack Pic for six months and I use it every day. It's great!' 'I've always wanted to make the wonderful desserts that I see at our local café. Now I can!'

Snack Pic is available for smart phone and tablet. Snack Pic Lite costs £1.99 and offers in-app purchases. Snack Pic Pro costs £1.99 a month and offers some fantastic additional features.

INSTALL



It is important to know the information you need to include in different types of text: advertisements, instructions, stories, emails, etc.

- 2** Read the *Skill Up!* and look at the features of advertisements in the box. Which ones does the advert for *Snack Pic* include? Circle the correct options.

a description of the product a logo a slogan
a discount special offers how / where to buy it
the price reviews and recommendations
a website address

The model text gives students a clear example for their own writing.

- 3** The adjectives in the box are all synonyms for 'excellent'. Find four more in the advertisement. Why would you expect to find these adjectives in an advertisement?

brilliant incredible marvellous terrific
tremendous

- 4** Read about rhetorical questions. Underline the rhetorical questions in the advertisement for *Snack Pic*.

Rhetorical questions

A rhetorical question is a question that does not need an answer. In advertisements and other forms of persuasive writing, we often use rhetorical questions to engage the readers' interest. The questions aim to persuade the readers that the product is relevant to them personally.

Are you bored with the same old routine?

Do you enjoy fresh pasta?

Is this the perfect laptop for you?

PROJECT BUILDER 5

Create an advertisement for your app.

Workbook **Project Log** p22

- 5** Write an advertisement for your app.

A Plan

- Think about the key features and benefits of your app.
- Invent a slogan for your app.
- Use the advertisement above as a model and make a note of the features you want to include.

B Write

- Write your advertisement using your notes. Include some of the features in exercise 2.
- Remember to include one or two rhetorical questions to make your advertisement more persuasive.
- Use synonyms to avoid repeating the same adjective.

C Read and check

- Read your advertisement to check that you are happy with it.
- Check your spelling and grammar.
- Read each other's advertisements and tell each other what you like about them.



65

The writing pages have a step-by-step approach, culminating in a structured writing task.

In this **Project Builder**, students prepare to write their own text based on the model they can see, and following the guidance given.

Students are given time to think and plan in their project groups, noting their decisions in their **Writing plan** in the **Project Log**.

Students then write their text in the **Project Log**.

The **Project Log** provides guidance and tips on effective writing.

UNIT 5 PROJECT Pitch your idea for a new app

Log it! 5 Here's my WRITING PLAN:

Features and benefits of our app	RHETORICAL QUESTIONS
HOW or WHERE can you buy it?	REVIEW of the app
HOW MUCH does it cost? Special offer?	Slogan

My WRITING: an ADVERTISEMENT

TIPS

- Plan your layout.
- Start with the rhetorical questions.
- Place info like cost or web address in frames, circles or boxes.
- Use different styles or sizes of text – larger for main title, smaller for details.
- Think about WHO you're writing for – use design and language they'll like.

DON'T FORGET!

- Synonyms for adjectives
- check spelling

Teacher check

Project lesson

Each project in *Harmonize* is a learning situation in which students apply their knowledge in a practical way by solving real-life problems through authentic situations. The **Project** lesson brings all the work students have done throughout the unit together. The lesson is divided into five sections.

Share and Review: Students work in groups and share their Project Builders with each other. By sharing and discussing ideas they improve the outcome of their final task.

Decide: Students continue to work collaboratively to make important decisions about their final project. They share tasks and build on their individual strengths to improve the final project.

5 PROJECT

Pitch your idea for a new app

SHARE AND REVIEW

1 Look back at your Project Builders 1–5 for this unit. Prepare your work for your pitch. Do you want to:

- 1 change the name of your app?
- 2 change the problem which the app solves?
- 3 change any of the features which make your app accessible to everyone?
- 4 change any of the reasons why your app will be a commercial success, and why you need investment?
- 5 add anything to your advertisements – for example, a photo?

Use your Project Log p20–22

DECIDE

2 Plan your presentation for your app using the outline below. Think about which information from exercise 1 you will need to include in each section.

1 Engage the audience	– talk about the problem which your app solves.
2 Reveal the product	– present your app and explain how it solves the problem. Give basic information (name, purpose, etc).
3 Give more details	– explain the features, including the ones which make your app accessible to everyone.
4 Marketing	– display your advertisements and describe how you will promote your app.
5 Pitch for investment	– say how much money you need and why.

3 Decide who will present each section. Will the presenters need any support?

CREATE

- Read the *Project skills* and design a logo for your app. Think about:
 - what you can learn by looking at logos for well-known apps.
 - how the logo will reflect the name of your app.
 - whether the logo will reflect what your app does.
- What will you use to support your presentation? Decide if you need presentation software or a poster.
- Listen to part of a presentation by Katy and Ollie. Which *Key phrases* do they use?
- Listen again. Think of one question you would like to ask about *LieDetect*.
- Look at the card below. Which section of the outline in exercise 2 does this script come from? _____

Thank you, Ollie. So, *LieDetect* is particularly useful for people who have problems with their sight. When people are telling you a lie, they often look uncomfortable or nervous. But what if you can't see them?

- Write a script for your presentation. Each member of the group writes the script for their own section. Use cards or a piece of paper, which you can hold during the presentation. Include some of the *Key phrases*.

PROJECT SKILLS Being creative

It can be difficult to think of original ideas for names, logos, etc. Begin by encouraging each other to make a lot of different suggestions. Make a note of everything. Then look at the suggestions and choose the best ones. Work together to improve your ideas and make a final choice.



KEY PHRASES

Giving presentations

- I'm going to talk to you about ...
- This (part of the) presentation is about ...
- I'd also like to show you ...
- In the next part of the presentation, I want to show you ...
- Now, my partner is going to explain ...
- I'll hand over to my partner for more information about ...
- That brings our presentation about ... to an end.
- That is all we have to say about ...
- We'd be happy to answer any questions about ...
- If you have any questions about ..., please ask.

DISPLAY AND PRESENT

- Give your presentation in front of the class. At the end of your presentation, allow the class to ask questions and try to answer them.
- Organize a class vote for the best app.



REFLECT

- Think about your project work in this unit. Read the statements and choose your reaction.

COLLABORATION

- Our group can work together to give a group presentation.



CREATIVITY

- Our group can invent an app and create an advert for it.



COMMUNICATION

- Our group can present clearly using notes or a script.



- Complete the sentences for you.

- I am happy with our presentation because _____
- I want to improve _____

→ Workbook Project Log p23

Reflect: Students think about their project work in this unit, and consider how well they worked together as a group.

The final **Project Log** page of the unit facilitates self-assessment and enables students to reflect on their own performance and that of their group.

Create: This section encourages students to use their initiative and create something new.

The **Project skills** feature gives tips on an aspect of group work or on presenting skills. This feature is complemented by the **Project coach** video which gives tips on presenting skills and collaborative skills in an entertaining format.

Present: Students present their final project to the class. This supports the development of linguistic communication as students learn to express their thoughts and opinions and present them in different formats.

UNIT 5 PROJECT Pitch your idea for a new app

Reflections Log My thoughts on this project ...

In this unit I learned how to ...

- talk about using smartphones and apps
- find solutions to problems
- make a product more accessible
- talk about past habits
- do a pitch for investment
- write a persuasive ad

Our app is I think our app is because _____

New language for me: _____

We use _____

I think our group pitch was _____

I'm _____ about how I learned my part for the presentation.

I really enjoyed _____

When my classmates ask me questions, I feel _____

I wish I was better at _____

For our project, I ...

- wrote the final script
- took part in the presentation
- designed visual support
- answered questions afterwards

I felt _____ about our roles.

Takeaway box I'm going to _____

Teacher comments _____

PL23

The **Reflections Log** in the Workbook encourages students to look back through the unit, review the language and skills they have learned, and consider how they might improve next time.

Students set their own clear, achievable learning goals for their next project.

My grammar reference and practice

A summary of the grammar from the unit provides students with a handy reference that enables them to revise and test themselves on what they have learned.

Varied exercises, graded to a standard level, give important support to students who may need it and provide extra practice of every grammar point covered in the unit.

5 MY GRAMMAR REFERENCE AND PRACTICE

used to

- We use used to + infinitive without to to talk about actions that we did in the past, but don't do now.

REMEMBER! We don't use used to when the action only happened once.
*Kate used to play the piano. ✓
She played in a concert in the town hall once. ✓
She used to play in a concert in the town hall once. X*

- We also use used to to talk about situations that were true in the past, but are not true now.
People used to be good at finding their way around.

- We don't use used to to talk about an action during a specified period of time or the number of times we did something.
*Lisa presented the news for two years. (NOT: Lisa used to present the news for two years.)
I was on television five times. (NOT: I used to be on television five times.)*

Affirmative

I / You / He / She / It / We / You / They	used to	sing	in a band.
---	---------	------	------------

Negative

I / You / He / She / It / We / You / They	didn't	use to	shop	online.
---	--------	--------	------	---------

Questions

Did	I / you / he / she / it / we / you / they	use to	play	sports at school?
-----	---	--------	------	-------------------

- You can answer a question with a short answer or a full sentence.
*Did you use to play sports at school? Yes, I did.
Did people use to play computer games? No, they didn't.
No, they didn't use to have computers.*

Present perfect

- We use the present perfect to talk about an action or event during a period of time that is still continuing.
*I've worked very hard this week.
He's seen that film five times.*

- We also use the present perfect for completed actions and events that have an effect on the present.
*I can't play football because I've injured my knee.
Good news! I've found my passport.*

- We use the present perfect with for or since to talk about an action or event that began in the past and is still in progress. We use for with a period of time (for a week, a year, etc.) and since with a point in the past (since Monday, last summer, 2019, etc.).

*I've lived in Berlin for three years. (I still live there.)
She's been ill since the weekend. (She's still ill.)*

Subject	have / has	past participle
I / You	have	played
He / She / It	has	had
We / You / They	have	eaten

Subject	haven't / hasn't	past participle
I / You	haven't	played
He / She / It	hasn't	had
We / You / They	haven't	finished

Have / Has	subject	past participle
Have	I / you	played
Has	he / she / it	had
Have	we / you / they	visited

- Regular verbs have past participles which are the same as their past simple forms, ending -ed.

Infinitive	Past	Past participle
visit	visited	visited
arrive	arrived	arrived

- With irregular verbs, some past participles are the same as the past simple forms but some are different. See the irregular verb list on pages 127–128.

Infinitive	Past	Past participle
do	did	done
have	had	had
lose	lost	lost
eat	ate	eaten

used to

- 1 Complete the sentences with used to and the verbs in brackets.

My granddad used to **buy** a newspaper every day.
1 I _____ (play) at my friend's house after school.
2 We _____ (go) to the mountains every summer.
3 They _____ (not get) bored – they found things to do.
4 Did _____ (you / have) a smartphone?
5 I _____ (not like) basketball, but now I do.
6 Bella _____ (love) doing sport, but now she's on her phone all the time.
7 Did _____ (you / get) a lot of homework?

- 2 Complete the text with used to or didn't use to and the correct form of the verbs in the box.

have not get go play not sit walk not wear

I'm Emily Banning and I'm 79 years old. I used to **go** to the big school in the town centre and now my granddaughter, Zara, goes there. We 1 _____ a school uniform, but Zara does – she wears a smart jacket and a skirt. My class 2 _____ more than 35 students in it, but we 3 _____ with our friends. Zara sits with her friends at a big table. We 4 _____ a lot of homework, but Zara gets homework every day. I 5 _____ home with my friends every day, but Zara walks home with her mum. We 6 _____ together after school, but Zara does her homework.

- 3 Write sentences with used to, didn't use to or Did ... use to?

my brother / work in a bank ✓
My brother used to work in a bank.

1 I _____ (not have) a garden X

2 my parents / live in a flat ✓

3 you / have long hair ?

4 I / not have breakfast X

5 Karl / wear glasses ✓

- 6 Match the two halves of the sentences. Complete the present perfect forms.

I can't go to the concert on Saturday because C.
1 Tom won't be at the party because _____.
2 I'm nervous about the play because _____.
3 I'd prefer to go out a bit later because _____.
4 Fatima will do well in her exams because _____.
5 I'd rather watch a different film because _____.
A I _____ (not learn) my lines.
B I _____ (see) this one three times.
C I haven't bought (not buy) a ticket.
D she _____ (do) a lot of revision.
E we _____ (not invited) him.
F my dad _____ (cook) dinner.

The **Remember!** box reminds students of key grammar rules, or draws attention to common grammar mistakes to be avoided.

Grammar explanations are supported by clear examples.

A straightforward reference table supports students' understanding by consolidating the key grammar points from the unit.

CULTURE 360°

A FOOTBALL STADIUM

LESSON OBJECTIVES

- Consider why people become sports fans
- Talk about being a fan

THINK

- Do you know any sports fans? Who are they and which sports do they like? Do you think that being a fan makes them happier? How?
- Listen to someone talking about why sports teams are important. Answer the questions.
 - What do studies show about sports teams?
 - Why is it important to belong to a big group of fans?
- Listen to a football fan. Which is the best summary of what he says? Circle the correct answer, A, B or C.
 - He enjoys going to games, but it has become very expensive. The fans and players share the same feelings about the game, but it's just a business for the club.
 - He enjoys the game, but doesn't think you should take the game too seriously. He can't understand why people spend all their money going to games, especially when the players and club don't care about the fans.
 - His team is incredibly important to him. He thinks there is a big difference between the way the club and the players see the game and the way the fans see it.

EXPLORE

Access the interactive 360° content now!

REFLECT ON CULTURE

- Read the information about famous stadiums in history. What did the societies mentioned use the stadiums for?

Greeks: _____
Romans: _____
British: _____
- Read the text conversation. Which famous sport quote do you think Amy would agree with? Which attitude do you agree with?

Some people think football is a matter of life and death. I can assure you it is much more serious than that.

Winning medals wasn't the point of the Olympics. It's the participating that counts.

122

The Think section has a thought-provoking question to get students thinking about the topic.

There are five Culture 360° lessons. These are designed to be standalone lessons which can be used flexibly at any time during the course.

Learning objectives are explained at the beginning of each Culture 360° lesson so students know what they are going to learn.

Dynamic photos engage students in further extension of the unit topic. The 360° photo can be launched by clicking on the Explore tab.

Reflect on Culture has one or two discussion questions which focus the students on the cultural angle of the lesson and encourage them to apply it to their own experience.



Look online and find out who said the quotes in exercise 5.

Look UP! boxes encourage students to extend their learning by doing their own online research.

Welcome

Language objectives for the unit

Core vocabulary

Sports and free-time activities: cycling, drone flying, free-running, in-line skating, jogging, kite flying, rowing, skateboarding, swimming, tennis

Adjectives for feeling: angry, bored, cheerful, confident, embarrassed, excited, nervous, relaxed, scared, surprised, tired, unhappy

Personality adjectives: generous, helpful, kind, lazy, mean, patient, polite, rude, shy, unhelpful, unkind

Verbs and their opposites: appear / disappear, arrive / leave, borrow / lend, buy / sell, create / destroy, spend / save, win / lose

Grammar

Present simple and present continuous

Past simple

Comparative and superlative adjectives

Project objectives

Find out about the course

Learn how to do project work

Project skills

Giving respectful feedback to classmates

Key phrases

Giving feedback: It was great when you ... I really liked it when you ... I noticed you spoke a bit too fast / made a few grammar mistakes. Maybe you could speak more clearly? I thought it was ..., you could try ..., What do you think?

Project video

How to do project work

Project extension ideas

Ask students to work in pairs to look at one of the projects and think about the skills they need to complete it. Elicit some examples, e.g. working as a team, doing research, thinking creatively. Ask them to make a list of the skills they think they will need for the project they have chosen.

Ask each pair in turn to present their ideas to the class. Write the skills on the board as students mention them, then discuss as a class which skills are the most important and why.

Unit summary

The Welcome unit reviews grammar and vocabulary from Harmonize 2. Students play a Language Olympics board game to review verb tenses, comparative and superlative adjectives, and vocabulary connected with sports, free-time activities, adjectives for feeling, personality adjectives and verbs and their opposites. They are introduced to the group project component of the course and learn about the different stages involved. They also learn about the importance of giving respectful feedback when working

on a group project, and they are provided with some key phrases for doing this. They then watch a video with tips on how to give good and respectful feedback.

Lesson objective

Revise grammar and vocabulary

Warm-up

- Divide the class into three teams and assign a topic to each team: sports and free-time activities, adjectives for feelings, personality adjectives. Elicit one or two examples for each topic from the class.
- Give teams two minutes to write down as many words for their topic as they can and write an example sentence for each one.
- After two minutes, invite teams in turn to write the words they thought of on the board and read their example sentences to the class.
- Award a point for each correct example.

1

- Put students into pairs to discuss the question.
- Elicit the answer from the class, then ask more questions to find out how students feel about the Olympics, e.g. *Do you enjoy watching the Olympic Games on TV? Which are your favourite sports? Why? Which sports do you never watch? Why?*
- Discuss students' ideas as a class. Note that the sports in the summer Olympics are: 3x3 basketball, acrobatic gymnastics, archery, artistic gymnastics, artistic swimming, athletics, badminton, baseball/softball, basketball, beach handball, beach volleyball, biathlon, BMX freestyle, BMX racing, boxing, breaking, canoe/kayak flatwater, canoe/kayak slalom, diving, equestrian, fencing, football, futsal, golf, handball, hockey, judo, karate, marathon swimming, modern pentathlon, mountain bike, rhythmic gymnastics, road cycling, roller speed skating, rowing, rugby, sailing, shooting, skateboarding, sport climbing, surfing, swimming, table tennis, taekwondo, tennis, track cycling, trampoline, triathlon, volleyball, water polo, weightlifting and wrestling.

2

- Go through the instructions for the game with students and make sure they understand how to play it.
- Put them into groups of four or six (with two or three players in each team) to play the game, and check that they have everything they need. If they don't have counters, they could use a small piece of coloured paper or card instead.
- Monitor while they are playing and help them decide if their classmates have answered the questions correctly.
- When students have finished and played 'Collect your medal', check the answers to the questions in the game. If necessary, review the form and use of the verb tenses.

- Focus on the words in the *Free choice* boxes and check that students understand them all.
- Then elicit the sports that each team wrote in the 'Collect your medal' section and write them on the board.

ANSWERS

Team A: 1 did 2 playing 3 the 4 went 5 don't 6 leave 7 nervous 8 My sister didn't go skateboarding yesterday. 9 polite (This adjective is positive, but all the others are negative.) 10 longer

Free choice: Students' own answers

Team B: 1 than 2 had 3 did 4 doesn't 5 are 6 rude (This adjective is negative, but all the others are positive.) 7 busier 8 open 9 tired 10 My best friend didn't come to my birthday party last week.

Free choice: Students' own answers

3

- Put students into pairs to discuss the questions. Encourage them to give reasons for their opinions and discuss which parts of the game they enjoyed, which parts they didn't enjoy, and which parts they found difficult.
- Ask pairs in turn to share their opinions with the class.
- Refer students to *My grammar reference & practice* on page 104 and explain that this provides more explanations and practice of the grammar.
- If your students struggled with any grammar points and require more support and practice, you could read through the reference with the class and then help students as they work through the practice exercises. Otherwise, these pages can be set for homework.

Optional activity

- Put students into pairs. Tell them you are going to read out some verbs and they must say the opposites.
- Say the following verbs, pausing after each one. Students race to say the opposites (in brackets): *come* (go), *break* (fix / repair), *stand* (sit), *sleep* (wake up), *open* (shut / close), *arrive* (leave), *begin* (end / stop), *like* (dislike), *fail* (pass), *find* (lose), *forget* (remember), *pull* (push), *throw* (catch).

Projects

Lesson objectives

Find out about the course

Learn how to do project work

Warm-up

- Write on the board:
 - a project I enjoyed doing and did well*
 - a project I found difficult and didn't enjoy*
 - a project I learned new skills from*
- Put students into pairs to discuss projects they have done in the past and the things they enjoyed and didn't enjoy about them.
- Allow students time to discuss their experiences in pairs, then conduct whole-class feedback.

1

- Ask students to look at the images and read the notes in the *About the projects* section.
- Ask a few questions to check understanding, e.g.
How many projects does Harmonize 3 have? (eight)
What's a Project Builder? (a mini project task / a step in a project)
Do you do the Project Builder activities alone? (No, you do them in small groups.)
Where do you write your ideas for your project? (in the Project Log)
- Read out the task. You could suggest that students also look at their Workbook to help them understand what the Project Log is.
- Allow students time to compare their answers in pairs before you check with the class.

ANSWERS

- The project in Unit 1 is to create a poster: a survival guide for teenage life.
- There are five Project Builders in each unit.
- The Project Log is at the back of the Workbook.
- There are four Project Log pages for each project.

2

- Before students do the quiz, you could pre-teach any vocabulary they may be unfamiliar with.
- Allow students time to do the quiz in pairs, then check answers with the class.

ANSWERS

You present ideas for a new app. – Unit 5

You create a Wish Tree. – Unit 3

You give a presentation about brilliant ideas. – Unit 7

You make a documentary about a mystery. – Unit 8

You create a poster for surviving teenage life. – Unit 1

You design a brochure for a VR travel agency. – Unit 2

You make a trailer for a film. – Unit 4

You create a fan page for a hero. – Unit 6

PROJECT SKILLS

Giving respectful feedback to classmates

3

- Ask students to read the *Project skills* section.
- Ask the following questions and elicit ideas from the class:
Why is it important to give honest feedback? (e.g. It can help classmates to improve their skills.)
Why is it important for feedback to be respectful? (e.g. Feedback that is rude or too critical can upset people and make them lose their confidence.)
- Put students into pairs to discuss how they feel when people criticize them.
- Ask some pairs to share their answers with the class. Encourage students to remember how they feel about getting feedback when they give feedback to others.

4

- Read out the task, then ask students to read the situation and the three examples of feedback notes.
Ask: *Would these notes be helpful to the person who gave the presentation? How would you feel if you received this feedback?*
- Ask students to read the *Key phrases*. Then read out the phrases and get students to repeat. Ask them to copy your intonation, stress and tone.
- Explain to students that using one of these phrases softens the feedback and makes it more acceptable. Point out that this can be particularly important in cultures where people tend to avoid expressing negative opinions directly.
- Put students into groups to complete the task.
- Ask them to write down the feedback they decide on so that they can compare with another group.
- When students have finished comparing their feedback and answering the questions, write the following reflection questions on the board for them to discuss in their group:
How well did your group use the Key phrases?
Did you manage to make the feedback honest as well as respectful?
How do you think people would feel if they received your feedback?
- Ask a few groups to share their ideas with the class.

ANSWERS

- 1 Audio recordings – Units 4 and 8
Video – Units 4 and 8
Presentation – Unit 7
Poster – Unit 1
Game – Unit 6 (quiz)
Web page – Unit 6
Leaflet – Unit 2
- 2 Students' own answers
- 3 Students' own answers

HOW TO DO PROJECT WORK

5  Video script p136

- Ask students to read the questions, then play the video.
- Allow students to compare their answers in pairs, then check with the class.

1 Teenage life: a survival guide

Language objectives for the unit

Core vocabulary

Household tasks: clean the bathroom, clean the windows, do the ironing, do the laundry, load / unload the dishwasher, make breakfast / lunch, make the bed, prepare food, put clean clothes away, put dirty clothes in the washing basket, shop for food, take the rubbish out, tidy my room, vacuum the floor, wash up

Free-time activities: athletics, bowling, chess, climbing, fitness training, gymnastics, handball, hiking, hockey, judo, karate, surfing

Extra vocabulary

Adjectives: cheerful, confident, funny, generous, helpful, honest, interesting, kind, loyal

Grammar

Modal verbs for obligation, prohibition and permission: present and past

Modal verbs for advice: should / ought to

Talking about ability: past, present and future

Key phrases

Asking for personal information: Can I have your surname, please? How do you spell that? And your first name? I need the first line of your address, please. Could I have your email address? And now, I just need your mobile number, please.

Project objectives

Project description

Create a poster: a survival guide for teenage life

Students will work in groups of three for this project.

Project skills

Expressing opinions in a group

Key phrases

Discussing designs: I think this design works well because ... I don't think this design really works because ... This design is good, but it needs a few changes. For example ...

Reaching a decision: So let's agree on ... Is everyone happy with ... ? Yes, that's a good idea.

Project coach video

Using photos in a poster

Project extension ideas

If students enjoyed the project, they could also produce a poster for parents: *A survival guide for parents of teenagers*. This would challenge them to see teenage life from the perspective of their parents. The poster could suggest some rules that parents should stick to and give advice on how they can communicate better with teenagers.

Unit summary

The topic for this unit is teenage life. By the end of the unit, students should be able to talk confidently about some of the positive and negative aspects of their lives, the rules they have at home and how they spend their time. They should also be able to give advice to their friends on how to make positive changes to their lives by finding a new hobby or finding ways to deal with problems online.

The final project is a collaborative task of designing a poster: *A survival guide for teenage life*. This will bring together all the language they have learned in the unit.

Introducing the topic for the unit

Read out the title of the unit and explain to students that this unit is all about teenage life. Tell them that the project at the end of the unit is to create a poster: *A survival guide for teenage life*.

Identifying a real-life context for the topic

Ask students to consider in what situations it might be useful to create a survival guide for teenage life. Answers could include: to create a display for a school or youth club noticeboard, or a poster in a school magazine with the purpose of advice and suggestions for students who are struggling with a particular issue.

Lesson objectives

Talk about how you spend your time

Learn how to compare daily routines

Warm-up

1

- Focus on photos 1–5 and ask: *What are the people doing?* Put students into pairs to answer, then elicit their ideas.
- Check that students understand the captions on the photos. You may need to teach *hanging out*.
- Ask students to find out which activities their partner enjoys and make a note of the answers.

2

- Compare the answers as a whole-class activity. Then discuss if any results are surprising.

3

 Alice and Simon's vlog script p136

- Ask students to read the questions. Ask: *What type of information are you listening for each time?* (a time of day)
- Play the video. When students have finished, allow them to compare their answers in pairs before you check with the class. If students struggled with the task, switch on the subtitles option and play the video again.

ANSWERS

1 seven o'clock 2 eight o'clock 3 three o'clock

4 six o'clock

4

- Focus on the three bubble charts. You could do an example as a class to clarify, e.g. *Alice doesn't spend much time helping at home, so 'helping at home' goes with chart A.*
- When you have played the video again, allow students to compare their answers in pairs before you check with the class. If students struggled with the task, play the video again and pause it for them to hear the answers.

ANSWERS

- A: helping at home
B: doing homework
C: hanging out with friends

5

- Students could produce written answers individually. Alternatively, they could prepare their answers individually, then discuss and compare them in pairs. Ask some students to tell the class one similarity or difference between them and Alice.

6

- Before students complete the task, allow them time to read through the list of activities and ask you about any words or phrases they don't understand.

7

ASSESSMENT FOR LEARNING

- Read out the example answers, then write the following phrases on the board:
I don't spend any time ...-ing
I don't spend much time ...-ing
I spend quite a lot of time ...-ing
I spend a lot of time ...-ing
- Ask: *How many different phrases will you try to use when you speak?* Students could agree a target number of different phrases to use before they work in pairs.
- When they have finished working in pairs, ask if they managed to achieve the target number of different phrases.
- Then ask some students to tell the class something surprising they learned about their partner.

8 MEDIATION

- Read out the task and suggest search terms students could use, e.g. *survey how teenagers spend time*.
- Ask students to do their research for homework.
- In the next lesson, allow students time to tell the class three interesting things they learned from their research.

PROJECT BUILDER 1 (15 minutes)

Create a bubble chart of how you spend your time.

→ Workbook Project Log p4

9

- Remind students of the project for this unit, and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project.

- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Ask students to have the Project Log pages of their Workbook ready. Remind them that they will use the information in the Project Log for the final project task, and the discussion they are going to have will help them to complete it.
- Before students start their group discussion, brainstorm as a class some other activities that students do. Allow students to suggest ideas in their own language if necessary, then teach the words or phrases in English.
- When students have finished working in their groups, allow them to work individually to list their free-time activities in the Project Log and write how many hours a week they spend doing each one.

10

- Remind students how the bubble charts work, with larger bubbles for the activities you spend most time on.
- When students have completed their own bubble charts, they could compare them in their groups and discuss in what ways they are similar and different.
- Point out that the thought bubbles in the Project Log do not form part of the final project assessment, but are there for them to express their own thoughts and opinions. They can complete these for homework.

1.2 Fair or unfair?

Lesson objectives

Learn vocabulary for household tasks

Learn how to express permission, prohibition and obligation

Understand when to use *must* and when to use *have to*

Vocabulary

ASSESSMENT FOR LEARNING

- Read out the lesson objectives. Check that students understand *permission, prohibition and obligation*. Ask: *Why do you think you are going to learn language for household tasks and language for expressing permission, prohibition and obligation together?* If students struggle to answer the question, prompt them with more questions, e.g. *Do you do household tasks at home? Do you like doing them? Are you obliged to do them? What happens if you don't do them?*
- Elicit the connection between obligation and prohibition and household tasks. Help students understand that by the end of the lesson they will be able to talk about the household tasks they do at home and the rules they have to follow at home.

Warm-up

- Ask: *What jobs are there at home?* Elicit a few ideas and prompt students with more questions if necessary, e.g. *What about cleaning things? What about your clothes?*
- Ask: *Who does most of the jobs in your home?*

1

- Ask students to brainstorm ideas in pairs, then bring their ideas together in a class discussion. You could take the opportunity to revise adjectives for feelings, e.g. *unhappy, bored, angry*.

SUGGESTED ANSWER

The boy and girl look unhappy because they have to help with household tasks.

2

- Allow students time to read the quiz first and check the meaning of any words they don't know. They can use a dictionary to do this or you could allow them to ask you.
- When they have finished the quiz, remind them to add up their scores.
- Fast finishers could discuss which tasks they dislike the most.

3

- Ask for a show of hands to find out how many students in the class fall into each score category (0–4, 5–8, 9–12, 13–15). Write the results on the board.
- Discuss the question with the class. Ask more questions if necessary to prompt students, e.g. *Are you proud of how many household tasks you do? Do you think you do enough? Should you do more? Why/ Why not?*

4 THINK

- Put students into pairs or small groups to discuss the questions. Ask them to think of three suggestions for how they could improve their score as a class, and three tasks they should do more often. Ask groups in turn to tell the class their ideas.

Grammar

Permission, prohibition and obligation

Lead-in

- Ask: *What rules do you have at home?* Elicit a few ideas and prompt students with more questions if necessary, e.g. *Can you go to bed late? Can you eat exactly what you want?*
- Ask: *Which rules are fair? Which are unfair?* Teach the meaning of *fair* and *unfair* if necessary, then put students into pairs to think of one rule they think is fair and one they think is unfair.
- Ask a few pairs to share their ideas with the class.

5

- Pre-teach the word *strict*.
- When students have read the rules in the note and the news story, they can work in pairs to decide which rules are fair and unfair. Tell them they should think of reasons to support their opinions.
- Ask pairs in turn to tell the class their opinions and reasons.

6

- Encourage students to read the verbs in context as they find them, and try to work out the meanings.
- With weaker classes, when students have completed the task, read out some of the examples in context and ask questions to elicit the meanings, e.g. *You must take out the rubbish. – Is this an obligation, or does she have permission to do it?* (It's an obligation.)

ANSWERS

... she isn't allowed to stay out after midnight.
You can go out with friends after dinner ... / ... her daughter can't sleep all day ...

She has to get up by 10 a.m. / She doesn't have to follow these rules.

... you must take out the rubbish ... / ... you must get up by 10 a.m. and get dressed. / You mustn't sleep all day. / ... you must wash up first. / ... you must come home before 10.30 p.m. / ... you mustn't stay out after midnight.

Must / mustn't is in the list of rules but not in the news story.

7

- If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 106. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 can 2 can 3 can't 4 can't 5 have to 6 have to
 7 have to 8 have to 9 must 10 must 11 must
 12 must

⇒ My grammar reference & practice p106

8

- Read out the example and elicit that both sentences have the same meaning (prohibition).
- If you think your students might struggle with this task, focus on each first sentence and elicit the basic meaning, e.g. obligation, lack of obligation, permission, etc. This will help them complete the second sentences.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 doesn't have to 2 have 3 can't 4 can
 5 must not / can't 6 are allowed

9

- Explain the task and allow students time to write the three household tasks they have to do and the three they don't.
- Ask a student to read out the example speech bubbles with you. Then put students into pairs to compare.
- Ask a few pairs to tell the class what they learned. Write the following phrases on the board and encourage students to use them:

We both have to ...

I don't have to ..., and X doesn't have to, either.

I have to ..., but X doesn't.

I don't have to ..., but X has to.

10

- When students have read the four teenagers' memories of primary school, discuss as a class which rules were similar for them when they were at primary school and which were different.

11

- Students could work in pairs to read the memories in exercise 10 again and find the past tense forms.

ANSWERS

1 didn't have to 2 could 3 couldn't 4 was allowed to
 5 wasn't allowed to

12

- Elicit one or two example answers before students work individually to write their sentences.
- Ask students in turn to read their sentences to the class.

PROJECT BUILDER 2 (15 minutes)

Propose a set of rules for home life.

⇒ Workbook Project Log p4

13

- Remind students that the work they do now will help them to prepare for the project at the end of this unit.
- Ask students to get into their project groups and tell them to choose a new monitor for the tasks today.

- Read out the task. Tell students they should try to think of as many rules as they can so that they have plenty of ideas to choose from later. Tell them to record these ideas in their Project Log.
- With weaker classes, you could allow students two minutes of thinking time before they begin the group discussion.
- Allow students time to think of ideas and make notes in their groups.

14

- Remind students that this is a group activity, so they should all try to reach agreement on the best five rules. Suggest that the monitor organizes a vote if they are struggling to agree.
- Encourage them to read the tips in the Project Log to help them decide on their top five rules. Remind them that when they have agreed, they need to complete the second part of the Project Log.
- Encourage students to read and complete the remaining parts of the Project Log for homework.
- As students leave the class, ask them to show you their project log for you to check and tick completed.

Further practice

Vocabulary and grammar, Workbook p6–8

1.3 True friends

Lesson objectives

Learn how technology affects friendship

Summarize the topic of paragraphs with key words

Talk about ability and advice

Reading

Warm-up

- Ask: *What do you like doing with your friends?* Put students into pairs to answer the question, then ask some students to share their answers with the class.

1

- Start by giving your own opinion of what a good friend needs to be, e.g. *I think a good friend needs to be honest and loyal. What do you think?*
- If you think your students will need help with the adjectives in the box, read through them and check that students understand them all before they complete the sentence.

2

- Before students do the discussion task, ask: *Do you have any friends who you mainly see online? Are they different from your friends in real life? How?* Elicit a few answers and ask more questions if necessary to get students thinking about how online friendships are different, e.g. *Do you chat about the same things to online friends? Do you talk about problems? How much do they know about you?*
- When students have finished comparing their sentences and discussing, ask some students to tell the class the adjectives they chose to complete the sentence and why. Find out which adjectives were the most popular.
- Discuss with the class what qualities online friends have and whether these are different from those of friends in real life.

3 ① 01

- Read out the question and point out to students that it asks for their opinion, so there is no right or wrong answer.
- Allow students to compare their ideas in pairs before you ask some students to share their opinions with the class.

Skill UP!

4

- Ask students to read the information in the *Skill UP!* box. Tell them that practising good reading skills will help them understand reading texts better.
- When you have checked answers, you could ask students to look at the words and discuss in pairs what they can remember about each paragraph.

ANSWERS

- past, simpler, phone
- changed, apps, smarter
- scientist, research, limit
- negative, expressions, emotions

5

- Encourage stronger students to answer the questions with full sentences. Weaker students could write just the necessary information.
- When you check answers, check that students understand *deep discussions* (discussions about feelings or important topics).

ANSWERS

- They appeared in 2000.
- It helps them to find other people with similar interests.
- PRM stands for Personal Relationship Management.
- They remind people to contact friends.
- They can have five.
- They rarely have deep discussions.

6 THINK

- Allow students time to read the opinions and think about whether they agree or disagree with them, and why.
- Put them into groups to discuss the statements. Ask them to note down which opinions they all have similar views on, and which they have different views on.
- Ask groups in turn to tell the class which opinion they have the most different views on, and why.

7 MEDIATION

- Elicit from the class what Robin Dunbar says about friends in general (we can't have more than 150 friends at one time).
- Ask students to work individually, make very short notes about 1–3, and think how they would explain what Dunbar says in their own language.
- Put students into groups to compare. Then ask a few students to share their ideas with the class.

Grammar

Ability and advice

ASSESSMENT FOR LEARNING

- Say: *Imagine someone you know is having problems with an online friend. Maybe the friend is making unkind comments about them online. What advice can you give?* Elicit answers and notice what verbs or phrases your students use for giving advice. Make notes on the board of some of their ideas for advice.
- Focus on the ideas on the board and ask: *What different language can you use to give advice?* Elicit all the verbs and phrases that students already know. Point out to students that they can build on this knowledge in this lesson by learning more ways to give advice so that they can use a range of different language when they do the practice tasks.
- You should now have a good idea of your students' knowledge of the lesson's grammar point. If the class seems weak, incorporate the *My grammar reference & practice* activities into the lesson, rather than setting them for homework.

8

- Students could work in pairs to complete the information.
- If you think your students need more support and practice before they move on, refer them to *My grammar reference & practice* on page 106. You could read through the reference with the class, then students could work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 can 2 can't 3 could 4 couldn't 5 will be
 6 won't be 7 should 8 ought 9 shouldn't

→ My grammar reference & practice p106

9

- Encourage students to read the highlighted words in context again and make sure they really understand them.
- Point out to students that as they get older, they should start to take more responsibility for their own learning, and extra resources like *My grammar reference & practice* are a good source of help.

POSSIBLE ANSWERS

A: ... UpHabit ... tells you when you ought to contact them again. / ... we shouldn't rely on technology for friendships ...

B: Past: You couldn't message anyone; you could only meet them face-to-face ... / ... you could make friends without leaving your home.

Present: you can use apps like Huggle to find people with similar interests. / ... they can't have more than 150 friends at one time. / ... we can only have five really close friends ...

Future: ... they will be able to tell you what you should say to your friends! / ... we won't be able to have them at all. / But you can only learn this skill when you speak face-to-face.

10 ① 02

- Check that students understand *to fake something*.
- When students have completed the task and compared their answers in pairs, play the audio for them to listen and check.
- If students struggled with some of the language, go through the answers together and refer back to the information in exercise 8 to explain them.

ANSWERS

1 can 2 can 3 can't 4 can 5 Should 6 ought
 7 should

11 THINK

- Students work in groups to decide on the best advice.
- Ask groups in turn to share their ideas with the class.

LIFE SKILLS

Tell students to read the information in the *Life skills* box. Ask: *Have you discussed how to stay safe online in other classes or at home?*

PROJECT BUILDER 3 (15 minutes)**Give advice about managing online friendships.**

→ Workbook Project Log p5

12

- Explain to students that offering advice on online friendships will be part of the poster for their final project.
- Ask students to get into their project groups and choose a monitor for today's tasks.
- Read out the task and elicit one or two more examples from the class before students work in their groups.
- The Project Log has a section for students to write their ideas.

13

- Encourage the monitor to make sure that everyone shares their opinion before students choose the five best pieces of advice and write them in the space provided in the Project Log.

Further practice

Grammar, Workbook p9

Reading, Workbook p10

Grammar worksheets, Teacher's Resources, Oxford English Hub

Reading worksheets, Teacher's Resources, Oxford English Hub

1.4 Free-time FAQs

Lesson objectives

Learn free-time activities and which collocate with *play*, *go* and *do*

Learn phrases for giving advice

Talk about free-time activities and give advice about them

TEACHER WELLBEING: FREE TIME

Free time gives you the opportunity to do things you enjoy. This in turn helps you to relax, recharge your batteries and bring more energy to the classroom. Do you devote enough time to yourself and the things you love doing? How many hours in a week do you devote to yourself and activities that you enjoy?

- less than 1 hour
- 2–4 hours
- 5 hours or more

How can you build more free time into your weekly routine?

Vocabulary

Warm-up

- Tell students what you like doing in your free time, e.g. *I like going to the gym and watching films*. Ask: *What do you like doing?* Elicit a few ideas, then put students into small teams. Challenge them to think of a free-time activity beginning with each letter of the alphabet. Encourage them to be inventive and use their imaginations. Stop the activity after two or three minutes and elicit some activities for each letter.

1

- Demonstrate the activity by asking individual students: *What do you think of athletics?* Elicit answers using the phrases in the example answer. When two students give similar answers, say: *You both like/dislike athletics.*
- Ask students to make a note of activities they both like or both dislike while they are working in pairs.
- Ask some pairs to tell the class which activities they both like or dislike.

2

- Read out the information on *play*, *go* and *do* with the class before students work individually or in pairs to complete the matching task.
- To check answers, write the three verbs on the board and elicit the activities that go with each one.

ANSWERS

play: chess, handball, hockey

go: bowling, climbing, hiking, surfing

do: athletics, fitness training, gymnastics, judo, karate

3

- Elicit activities to add to the verbs on the board.

SUGGESTED ANSWERS

play: basketball, table tennis, tennis, volleyball

go: cycling, horse-riding, sailing

do: dance, drama, photography, yoga

4

- Encourage students to give reasons for the activities they chose.

SUGGESTED ANSWERS

A athletics, fitness training, hockey, hiking, cycling, volleyball

B karate, hockey, handball, table tennis

C chess, photography, volleyball, table tennis

D chess, handball, hiking, volleyball, table tennis

E photography

Optional activity

- Play a game to practise the vocabulary further. With books closed, invite a student at the front of the class to say a sentence about their free-time activities using *play*, *do* or *go*, e.g. *I play tennis*. The next student repeats this and adds a sentence about themselves, e.g. *(Tara) plays tennis and I sometimes do gymnastics*. Continue around the class, with each student repeating what their classmates do and adding their own activity. Continue until the chain becomes too long to remember!

Listening

Video focus

5 Video focus script p136–137

- Ask students to read the *Video focus*, then read through the different kinds of video with the class and check that students understand them all. You could elicit one or two examples that students know for each kind.
- Play the video. When you check the answer, elicit what aspects of the video helped students decide.

ANSWER

D: You can see the questions appearing on the screen. Sky and Lucas do high fives when they agree on good advice to give.

6

- When students have finished discussing in pairs, elicit the kinds of video genres that they watch. This is a topic that all students should be able to talk about, so encourage as many as possible to join in and talk about videos that they enjoy.

7 Video skills script p136–137

- When you have checked the answer, ask: *Can you remember any of the questions people asked? Can you remember any of the advice that Sky and Lucas gave?* Elicit what students can remember about the video.

ANSWER

They argue because Sky reminds Lucas that when they first met, she beat him at chess, but he doesn't want to talk about that.

8

- Students could work in pairs to complete the phrases.
- Do not check answers with the class at this stage.

9 

- With weaker classes, pause the video at the answers to allow students to hear them clearly.
- When you have checked answers, point out that we often say: *I don't think you should ...* rather than *You shouldn't ...*.
- Students could write their answers to the question about Sky and Lucas's advice, or they could discuss their ideas in pairs.

ANSWERS

1 should 2 ought 3 best 4 don't 5 good 6 think

10 MEDIATION

- Tell students to imagine that their friend sometimes feels bored because the only thing he/she does is play video games. Elicit the advice that Sky and Lucas give on the video and make notes on the board. If necessary, play the video again.
- Allow students time to write their message. Then put them into small groups and tell them to read their messages to each other.
- Ask a few students to read out their messages to the class.

11

- To demonstrate the task, read out the first sentence and the example answer that goes with it.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

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

12

- Read out the example problem and advice, pointing out that the advice uses the phrase *I think you should ...* to give advice, and adds a further suggestion. Encourage students to use a range of different phrases to express advice, and encourage them to add a reason or a further suggestion.
- Monitor while students are working, and help out with ideas for reasons and examples if necessary.

13**ASSESSMENT FOR LEARNING**

- Read out the task and point out that it is a role play that practises the language. Demonstrate the task, taking on both roles yourself. To make this fun, use a prop such as a pair of glasses or a hat for one of the characters. Read out the first question and ask your imaginary partner what they think. Take the role of the partner and give some advice. Continue the conversation, keeping your tone light and chatty, as on the video.
- Elicit or teach some useful language for the role play part of the task and write it on the board, e.g.
Introducing the questions: *First question. OK, next question. Here's a good one.*
Asking your partner's opinion: *What do you think? Do you agree?*
Responding to your partner's ideas: *Great idea! That's a good idea. I agree.*
- For feedback, you could elicit the advice that students gave for each problem and see if the class can agree on the best advice for each one.

PROJECT BUILDER 4 (15 minutes)

Offer tips about sports and free-time activities.

⇒ Workbook Project Log p5

14

- Remind students that they are working towards a final project in which they will create a poster called *A survival guide for teenage life*. Explain that tips on free-time activities will be part of their poster.
- Ask students to get into their groups, get their Project Log ready, and choose their monitor for today. Then read out the task.
- Explain that the monitor should organize the activity into two stages: first, the group should generate lots of ideas for the tips that they could include, then they must try to agree on five.
- Allow students time to think of ideas and agree on the best ones.

15

- Explain to students that they should now complete their Project Log with the tips they chose, but written as questions and answers.
- When students have completed their Project Log, ask some students to read out a few examples. Correct any mistakes with the language.
- Point out that the Project Log also has some statements for them to think about. Encourage them to spend some time thinking about them, as knowing their own strengths and weaknesses is an important skill which will help them to do well in their studies.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

⇒ Workbook Project Log p5

Further practice

Vocabulary, Workbook p7

Vocabulary worksheets, Teacher's Resources, Oxford English Hub

1.5 I love yoga!

Lesson objectives

Join a leisure centre

Give basic personal information

Speaking

ASSESSMENT FOR LEARNING

- Read out the lesson objectives. Ask: *What personal information do you need to give to join a leisure centre?* Elicit a few ideas, e.g. name, address, email address, telephone number. Ask: *What do you think is difficult about giving that information?* Elicit ideas and ask more questions if necessary to prompt students, e.g. *Do you know how to give phone numbers in English? What about your email address? What about understanding the person who wants the information?* Elicit that the person might speak quickly or they might use informal phrases.
- Explain to students that they are going to learn phrases for giving information and phrases the other person might use.

Warm-up

- Play a miming game to revise vocabulary for free-time activities from the previous lesson. Mime one of the activities yourself to demonstrate, e.g. *do karate*. The first student to guess correctly does the next mime. Encourage students to say the verb as well as the activity.

1

- Ask students to note down their ideas individually, then put them into pairs to compare.
- Ask a few students to share their ideas with the class.

SUGGESTED ANSWERS

fitness training, swimming, volleyball, karate, yoga

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box.
- When students have written their predictions, ask them to share their ideas with the class.
- You could write all the words on the board for students to refer to when they watch the video.
- Explain any words that are unfamiliar to students.

3 ► Drama video script p137

- For feedback, elicit the words from exercise 2 that students heard, and other useful words that they heard.

4 PRONUNCIATION ► 03 Audio script p137

- Read out the information on spelling and phone numbers. Then play the audio for students to write the answers.

5

- Check answers by getting individual students to spell out the names or say the phone numbers, which other students write on the board.

ANSWERS

- 1 07756 943732 2 Joanna McCarthy 3 Sam Willis
4 01920 600355 5 04491 408339 6 Matt Baker
7 06255 877150 8 LeBron James

Optional activity

- Write one or two email addresses on the board, e.g. *jon.smith@mail.com* Elicit how to say them and teach the words *dot*, *at* and *dot com*.

6 ►

- Allow students time to read the questions before you play the video again.
- Check answers with the class.

ANSWERS

- 1 She has to go running with her dad later.
2 Because he wants to get fit.
3 She thinks it isn't real exercise.
4 Johnston
5 07700 900452

7

- Elicit that the boy in the photo is Connor. Elicit what students can remember about him.

POSSIBLE ANSWERS

The boy's name is Connor. He goes to the same school as Alfie and Olivia and is in the year above. He's very fit and goes to the gym a lot.

8 ► Drama video script p137–138

- When you have checked the answers to exercise 7, ask the questions and elicit students' answers. Encourage them to speculate about why Olivia changes her opinion.

SUGGESTED ANSWERS

She changes her opinion of yoga. This may be because she likes Connor and wants to be positive about an activity that he likes doing.

9 ► Drama video script p138

- Explain to students that sometimes they need to listen to someone's intonation and watch their body language to understand the meaning of a phrase.

ANSWER

B

10

- Check answers with the class.

ANSWERS

- 1 surname 2 spell 3 first 4 need 5 Could
6 number

11

- Put students into pairs to do the role play.
- Monitor while they are working, and correct any mistakes you notice in a feedback session at the end.

Further practice

Speaking pairwork worksheet, Teacher's Resources, Oxford English Hub

1.6 Messages

Lesson objectives

Write a message giving advice about school

Use linking words to connect ideas

Writing

Warm-up

- Prepare some personal information about an invented person: their full name, phone number, address and email address.
- Invite a student to come to the front of the class. Give the information (spelling words out where necessary) and ask the student to write the information on the board. Encourage other students to correct any mistakes.
- You could ask students to work in pairs to dictate other invented personal information.

1

- When students have read the message and discussed it in pairs, ask pairs in turn to tell the class what advice they would give and why.

2

- Students could work in pairs to discuss Ellie's advice.
- Discuss with the class which parts of Ellie's advice they agree and disagree with, and why.

Skill UP!

Linking words

3

- Ask students to read the information in the *Skill UP!* box.
- To help students understand the concepts of reason and result, read out the first example sentence in the *Skill UP!* box and ask: *What is the result?* (I walk to school.) Then read out the second example sentence and ask: *What is the reason?* (It's a small flat.)

ANSWER

They introduce a reason.

4

- Weaker students could work in pairs for this exercise. Point out that sometimes there is more than one possible answer.

ANSWERS

1 as / since / because

2 so

3 as / since / because

4 so

5

- Encourage students to think of as many different problems as they can and note them all down.
- Write the topics on the board and bring all the students' ideas together under the topic headings.

PROJECT BUILDER 5 (15 minutes)

Write a message giving advice about school.

→ Workbook Project Log p6

6

- Students should do the planning stage in their project groups, then write their message for homework.
- Elicit the project that students are working towards (creating a poster which is a survival guide for teenage life) and elicit what preparation they have done so far (free-time activities, rules at home, etc.).
- Ask students to get into their groups, get their Project Log ready, and choose their monitor for today. Then read out the task.
- Point out to students that they can use Ellie's message in exercise 2 as a model for their own message.
- You could read through Ellie's message again with the class and elicit or point out some of the useful language they can use in their own message, e.g. *Firstly, ...; Secondly, ...; Thirdly, ...; you have to ...; I think you should ...; you should definitely ...; Maybe ...*
- Students work in their groups to plan their message and make notes in the Project Log.
- Monitor and help while they are working.
- Set the writing task for homework.
- Encourage students to read the tips and take time to write their message, making sure they follow all the tips and include linking words and language for giving advice.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Writing workshop 1, Workbook p70

1 Project

Lesson objectives

Create a poster: *a survival guide for teenage life*

TEACHER WELLBEING: ME-TIME

Many of us feel overwhelmed, not because we're taking on too much, but because we're taking on too little of what really strengthens us.

Marcus Buckingham

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards this task through the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups to share their Project Builders 1–5 and complete the tasks.
- Remind students that when they are working in groups, they should always be respectful to all group members and only make constructive comments about each other's work.
- Point out that by sharing ideas and discussing which ones to use for the final poster, they will improve the overall outcome of their final task.

DECIDE

PROJECT SKILLS

Expressing opinions in a group

2 ④ 04 Audio script p138

- Ask students to read the *Project skills* section. Check that they understand everything.
- Read out the questions, then play the audio.
- Students then discuss in their groups how well the people collaborate, and what they could improve.
- Discuss the answers with the class.

POSSIBLE ANSWERS

They do not collaborate very well. The boy finds it difficult to express his ideas because the two girls interrupt him. Some of the disagreements are not very polite, for example, when Katy says 'No, no, no. Not a good idea.' They could improve their collaboration by not interrupting, making sure everyone has a chance to speak, and being careful to disagree politely.

Project coach video Project coach video script p138

- Watch the *Project coach video* with your students. The video provides useful tips for how to use photos in a poster.

3

ASSESSMENT FOR LEARNING

- Ask students in their groups to think about the *Project skills* again and make a list of three 'rules' that they should follow when they discuss their poster, e.g. *Don't interrupt each other.*
- Ask groups in turn to read their rules to the class and explain why they chose them.
- When they have finished the task in exercise 3, they could look at their rules again and discuss how well everyone in the group followed them, if they would like to change any of the rules and why.
- Ask groups to tell the class how well their rules worked, and what they would change next time.

4

- When students have drawn two or three possible designs, ask them to read the *Key phrases*. Check that they understand them all.
- Remind students that they should also remember what they learned in the *Project skills* when they are discussing and making decisions.

CREATE

5

- For this stage of the project, encourage students to think about the different skills the people in their group have, e.g. *Who is good at drawing? Who has good writing skills?*
- Point out to students that when they are working collaboratively, it is important to be honest about their own strengths and weaknesses so that everyone in the group can use their strengths to improve the final results. However, they should also be willing to take on new tasks that they are less comfortable with in order to develop new skills and build their confidence.

DISPLAY

6

- You could pin the posters on the classroom walls or arrange them on desks around the classroom.

7

- Read out the task and point out to students that it encourages them to look for a positive feature of each poster (the best piece of advice). Tell them they should focus on this rather than on parts of the posters which they may think are not very good.
- Students walk around the class individually and make their notes on each poster.

8

- Tell students that they should discuss all the notes they made for each poster and try to reach agreement on the best piece of advice each poster gives. Suggest that if they cannot choose between two or three pieces of advice, they can hold a vote to decide on the best.

9

- Encourage the spokesperson from each group to tell the class why they chose each piece of advice, and why they think it is useful.

REFLECT**10**

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this project

Ask students to consider what skills they needed to use whilst working together to create the poster: *a survival guide for teenage life*. Answers could include:

- listening attentively to others.
- giving advice on various issues.
- showing empathy.
- designing a poster.
- providing positive feedback.
- developing awareness of online safety.

Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

11

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on or they could list two or three ideas for each sentence.
- Students discuss their sentences in pairs.
- Set the Project Log task for homework.
- Encourage students to take time to read everything carefully and add their notes on all the different things they have learned and practised in this unit.
- You could encourage them to look back through the unit as they complete the Project Log, to review the language and skills that they have learned and spend time revising any that they find difficult.
- If possible, spend some one-to-one time with each student, discussing what they have written on the Project Log and asking them to explain why they wrote these things.
- You could give your own feedback to each student and agree on some goals they should work towards for the next project.

⇒ Workbook Project Log p7

Further practice

Online Practice, Unit 1

Unit review, Workbook p12

Language summary, Workbook p13

2 Where in the world?

Language objectives for the unit

Core vocabulary

Tourist attractions (1): ancient site, aquarium, botanical gardens, monument, national park, natural wonder, parade, theme park, tower, wildlife reserve

Tourist attractions (2): art gallery, castle, cathedral, celebration, festival, market, museum, palace, shopping district, temple

Holiday activities: bungee-jumping, canyoning, horse-riding, kayaking, mountain biking, paddleboarding, parascending, scuba diving, sightseeing, trekking, waterskiing, white-water rafting, ziplining

Extra vocabulary

Adjectives to describe activities: active, challenging, dangerous, dull, expensive, relaxing, scary, slow, thrilling, tiring

Grammar

Future forms: will, be going to, present simple, present continuous

First conditional

Key phrases

Asking for recommendations: Where's the best place to (buy trainers/sneakers)? Can you recommend a (phone repair shop)? Are there any good (restaurants) around here? Do you know any good (hotels)?

Making recommendations: Your best option is probably ... Personally, I think ... is really good. I'd definitely recommend ...

Project objectives

Project description

Design a brochure for a virtual reality travel agency

Students will work in groups of three for this project.

Project skills

Choosing roles in the group

Key phrases

Suggesting: I think you should do that. Why don't you do that? You'd definitely be the best person for that.

Volunteering: I don't mind doing that. I could have a go at that.

Accepting: OK, but I'll need some help. That's fine with me.

Declining: I'm not sure that's a good idea. I think somebody else would be better at that. I don't think I'm the best person for that.

Project coach video

Choosing roles in project work

Project extension ideas

If students enjoyed the project, they could choose a trip from another group's brochure, imagine they are on the trip and then write an email home saying what they enjoyed and why, and what was disappointing.

Unit summary

The topic for this unit is travel and tourism in the real world and in virtual reality. By the end of the unit, students should be able to talk confidently about real and virtual travel plans in the future.

The final project is a collaborative task of designing a brochure for a virtual reality travel agency. This will bring together all the language they have learned in the unit.

Introducing the topic for the unit

Explain to students that this unit is about travel in the real world and virtual travel. Tell them that the project at the end of the unit is to create a brochure for a virtual reality travel agency.

Identifying a real-life context for the topic

Ask students to consider in what situations it might be useful to create a brochure about travel. Answers could include: to make suggestions to family and friends about interesting places to visit on holiday, to plan an itinerary for students' own holidays.

Lesson objectives

Learn about virtual reality and tourism

Learn tourist attractions vocabulary

Warm-up

ASSESSMENT FOR LEARNING

- Say: *Imagine you are going on holiday to a different country. What kinds of places can you visit there?* Elicit answers from individual students and write the places on the board, e.g. beach, museum. Notice which words from the Vocabulary sections on pages 21 and 26 students know. Point out that they already know some vocabulary related to travel and tourism, and they can build on what they know by learning more vocabulary and practising using it.
- This activity will give you a good idea of your students' knowledge of the topic vocabulary. With a weak class, spend more time on the Vocabulary presentation to make sure students have mastered the vocabulary before they move on.

1

- Focus on photos 1–6 and put students into pairs to discuss the questions. Then elicit their ideas.

Vocabulary

2

- Check answers with the class and ask students if they recognize any of the places. Elicit or give the names.

ANSWERS

- 1 Photo 6 shows a tower in Canada. (the CN Tower in Toronto)
- 2 Photo 1 shows a monument in India. (the Taj Mahal)
- 3 Photo 2 shows a parade in Brazil. (at a carnival)
- 4 Photo 4 shows an ancient site in Peru. (Machu Picchu)
- 5 Photo 3 shows a national park / wildlife reserve in South Africa. (the Kruger National Park)

3

- When students have finished talking in pairs, elicit examples of tourist attractions.
- Ask if they have visited any of the attractions that are mentioned.

4  **Alice and Simon's vlog script p138**

- Ask students to read the questions. Check that they understand what VR is, and pre-teach the word *headset*.
- Ask: *How will you know if Alice and Simon enjoy the VR experience?* Elicit that they might say they enjoy it, or they might show their enjoyment through their actions and expressions. Point out to students that when they watch a video, they need to both watch and listen carefully.
- Play the video. When students have finished discussing the questions, elicit answers and reasons from the class.

ANSWERS

- 1 Yes, Alice and Simon enjoy their VR experience. We know this from their reactions: they say things like 'It's amazing!'

- 2 Students' own answers

5

- Elicit answers, but don't confirm them yet.

ANSWERS

Alice visits a monument, the Eiffel Tower, in France.
Simon visits a natural wonder, the Grand Canyon, in the USA.

6

- Check that students understand the meaning of the adjectives in the box. Then ask them to match two adjectives with each place in exercise 5.
- Elicit possible answers, but don't confirm them yet.

ANSWERS

The Eiffel Tower: crowded, noisy
The Grand Canyon: deserted, peaceful

7 

- When students have watched the video again, check the answers to exercises 5 and 6. Then ask them to write the answers to the questions.
- Allow students to compare their answers in pairs before you check with the class. If students struggled, play the video again and pause it for them to hear the answers.

ANSWERS

- 1 She needs to turn around.
- 2 No, he doesn't.
- 3 He loves it.
- 4 He describes it as scary, but very exciting.
- 5 He just needs to take off the VR headset.
- 6 She wants to go to New York.

Look UP!

- Elicit famous tourist destinations that students know. Then elicit search terms they could use to do their research, e.g. *best tourist destinations in the world*. Ask students to do their research for homework.
- In the next lesson, allow students time to bring together the information they have found and discuss which destinations would be good to visit using VR.

PROJECT BUILDER 1 (15 minutes)

Agree on three attractions and a name for your VR travel agency.

 Workbook Project Log p8

8

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project.
- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Ask students to have the Project Log pages of their Workbook ready. Remind them that they will use the information in the Project Log for the final project task, and the discussion they are going to have will help them to complete it.
- As a class, brainstorm ideas for tourist attractions that are exciting and difficult to visit in real life. Discuss why they would or wouldn't be suitable for a VR experience.
- When students have finished working in their groups, allow them time to work individually to list the tourist attractions in the Project Log.

9

- Focus on the words in the box and check that students understand them all. You could elicit or suggest a few possible names, e.g. *Digital Voyager, VR Traveller*.
- When students have chosen a name and completed their Project Log, you could ask some groups to share their name with the class and explain why they chose it.
- Point out that the thought bubbles in the Project Log don't form part of the final project assessment; students can complete them for homework to express their own thoughts and opinions.

2.2 Thrill seekers

Lesson objectives

Learn holiday activities vocabulary

Use future tenses

Vocabulary

Warm-up

- Ask: *What do you enjoy doing on holiday?* Elicit ideas and prompt students with more questions if necessary, e.g. *What about swimming in the sea? What about activities you can do on the beach? What about sports? What about trying new activities?*

1

- Read through the adjectives in the box and check that students understand them all.
- When students have finished comparing their ideas in pairs, ask some pairs to tell the class if their ideas are similar or different.

2

- When you have checked answers, ask students if they have ever tried any of the activities. Encourage students who have tried them to share their experiences with the class.

ANSWERS

1 white-water rafting 2 parascending 3 bungee-jumping 4 canyoning 5 ziplining 6 paddleboarding

3

- When you have checked answers, discuss as a class which activities are difficult to put into a category and why.

ANSWERS

A canyoning, kayaking, paddleboarding, scuba diving, waterskiing, white-water rafting

B bungee-jumping, parascending, ziplining

C horse-riding, mountain biking, sightseeing, trekking

Suggested answer: Parascending is difficult to put in one category because you start on the water and then go up into the air.

4 05 Audio script p138–139

- Allow students to compare their answers in pairs, then check with the class, encouraging students to say what clues helped them decide on each activity.

ANSWERS

1 sightseeing: 'go to the top' (of a tower, maybe), 'take photos'

2 scuba diving: sound effects, 'boat'

3 horse-riding: sound effects

4 waterskiing: 'rope', 'boat', 'try to stand up'

5 kayaking: 'river', 'shallow', 'carry our boats'

6 trekking: 'this part is really steep'

5

- Allow students time to prepare their ideas and make notes.

ASSESSMENT FOR LEARNING

- Before students work in pairs, read out the task, then demonstrate one way they could discuss the questions. Pretend to be two students and say:
'I'd like to do horse-riding in real life and scuba diving as a VR activity.'
'Really? I'd like to do trekking in real life and bungee-jumping as a VR activity.'
Ask: *Is that a good discussion? What else should you discuss?*
- Discuss with the class that they should talk about different activities together, saying which they would and wouldn't enjoy, try to agree on which ones they would like to do in real life and why, and then discuss which ones would work well as VR activities and why. Demonstrate a different conversation, e.g.
'What do you think about bungee-jumping?'
'Well, I don't want to do it as a real-life activity because it's too scary for me, but I think it works well as a VR activity.'
'I'm not sure. I think it's too fast for a VR activity.'
- Agree with the class on how many activities they should talk about and how many they should choose to try in real life and as a VR activity. When they have finished, ask if they managed to discuss the number of activities you agreed.

Grammar

Future tenses: *will*, *be going to*, present simple, present continuous

Lead-in

- Ask: *When is your next holiday?* Elicit a few answers from individual students. As they answer, ask: *Where are you going? What activities are you going to do?*
- You can use this as an opportunity to assess how well students use future tenses.

6 06 Audio script p139

- Tell students to read the questions so that they know what to listen for. Then play the audio for them to listen and write their answers.
- Allow students to compare their answers in pairs, then elicit answers from different students.

ANSWERS

1 He's meeting some friends and doing some exciting activities, for example, scuba diving in an underground cave.

2 She's doing some voluntary work at a primary school.

3 Students' own answers

7 06

- With stronger classes, ask students to choose the correct option before they listen again to check their answers.

ANSWERS

1 leaves 2 'll fall 3 'll 4 'm doing 5 'm going to meet 6 is going to 7 will be

8

- Students could work in pairs to complete the rules and match the sentences in exercise 7 to the rules.
- If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 108. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 will **2** be going to **3** the present simple

4 the present continuous

A 7 **B** 2 **C** 3 **D** 4 **E** 6 **F** 1 **G** 5

→ My grammar reference & practice p108

9

- Read out the example and elicit that '*I'll enjoy*' matches rule B in exercise 8.
- Check answers with the class.

ANSWERS

1 'I'll go **2** closes **3** 'm going **4** are going to go
5 won't regret

10

- Put students into pairs to make notes on their holidays and prepare their dialogues. Encourage them to make brief notes rather than writing out their dialogue. You could write a template for their notes on the board to help:

Holiday to: ...

Kind of holiday: ...

Flight leaves at: ...

Activities: ...

- Monitor and help while they are working.

11  **07**

- Play the audio for students to listen and notice the pronunciation of *going to*.
- Play the audio again, pausing for them to repeat.

ANSWER

The *to* of *going to* is pronounced with a schwa: /ə/.

12

- With weaker classes, read through the prompts and elicit the tense for each part of the dialogue. With stronger classes, students can do this in their pairs.
- Ask two students to read out the example dialogue to model the activity.
- Monitor and help while students are working, and correct any common errors in a feedback session at the end.
- For extra practice, students could work with a new partner and have a new dialogue.

PROJECT BUILDER 2 (15 minutes)**Choose and describe VR holiday activities.**

→ Workbook Project Log p8

13

- Remind students that the work they do now will help them with the project at the end of this unit.
- Ask students to get into their project groups and tell them to choose a new monitor for the tasks today. Remind them that the monitor's job is to make sure that everyone gets the chance to speak and be listened to in the discussion tasks.
- Read out the task. Students should discuss a range of activities from exercise 5 and make a list of the ones they think would work well as VR activities.
- With weaker classes, allow students time to think before they begin the group discussion.
- If students need support with the language, write some useful phrases on the board for them to use, e.g.
What about ... ?
Do you think ... would work well?
I agree./I'm not sure about that one.
- Allow students time to think of ideas and make a list. Then ask them to choose two activities for each person in their group and add them to their Project Log.

14

- Remind students that they should work as a group to write their sentences. Point out that their sentences need to persuade people that the experiences will be interesting or fun, so they should try to make them sound as appealing as they can.
- Remind students to write their sentences in the second part of the Project Log.
- Ask groups to read some of their sentences to the class.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary and grammar, Workbook p14–16

2.3 Impossible adventures

Lesson objectives

Read about the applications and benefits of virtual reality

Use the first conditional

Reading

ASSESSMENT FOR LEARNING

- Read out the lesson objectives. Remind students that for their final project, they will produce a brochure for a VR travel agency, and explain that they will need to write about the advantages of VR travel. Ask: *Do most people use VR now?* (no) *Do you think that they will in the future?* (yes)
- Ask: *If people have VR holidays instead of real holidays, what will the benefits be?* Elicit a few answers from individual students and, if necessary, rephrase their answers using a first conditional.
- Write the sentences on the board and elicit or explain that they are first conditional sentences. Explain that this is the language they are going to learn to talk about how things might change with VR in the future, and what the benefits and advantages will be.

Warm-up

- Tell students you are going to try a holiday activity in VR. Pretend to put on a headset, then describe the activity and ask students to guess what it is: *I'm standing on the edge of a high cliff. I can see the river below me. It looks a long way down. OK, here goes ... I'm falling towards the water ... it's really scary ... but I've stopped!* Elicit the activity (bungee-jumping).
- Invite a few students to give similar descriptions of a holiday activity for their classmates to guess.

1

- When students have finished discussing the questions in pairs, discuss the answers as a class.

SUGGESTED ANSWERS

- 1 She's wearing a VR headset and headphones, and holding a joystick. She's taking part in a VR experience.
- 2 They are probably very realistic, because they don't only involve vision and sound. You can stand and move about, too.

2 08

- Tell students they don't have to understand every word. They just need to find the names of two places where you can have a VR experience.
- Play the audio for students to listen and read. Then elicit the answers.

ANSWERS

The VR Star Theme Park in southwestern China, the VR Park in Dubai.

3

- Allow students to compare their answers in pairs before you check with the class. Elicit from students why the other two summaries are not as good.

ANSWER

The best summary of the text is B. Summary A only covers the final paragraph and summary C only covers the first two paragraphs.

4

- If students need more support with this task, focus on each paragraph in turn and ask: *What's it about?* Elicit the main ideas in each paragraph and make notes on the board.
- Students can use the notes on the board to help them improve the summary and add another sentence to it.
- Check the answer by asking pairs in turn to read out the sentence they added and to say where they added it and why.

SUGGESTED ANSWER

VR technology is not only a good way to sell trips, it can also replace them. VR tourist attractions are becoming more popular. **This will allow people to enjoy experiences they cannot enjoy in the real world.** It will also benefit the environment.

Skill UP!

5

- Ask students to read the information in the Skill UP! box. Elicit examples of verb + noun collocations, e.g. *make a mistake*, and noun + noun collocations, e.g. *city centre*, *school holidays*.
- When you have checked answers, you could discuss with students ways of recording collocations in their vocabulary notebook, e.g. they could record collocations based on a particular word, e.g. *damage / protect + the environment*.

ANSWERS

- 1 sell a product (verb + noun)
- 2 wheelchair user (noun + noun)
- 3 download an app (verb + noun)
- 4 wear a VR headset (verb + noun)
- 5 explore the world (verb + noun)
- 6 leave home (verb + noun)
- 7 air travel (noun + noun)
- 8 damage the environment (verb + noun)

6

- Check answers with the class.

ANSWERS

- 1 It helps them to sell their products.
- 2 wear VR headsets
- 3 download an app
- 4 explore the world without leaving home

7 MEDIATION

- Explain to students that they can look online to find information in their own language, but they must talk about it in English.
- Ask students in turn to tell the class about the VR ride they learned about.
- You could hold a class vote to find out which ride students would most like to go on.

Grammar

First conditional

Lead-in

- On the board, write: *If people use VR tourism more in the future, what will happen?* Ask students to answer the sentence with their own ideas.
- Ask students in turn to share their ideas with the class and notice how well they can already use the first conditional.

8

- Read out the sentence and elicit the answer to the question.

ANSWER

enjoy = present simple; *will book* = *will* (future)

9

- Students could work in pairs to read the information and complete the rules.
- If your students need more support with the grammar, refer them to *My grammar reference & practice* on page 108. Read through the reference with the class, then students could work through the practice exercises.
- If your students already have a good grasp of the grammar, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 the present simple 2 *will* (future)

⇒ *My grammar reference & practice* p108

10

- Check answers by asking individual students to read out the sentences. Elicit which sentences start with the *if* clause and which include a comma.

ANSWERS

If people enjoy the VR experience, they'll book the trip.
If you visit the VR Star Theme Park in southwestern China or the VR Park in Dubai, you will not see any rollercoasters or water slides.

If you download the app, you'll be able to look at all the paintings.

And if you are unable to travel for whatever reason, virtual reality will allow you to explore the world without leaving home.

If you care about the natural world, there is another reason to welcome VR.

11

- Allow students to compare their answers in pairs before you check with the class. If necessary, refer back to the rules in exercise 9 to help explain them.

ANSWERS

1 travel 2 doesn't text 3 take 4 won't enjoy 5 'll see

12

- Focus on the prompts in the first item and elicit the first conditional sentence.
- When students have written the sentences, allow them to compare their answers in pairs.
- Check answers by inviting students to write the sentences on the board, and make sure that they have used a comma after the *if* clause.

ANSWERS

- 1 If you fall asleep, you'll miss your flight.
- 2 If she tries canyoning, she'll love it.
- 3 If they go to Rio, they'll see the parade.
- 4 If we don't have time, we won't visit you.
- 5 If it rains, I won't go sightseeing.

PROJECT BUILDER 3 (15 minutes)

Write about the advantages of VR travel.

⇒ Workbook Project Log p9

13

- Remind students that they are working towards a final project in which they will create a brochure for a VR travel agency. Explain that information about the advantages of VR travel will be part of their brochure.
- Ask students to get into their project groups and choose a monitor for today's tasks.
- Read out the task. You could elicit one or two more examples from the class before students work in their groups. Remind them that at this stage, they should think of as many ideas as possible and write them in their Project Log in *Notes on our ideas*.

14

- Remind students that this is a collaborative task, so they should try to agree as a group on five sentences to include in their brochure. Remind the monitor that it is their job to make sure that everyone gets the chance to speak and give their opinion.
- When students have completed their Project Logs, ask some groups to read one of their sentences to the class.

Further practice

Grammar, Workbook p17

Reading, Workbook p18

Grammar worksheets, Teacher's Resources, Oxford English Hub

Reading worksheets, Teacher's Resources, Oxford English Hub

2.4 Culture trip

Lesson objectives

Learn about cultural attractions
Use the future continuous

TEACHER WELLBEING: INTERCULTURAL COMMUNICATION

Experiencing different places and cultures, for example through travel, can enrich your understanding of cultural differences. This will help you develop and sustain good relationships with students and colleagues from diverse backgrounds. How culturally literate are you? In what ways could you improve? Answer the questions below.

- How many cultures are you very familiar with?
- How many cultures do you have some experience of?
- In what ways does your experience of other cultures help your relationships with students and colleagues?
- What cultures would it be useful for you to learn more about?

Vocabulary

Warm-up

- Ask: *What are the advantages of travelling to other countries on holiday?* Put students into pairs to think of three advantages.
- Elicit their ideas and, if necessary, elicit or explain that learning about other countries and cultures is a valuable experience.

1

- When students have finished discussing in pairs, check answers with the class.

ANSWER

'Festival' and 'celebration' are events.

2

- When students have finished working in pairs, elicit a few examples of each attraction from the class.

3 THINK

- Ask students to discuss the questions in pairs and then choose three differences they are confident about.
- To check answers, ask different pairs to explain one of the differences they are confident about, or elicit explanations from the class.

SUGGESTED ANSWERS

- 1 In an art gallery, there are paintings, sculptures and other works of art. A museum may include works of art, but it also has other items of historic or cultural interest.
- 2 A festival is a large public event to celebrate something. A celebration can be a public or a private social event, such as a birthday party.
- 3 A castle is a strong building with thick walls that was built to withstand attacks. A palace is a large and impressive building where a king, queen or other ruler lives.

- 4 A cathedral is a large and important Christian church.
A temple is any place of religious worship.
- 5 A market is an area where people buy and sell things at stalls (often outdoors). A shopping district is a group of streets where there are a lot of shops.

4

- Ask students to read the speech bubbles and note key words. You could do item 1 as an example: *exhibition, history of computers, the 1940s*. Emphasize that the key words will help them to focus and answer the questions.
- When you check answers, elicit the key words that helped students choose them.

ANSWERS

1 museum 2 celebration 3 palace 4 temple

5

- When you have checked answers with the class, ask: *What do you think the festival is celebrating?* Elicit possible answers.

ANSWERS

1 festival 2 market 3 celebration 4 temple

Listening

Skill UP!

6 09 Audio script p139

- Ask students to read the information in the *Skill UP!* box. Then tell them to read A–E and ask about each one: *What might the speaker say if this is their purpose?* Elicit what language the speaker might use, e.g. 1: *You should really visit/see ... It's an amazing place*; 2: the imperative.
- Play the audio for students to listen and answer the question.
- Check the answer with the class. Elicit that the speaker described each experience in detail.

ANSWER

C

7 09

- Before you play the audio again, tell students to read the sentence halves. Check that they understand the meaning of *tribe, firework display* and *breath-taking*.
- Check answers with the class.

ANSWERS

1 D 2 A 3 E 4 B

LIFE SKILLS

- Ask students to read the information in the *Life skills* box.
- Ask: *Why is it important to be open-minded and respectful? What will happen if you aren't?*
- Discuss the questions as a class. Point out that being open-minded and respectful will help students learn about and understand different cultures and avoid misunderstandings.

8 ① 09 MEDIATION

- Tell students to read the email carefully and ask:
How many questions do you have to answer? (four)
What are the key words in each question? (opening times, night market; What happens, Water Festival; best time of day, visit, temple of Borobudur; What, see, Goroka show)
- Play the audio again for them to listen and make notes to answer the questions. Students work individually to write their reply to Mr Rashid. You could write the following on the board to help them structure their email:
Dear Mr Rashid,
Thank you for your email asking for information about the Eastern Odyssey Tour.
The opening hours of the night market are ...
At the Water Festival, ...
The best time of day to visit the temple of Borobudur is ...
At the Goroka show, ...
Let me know if you need any more information.
- You could check answers by asking a few students to read out their emails. Write the key information on the board.

9

ASSESSMENT FOR LEARNING

- Monitor while students are discussing. If they are giving very short answers, ask their partner to encourage them to say more by asking follow-up questions, e.g. *Why would you like to visit that attraction? How do you think you would feel? What would you learn?*
- Follow-up questions encourage students to engage with each other more during pairwork activities and give better answers.

PROJECT BUILDER 4 (15 minutes)

Plan a VR tour to include in your brochure.

→ Workbook Project Log p9

10

- Remind students that they are working towards a final project in which they will design a brochure for a VR travel agency. Ask: *What have you done so far for the project?* Ask students to look back through their Project Logs and elicit what activities they have completed so far.
- Ask students to get into their groups, get their Project Log ready and choose their monitor. Then read out the task.
- Allow students time to choose a title. Remind them to add it to their Project Log.

11

- Suggest that monitors get their group to brainstorm as many ideas as possible. They should then allow each group member to say which their two favourite activities and attractions are. However, group members must be prepared to compromise if two or more members express a preference for the same activity or attraction.

12

- Students write the sentences about the activities or attractions they chose individually before they show them to their group. Remind students to be respectful when they are giving feedback and suggesting changes. Point out the tip in the Project Log for making descriptions better.
- Before students complete their Project Log, ask each group to read out one or two of their sentences so that you can check that they have used *will* correctly.

13

- Tell students to do some online research to find out more about the attractions they have chosen. They can do this for homework.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary, Workbook p15

Vocabulary worksheets, Teacher's Resources, Oxford English Hub

2.5 Where's the best place to buy sneakers?

Lesson objectives

Ask for and make recommendations

Create thinking time when you are speaking

Speaking

ASSESSMENT FOR LEARNING

- Read out the lesson objectives. Say: *Imagine you are visiting another city and want to find out if there's a good restaurant nearby. What might you ask someone?* Elicit ideas and write them on the board.
- Then say: *Imagine that a visitor to your town asks you if there are any good restaurants in the area. What might you reply?* Elicit ideas and, again, write them on the board.
- Point out that the phrases on the board are ways of asking for and making recommendations.
- Note how many students are confident about asking for and making recommendations. This will help you decide how much time to spend on teaching the *Key phrases*.

Warm-up

- Tell students they have learned 20 words for tourist attractions. With books closed, put them into pairs and give them two minutes to remember as many as they can.
- Ask students in turn to write a word on the board and give the meaning in their own language. They can look at pages 21 and 26 to find any words that they may have missed.

1

- Students can discuss the questions in pairs.
- Elicit some recommendations for each of the things.

2  Drama video script p139–140

- Ask students to read the questions and note the key words before they watch the video. With weaker classes, discuss what information students need to watch and listen for to answer each question, e.g. names of people, nationality.

ANSWERS

- His new next-door neighbours, Bianca and her parents, are coming.
- She's American.
- She needs to buy a folder for school.
- She wants to buy some trainers / sneakers.
- It's near the station.
- He feels a bit embarrassed.

3 

- Play the video again, pausing it after each phrase to allow students time to write their answers.
- Check answers with the class.

ANSWERS

Students' own answers. All the phrases are informal.

4 MEDIATION

- Read out the task, then ask students if they can remember Alfie's joke at the end of the video.

- Put students into pairs to explain the joke and Olivia's reaction in their own language.
- Discuss students' ideas as a class.

LIFE SKILLS

- Ask students to read the information in the *Life skills* box. Ask: *What should you do if you accidentally say something that might be hurtful?* Elicit that you should apologize and not make the same mistake again.

5

- When students have discussed their ideas in pairs, elicit some answers, but don't confirm them.

SUGGESTED ANSWER

Olivia is making fun of Alfie because he seems to like Bianca a lot.

6  Drama video script p140

- When students have watched the video and checked their ideas from exercise 5, ask students who feel sorry for Alfie to explain why. Then ask students who don't feel sorry for him to explain why.
- Discuss as a class whether this kind of joke is OK between friends.

7

- Check answers, then check that students understand all the phrases.

ANSWERS

1 place 2 recommend 3 option 4 think 5 definitely

8 

- Play the video again and ask students to put up their hand each time they hear one of the phrases. Pause the video and elicit which phrase they heard.

ANSWERS

Bianca: 'Where's the best place to buy (sneakers)?'
Alfie: 'Your best option is probably (Sports Warehouse)'
Bianca: 'Can you recommend a (cell phone repair shop)?'
Alfie: 'Personally, I think (We Fix It) is really good.'
'I'd definitely recommend (it).'

Skill UP!

9  Drama video script p140

- Ask students to read the information in the *Skill UP!* box. Then discuss as a class what strategies students use in their own language to create thinking time.

ANSWERS

Alfie says: 'Hmm. Let me think,' 'Well, the thing is ...' and 'Hmm. Let's see.'

10

- Demonstrate the activity with a confident student. Then put students into pairs to role play the dialogue.
- Monitor while they are working, and correct any common mistakes in a feedback session at the end.

Further practice

Speaking pairwork worksheet, Teacher's Resources, Oxford English Hub

2.6 An announcement

Lesson objectives

Write an announcement for your VR travel agency

Learn about adjective order

Writing

Warm-up

- Remind students that in this unit they have been working towards creating their own VR travel agency.
- Check that students understand the word *announcement*, then ask: *Imagine your travel agency is having an open day next month. What do you need to do to make it a success?* Elicit the idea that you need to advertise the open day so that people know it is happening.
- Ask: *What information would you include in your announcement about your open day?* Elicit a range of ideas, e.g. the date and place, the time, special offers.

1

- Check answers with the class.

ANSWER

The three experiences are to explore the Amazon rainforest, visit the Rio carnival and visit the Ilha Grande (a small island off the coast of Brazil).

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box.
- Students could work in pairs to find the adjectives in the announcement and match them to the categories.
- When you have checked answers, check that students understand all the adjectives. Model and drill pronunciation if necessary.
- You could elicit some more adjectives that belong to each category A–F.

ANSWERS

- A sandy, wooden
- B blue, white
- C beautiful, fantastic, wonderful
- D narrow
- E Brazilian
- F little

Vocabulary: Adjective order

3

- Ask students to read the information about adjective order.
- Students could work in pairs to add the missing categories.
- Check answers with the class.

ANSWERS

- 1 opinion 2 colour 3 material

4

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 attractive white
- 2 square stone
- 3 stunning old
- 4 small, blue Italian
- 5 beautiful, round silver

Optional activity

- Ask students to complete the sentences in exercise 4 using different adjectives in the correct order.
- Ask some pairs to read out their sentences to the class.

PROJECT BUILDER 5 (15 minutes + homework)

Write an announcement for your VR travel agency.

→ Workbook Project Log p10

5

- Students should do the planning stage of this activity in their project groups, then write their announcement for homework.
- Ask students to get into their groups, get their Project Log ready and choose their monitor for today.
- Ask them to look back through their Project Logs and elicit what preparation they have done so far for their project (they have decided on attractions for their agency, chosen some VR holiday activities, written about the advantages of VR travel and designed a tour). Then read out the task.
- Point out to students that they can use the announcement in exercise 1 as a model for their own announcement.
- You could read through the announcement in exercise 1 again and elicit or point out some useful 'chunks' of language students could use in their own announcement, e.g. *You are invited to our travel agency on ... , to experience the amazing VR trips on offer, Just put on the VR headset and ...*
- You could ask students to find examples of future tenses and conditional sentences in the announcement. Encourage them to use these tenses in their announcement.
- Students work in groups to plan their announcement and make notes in the Project Log. Monitor and help while they are working.
- Set the writing task for homework.
- Encourage students to read the tips and take time to write their announcement, making sure they follow all the tips and include adjectives, exciting pictures and large, bright text. Encourage them also to read the reminders about language to use at the bottom of the Project Log.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Writing workshop, Workbook p71

2 Project

Lesson objectives

Design a brochure for a virtual reality travel agency

TEACHER WELL-BEING: AVOIDING THE BUILD-UP OF STRESS

The time to relax is when you don't have time for it.

Sydney Harris

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards it through the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups to share their Project Builders 1–5 and complete the tasks. Ask them to choose a project monitor to lead the discussion tasks.
- Remind students that when they are working in groups, they should be respectful to all group members and only make constructive comments about each other's work.
- Point out that by sharing ideas and discussing which ones to use for the final brochure, they will improve the overall outcome of their final task.

DECIDE

2

- When students have finished discussing the forms their brochure could take and the advantages and disadvantages, discuss their ideas as a class. Then discuss which options are possible and practical in your particular class situation.

3

- Monitor and help while students are working.
- When they have finished, write the steps in exercise 3 on the board. Elicit other steps and ideas that different groups have added and add them to the board.
- Allow groups time to review their own steps and make changes.

PROJECT SKILLS

Choosing roles in the group

4 10 Audio script p140

- Ask students to read the information in the *Project skills* box. Check that they understand everything.
- Read out the task, then play the audio for students to listen and answer the questions.
- Check answers with the class.

ANSWERS

1 Katy and Ollie 2 Ollie 3 Chloe

Project coach video

Project coach video script p140–141

- Watch the *Project coach video* with your students. The video provides useful tips for choosing roles when doing project work as a group.

5 10

- Allow students time to read through the *Key phrases*, then play the audio again for them to listen and note the phrases they hear.
- Check answers with the class and check that students understand them all.

ANSWERS

Chloe: I think you should do that, Katy.

Katy: OK. But I'll need some help.

Ollie: I don't mind doing that.

Katy: Why don't you do that, Chloe?

Chloe: I'm not sure that's a good idea.

Ollie: I could have a go at that.

Chloe: That's fine with me.

ASSESSMENT FOR LEARNING

- Before students do exercise 6, ask them individually to think about their own skills and the skills of the people in their group and note down at least one skill for each person.
- Ask students to compare their notes with the other members of their group and see if there are any differences.
- Discuss with the class what differences students found and then discuss what they can learn from this, e.g. group members may have skills that we don't know about; we may think that someone has a skill, but that person doesn't feel confident about that skill; more than one person in a group may have the same skill; it is possible that no one in a group has a skill that is needed.
- Discuss how students can find solutions to the issues that are highlighted, and point out that in group work, the most important thing is for everyone to feel valued, remain focused on the task and try to achieve the best results for the group.
- When students have completed the task in exercise 6, ask groups in turn to tell the class what issues they faced with assigning roles and how they solved them.

6

- As students discuss and assign roles, encourage them to make notes of issues that arise so that they can discuss them with the class after they have finished.

CREATE

7

- Monitor and help while students are working. If they have access to the internet, encourage them to look at some brochures online, find examples that work well and learn from them.

8

- Remind the project monitors to make sure that everyone's opinion is heard as the group produces its final announcement.

9

- Before students create their final brochure, discuss how they can make it attractive and persuasive. Point out that using bright colours and positive words such as *amazing*, *fantastic* and *great value* can help make a brochure attractive and persuasive.

DISPLAY**10**

- You could pin the brochures on the classroom walls or arrange them on desks around the classroom.

11

- Read out the task and remind students that when they look at each other's work, they should always be positive and respectful.
- Ask half the groups to stand by their brochure while the other groups walk around the classroom and ask for recommendations based on each brochure.
- When groups have spent some time looking at each of the other groups' brochures, reverse the roles so that all the groups have a chance to walk around, look at brochures and ask for recommendations.

REFLECT**12**

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this project

Ask students to consider what skills they needed to use whilst working together to create a brochure for a virtual reality travel agency. Answers could include:

- researching international tourist destinations.
- considering things from another person's perspective.
- making decisions as a group.
- assessing others' skills.
- responding positively to others' suggestions.
- using adjectives to describe things.

Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

13

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on or they could list two or three for each sentence.
- Students discuss their sentences in pairs.
- Set the Project Log task for homework.
- Encourage students to take time to read everything carefully and add their notes on all the different things they have learned and practised in this unit.
- You could encourage them to look back through the unit as they complete the log to review the language and skills that they have learned and spend time revising anything that they find difficult.

- If possible, spend some one-to-one time with each student, discussing what they have written on the Project Log and asking them to explain why they wrote these things.
- You could give your own feedback to each student and agree on some goals they should work towards for the next project.

⇒ Workbook Project Log p11

Further practice

Online Practice, Unit 2

Unit review, Workbook p20

Language summary, Workbook p21

3 Make a difference

Language objectives for the unit

Core vocabulary

The environment: compound nouns: carbon footprint, climate change, electric cars, endangered animals, fossil fuels, greenhouse gases, household rubbish, plastic packaging, recycling bins, solar energy

Occupations: accountant, architect, builder, carpenter, chef, childminder, dentist, journalist, lawyer, optician, pharmacist, pilot, plumber, surgeon, vet

Extra vocabulary

Global issues: animal rights, climate change, gender equality, homelessness, pandemic, pollution, poverty, racism

Grammar

Second conditional

Indefinite pronouns: someone, anything, everywhere, etc.

Key phrases

Expressing agreement: I know what you mean. Sure, no problem. Yes, of course. I think you're right. Yes, me too. I guess that's OK.

Project objectives

Project description

Make a Wish Tree

Students will work in groups of three for this project.

Project skills

Editing your work

Key phrases

Asking for clarification: What do you mean? I'm not sure what you're saying. Sorry, I don't follow you. What kind of thing are you thinking of?

Project coach video

Discussing issues politely

Project extension ideas

If students enjoyed the project, they could discuss in their groups the changes they could make in their lives, agree some 'targets' for the next month, and keep a diary of how well they achieve them. They could compare their diaries once a week and amend their targets if necessary. Groups could report back to the class after a month, say what changes they made, and if they feel they made a difference.

Unit summary

The topic for this unit is making a difference in the world. By the end of the unit, students should be able to talk confidently about threats to the environment, acts of kindness and gender equality.

The final project is a collaborative task of making a Wish Tree of changes they would like to see in the world. This will bring together all the language they have learned in the unit.

Introducing the topics for the unit

Read out the title of the unit and explain to students that this unit is about different ways in which people can make a difference in the world. Tell them that the project at the end of the unit is to create a Wish Tree with their own wishes for changes they would like to see in the world.

Identifying a real-life context for the topic

Ask students to consider in what situations it might be useful to make a Wish Tree focused on changes they'd like to see in the world. Answers could include: to write a letter to a local council or member of parliament highlighting an environmental issue and requesting support to resolve it, to raise awareness in others of environmental or social issues and generate support for campaigns.

Lesson objectives

Talk about the changes you want to see in the world

Learn global issues vocabulary

Warm-up

ASSESSMENT FOR LEARNING

- Focus on the photos and ask: *What vocabulary do you expect to learn in this lesson? What do you think you will talk about?*
- Elicit students' ideas and confirm that they will learn vocabulary to talk about global issues. Ask: *What global issues do you know about?* Elicit ideas, e.g. *Some people are poor and don't have enough food.* Put students into pairs to think of more problems, then elicit their ideas. Notice whether students naturally use any of the target vocabulary for this lesson.
- This activity will give you a good idea of your students' existing knowledge. If the class seems weak, spend more time on the Vocabulary presentation to ensure students have mastered the vocabulary before they move on. If the class seems strong, exploit the video for extra topic vocabulary, e.g. *clean up (rivers), join demonstrations, ice caps are melting.*

1

- Put students into pairs to do the matching task.
- When you have checked answers, check that students know the meaning of the words that aren't in the photos.

ANSWERS

- 1 climate change 2 poverty 3 racism
4 animal rights 5 gender equality

2 THINK

- Students could discuss the issue in pairs or groups.
- Have a brief class discussion, asking pairs or groups to share their opinions and reasons with the class, and encourage other students to respond.

Optional activity

- In pairs, students think about what kind of photo would best illustrate the two issues that are not in the photos.
- Discuss their ideas as a class.

3 ➔ Alice and Simon's vlog script p141

- Ask students to read the question, then play the video and elicit the answers.

ANSWERS

They mention poverty, pollution and climate change.

4 ➔

- Ask students if they can remember or guess how to match the halves of the sentences.
- Play the video again for students to complete the task.
- Check answers with the class. If students struggled with the task, play the video again and pause where necessary to confirm answers. Then ask a few questions to check that students understand the phrases, e.g. *If you get involved, do you do something to help?* (yes)

ANSWERS

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

5 THINK

- Read out the task and ask students what they know about Gandhi. If necessary, give them a little background information. (Mohandas Karamchand ('Mahatma') Gandhi (1869–1948) was an Indian lawyer who led the successful campaign for India's independence from British rule, which was finally achieved in 1947. Gandhi believed that nonviolent resistance and civil disobedience were the best ways to achieve change.)
- Students can discuss the questions in pairs.
- Ask pairs in turn to share their ideas with the class. See if the class can agree on the meaning of the quotation.

6 MEDIATION

- Read out the task and tell students they can look for quotations in English or their own language, but they should tell the class about them in English.
- Ask students to tell the class about the quotation they found.
- Students could vote for their favourite.

PROJECT BUILDER 1 (15 minutes)

Think of some changes you want to see in the world.

➔ Workbook Project Log p12

7

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project.
- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.

- Ask students to have the Project Log pages of their Workbook ready. Remind them that they will use the information in the Project Log for the final project task, and the discussion they are going to have will help them to complete the log.

- Read out the instructions and explain *wish* if necessary. Point out how the three categories correspond to the three branches on the illustration.

8

- Ask students in their groups to discuss what the three phrases mean and write an explanation for each one.
- Ask groups to share their ideas with the class.

9

- Encourage students to think of as many ideas as possible, then decide on 3–6 they would like to see happen and match each one to a category.
- When students have finished working in their groups, allow them to work individually to list their wishes in the leaves in the Project Log.

10

- When students have finished their discussions and completed their Project Log, you could ask some groups to share their ideas with the class and explain why they chose them.
- Ask students to complete the speech bubble with their own personal opinion for homework.

3.2 A greener world

Lesson objectives

Talk about threats to the environment and how to reduce them

Learn environment vocabulary

Use the second conditional

Vocabulary

Warm-up

- On the board, write two headings: *Bad for the environment* and *Good for the environment*. Ask: *Is travelling by plane good or bad for the environment?* (bad)
- Put students into pairs and give them two minutes to think of as many ideas as they can to add under each heading.
- Elicit ideas and add them to the headings on the board.

1

- Check that students understand *deforestation* (cutting or burning down trees in an area) and *sustainable development goal* (one of the United Nations' goals in an overall plan to use natural products and energy in a way that does not harm the environment and improves human lives).
- When students have finished discussing, ask some pairs to share their ideas with the class.

SUGGESTED ANSWERS

- 1 People cut down trees to clear land for farming. They use wood from trees to make buildings and for paper and cardboard.
- 2 Forests are important because trees produce oxygen. Forests also provide a home for many animals.
- 3 We can reduce deforestation by recycling paper and cardboard and by eating less meat – particularly beef.

2

- Check answers with the class. Then ask questions to check that students understand the meaning of the compound nouns, e.g. *Where should I put paper I've used?* (in a recycling bin) *What are petrol and oil?* (fossil fuels)

ANSWERS

1 D 2 A 3 F 4 H 5 J 6 C 7 I 8 E 9 B 10 G

3

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 recycling bins
- 2 plastic packaging
- 3 carbon footprint
- 4 climate change
- 5 endangered animals
- 6 electric cars
- 7 solar energy, fossil fuels

4

- Ask two students to read out the example dialogue. Explain the meaning of *me too* if necessary (a phrase we use for agreeing). Point out that we only use this phrase to agree with an affirmative statement, e.g. *'I put bottles in the recycling bins.'* *'Me too.'* To agree with a negative statement, we use *I don't either*, e.g. *'I don't put bottles in the recycling bins.'* *'I don't either.'*

- When students have compared their answers, ask some pairs to tell the class which sentences are true for both of them.

5 THINK

- Allow students time to think about the question and make notes on their ideas. Remind them always to give reasons for their opinions.
- In groups, students compare their ideas and try to agree on the actions that make the most difference.
- Ask groups in turn to tell the class which three actions they all agree make the most difference, and why.

6 11 MEDIATION Audio script p141

- Before students listen, check that they understand *donation*, *to raise (money)* and *million*.
- Play the audio for students to listen and make notes.
- Allow students to compare their messages in pairs, then ask some students to read their message to the class.

SUGGESTED ANSWER

Hi there! Do you know about 'Team trees'? It's an online campaign to plant 20 million trees, using donations from people who watch Mr Beast's YouTube channel. I think we should get involved and make a donation. What do you think?

7 11

- Allow students time to read the facts before they listen again. Elicit that they need to listen for numbers.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 8 2 37 3 50

Grammar

Second conditional

Lead-in

- Remind students that the podcast talks about people eating meat. On the board, write: *If everyone stopped eating meat and dairy products, this would reduce greenhouse gases by eight billion tonnes a year.* Then ask: *Have people stopped eating meat? (no)* *Is this sentence about a real event that has happened or an imaginary future event? (an imaginary future event)* *What word do we often use at the beginning of a sentence to talk about imaginary events like this in English? (if)* Elicit answers from individual students. You can use this as an opportunity to assess how well students already know the second conditional.

8

- Students could work in pairs to choose the correct options to complete the rules.
- If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 110. You could read through the reference with the class, then ask students to work through the practice exercises.

- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 C 2 A

→ My grammar reference & practice p110

9

- Read out the first sentence and the example answer.
- Check answers with the class.

ANSWERS

1 wouldn't be, borrowed 2 would help, asked
 3 didn't drink, 'd be thirsty 4 would get, didn't follow
 5 visited, 'd go

10

- Put students into pairs to do the quiz. With weaker classes, first read through the quiz with students and check that they understand everything.

11

- When students have calculated their own scores, put them into pairs to compare. Find out who in the class has the highest score.

12

- Read out the task and the example sentence. Weaker students could work in pairs to write the sentences.
- Check answers with the class.

ANSWERS

1 If people gave up meat, it would help stop deforestation.
 2 If people avoided travelling by air, it would reduce greenhouse gases.
 3 If people had 2-minute showers, it would save water.
 4 If people gave up all takeaway food, it would reduce household rubbish.
 5 If people limited their computer use, it would save electricity.
 6 If people always put their rubbish in the bin, it would reduce litter.

ASSESSMENT FOR LEARNING

- When you have checked the answers to exercise 12, ask if any students made no mistakes. Most students will probably have made at least a few, so explain that you are going to do a bit more practice as a class.
- Focus on the second question in exercise 10 again. Ask: *Where do we use 'avoid travelling by air': in the 'if' clause or the result clause? (if clause) What verb form do we use after 'If people ... ? (past simple)*
- Repeat with two or three more sentences in the quiz, referring back to the rules to confirm the verb forms.
- Then ask students to write three sentences using questions from the quiz and their own ideas, e.g. *If people gave up meat, they wouldn't kill animals.*
- Ask students in turn to read out their sentences. This time there should be fewer errors!

13

- Read out the first set of prompts and elicit a sentence as an example.
- Allow students to compare their answers in pairs, then elicit possible sentences for each set of prompts.

ANSWERS

1 won, would buy 2 met, would ask 3 lived, would visit
 4 could, would choose 5 had, would wish

PROJECT BUILDER 2 (15 minutes)

Suggest ways to help the environment.

→ Workbook Project Log p12

14

- Remind students that the work they do now will help them with the project at the end of this unit.
- Ask students to get into their project groups and tell them to choose a new monitor for the tasks today. Remind them that the monitor's job is to make sure that everyone gets the chance to speak and be listened to in the discussion tasks.
- Read out the task. Students should think of as many ideas as they can for each point on the list.
- With weaker classes, you could allow students time to think before they begin the group discussion.
- Allow students time to think of ideas and make a list.

15

- Read out the task and give an example answer using the phrases, e.g. *I think giving up meat is a better suggestion than limiting your computer use because it's easy for people to do it.*
- Remind students that they are working as a group for this task, so they should try to make decisions together.
- Briefly revise phrases for agreeing and disagreeing, e.g. *I agree. Yes, you're right. I'm not sure about that.*
- Ask groups to share one of their suggestions with the class, explaining why they chose it.

16

- Allow students time to complete the first part of the Project Log with their three suggestions.
- Read out the example sentence and point out how students can use parts of it for their own sentences.
- Ask students to plan their sentences, then ask some groups to read out one or two. Correct any errors with the second conditional.
- Then ask students to complete the second part of the Project Log.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary and grammar, Workbook p22–24

3.3 Kindness is contagious

Lesson objectives

Read and talk about acts of kindness

Use indefinite pronouns

Reading

Warm-up

- Draw eight short lines on the board to represent the word *kindness*: _____. Tell students to guess the word. Give a series of clues, starting with general ones, e.g. *This is a quality some people have. You can show this to other people. It always feels good when you receive it. It's what someone shows when they buy you a nice present. It's the opposite of being horrible or mean to someone. An example of this is helping someone carry their heavy shopping.*
- To speed things up, you could add a letter to the board after each clue, but be careful not to make it too easy to guess!
- When students have guessed the word, write it on the board and tell them this lesson is all about kindness.
- Read out the lesson title and explain the meaning of *contagious* (used to describe something that spreads from one person to another, like an illness). Ask: *Do you agree that kindness is contagious? Why / Why not?*

1

- When students have finished discussing their experiences in pairs, ask if anyone has some examples of kindness that they would like to share with the class.

2 12

- Read out the task and allow students time to read the headings. Make sure they understand them.
- Play the audio for students to read and listen and complete the matching task.
- Check answers with the class.

ANSWERS

1 A 2 D 3 C

Skill UP!

3

ASSESSMENT FOR LEARNING

- Ask students to read the information in the *Skill UP!* box. To demonstrate the difference between a main idea and a less important detail, ask students to focus on the first part of the article again. Ask: *Ollie was nearly 15 years old – detail or main idea?* (detail) *His mother wrote a message on Facebook – detail or a main idea?* (main idea)
- Focus on the task and point out that it has multiple-choice answers. Ask: *Do you ever guess multiple-choice answers? How can you practise the skill in the Skill UP! box and not just guess?* Elicit that it is challenging to try to work out the main idea for themselves and only then look for the option that is closest to their idea rather than reading the three options and then choosing the one they think fits best. However, it is the best way to learn how to do this kind of task successfully.
- Put students into pairs. Ask them to read each part of the text again and note down the main idea. When they have done this, elicit possible answers, but don't confirm them.
- Now ask students to read the three options for each part of the text and see which one matches their idea.
- Check answers with the class.
- Ask: *Did the task make you think about the main point in each part of the text?* Point out that this more challenging way of doing a task is a good way to make sure they get the most benefit from it.

SUGGESTED ANSWERS

- Sentence C is the best because the other sentences do not explain the act of kindness.
- Sentence A is the best because it is the only one that mentions a group of people acting together.
- Sentence C is the best because it mentions both the villagers and the refugees, and sums up what happened.

4 THINK

- Allow students time to think about their opinions. Then put them into pairs to discuss their ideas.
- Discuss students' ideas as a class.

Grammar

Indefinite pronouns

Lead-in

- Remind students of the article they read about the kindness of crowds. Ask: *Do we know the names of the people who were kind?* (no) *Who helped the man at the train station?* (everyone) *Who usually sent Ollie birthday cards?* (no one) Elicit answers from students.
- Write *everyone* and *no one* on the board and explain that they are indefinite pronouns.

5

- Students could work in pairs to read the information and complete the table.
- Check answers with the class and point out the two possible forms for talking about people: *someone / somebody, everyone / everybody*, etc.
- If your students need more support with the grammar, refer them to *My grammar reference & practice* on page 110. Read through the reference with the class, then students could work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

- 1 somebody 2 someone 3 anyone 4 no one
 5 everybody 6 everyone 7 something 8 nothing
 9 anywhere

⇒ My grammar reference & practice p110

6

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 anywhere 2 Everywhere 3 anything 4 Somebody
 5 somewhere

7

- When students have completed the messages, allow them to compare their answers in pairs before you check with the class. If necessary, refer back to the rules in exercise 5 again to explain them.

ANSWERS

- 1 nothing 2 anything 3 somewhere 4 Everywhere
 5 something 6 anything 7 somewhere 8 somebody

8

- Read out the task and the example sentences. Elicit that they use the second conditional.
- Put students into pairs to discuss what they would do in these situations.
- Ask some pairs to share their ideas with the class.

PROJECT BUILDER 3 (15 minutes)**Suggest ways to make the world a kinder place.**

⇒ Workbook Project Log p13

9

- Remind students that they are working towards a final project in which they will make a Wish Tree with their ideas to make the world a better place.
- Ask students to get into their project groups and choose a monitor for today's tasks.
- Read out the task. Point out to students that they should think about practical things they can do in their daily lives to be kinder to people. You could elicit one or two sentences from the class using the sentence beginnings, e.g. *You can talk to somebody who is on their own in the school canteen. You can share your sweets with someone on the bus.*

- Students then work in their groups.

- Remind them that at this stage, they should think of as many ideas as possible and write them in their Project Log in the section for *What can we do?*

10

- Remind students that this task is collaborative, so the members of the group should try to agree on the three best ideas and write them as full sentences. Remind the monitor that it is their job to make sure that everyone gets the chance to speak and give their opinion.
- Point out that the sentences should use the second conditional, and students should make sure they use the correct verb forms.
- Once students have completed their Project Logs, ask some groups to read one of their sentences to the class.

Further practice

Grammar, Workbook p25

Reading, Workbook p26

Grammar worksheets, Teacher's Resources, Oxford English Hub

Reading worksheets, Teacher's Resources, Oxford English Hub

3.4 Breaking barriers

Lesson objectives

Talk about gender equality

Learn occupations vocabulary

TEACHER WELLBEING: PROFESSIONAL DEVELOPMENT

Professional development is often seen as a way of solving problems by 'repairing' our weaknesses or filling in gaps in our experience. However, a more positive approach is to view it as a way to further develop your strengths and create future opportunities by building on your experiences so far. Think about the situations below. How did you benefit from each one? How can you build on it in the future?

- 1 an inspiring learning experience you have had
- 2 a time when you did something successfully that you had previously thought was too difficult
- 3 a time when you received praise from someone whose opinion you value

Vocabulary

Warm-up

- Ask: *What's my job?* (teacher) Put students into pairs and give them two minutes to think of as many jobs in English as they can.
- Elicit words for jobs from students and write them on the board. Make sure that students understand them all.

1

- When students have finished discussing in pairs, ask individual students to tell the class which two factors are the most important for them, and why.

2

- Students could work in pairs to do the matching task.
- Check answers before students check the meaning of the remaining jobs. Ask questions about each occupation to check understanding, e.g. *Does a chef work in a kitchen?* (yes) *Do they prepare food?* (yes)

ANSWERS

- 1 childminder 2 accountant 3 optician
4 pharmacist 5 carpenter 6 architect

Listening

3 13 Audio script p141

- Focus on the questions and check that students understand *waste*.
- Play the audio for students to listen and answer the questions.
- Check answers with the class and elicit students' ideas about the girl's job, but don't confirm them.

ANSWERS

- 1 He doesn't need to ask if she works inside. This is obvious because of her first answer.
2 She is a chef.

4 14 Audio script p141

- When you have checked answers, ask who in the class worked out the girl's job correctly.

5

- Allow students time to read the rules. Check their understanding by asking them to explain the rules to you.
- As a class, you could discuss which questions are the best to ask first as they eliminate a number of possible jobs at once, e.g. *Do you work with your hands?*
- Monitor while students are playing the game.
- When they have finished, ask them which jobs were easy to guess and which were difficult.

6

ASSESSMENT FOR LEARNING

- Read out the task and point out that it is a discussion activity.
- Demonstrate a possible discussion students might have for question 1: '*Which one do you think is nearly 100% women?*' '*I think childminder.*' Ask: *Is this a good discussion?* Elicit that it is not a good discussion because the second speaker expresses their opinion but doesn't add a reason, and the first speaker doesn't respond to their opinion, so the discussion ends.
- Elicit a better discussion that students could have, e.g. '*Which one do you think is nearly 100% women?*' '*I think childminder because very few men enjoy working with small children. What do you think?*' '*I agree that probably most childminders are women, but I don't agree that men don't enjoy working with children.*'
- Make some notes on the board to show how students can improve their discussions, e.g. *Add reasons and examples.*
Talk about your own experiences.
Ask for the other person's opinion.
Use phrases to agree and disagree.
- Encourage students to think about these points when they have their own discussions.
- When students have finished discussing, ask them if they managed to achieve the aim of having better discussions.

7 Video skills script p141–142

- Before you play the video, read out the task and check that students understand *gender equality*. Ask them to read questions 1 and 2 in exercise 6 again.
- When you have checked answers, ask students which answers they found surprising.

ANSWERS

- 1 childminder 2 carpenter (also mechanic and lorry driver)

Video focus

8

- Ask students to read the *Video focus*, then ask some questions to get them thinking about how the script and graphics should work together, e.g. *Should the script repeat all the information in the graphics?* (no) *Should it give enough information to help people to understand the graphics?* (yes)

- Put students into pairs to discuss how the video shows percentages and time passing. Check answers with the class.

SUGGESTED ANSWERS

- a) It uses a graphic to show percentages.
- b) It uses a moving timeline to show the passage of history.

9

- Before you play the video again, allow students time to read the information they need to find.
- Allow students to compare their answers in pairs, then check with the class.
- Ask students which graphics they found the most helpful, and why.

ANSWERS

1 50% 2 1% 3 2% 4 1806 5 1920 6 2010

10 MEDIATION

- Ask students to read about Sustainable Development Goal 5. Elicit or explain that the United Nations sets goals such as this one to encourage countries to work towards certain standards of equality, education, human rights, etc. Students will learn more about the United Nations and the Sustainable Development Goals later in the unit.
- Students work individually to think about the main message of the video in their own language.
- To check answers, ask individual students to share their ideas with the class. See if the class can agree on the main message.

SUGGESTED ANSWER

The video challenges everyone to question their assumptions about which jobs are suitable for men or women. The main message is that girls can do any job they want to do; they should not allow people's expectations to get in their way.

PROJECT BUILDER 4 (15 minutes)

Suggest ways to improve gender equality.

 Workbook Project Log p13

11

- Remind students that they are working towards a final project in which they will create a Wish Tree with ideas about how they would like to change the world.
- Ask students to look back through Project Logs 1–3 and elicit what activities they have completed so far.
- Ask students to get into their groups, get their Project Log ready, and choose their monitor for today. Then read out the task.
- Point out that they should think about situations where boys and girls have the same roles and opportunities, as well as situations where they don't.
- Allow students time to discuss their ideas and add them to their Project Log.

12

- Read out the task and remind students that for this type of task, there are no right or wrong answers; everyone should feel confident about making suggestions. Remind the monitors that it is their job to make sure that everyone's opinion is heard and respected.

- Point out the use of *should / shouldn't* in the examples. Elicit that we can also use *could* to make less definite suggestions.
- When students have completed their Project Log, ask some groups to share their suggestions with the class. Encourage other students to respond to the suggestions.
- Point out the speech and thought bubbles on the Project Log and encourage students to complete these for homework with their own ideas.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary, Workbook p23

Vocabulary worksheets, Teacher's Resources, Oxford English Hub

3.5 I wish people showed more interest

Lesson objectives

Express wishes and preferences

Learn phrases for expressing agreement

Use *I wish ...* and *I'd rather ...*

Speaking

ASSESSMENT FOR LEARNING

- Ask: *What's the difference between something you want and something you wish for?* Elicit that something you want is something that is realistic, e.g. a new phone, but something you wish for is hypothetical, e.g. playing football in the World Cup final.
- Ask: *What language do you need to talk about things you want and things you wish for?* Elicit ideas from students, then explain that this lesson is about learning how to express wishes and preferences.

Warm-up

- With books closed, write these words on the board: *equality, endangered, change, fuels, bins, solar, footprint, gases, rubbish*. Explain that the words are all used in compound nouns to do with global issues.
- Put students into groups and give them a minute to remember as many of the nouns as they can (gender equality, endangered animals, climate change, fossil fuels, recycling bins, solar energy, carbon footprint, greenhouse gases, household rubbish). They can check their answers on pages 33 and 34.

1

- Point out the use of *I would ...* to talk about hypothetical situations. Students discuss in pairs.
- Ask pairs to share their ideas with the class.

2 ► Drama video script p142

- Students read the questions before they watch the video.
- Check and discuss answers with the class.

ANSWER

Alfie is annoyed because Connor has left him to look after the stall and he's been a long time.

Skill UP!

3 ►

- Ask students to read the information in the *Skill UP!* box and the *Key phrases*.
- Play the video again, pausing it after each phrase is used for students to decide on the meaning.
- Check answers with the class.

ANSWERS

I agree with what you're saying: I know what you mean.
I think you're right. Yes, me too.

I agree to your suggestion or request: Sure, no problem.
Yes, of course. I guess that's OK.

4

- Check answers with the class.

ANSWER

1 Olivia 2 Olivia 3 Connor 4 Connor 5 Olivia
6 Alfie

PRONUNCIATION

5 ► Drama video script p142

- Read through the information about sentence stress with the class.
- Check answers with the class. Then play the video again for students to listen and repeat.

ANSWERS

The important words are stressed: verbs (and negatives), nouns, names.

- 1 I wish I knew what to buy.
- 2 I wish I could have a gap year.
- 3 I wish people showed more interest in the environment.
- 4 I'd rather you stayed by the stall.
- 5 I'd rather you didn't leave right now.
- 6 I'd rather not be late for Bianca.

6

- When you have checked answers, explain that we use the past simple to refer to a hypothetical wish, but we use *I'd rather + infinitive* to express a personal preference.

ANSWERS

Most verbs are in the past. The exception is sentence 6.

7

- Check answers with the class. Elicit that sentence 3 expresses a personal preference, not a hypothetical wish.

ANSWERS

1 went 2 avoided 3 eat 4 didn't have 5 were

8

- Put students into pairs to discuss the questions, then discuss their ideas as a class.

9 ► Drama video script p142

- Allow students time to read the questions before you play the video.
- Check answers with the class.

ANSWERS

- 1 She thanks him for staying with her until Connor gets back.
- 2 The post office was busy and he had to buy some food.
- 3 He offers her a chocolate brownie.
- 4 He's going to meet Bianca.

10

- Read out the task and the example.
- Monitor while students are working, and correct any mistakes you notice in a feedback session at the end.

Further practice

Speaking pairwork worksheet, Teacher's Resources, Oxford English Hub

3.6 A formal letter

Lesson objectives

Write a formal letter to the United Nations

Learn how to expand main points with examples

Writing

Warm-up

- Put students into pairs and ask them to share what they know about the United Nations.
- Ask pairs in turn to tell the class their ideas, then ask students what they remember about the Sustainable Development Goal they learned about on page 39.
- Tell students that they will learn more about the United Nations and its goals in this lesson.

1

- Read out the task and elicit that the sentence will use a second conditional. When students have completed it, ask them to share their ideas with the class.

2

- When you check answers, encourage students to give evidence from the letter to support their ideas.

ANSWER

B (The first paragraph of the letter makes the aim clear.)

3

- Encourage students to complete the sentences with their own words as much as possible rather than copying chunks from the letter.

SUGGESTED ANSWERS

- raising money for charity by doing a sponsored 5 km run.
- making posters and putting them up in the school.
- collecting donations in school to give to their local food bank.

Skill UP!

4

- Ask students to read the information in the *Skill UP!* box.
- Students can work in pairs to find the phrases in the letter.
- When you have checked answers, point out that we usually use *for example* and *for instance* at the beginning of a sentence, but we use *such as* before a noun.

ANSWERS

- That is why we are raising money for charity by doing events, such as a sponsored 5 km run.
- In order to teach students about the Zero Hunger Challenge, we are making posters to display in the school. For example, one poster shows how sustainable farming provides security and protects the environment.
- Hunger is also a problem . . . we are supporting our local food bank. For instance, we are collecting donations from our school and delivering them to the food bank.

Look UP!

- Read out the task, then elicit some search terms students could use, e.g. *United Nations Sustainable Development Goal*. You could also discuss what kinds of websites might be good sources of information, e.g. the United Nations website, and point out that official websites give the most accurate and reliable information.
- Students could do the research for homework.
- In the next lesson, discuss what information students found, and elicit which goals have been mentioned in earlier lessons of the unit.

Optional activity

- Students could work in groups and discuss which five goals are the most important, and why.
- Ask groups to report back to the class on their ideas.

PROJECT BUILDER 5 (15 minutes + homework)

Write a formal letter about a Sustainable Development Goal.

→ Workbook Project Log p14

5

- Students should do the planning stage of this activity in their project groups, then write their letter for homework.
- Ask students to get into their groups, get their Project Log ready, and choose their monitor for today.
- Ask them to look back through their Project Logs and elicit what preparation they have done so far for their project (thought of some changes they want to see in the world, suggested ways to make a difference to the environment, suggested ways to make the world a kinder place, thought of ideas to improve gender equality).
- Read out the task. Point out to students that they can use the letter in exercise 2 as a model for their own letter.
- You could read through the letter in exercise 2 again and elicit or point out some of the useful language they can use in their own letter, e.g. *I am writing to inform you . . . ; This term, we are . . . ; . . . is a huge problem in some parts of the world. That is why we are . . . ; For that reason, we are . . . ; I hope you agree that . . . ; Yours sincerely.*
- Refer students to the tips and reminders in the Project Log. Point out that we use full forms in formal writing, and it is important to have clear paragraphs.
- Students work in groups to plan their letter and make notes in the Project Log.
- Set the writing task for homework. Encourage students to read the reminders about language to use at the bottom of the Project Log.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Writing workshop, Workbook p72

3 Project

Lesson objectives

Make a Wish Tree

TEACHER WELLBEING: PAST, PRESENT AND FUTURE

Learn from the past, set vivid, detailed goals for the future, and live in the only moment of time over which you have any control: now.

Denis Waitley

Note

- Before the class, make sure you have all the items listed in exercise 7 available for students to use: scissors, glue, sticky tape, marker pens, card, string and printer paper.

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards this task through the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups and ask them to choose a project monitor for today.
- Before students look back at the Project Builders together, point out that when they look back at work they have done earlier, they should always think about how they can improve it now that they have thought about the project in more detail.
- Remind students that when they are working in groups, they should always be respectful to all group members and only make constructive comments about each other's work.
- Point out that by sharing ideas and discussing how they can improve their work, they will improve the overall outcome of their final task.

2

- When students have rewritten their ideas as wishes, ask each group to read out one or two examples. If there are any mistakes with the second conditional or *I wish ...*, encourage other students to correct them.

PROJECT SKILLS

Editing your work

3

- Ask students to read the information in the *Project skills* box. Check that they understand everything.
- Point out that when they are editing their work, they will need to give each other feedback, and giving positive feedback to each other is an important part of group work.

Project coach video Project coach video script p142–143

- Watch the *Project coach video* with your students. The video demonstrates how to discuss issues politely and will improve your students' feedback on each other's work and group discussions in general.

DECIDE

4 15 Audio script p143

- When students have listened to the discussion, ask individual students which they think is the best idea and encourage them to give reasons for their answers.

5 15

- Allow students time to read the *Key phrases*. Then play the audio again for them to listen and complete the phrases.
- Check answers with the class, making sure that students understand them all.

ANSWERS

1 mean 2 saying 3 follow 4 thinking

ASSESSMENT FOR LEARNING

- Before students do exercise 6, ask them to think about their own opinion about the best way to display their wishes on a Wish Tree. Encourage them to be creative and think about more possibilities than the ones mentioned on the audio.
- Point out that there are three individuals in each group, each with their own opinions. Ask: *How can you reach agreement together?* Discuss with the class different ways of reaching agreement, e.g. by persuading the other members of the group, by holding a vote, by drawing lots. Teach the word *compromise*, and point out that reaching agreement usually involves people having to compromise.
- When groups have completed the task in exercise 6, ask them to reflect on how they reached agreement. Who was persuasive? Who compromised? Is everyone happy with the agreement reached? Ask groups in turn to tell the class.

6

- Read out the example sentence beginnings and encourage students to use them as well as phrases asking for clarification.

CREATE

7

- As students plan what they will need, make the items available in the classroom, and allow students to collect them.

8

- Point out to students that they can either each make a few of the leaves or they could divide up the work so that one of them does the writing, another decorates the leaves, etc. Encourage students to discuss and agree in their groups how they want to divide up the task.

9

- As with exercise 8, students can either work together, sharing each task between them, or each group member could take responsibility for one particular task. Encourage them to discuss and agree how they want to work before they start.

DISPLAY AND PRESENT

10

- You could pin the Wish Trees on the classroom walls or arrange them on desks around the classroom.

11

- Remind students that when they are looking at each other's work, they should always be positive and respectful.
- Students could take turns to stay by their project while the other group members walk around and look at their classmates' projects. As they are looking at other projects, encourage them to make a note of good ideas that they could use for similar projects in the future.

12

- Encourage as many students as possible to join in the class discussion and express their opinions. See if you can agree as a class on the most important changes they would like to make.

REFLECT

13

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this project

Ask students to consider what skills they needed to use whilst working together to make a Wish Tree. Answers could include:

- developing awareness of the effect of their own actions on the environment.
- making thoughtful and creative suggestions.
- listening to and accepting suggestions from others.
- making decisions as a group.
- using formal language in a letter.
- giving constructive feedback.

Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

14

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on or they could list two or three ideas for each sentence.
- Set the Project Log task for homework. Reassure students that they will not be judged on their responses and tell them that they are a basis for your feedback discussion with them.
- Encourage students to take time to read everything carefully and add their notes on all the different things they have learned and practised in this unit.
- You could encourage them to look back through the unit as they complete the Project Log to review the language and skills they have learned and spend time revising anything that they find difficult.

- If possible, spend some one-to-one time with each student, discussing what they have written on the Project Log. Start by focusing on the aspects of their learning that they feel positive about and ask them what they feel they are getting better at. Encourage them to talk about a team member who was helpful or supportive or had interesting things to say. If they appear to be struggling, remind them that progress takes time.

- You could give your own feedback to each student and agree on some goals they should work towards for the next project.

⇒ Workbook Project Log p15

Further practice

Online Practice, Unit 3

Unit review, Workbook p28

Language summary, Workbook p29

4 What's the story?

Language objectives for the unit

Core vocabulary

Talking about films: Academy Award, audience, based on, character, critic, performance, play the part, plot, series, (be) set in, special effects, star (v)

Extreme adjectives: angry/furious, big/huge, cold/freezing, frightened/terrified, funny/hilarious, hungry/starving, interesting/fascinating, old/ancient, scary/terrifying, small/tiny, tired/exhausted

Extra vocabulary

Film genres: action film, animation, comedy, fantasy film, historical drama, horror film, musical, romance, science fiction film, thriller, war film, western

Grammar

Past continuous and past simple

too / too much / too many / (not) enough

Key phrases

Follow-up questions: What was the food like? Did you buy anything? What was the score? Who did you meet? Are you feeling better now? Did you manage to finish it?

Project objectives

Project description

Make a trailer for a film

Students will work in groups of three for this project.

Project skills

Getting it right

Key phrases

Making suggestions: I think we should try that again. I reckon we can do better than that. Let's try that one more time. We should do another take. Which take do you think we should use? I think the first (second, third, ...) take is the best. Let's use the first (second, third ...) version in our final edit.

Project coach video

Evaluating and improving video

Project extension ideas

If students enjoyed the project and feel they want to do more, they could plan and film another scene from their film, bringing in costumes and props if they wish. They could also create a poster to advertise their film or write a review of their film.

Unit summary

The topic for this unit is films. Students learn vocabulary related to films and film-making, and talk about films they like and dislike. By the end of the unit, they should be able to talk confidently about films they like and dislike, and describe scenes from a film using the past continuous and past simple.

The final project is a collaborative task of making a trailer for a film. This will bring together the language of the unit.

Introducing the topic for the unit

Explain to students that this unit is about films. Tell them that the project at the end of the unit is to make a trailer for a film.

Identifying a real-life context for the topic

Ask students to consider in what situations it might be useful to make a trailer for a film or play. Answers could include: to generate interest in a school play, to support a local drama company to advertise their show.

Lesson objectives

Talk about films

Learn vocabulary for film genres and making films

Warm-up

ASSESSMENT FOR LEARNING

- Elicit some films that students have seen recently. Read out the information about the project and ask: *What kind of film do you think you might invent?* Elicit ideas and point out that they will need to learn words for film genres, e.g. comedy. Ask: *What makes a good film?* Elicit the importance of a good plot and good characters. Point out to students that they will need to learn vocabulary related to films and film-making.
- Ask students to think about a part of a film they particularly like. Ask: *What happened?* You could describe a scene from a film you like, using the past simple and past continuous. Elicit ideas and point out to students that they will need to learn the correct verb forms to describe what happened in a film.
- Finally, ask about a film students have enjoyed. Ask: *What was it like?* Elicit adjectives to describe it and point out that they will need to learn adjectives to talk about films. Explain that they will learn all this language in the unit.

1

- Read out the questions and check that students understand *work behind the scenes*.
- Put students into pairs to discuss the questions.
- When you conduct feedback, encourage students to refer to the photos to support their opinions.

2

- Check that students understand *genre* (a particular type or style of literature, art, film or music that you can recognize because of its special features).
- When students have discussed the films in the photos in pairs, elicit which genre each one is.

ANSWERS

- 1 *The Avengers* (action film)
- 2 *Valerian and the City of a Thousand Planets* (science fiction film)
- 3 *Prince of Persia: The Sands of Time* (fantasy film)
- 4 *Artemis Fowl* (fantasy film)
- 5 *Titanic* (historical drama)

3

- When students have finished working in pairs, elicit a few examples of films for each genre. If students say the film names in their own language, repeat them in English if there is an English title and you know what it is.

4 **16**

- Play the audio and ask students to write down their ideas individually.

5

- Students work in pairs or groups to compare their answers and discuss the question.
- Elicit which music students disagreed about the most and see if the class can reach agreement.

ANSWERS

- 1 historical drama
- 2 western
- 3 comedy
- 4 horror film
- 5 science fiction film
- 6 war film

6 **Alice and Simon's vlog script p143**

- Ask students to read the question, then play the video and elicit the answers.
- Check answers with the class. If necessary, explain that Americans use the word *movie* instead of *film*. These days, most British people use both words: they say *horror film* or *horror movie*.

ANSWERS

historical drama, horror film, comedy, action film, thriller, animation

7

- Students could work individually or in pairs to complete the questions.
- Check answers, and check that students understand all the questions.

ANSWERS

- 1 script
- 2 rehearse
- 3 prop
- 4 lines
- 5 edit

8

- Play the video again for students to watch and answer the questions. If students struggled with the task, play the video one more time and pause it for them to hear the answers.

ANSWERS

It's part of a school project.

- 1 Courtney
- 2 in the kitchen
- 3 Simon
- 4 Simon
- 5 They only shot one scene.

9 **MEDIATION**

- Students could research their favourite actor for homework.
- When they have finished, ask students in turn to tell the class what they learned.

PROJECT BUILDER 1 (15 minutes)

Choose a film genre and plan your trailer.

Workbook Project Log p16

10

- Remind students of the project for this unit, and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project.
- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Ask students to have the Project Log pages of their Workbook ready. Remind them that they will use the information in the Project Log for the final project task, and the discussion they are going to have will help them to complete it.
- Read out the task and the options and check that students understand everything.
- When students have finished discussing in groups, elicit the options they chose and ask them to give reasons. Discuss any differences of opinion between different groups.
- Allow students time to complete their Project Log.

11

- Before students start their group discussion, remind the project monitor that it is their job to make sure that everyone's opinion is heard.
- Ask each group which genre they chose and why, then allow students time to complete their Project Log.

12

- Read out the task and the example dialogue. Remind students that when they are deciding on roles, it is important to consider both the skills and preferences of group members.
- When students have finished their discussion and completed their Project Log, you could ask some groups to share with the class what things they thought about when deciding on roles.
- Explain that the thought bubbles in the Project Log are not part of the final project assessment; they are there for students to express their own personal opinions. Point out that students need to record their opinions about their own strengths and also the strengths of their group members. Tell students that being able to assess their own and other people's strengths and weaknesses is an important part of team working. Students can complete these for homework.

4.2 Setting the scene

Lesson objectives

Learn film vocabulary

Use the past simple and past continuous

Vocabulary

Warm-up

- With books closed, tell students that in the last lesson, they learned 12 words for film genres.
- Put them into pairs and give them two minutes to remember as many of the genres as they can.
- Elicit the genres and an example film for each genre.
- Students can look on page 45 for any genres they missed.

1

- When students have compared their ideas in pairs, you could ask for a show of hands to find out how many film 'experts' there are in the class.

2

- Students could do the quiz in pairs.
- When you have checked answers, ask students if they did better or worse than they expected.

ANSWERS

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

3

- When you have checked answers, discuss with the class which facts they find the most surprising and why.

ANSWERS

1 starred; character 2 played the part; performance
3 plot, is based on 4 audiences and critics, set in 5 series

4

ASSESSMENT FOR LEARNING

- Read out the task and check that students understand everything. Ask: *What is the aim of this task?* Elicit that it is to practise the new vocabulary.
- Ask: *What should you do to do this task really well?* Elicit that students should use as much vocabulary from exercise 2 as possible. Point out that there are only five questions, and each uses one of the new words, but there are 12 new words, so there is plenty of scope for using more. You could also refer students back to the film genres on page 45 and suggest that they could tell their partner what the genre of the film is.
- Ask: *How can you make sure you include plenty of vocabulary?* Elicit that preparing ideas in advance will help students plan the vocabulary they use.
- Allow students time to prepare, then put them into pairs to practise. For feedback, ask students if they guessed their partner's film. Then ask them how many of the new words they managed to use.

5 MEDIATION

- Ask students to choose two facts. Then put them into pairs to tell their partner about them in their own language.
- Ask a few students to share one of their facts with the class.

Grammar

Past continuous and past simple

Lead-in

- Ask: *What's your favourite film?* Get students to call out the name of their favourite film at the same time.
- Listen to hear the name of a film that several students call out. Repeat the name of this film, then ask: *What's the best part of the film? What happened?* Elicit descriptions of one or two important scenes from the film.
- As students give details, write some sentences on the board and underline the past simple verbs. If students don't use the past continuous spontaneously, write your own sentence using ideas students have mentioned and a past continuous verb. Underline the verb.
- Focus on the underlined verb forms on the board and see if students can identify the tenses.

6

- Students could work in pairs to read the scenarios and try to identify the films.
- Check answers with the class and see who guessed all three films correctly.

ANSWERS

1 *The Lion King*
2 *Spider-Man*
3 *Jumanji: Welcome to the Jungle*

7

- Students could work in pairs to read and complete the rules.
- Alternatively, read out the rules and elicit the correct answers from the class, referring to the underlined verbs in exercise 6 to help.
- If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 112. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 past continuous 2 past continuous 3 past simple

→ My grammar reference & practice p112

8

- Students can work individually or in pairs to complete the sentences. With weaker classes, you could elicit which verbs are irregular and allow students time to check the irregular past simple forms.
- Check answers with the class.

ANSWERS

- 1 was tidying, found
- 2 were exploring, met
- 3 were walking, saw
- 4 was investigating, discovered

9

- Read out the task and point out the lists of A and B verbs.
- With weaker classes, you could elicit which verbs are irregular and allow students time to check the irregular past simple forms before they complete the sentences.

10

- When students have compared their answers in pairs, check them with the class, referring back to the rules in exercise 7 to explain the answers.
- Students then work in pairs to guess which films the scenarios belong to.
- Check these answers and find out who guessed them all correctly. Elicit or tell students that the scenario in the example belongs to *Titanic*.

ANSWERS

- 1 was having, arrived (*Beauty and the Beast*)
- 2 found, was returning (*E.T. the Extra-Terrestrial*)
- 3 was exploring, caught (*Finding Nemo*)
- 4 was running, fell (*Alice in Wonderland*)
- 5 hurt, were playing (*Frozen*)

Optional activity

- Ask students to work in pairs to write a scenario sentence for another well-known film, using the past simple and past continuous.
- Ask pairs in turn to read out their sentences. See if other students can guess the films.

PROJECT BUILDER 2 (15 minutes)

Invent a scenario and title for your film.

⇒ Workbook Project Log p16

11

- Remind students of the project they are working towards in this unit: to invent a scenario for a film and make a trailer for it.
- Ask students to get into their project groups and tell them to choose a new monitor for the tasks today. Remind them that the monitor's job is to make sure that everyone gets the chance to speak and be listened to in the discussion tasks.
- Read out the task. Ask students to look back at their Project Logs to see what genre of film they chose.
- With weaker classes, you could allow students time to think before they begin the group discussion.
- Allow students time to think about the typical characters and plot for the genre they have chosen.
- Ask groups in turn to tell the class their ideas. Encourage other students to offer more suggestions.

12

- Read out the task and the example answer. Then refer students to the tips in the Project Log to help them create their scenario.
- Remind students that they are working as a group for this task, so they should try to make the decisions together.
- When students have written their sentence, ask some groups to read their sentences to the class, then allow them time to complete the first part of their Project Log.

13

- Read out the task, then ask: *Do you think everyone in your group will have a different idea about the title? How will you choose the best one?*
- Discuss with the class the best way to approach the task. For example, they might brainstorm lots of different ideas for titles, then narrow them down to the top three ideas, then have a vote to decide on the best one.
- Suggest that groups first decide how they will approach the task, then discuss and choose their title. Remind them that it is the group monitor's job to make sure that everyone's opinion is heard and that the final decision is agreed by the whole group.
- When groups have chosen their title, allow them time to complete the Project Log and ask some groups to share their title with the class.
- Remind students to complete the speech bubbles in the Project Log for homework.

Further practice

Vocabulary and grammar, Workbook p30–32

4.3 Dramatic moments

Lesson objectives

Read about a successful film

Identify words that are missing from a text

Use *too* and *enough*

Reading

Warm-up

- Put students into groups and tell them you are going to give them a film challenge.
- Ask them to write:
 - the name of an actor who has starred in a comedy
 - the name of a character in a horror film
 - the name of a film that won an Academy Award
 - the name of an actor who has starred in a musical
 - the name of a film with very good special effects
 - the name of a film that is set in the future
- Elicit some possible answers for each category and see how many groups gave a correct answer for each category.
- Congratulate students on their film knowledge!

1

- Before students work in pairs, read through the adjectives in the box with the class and check that students understand them all.
- When students have finished discussing their experiences in pairs, ask some students to tell the class about the film scenes they discussed.

2 17

- Play the audio for students to read and listen, then elicit who has heard of the film and what they know about it.

3

- Encourage students to read Sam's speech again to focus on the general meaning, then choose the correct answer.
- When you check the answer, discuss with the class why the other answers are less suitable.

ANSWER

D

4 THINK

- Allow students time to prepare their ideas individually. Ask them to note down reasons for their opinion.
- Students can then discuss the questions in pairs before you discuss them as a class.

LIFE SKILLS

- Read through the information in the *Life skills* box with the class. Allow students time to think about any film, novel or other type of fiction that made an impression on them, and then think about the questions. You could ask further questions to prompt thought, e.g. *Did the characters have to make a difficult choice? How did their behaviour make the other characters feel? Do people always know if they are making the right choice? Did you ever do something because a character in a film did it?*
- Ask a few students to share their ideas with the class.

Skill UP!

5

- Ask students to read the information in the *Skill UP!* box.
- To explain the idea of ellipsis, give a simple example, e.g. *I can't ride a bike, but my brother can.*
- Ask: *What can my brother do?* (ride a bike) *Why don't we say 'ride a bike' in the sentence?* (It would be repetitive: *I can't ride a bike, but my brother can ride a bike*).
- Students could work in pairs to look at the sentences and decide on the missing words.

ANSWERS

- 1 ... who Nomad really is. It's Austin.
2 afraid, afraid

Look UP!

- Students can find and watch the scenes for homework. In the next lesson, ask students if the speeches were easier or more difficult to understand when they watched them than when they read them.

Grammar

too / too much / too many / (not) enough

Lead-in

ASSESSMENT FOR LEARNING

- Say: *There are a lot of new films at the moment. That's great!* Then say: *There are too many new films at the moment. Does this mean I want more new films or not so many?* (not so many) Say: *There aren't enough new films at the moment. Does this mean I want more new films or not so many?* (more) Say: *Which is correct? There are too much horror films. There are too many horror films.* (There are too many horror films.)
- As you elicit the answers, notice how many students understand the sentences and answer correctly. Doing this activity will give you a good idea of your students' knowledge of the grammar taught in this lesson.

6

- Students could work in pairs to find one more example of each pattern.
- Check answers. Then point out that *enough* can have two different positions, e.g. *There wasn't enough excitement in the film. The film wasn't exciting enough.*
- If your students need more support with the grammar, refer them to *My grammar reference & practice* on page 112. Read through the reference with the class, then students could work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

- 1 adjective 2 uncountable 3 countable
4 noun 5 adjective

My grammar reference & practice p112

7

- Allow students to compare their answers in pairs before you check with the class.
- When you have checked answers, ask students to read the sentences again and think of films that they could describe. Elicit ideas and reasons from the class.

ANSWERS

- Some of the scenes were too violent.
- The main character wasn't convincing enough.
- There weren't enough funny scenes.
- They didn't spend enough money on special effects.
- It was confusing because there were too many characters.

8 18

- When students have completed the task, allow them to compare their answers in pairs before you play the audio for them to check.
- If students struggled with some of the language, go through answers with the class and refer back to exercise 6 again to explain them. Then elicit who likes the film more.

ANSWERS

- too
- enough
- too
- much
- enough
- many
- enough

Nathan likes the film more. He thinks the plot was clever, the acting was fantastic and it had a powerful message.

9

- Read out the task and the sentence beginnings. Complete the sentences about some films you have seen and didn't enjoy, e.g. *It was too scary. It wasn't funny enough. There were too many car chases. There weren't enough nice characters.*
- Put students into pairs to discuss films they didn't enjoy.
- Ask some pairs to tell the class their ideas and see if other students agree.

PROJECT BUILDER 3 (15 minutes)

Develop a dramatic scene for your trailer.

→ Workbook Project Log p17

10

- Remind students that they are working towards a final project in which they will make a trailer for their own film.
- Ask students to get into their project groups and choose a monitor for today's tasks.
- Read out the task. Point out to students that they have already thought of a scenario and characters for their film, so now they need to think in more detail and plan a scene.
- Remind students that for this kind of task they should listen carefully to each other's ideas and try to add to them; by working together they can come up with a better idea than they would by working alone.
- Students then work in their groups.
- Allow students time to think of ideas, then allow them time to complete the first part of their Project Log.

11

- Remind students that this task is collaborative, so the members of the group should try to agree on the answers to the questions. Remind the monitor that it is their job to make sure that everyone gets the chance to speak and give their opinion.
- Once students have completed their Project Log, ask some groups to tell the class about their scene. Other students could suggest improvements.
- Point out the thought bubble on the Project Log for students to complete with their own opinion about their scene. Point out that if they aren't completely happy with every group decision made, that is all right. Explain that the act of compromising in a group project is a great life skill to develop, and that if they can continue to contribute positively to a project even if they are not totally happy with every aspect, this shows great teamwork.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Grammar, Workbook p33

Reading, Workbook p34

Grammar worksheets, Teacher's Resources, Oxford English Hub

Reading worksheets, Teacher's Resources, Oxford English Hub

4.4 Coming soon!

Lesson objectives

Learn about film trailers and taglines

Use extreme adjectives

TEACHER WELLBEING: WORKING AS A TEAM

Sometimes it can be daunting to deal with a teaching situation on your own. Remember, you have colleagues at work whom you can ask for advice and support. Getting the right support at the right time can improve your confidence and your ability to teach well. Think about a time when:

- you tried to deal with a situation on your own when it would have been better to ask for help.
- you asked for help and advice from a colleague and felt more confident as a result.
- a colleague asked you for help or advice and you were able to give it.

Vocabulary

Warm-up

- Say: *I saw a good film last night. It was very exciting and quite scary.*
- Write the adjectives *good*, *exciting* and *scary* on the board, then put students into pairs. Give them two minutes to think of as many more adjectives as they can to describe films.
- Bring students' ideas together on the board. If they don't mention any of the adjectives on page 48, refer them back to the page now to review the adjectives in exercise 1 and check they remember them.

1 19

- When you have played the audio, elicit which adjectives are stronger and elicit their meanings.

ANSWERS

The red adjectives have a stronger meaning. *Hilarious* means 'very funny' and *terrifying* means 'very scary'.

2

- When students have finished discussing in pairs, ask some students to tell the class which films they talked about and what they said about them.

3

- Students could work in pairs to read about extreme adjectives and complete the two examples.
- Read out the rules about modifying adverbs and point out that it is important to know whether an adjective is extreme so that you can choose the correct adverb to go with it.

ANSWERS

1 hilarious 2 terrifying

4

- When you have checked answers, model pronunciation of the extreme adjectives, especially *exhausted*, *fascinating* and *ancient*.

ANSWERS

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

5

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 tiny 2 furious 3 hilarious 4 freezing
5 Exhausted 6 ancient

Optional activity

- With books closed, put students into teams.
- Call out meanings from exercises 3 and 4 in turn, e.g. *very funny*, *very hungry*. Teams race to say the correct extreme adjectives.

Listening

Lead-in

- Ask: *When you go to the cinema, do you enjoy watching the trailers for new films? Elicit a few ideas, then ask: What makes a good trailer? How much information should it give about the plot? How should it make you feel?*
- Discuss the questions as a class.

6

- Put students into pairs to read the definition, then match the taglines with the films.

ANSWERS

1 *Joker* 2 *Avengers: Endgame* 3 *The Lego Movie 2*
4 *The Social Network*

Skill UP!

7 THINK

- Ask students to read the information in the *Skill UP!* box, then put them into pairs to discuss what they are likely to hear in a film trailer.
- If they are struggling for ideas, you could refer them back to the opening lines of trailers in exercise 5 to help.
- Discuss students' ideas as a class, but don't confirm them.

SUGGESTED ANSWER

You are likely to hear some information about the plot and characters in the film (but not all the details), some questions with no answers to make you curious about the plot, and some sound effects and music from the film.

8 20 Audio script p143–144

- When you have played the audio, ask students what features they heard. Elicit answers from individual students.
- Ask students which film they would like to see and why.

ANSWERS

1 B 2 C 3 A 4 D

9 21

ASSESSMENT FOR LEARNING

- Read out the task and elicit that students have to answer all five questions for each of the three trailers. Point out that there is quite a lot of writing involved, and they need to listen for quite a few different details.
- Ask: *How can you prepare for the task?* Elicit that they could copy the questions into their notebooks and leave a space for the answer about each trailer. They could also think about the answers before they listen to see if they can answer any from memory. Allow students time to do this, individually or in pairs, before you play the audio.
- Pause the audio after each trailer to allow students time to write their answers. At the end of the audio, ask: *Have you answered all the questions?* If students didn't manage to answer all the questions, play the audio again for them to listen and complete their answers.

ANSWERS

Film 1: 1 action film / thriller 2 no 3 yes 4 starving
5 Two men. One car. No more chances.
Film 2: 1 romance 2 yes 3 no 4 freezing
5 The heat of love in the cold of winter.
Film 3: 1 horror film 2 no 3 yes 4 fascinating
5 Your dreams will never be the same again.

10 22

- Allow students time to read the message before you play the audio.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 America 2 can't stop 3 comedy 4 hilarious
5 bungee-jumping

11 MEDIATION

- Refer students back to the text in exercise 10 and elicit the kind of information they could give in their description (the genre, who the main characters are, one of the scenes in the trailer and what they thought of it).
- Give students time to think about what they could say.
- Then put students into pairs. They take turns to try to persuade their partner to come and see the film with them.

PROJECT BUILDER 4 (15 minutes)

Write the opening lines of your trailer and a tagline.

→ Workbook Project Log p17

12

- Remind students that they are working towards a final project in which they will make their own film trailer.

- Ask students to get into their groups, get their Project Log ready and choose their monitor for today. Then read out the task.
- When students have looked back at Project Builders 1–3 and looked through their Project Logs, ask each group to summarize what they have agreed so far about their trailer.

13

- Refer back to the trailers in exercise 5 and ask students to read the opening lines. Ask if they can remember the opening lines of the trailers in exercise 8. You could play the audio again for them to listen and check, or read out the first line of each from the audio scripts on Teacher's Guide page 135.
- Allow students time to discuss and write their opening lines. Point out that as they write, they should imagine how the lines will be spoken and make sure their lines fit the tone and mood they want to create, e.g. scary, romantic. Refer them also to the tips in the Project Log to help them.
- When they have written their lines, ask them to go through the checklist in exercise 13 again to make sure they have covered all the necessary points, then complete the first part of their Project Log.

14

- Refer students back to the taglines in exercise 6, and ask if they can remember the taglines from exercise 8 (see the answer key for exercise 9).
- Allow students time to think of a tagline for their own film trailer. You could suggest that they brainstorm ideas first and write a list of possible taglines, then discuss them and decide on the best.
- When students have completed their Project Log, remind them that they need to complete the speech bubbles with their own ideas and opinions. Encourage students to complete these for homework.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary, Workbook p31

Vocabulary worksheets, Teacher's Resources, Oxford English Hub

4.5 What did you do on Saturday?

Lesson objectives

Talk about your weekend

Learn to use follow-up questions

Speaking

Warm-up

- Tell students you are going to say three words that are a clue to a film and they must guess the name of the film. Say: *ship, ice, sink.* (*Titanic*)
- Put students into pairs to think of another film and choose three key words as a clue for it.
- Ask pairs in turn to say their words to the class. Other students listen and guess the films.

1

- When students have finished discussing in pairs, elicit the names of some of the films students have watched recently, then discuss how they usually watch films at home: on TV, by streaming, etc.

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box. Ask: *What happens if you don't ask a follow-up question?* Elicit that the conversation ends and the other person thinks you aren't interested in what they have to say.
- Students could work in pairs to do the matching task.
- Don't check answers yet.

3 PRONUNCIATION 23

- Ask students to read the information about intonation in questions.
- Play the audio once for students to check their answers.
- Play the audio again, pausing for students to repeat the follow-up questions. Get them to repeat as a class, then ask some students to repeat individually, copying the intonation.

ANSWERS

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

Optional activity

- Read out each statement in exercise 2 again and elicit one or two other possible follow-up questions for each statement.

4 Drama video script p144

- Ask students to read the questions before they watch the video.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- He went shopping in town.
- Did you buy anything? Did she go shopping with you?
- He bought a hoodie. Yes, Bianca went shopping with him.
- She stayed in and watched TV.

5 She went bowling.

6 Did you win?

7 No, she came second.

5 

- Read out the questions before you play the first part of the video again.
- Allow students time to discuss the questions in pairs before you discuss their ideas as a class.

SUGGESTED ANSWER

Alfie is feeling angry / annoyed / frustrated because Olivia is more interested in reading messages from Connor than in watching the film.

6

- Students can discuss their ideas in pairs.
- Elicit some possible answers from the class, but don't confirm them.

7 Drama video script p144

- Allow students time to read the question and possible answers before you play the second part of the video.

ANSWER

A

8

- Read out the task. If you think your students will struggle for ideas, you could brainstorm some ideas with the class first, then ask students to work on their own to complete the notes.

9

ASSESSMENT FOR LEARNING

- Read out the task and ask: *What are you practising in this task? How can you make sure you do it well?* Elicit that the task practises follow-up questions, so to do it well, students need to ask plenty of these. Ask: *How many follow-up questions should you ask?* Elicit that they should aim to ask at least two follow-up questions about Saturday and two about Sunday.
- When students have finished role playing their dialogues, ask them to work together and remember how many follow-up questions they each asked. Ask who managed to ask two about each day and find out if anyone managed to ask more.

Further practice

Speaking pairwork worksheet, Teacher's Resources, Oxford English Hub

4.6 A film script

Lesson objectives

Write a film script for your trailer

Learn about the style and layout of film scripts

Writing

Warm-up

- Ask: *How many people do you think work on a Hollywood film? What jobs do they do?* Put students into pairs to think of all the different jobs involved in making a film and guess how many people work on a typical film.
- Elicit their ideas, then tell them that the largest number of people to work on a film was around 3,300, on the film *Iron Man*. A lot of big films such as *Avatar* involve over 2,000 people, but the average number of people is just under 600.
- Find out who guessed correctly. Point out that one important job in film-making is the job of script writer, and this is what they are going to practise now.

Skill UP!

1

- Ask students to read the information in the *Skill UP!* box.
- Students could work in pairs to look at the film script and answer the questions.
- When you check the answers, point out the use of capitals for the characters' names, italics for the stage directions and square brackets for directions within the script. Point out also the use of the present tense in the directions.
- If students write their scripts by hand, you could suggest they use underlining instead of italics.

ANSWERS

1 Lexie and Connor

2 Lexie

3 They look out of the window, close the door and push a sofa in front of it.

4 The adjectives in brackets: *exhausted* and *determined*.

2

- When students have finished reading the script aloud in pairs, ask them to read Lexie's speech again and express the meaning in their own words.
- Discuss the main message of her speech with the class.

SUGGESTED ANSWER

You can't always run from danger – sometimes you have to face up to it.

3

- You could ask students to work in pairs to discuss the questions, or discuss them as a class.

SUGGESTED ANSWERS

- It may be an action film or a horror film because Lexie and Connor have been running away for a while and are scared.
- There could be people outside, or some kind of creatures if it is a horror film.

4

- Students could work in pairs to write the script.
- To check answers, elicit the stage directions and lines from the class one at a time, encouraging different students to contribute. As you elicit them, write them on the board.

SUGGESTED ANSWERS

LEXIE moves the sofa, opens the door and runs down the stairs.

LEXIE

[to herself, quietly] It's now or never. I can't keep running forever.

She hears a noise on the stairs behind her and turns around.

LEXIE

[shouting nervously] Who's there?

CONNOR appears at the bottom of the stairs.

CONNOR

[confidently] It's me. I'm going with you!

PROJECT BUILDER 5 (15 minutes + homework)

Write a script for your trailer.

→ Workbook Project Log p18

5

- Students should do the planning stage of this activity in their project groups, then write their script for homework.
- Ask students to get into their groups, get their Project Log ready and choose their monitor for today.
- Ask them to look back through their Project Logs and elicit what preparation they have done so far for their project.
- Read out the task and point out to students that they can use the script in exercise 2 as a model for their own script.
- Refer students to the tips and reminders in the Project Log.
- Students work in groups to plan their script and make notes in the Project Log.
- Monitor and help while they are working.
- Set the writing task for homework.
- Encourage students to take time to write their script carefully, making sure they follow all the tips and reminders and lay it out correctly.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Writing workshop, Workbook p73

4 Project

Lesson objectives

Make a trailer for a film

TEACHER WELLBEING: WORKING AS A TEAM

Remember:

Together
Everyone
Achieves
More

Note

- Before the class, remind students that they will be making their film trailer. If they will be doing the filming in class, they should bring any costumes or props they want to use with them. If possible, students should be able to photocopy their scripts so that they each have a copy for the filming stage.

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards this task through the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups and ask them to choose a project monitor for today.
- Before students look back at the Project Builders together, point out that when they look at work they have done earlier, they should always think about how they can improve it.

2

- Remind students that when they are working in groups, they should always be respectful to all group members and only make constructive comments about each other's work.
- Students could either produce a combined script that they are all happy with or they could choose the one that they feel is the best in their group, then make changes to improve it.

3

- Suggest to students that they copy out the different parts they have prepared to make one complete script. If possible, allow them to photocopy it so that they each have a copy.

DECIDE

4

- Explain to students that they are now going to plan how to make their video. Ask them to read through the task.

- Point out that this is a large project with a lot of different stages and parts that need to come together for it to be successful. It is therefore even more important than usual that they plan carefully and allocate the different roles and responsibilities. Remind them that for the best results, they should allocate roles on the basis of people's abilities and also their wishes. In this task, group members will each have more than one role.

- Allow plenty of time for this planning stage, and monitor and help while students are working.

5 24 Audio script p144–145

- When you have checked answers, ask students if the discussion they listened to raised any issues that they need to discuss and make a decision about in their group.

ANSWERS

1 B 2 A 3 A 4 C 5 C

6

- When students have made their plans, invite some groups to share their plans with the class and explain why they have planned the stages in that way.
- Ask students to complete the first part of the Project Log with their roles and their feelings about making the trailer. Explain that it will be useful to record their thoughts now so that they can compare them with how they feel when they have finished making the trailer.

CREATE

PROJECT SKILLS

Getting it right

7

- Ask students to read the information in the *Project skills* box.
- Reinforce the point that for a good final result, students will need to be patient and be prepared to make several attempts before they get a result they are all happy with.
- Point out that it is often worth having a few goes at something even if they are reasonably happy with the first attempt because the second one might be even better.
- Remind them that when they are discussing work they have done, they should always be polite and respectful, and they should also be willing to look at their own contributions with a critical eye.
- Read through the *Key phrases* with the class and make sure students understand them all.
- If students are doing the filming in class, monitor and help while they are working. Alternatively, they could do the filming for homework in a different location.

Project coach video Project coach video script p145

- Watch the *Project coach video* with your students. The video provides useful tips for evaluating and improving the video.

PRESENT

8

- If you have the technology available in the classroom, you could show all the trailers to the class on a big screen. Alternatively, put two groups together at a time to show each other their trailers, until all students have seen all the trailers.
- You could suggest that students write the name of each trailer as they watch it, then give each one a score out of ten for each category as they watch (entertaining, professional, ambitious, best acting, best tagline, make you want to see the film).
- Students could compare their opinions in their groups. You could then hold a series of votes to find the best trailer in each category.

REFLECT

9

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this project

Ask students to consider what skills they needed to use whilst working together to create a trailer for an invented film. Answers could include:

- making original suggestions.
- assessing others' skills.
- taking into account others' preferences.
- making decisions as a group.
- developing creativity.
- editing a video.

Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

10

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on or they could list two or three for each sentence.
- Set the remaining parts of the Project Log tasks for homework. Reassure students that they will not be judged on their responses; they are a basis for your feedback discussion with them.
- Encourage students to read everything carefully and add their notes on the things they have learned and practised in this unit.
- If possible, spend some one-to-one time with each student, discussing what they have written in the Project Log.
- In your discussion, focus first on those aspects of their learning that pupils feel positive about, for example their favourite parts of the project or what they felt they were good at. In this unit, they had to divide up the tasks so some of them had quite distinct roles. Discuss their responses to the first part of Project Log 5 and see whether their concerns were valid. Ask questions about

how the filming actually went and how well they felt they did in their roles. If they were unhappy with their roles or how they did, remind them that it is good that they tried something different, and next time they can try another role.

- Also encourage them to talk about a team member that they felt excelled in their role. Praise them for their positivity. Look back at their Unit 3 takeaway and ask them whether they made any progress in that area. For the areas they found difficult, remind them that everyone has different natural strengths, but that working at something will bring improvement.
- Finish off with a positive comment or perhaps invite students to bring up anything about their project work that they want to discuss. And lastly, take a look at their takeaway and talk about how they plan to achieve their aim.

⇒ Workbook Project Log p19

Further practice

Online Practice, Unit 4

Unit review, Workbook p36

Language summary, Workbook p37

5 Connected

Language objectives for the unit

Core vocabulary

Using smartphones: add someone to a group chat, add someone to your contacts, get directions, get notifications, go on social media, go online, make a call / a video call, make a payment, stream a video, stream music, track your fitness, track your location

Business: commercial success, develop, grow, invest, marketing, product, promote, range, sales, set up

Extra vocabulary

Types of apps: educational, fitness, gaming, messaging, music streaming, navigation, photo sharing, reminder, shopping, video streaming

Grammar

used to

Present perfect and for and since

Key phrases

Using apps: It's a great way to ... I use it to ... + infinitive without *to*; It helps me (to) ... It's ideal / perfect for ... It's an app for ... + -ing form; I often use it for ...

Shopping: How can I help you? What model is it exactly? Can I have a look, please? A new screen will cost (£85). I've got a problem with my (smartphone). How much will the repair cost? How long will the repair take? Can I pay when I pick it up?

Project objectives

Project description

Pitch your idea for a new app

Students will work in groups of three for this project.

Project skills

Being creative

Key phrases

Giving presentations: I'm going to talk to you about ... This (part of the) presentation is about ... I'd also like to show you ... In the next part of the presentation, I want to show you ... Now, my partner is going to explain ... I'll hand over to my partner for more information about ... That brings our presentation about ... to an end. That is all we have to say about ... We'd be happy to answer any questions about ... If you have any questions about ..., please ask.

Project coach video

Giving and receiving feedback

Project extension ideas

If students enjoyed the project and want to do more on apps, they could try out a new app on their phone and write a review of it, giving their opinion on its good and bad points.

Unit summary

The topic for this unit is smartphones. By the end of the unit, students should be able to talk confidently about how they use their smartphones and apps and use business vocabulary to give a presentation on a new product.

The final project is a collaborative task of pitching an idea for a new app. This will bring together the language learned in the unit.

Introducing the topic for the unit

Read out the title of the unit and explain to students that this unit is about being connected through our smartphones and the apps we use every day. Tell them that the project at the end of the unit is to pitch their idea for a new app in order to win funding to develop it.

Identifying a real-life context for the topic

Ask students to consider in what situations it might be useful to pitch an idea, e.g. for a new app. Answers could include to suggest a fundraising idea, or to win sponsorship/funding from a local business.

Lesson objectives

Talk about different types of apps and what they do

Warm-up

ASSESSMENT FOR LEARNING

- Elicit the names of apps that students use. Write them on the board and ask: *What kind of app is it?* Elicit ideas and point out to students that there are words for different types of app, e.g. *gaming app, fitness app*.
- Focus on the apps on the board and ask: *What can you do on this app?* Elicit answers and point out to students that they will need to learn phrases to talk about what apps can do, e.g. *track your fitness*.
- Explain that people need money to develop and sell a new app. Ask: *Who can they get money from? How can they persuade people to give them money?* Elicit that they can get money from investors and, to do this, they need to persuade them that it will make money. Point out that in this unit they will learn business vocabulary so they can present their idea.

1

- Focus on the photos and teach the word *device*. Drill pronunciation of the devices.
- When students have finished discussing the question on page 57 in pairs, ask them to tell the class which device they would choose and why.

2

- Read through the different categories of apps with the class and check that students understand them all.
- Put students into groups to think of an example for each category.
- Elicit an example of each type from the class.

3

- Elicit one or two examples from the class before students work in pairs.
- When they have finished, ask questions to elicit ideas from individual students, e.g. *Which type of app might you use on a laptop?*

4 **Alice and Simon's vlog script p145**

- Play the video and ask students to write down the types of app the people mention.
- When you have checked answers, elicit what else students can remember from the video.

ANSWERS

They mention a fitness app, a reminder app, a music streaming app, a messaging app and a gaming app.

5

- Read through the *Key phrases* with the class and check that students understand them all.
- Ask students to read the gapped sentences, then play the video again for them to watch and complete the sentences.
- With stronger classes, students could complete the sentences from memory, then watch again to check.
- When you check answers, check that students understand all the sentences.

ANSWERS

- It's an app for (fitness app)
- It helps me to (reminder app)
- I use it to (music streaming app)
- It's a great way to (messaging app)
- It's perfect for (gaming app)

6

- Elicit answers to the questions from the class.

ANSWERS

Courtney means that she is putting a picture in an envelope to send to someone. When most people say they are sharing a picture, they mean they are sharing / posting / putting it online (e.g. on Instagram™).

7

- Allow students time to prepare their ideas individually before they work in pairs. You could specify a number of apps they each have to talk about, e.g. three, to make the task manageable.
- When they have finished working in pairs, ask some students to tell the class about one of the apps they use.

8 MEDIATION

- Students work individually to look for an app they like online. They then take turns to tell the class about it. Tell the class to listen carefully and make a note of the names of the apps on the board. You could then have a class vote for the most useful app and the most fun app.

PROJECT BUILDER 1 (15 minutes)

Invent an app which should exist but doesn't.

Workbook Project Log p20

9

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project.
- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Ask students to have the Project Log pages of their Workbook ready. Remind them that they will use the information in the Project Log for the final project task, and the discussion they are going to have will help them to complete it.
- Read out the task and the list of activities, and check that students understand everything.
- Point out that at this stage, they should think of as many ideas as they can so that they have plenty to discuss and choose from. Suggest that the monitor should ask someone to keep a list of all the ideas.
- Allow time for this task, then allow students time to complete the first part of their Project Log.

10

- Before students start their discussion, remind the project monitor that it is their job to make sure that everyone's opinion is heard.
- Remind students to use the *Key phrases* when explaining why their app is useful.
- Monitor and help while students are working.

11

- Remind students that for this task they need to try to reach agreement on the best app. Point out that some members of the group may have to compromise if they don't all have the same opinion.
- When students have finished their discussions and completed their Project Log, you could ask some groups to share the name of their app with the class and say why it is useful.

5.2 Smartphones in the dock

Lesson objectives

- Discuss the effect of smartphones on the brain
- Learn smartphone vocabulary
- Learn how to talk about the past with *used to*

Vocabulary

Warm-up

- Hold up your smartphone and say: *I use my smartphone all the time. I use it as a clock, to tell the time, to message friends, to check the time of my train.*
- Ask: *What do you use your smartphone for?* Ask students individually to write five things they use their smartphone for, then put them into pairs to compare their ideas.
- Elicit ideas from the class and make notes on the board of the different uses students have for their smartphones.
- Point to the ideas on the board and elicit that smartphones can be very useful. Ask: *Are there any disadvantages to smartphones?* Elicit a few ideas from the class.

1

- Read out the title of the lesson and explain the meaning of *in the dock* (on trial).
- Ask: *What happens in a trial?* Elicit that someone is accused of a crime (an accusation), the court hears evidence against them, and reaches a verdict (a decision).
- Write the words *accusation*, *evidence* and *verdict* on the board and check that students understand them.
- Explain that they will go through this process to judge smartphones.
- Tell students that when they are forming their opinion, they should think of reasons why they agree or disagree with the accusation.
- When students have compared their answers in pairs, elicit the majority opinion in the class through a show of hands.

2

- Ask students to read the 'evidence' first to decide which people agree and disagree with the accusation. Check these answers, then ask students to read the 'evidence' again and decide which opinions they agree and disagree with, and why.
- Find out who agrees and disagrees with each opinion and elicit some reasons.

ANSWERS

1 agree 2 disagree 3 agree 4 agree 5 agree

3

- Put students into pairs or groups to think of more evidence for or against smartphones.
- Elicit their ideas and add them to the board under the headings *For smartphones* and *Against smartphones*.

4 THINK

- Read out the task and explain to students that they should discuss all the evidence before they give their verdict.
- When students have finished working in pairs, ask pairs in turn to tell the class their verdict and the main evidence which persuaded them.

LIFE SKILLS

- Ask students to read the information in the *Life skills* box. Discuss with the class other advice for using smartphones, e.g. switch off your notifications when you are doing homework, don't sleep with your phone next to you.

5

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 directions 2 track 3 go 4 contacts 5 stream
6 make

6 25 Audio script p145

- Pause the audio after each dialogue to allow students time to write their answers.
- When you check answers, elicit what students can remember about each dialogue.

ANSWERS

Dialogue 1 1 He's making a video call.

2 She's streaming music.

Dialogue 2 1 He's going on social media.

2 She's getting directions.

Dialogue 3 1 He's making a payment.

2 She's going online.

7

- Read out the task and the example answers.
- Monitor and help while students are working in pairs.
- For feedback, discuss which activities were easy and which were difficult to act out and guess.

Grammar

used to

Lead-in

ASSESSMENT FOR LEARNING

- Ask: *How did people use to listen to music before they had smartphones?* When students answer, notice if they use *used to* correctly. If they don't, repeat their ideas using *used to*, e.g. *They used to buy CDs.*
- Repeat this using one or two more activities from exercise 5. This will give you an idea of how familiar your students are with *used to*.

8

- Students could work in pairs to read and complete the rules and examples. Alternatively, read out the rules, then ask students to find the negative and question forms in the opinions. Elicit the correct forms to complete the rules and examples.

- If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 114. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 use to 2 use to 3 use to 4 use to

→ My grammar reference & practice p114

9

- When you check answers, write the correct forms of *used to* on the board so that students can check their spellings.

ANSWERS

1 used to buy, B 2 used to hate, A 3 used to pay, F
4 didn't use to know, C 5 didn't use to speak, D

10

- Read out the example question and remind students of the correct question form: *did you use to ... ?*
- When you check the answers, write the correct verb forms on the board for students to check.

ANSWERS

1 How did you use to get to school?
2 What music did you use to listen to?
3 What did you use to wear at school?
4 Which teacher did you use to like most?
5 How much homework did you use to have?

11

- When students have finished asking and answering the questions, ask some students to tell the class something their partner used to do at primary school.

Optional activity

- Students could work in pairs and write one more question to ask their classmates about when they were younger.
- Ask pairs in turn to read out their question. Other students can answer.

PROJECT BUILDER 2 (15 minutes)

Write about the problems your app solves.

→ Workbook Project Log p20

12

- Remind students of the project they are working towards in this unit: to invent a new app and pitch to get funding for it.
- Ask students to get into their project groups and tell them to choose a new monitor for the tasks today. Remind them that the monitor's job is to make sure that everyone gets the chance to speak and be listened to in the discussion tasks.
- Read out the task. Ask students to look back at their Project Log to see what app they chose.
- With weaker classes, you could allow students time to think before they begin the group discussion.

- Allow students time to think about the problem that their app solves.
- Allow students time to fill in the first part of their Project Log, then ask some groups to tell the class about their app and the problem it solves.

13

- Read out the task and point out that students now need to imagine that their new app really exists. Read out the example sentences, and point out that they use *used to* to talk about the situation before this app existed.
- When groups have written their sentences, invite them to share their sentences with the class, then allow time for them to add the sentences to their Project Log.
- Remind students to complete the speech bubbles in the Project Log with their own ideas for homework.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary and grammar, Workbook p38–40

5.3 Life-changing apps

Lesson objectives

Read about apps which make life better for people
Recognize words that refer to other nouns and ideas
Use the present perfect with *for* and *since*

Reading

Warm-up

- With books closed, put students into groups and tell them you are going to give them some clues for different kinds of app.
- Give clues for the different kinds of app on page 57, e.g. *I use this app to track my exercise.* (fitness app) *I use this app to buy things.* (shopping app) *I use this app to get directions.* (navigation app) Groups race to say the correct kind of app.

1

- When students have finished discussing the apps in pairs, ask some students to tell the class what they use the different apps for.

ANSWERS

Instagram is a photo sharing app.
Netflix is a TV and movie streaming app.
TikTok is a video sharing app.
WhatsApp is a messaging app.
YouTube is a video streaming / video sharing app.

2 26

- Play the audio for students to read and listen, then put them into pairs to discuss which app they think is the best and why. Encourage them to discuss all the apps before they make their decision.
- Ask some pairs to tell the class which app they think is the best idea and why.

Skill UP!

3

- Ask students to read the information in the *Skill UP!* box.
- Explain that writers use words such as *this*, *these* and *it* to avoid repeating nouns, so it is important to understand which nouns they refer to. Point out that sometimes the words can refer to whole ideas, not just individual words.
- Students could work in pairs to look at the words in bold and decide which nouns or ideas they refer to.

ANSWERS

- In part 1, 'it' refers to the app, *Wheelmap*.
- In part 2, 'these' refers to the range of apps developed by Avaz.
- In part 3, 'they' refers to text-to-voice apps.
- In part 4, 'them' refers to the words that appear on the screen.

4

ASSESSMENT FOR LEARNING

- Read out the task and point out that it has multiple-choice answers. Ask: *Are you sometimes tempted to guess the answers in multiple-choice tasks?* Elicit a few answers and point out that guessing is not the best way to do the task because it doesn't help you understand the text better.
- Ask: *What is the best way to do the task? How can you be sure that you have chosen the correct answer?* Elicit that the information in the correct answer will be stated explicitly in the text, using different words, and the way to be sure you have the correct answer is to find this information in the text and make sure the meaning matches the option you have chosen.
- When you check answers, elicit the part of the text that matches the information in each correct option.

ANSWERS

- C (This relies on identifying the purpose of the article, so no specific information matches.)
- B (If children can use a familiar app to look around the hospital before they arrive, their experience will be less stressful.)
- A (The app allows them to get directions that avoid steps and other difficulties.)
- D (These have helped children who need extra support to help them express themselves.)
- D (This app is very useful for blind people or anyone who needs support with reading ... the other person's words appear as text on the screen so the deaf person can read them.)

Grammar

Present perfect

Lead-in

- Write a selection of common irregular past participles on the board, e.g. *eaten, given, taken, gone, swum, written*.
- Ask: *Which verbs do they come from?* Elicit the infinitive form of the verbs, then ask: *Which part of the verb are they?* Elicit or explain that they are past participles.
- Ask: *When do we use past participles?* Elicit what students know and notice how many of them seem familiar with the form of the present perfect.

5

- Students could work in pairs to complete the examples. Point out the singular and plural forms of *have* in the article: *A German company, Sozialhelden, has created ... These have helped children ...*
- Check answers with the class. If your students need more support with the grammar, refer them to *My grammar reference & practice* on page 114. Read through the reference with the class, then students could work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 has 2 have 3 have 4 has

→ My grammar reference & practice p114

6

- Students could work in pairs to do this task. With a weaker class, go through the highlighted examples together, making sure that students understand how each verb is used.

ANSWERS

A: have explored, haven't been, have they done, have developed, has created, has produced, have helped, have improved, has made

B: have existed, has had

7

- Check answers with the class.

ANSWERS

1 created 2 been 3 done 4 had 5 made

8

- With weaker classes, look at the verbs in brackets first and elicit or tell students which are irregular (*do, have, buy, build, be*). Tell them they will need to check the past participle form of these verbs.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 have you tried 2 haven't done, have had 3 have you bought 4 has built 5 have tried, hasn't been

9 PRONUNCIATION  27

- Ask students to read about the past participle endings, find the past participles in exercise 7, and add them to the box.
- Play the audio for them to listen. Then play the audio again, pausing for them to repeat.

ANSWERS

The two participles are *bought* and *thought*. They are both pronounced with the same /ɔ:/ sound.

10

- Ask students to complete the sentences with the present perfect and choose *for* or *since*. Check these answers.
- Students could then work in pairs to read the sentences and guess the correct endings.
- Check answers with the class and see if anyone has guessed all the answers correctly.

ANSWERS

1 has been, since, B 2 haven't visited, since, B
3 have lived, for, A 4 haven't existed, for, A
5 has owned, since, B

PROJECT BUILDER 3 (15 minutes)

Make sure your app is accessible to everyone.

→ Workbook Project Log p21

11

- Remind students they are working towards a final project in which they will pitch their idea for a new app.
- Ask students to get into their project groups and choose a monitor for today's tasks.
- Read out the task and point out that when people develop any new product, they should think about making it accessible and useful to as many people as possible. Tell them they are now going to discuss their app and make changes so that it is suitable for as many people as possible.
- Remind students to listen carefully to each other's ideas and work together to come up with the best ideas possible. Students then work in their groups.
- Allow students time to think of ideas, then allow them time to complete the first part of their Project Log by ticking the groups that their app is suitable for.

12

- When students have completed the second part of their Project Log with their notes, invite some groups to share with the class how they have changed their app to make sure it is accessible.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Grammar, Workbook p41

Reading, Workbook p42

Grammar worksheets, Teacher's Resources, Oxford English Hub

Reading worksheets, Teacher's Resources, Oxford English Hub

5.4 Perfect pitch?

Lesson objectives

Listen to pitches for apps

Learn business vocabulary

Distinguish opinions from facts when you listen

TEACHER WELLBEING: INNOVATION AND CHANGE

Teachers are often asked to take on innovations and changes in their classroom and teaching methods. This may involve the use of new technologies, which can seem daunting at first. Read the tips for managing innovation and change. Which have you used, and which might you use in the future? Can you think of any more?

- Ask for training to help build confidence with mastering new technology.
- Allow yourself time to become familiar with new systems and practise using them.
- Ask for help if you suffer a technology fail in the classroom.
- Have confidence that you will master it in time.

Vocabulary

Warm-up

- Put students into teams. Tell them you are going to say some verbs and they must say the past participle. The first team to say the correct past participle gets a point, but if they give an incorrect answer, they lose a point.
- Call out these verbs or others which you think your students should know: *bring, build, buy, visit, put, be, do, make, invent, have, think, catch, teach, try*.

1

- When students have discussed their ideas in groups, discuss as a class what they know about each brand.

ANSWERS

Apple is an American company that makes iPhones, iPads and computers.

HP is an American company that specializes in hardware components such as printers.

Huawei is a Chinese company that makes phones and tablets as well as telecommunications equipment.

IBM is an American company that makes computer hardware and software.

Microsoft is an American company that sells computer software, personal computers and video games.

Nintendo is a Japanese company that specializes in video games and game consoles.

Samsung is a South Korean company that makes a wide range of electronic goods, including phones and tablets, TVs and other home appliances, and computers.

Sony is a Japanese company that produces computers, video games and game consoles, TVs, robots and other consumer electronics.

2

- When you have checked answers, ask students what they learned about each of the companies they read about.

ANSWERS

- 1 Sony 2 Samsung 3 Apple

3

- Read through the words in the box with the class and point out that they are in the article in exercise 2. Tell students to read them in context to help them understand the meanings.
- Check the meanings with students by eliciting how they would express them in their own language.

4

- Students work individually or in pairs to complete the text about Melanie Perkins.
- When students have completed the task, check answers, and check that students understand all the words.

ANSWERS

- 1 set up 2 develop 3 products 4 range
5 invest 6 sales 7 commercial 8 promote
9 marketing 10 grow

Listening

Lead-in

- Focus on the photo and elicit that the person is pitching her ideas to investors to persuade them to invest in them.
- Ask: *What do you think you need to say to persuade investors to invest in your ideas?* Put students into pairs to discuss the question, then discuss their ideas as a class.

5 28 Audio script p145–146

- Read out the task and allow students to read the sentences.
- When you have played the audio, allow students to compare their answers in pairs before you check with the class.

ANSWERS

- Speaker 1: C, D Speaker 2: B Speaker 3: E Speaker 4: A

Skill UP!

6 28

- Ask students to read the information in the *Skill UP!* box. Then ask them to read the statements.
- Play the audio again, pausing after each speaker to allow students time to write their answers.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 F (Basically, our research has told us ...)
2 O (I'm confident that ...)
3 F (According to studies, ...)
4 O (In my view, ...)
5 F (Evidence shows that ...)
6 O (I believe ...)
7 O (I'm fairly sure ...)
8 F (The results of my test proved that ...)

7 29

- Read out the questions, then play the audio again.
- Allow students to discuss their ideas in pairs before discussing as a class. Encourage them to give reasons to support their opinions.

8 30 Audio script p146–147

- Ask students to read the questions, then play the audio.
- Discuss the questions as a class and find out who in the class predicted the outcome successfully.

ANSWER

The investors decide not to invest in the app. The main reason for their decision is that they don't believe it will be a commercial success (because people won't use it or give it good reviews).

9 MEDIATION

ASSESSMENT FOR LEARNING

- Give students time to choose one of the apps and think of what they could say to persuade their partner to invest in it. Remind them to use vocabulary from exercise 2 and elicit a few examples of how they could do this, e.g. *I think sales would be very good.*
- As students are discussing the apps, notice the verb forms they are using. If they aren't using *would* correctly, stop the activity and give or elicit further examples of the use of *would* about the first app, e.g. *I think it would be a commercial success because people would enjoy learning about places in the past.*
- Students then continue discussing each app they have chosen. Monitor and help while they are working.
- Ask pairs to try to agree on which app to invest in. Finally, invite pairs to tell the class which app they would invest in and why.

- You could also brainstorm some examples of why they need money from investors, e.g. to pay for online promotions, to cover the cost of developing more apps.
- Allow students time to discuss the questions and complete their Project Log.
- Point out the speech bubbles in the Project Log and encourage students to start thinking about who in their group would be good at giving their pitch.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary, Workbook p39

Vocabulary worksheets, Teacher's Resources, Oxford English Hub

PROJECT BUILDER 4 (15 minutes)

Persuade investors to invest in your app.

→ Workbook Project Log p21

10

- Remind students that they are working towards a final project in which they will pitch to get funding for their new app.
- Ask students to get into their groups, get their Project Log ready and choose their monitor for today. Then read out the task.
- When students have looked back at Project Builders 1–3 and looked through their Project Logs, ask each group to summarize what they have agreed so far about their app.

11

- Remind students of the pitches they listened to in exercise 6, and elicit that the speakers used a mixture of facts and opinions to answer the first question.
- Write two headings on the board: *Facts* and *Opinions*. As a class, brainstorm examples of facts and opinions that students could use and write them on the board, e.g. (fact) *Evidence shows that teenagers spend at least five hours a day on their phones.* (opinion) *In our view, this is a really creative and innovative app.*

5.5 At the phone repair shop

Lesson objectives

Talk about problems with electronic devices

Learn how to ask for clarification

Speaking

Warm-up

- Ask: *Do phones sometimes break? What kinds of things can go wrong with your phone?* Put students into pairs to think of things that can go wrong and make notes.
- Discuss students' ideas as a class and take the opportunity to check that students have all the vocabulary they need to talk about their phones, e.g. *screen, charger, microphone, speakerphone, settings, WiFi connection, volume control*.

1

- When students have finished discussing in pairs, elicit that the photo shows a phone repair shop. Then find out who in the class has experience of taking their phone to a repair shop. Encourage students to share their experiences with the class.

ANSWERS

1 It's a mobile phone repair shop.

2–3 Students' own answers

2 Drama video script p147

- Read out the questions, then go through the sentences with the class and check that students understand all the problems.
- When students have watched the first part of the video, allow them to compare their answers in pairs before you check with the class.

ANSWERS

Olivia takes her tablet to the shop. The screen is broken.
Alfie takes his phone to the shop. He can't turn the speakerphone off.

3

- Students could work in pairs to complete the *Key phrases* from the video.
- Don't check the answers at this stage.

4

- When students have watched the first part of the video again, check the answers to exercise 3. Then read through the *Key phrases* with the class and check that students understand them.
- Discuss how Alfie feels at the end and why.

ANSWERS

1 can 2 model 3 look 4 cost 5 problem 6 repair
7 long 8 pay

C, Alfie feels embarrassed because Olivia can hear what Bianca is saying to him.

5

- When students have finished discussing in pairs, discuss their ideas as a class, but don't confirm the answer at this stage.

6 Drama video script p147

- When students have watched the second part of the video, elicit why Olivia leaves without Alfie, and ask who predicted correctly.

SUGGESTED ANSWER

Olivia leaves the shop on her own because she is angry with Alfie. She feels that he has lied to her about his plans.

Skill UP!

7

- Ask students to read the information in the *Skill UP!* box.
- When students have watched the full video, elicit which phrases the speakers used and why they used them.

ANSWERS

The assistant says *What do you mean exactly?* after Alfie says the speakerphone isn't working properly.

The assistant says *I'm sorry, but I'm not sure what you mean* after Alfie says it's too late, meaning that Olivia has already heard his conversation with Bianca. The assistant thinks Alfie is talking about his phone.

8 Drama video script p147

- Pause the video after each clip for students to think about how they say the phrase in their own language.
- Discuss how students say the phrases in their language, and check they understand them all.

9

ASSESSMENT FOR LEARNING

- Read out the task and ask: *What do you have to think about to do this task well? What should the customer focus on? What about the shop assistant?* Elicit that the customer should think of some more details to explain the problem. They should then use some *Key phrases* from exercise 3. The shop assistant should try to use some *Key phrases* and should also ask for clarification using phrases from the *Skill UP!* box. Elicit that both the customer and shop assistant should sound polite.
- Point out that there are a lot of different things to remember. Ask: *How can you make sure you use enough of the new language?* Discuss as a class some ways in which students could prepare, e.g. by working in pairs to plan the problem they will discuss and then each deciding which phrases they will use and making a note of them to remind themselves to use them.
- Allow students time to prepare their dialogues. Monitor and help while they are practising. For feedback, ask who managed to use the phrases they planned to use. Congratulate students if they achieved this.

Further practice

Speaking pairwork worksheet, Teacher's Resources, Oxford English Hub

5.6 An advertisement

Lesson objectives

Learn about rhetorical questions

Write an advertisement for your app

Writing

Warm-up

- Ask: *What are your favourite adverts on TV at the moment? Why do you like them?* Put students into pairs to discuss their favourite adverts.
- Elicit students' ideas and see if there are some class favourites.
- Explain to students that they are going to write an advertisement for their new app. Ask: *What makes a good advertisement?* Discuss as a class some of the features that make a good advertisement, e.g. it gives a lot of positive information about the product, it includes opinions from people who have bought it and used it, it uses a good catchphrase.

1 MEDIATION

- Allow students time to read the advertisement and check that they understand the word *pro* (a professional).
- Put students into A/B pairs and ask Student A to explain the app to Student B, the non-English-speaking friend. Then put students into new A/B pairs, making sure that students swap roles.
- Ask a few students to explain the app to the class.

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box.
- Students could work in pairs to look at the advertisement again and note down which features it includes.
- When you check answers, elicit examples of each feature from the advertisement.

ANSWERS

a description of the product: Snack Pic is a cookery app for people who ...

a slogan: Cook like a pro!

reviews and recommendations: '... I use it every day.'

'It's great! I've always wanted to ... Now I can!'

the price: £1.99 for Snack Pic Lite; £1.99 a month for Snack Pic Pro

3

- Students could work in pairs to find the adjectives and answer the question.
- Check the adjectives in the advertisement, and elicit the answer to the question.

ANSWERS

amazing, great, wonderful, fantastic

You would expect to find these words in an advertisement because an advertisement is trying to convince you that a product is excellent.

4

- Read out the information about rhetorical questions.
- Students then look at the advertisement again and find examples.

ANSWERS

There are two rhetorical questions in the advertisement:
Would you like to know the secrets of the top chefs?
What have users of the app said about it?

PROJECT BUILDER 5 (15 minutes + homework)

Create an advertisement for your app.

→ Workbook Project Log p22

5

- Students should do the planning stage of this activity in their project groups, then write their advertisement for homework.
- Ask students to get into their groups, get their Project Log ready and choose their monitor for today.
- Ask them to look back through their Project Logs and elicit what preparation they have done so far for their project.
- Read out the task and point out to students that they can use the advertisement in exercise 2 as a model for their own.
- Refer students to the tips and reminders in the Project Log.
- Students work in groups to plan their advertisement and make notes in the Project Log. Monitor and help while they are working.
- Set the writing task for homework.
- Encourage students to take time to write their advertisement carefully, making sure they follow all the tips and reminders, and making sure they lay it out so that it is attractive and easy to read.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Writing workshop, Workbook p74

5 Project

Lesson objectives

Pitch your idea for your new app

TEACHER WELLBEING: INNOVATION AND CHANGE

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.

Bill Gates

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards this task through the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups and ask them to choose a project monitor for today.
- Before students look back at the Project Builders together, point out that when they look back at work they have done earlier, they should always think about how they can improve it now that they have thought about the project in more detail.
- Remind students that when they are working in groups, they should always be respectful to all group members and only make respectful comments about each other's work.
- Students then work in their groups to review their app and make changes to improve it.

DECIDE

2

- Explain to students that they are now going to plan their presentation.
- Read through the outline with the class and check that students understand everything. With weaker classes, you could choose an app idea from the unit, e.g. Snack Pic, and work through the outline together, eliciting some examples for each item in the outline.
- Students then work in their groups to plan their presentation.
- Allow plenty of time for this planning stage, and monitor and help while students are working.

3

- Remind students that when it comes to assigning roles, they should take into account the abilities of each group member and also their preferences.
- Encourage them to all take part in the presentation in some way, rather than leaving it to one or two group members.
- When students have decided on their roles for the presentation, allow them time to fill in the Project Log with their roles and their feelings about their roles. Explain that it will be useful to record their thoughts now so that they can compare them with how they feel when they have given the presentation.

CREATE

PROJECT SKILLS

Being creative

4

- Ask students to read the information in the *Project skills* box.
- Reinforce the point that students should give themselves as many ideas as possible to choose from before they make a final choice.
- Remind them that it isn't easy to have good, creative ideas, so it is important to keep trying until they come up with some good ideas.

Project coach video

Project coach video script p147

- Watch the *Project coach video* with your students. The video demonstrates how to give and receive feedback in a positive and constructive way.

5

- Discuss the practicalities of the presentations with the class, e.g. what technology they can use, and how they can display their advertisement.

6 31

Audio script p147–148

- Before students listen to the audio, read through the *Key phrases* and make sure students understand them all.
- When they have listened, elicit which *Key phrases* the speakers used.

ANSWERS

I'm going to talk to you about ...

Now, my partner is going to explain ...

In the next part of the presentation, I want to show you ...

That is all we have to say about ...

If you have any questions about, please ask.

7 31

- When students have listened again, they could work in pairs to think of a question to ask.
- Elicit some possible questions from the class.

8

- Ask students to read the card. Elicit which part of the presentation it comes from.

ANSWER

It comes from part 3 of the presentation.

9

- Students work individually to write their section of the presentation. Remind them to think about who they are taking over from so that they can thank them, and who will come after them so that they can introduce them. Remind them also to use some *Key phrases*.
- When students have finished writing, ask them to complete the second part of the Project Log with some of the ideas and *Key phrases* for their script.

DISPLAY AND PRESENT

10

- Ask groups in turn to present their apps to the class.
Encourage students to ask questions about each app.
- Suggest that students give each app a score out of ten.

11

- Hold a class vote to decide on the best app overall.

REFLECT

12

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this project

Ask students to consider what skills they needed to use whilst working together to prepare for and pitch their ideas for an app. Answers could include:

- working together to develop creative ideas.
- conducting effective online research.
- distinguishing fact from opinion.
- persuading others of the value of something.
- presenting information in an accurate and engaging way.

Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

13

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on, or they could list two or three for each sentence.

ASSESSMENT FOR LEARNING

- Set the remaining Project Log tasks for homework.
- If possible, spend some one-to-one time with each student, discussing what they have written.
- Discuss the roles they took on for the presentation and how they felt about them. If they were unhappy, say that it is good that they tried something different, and next time they can try another role.
- Look back at their Unit 4 takeaway and ask students whether they made any progress in that area. Remind them that everyone has different natural strengths, but that working at something will bring improvement. Finish off with a positive comment and talk about how they plan to achieve their next takeaway.

Workbook Project Log p23

Further practice

Online Practice, Unit 5

Unit review, Workbook p44

Language summary, Workbook p45

6 Aim high

Language objectives for the unit

Core vocabulary

Verb + noun collocations and their opposites: *find / lose some money, mend / break your phone, pass / fail an exam, prevent / cause an argument, remember / forget a friend's birthday, score / miss a penalty*

Life events: *change career, get a job, get a promotion, get divorced, get married, get your big break, go to university, graduate (from university), have a serious accident / illness, make your debut (on stage / in a film / with a sports team), meet your partner, move (house / to another city or country), retire, start a family*

Extra vocabulary

Personal qualities: *creativity, experience, fitness, intelligence, motivation, patience, speed, strength, talent*

Grammar

Present perfect with ever and never

Present perfect and past simple

Key phrases

Making suggestions: *Why don't we ... ? How about ... ? (+ -ing form) Shall we play it?*

Refusing: *I'm not really up for it. I don't fancy it. I don't really feel like it.*

Persuading: *Come on! It'll be fun. I think you'd really enjoy it. Oh, go on!*

Accepting: *All right then. I'll give it a go. I suppose we could try it.*

Refusing again: *No, I'm not keen on the idea. No, sorry. I'm just not in the mood.*

Project objectives

Project description

Create a fan page for a personal hero

Students will work in groups of three for this project.

Project skills

Reliable sources

Key phrases

Agreeing: *You're probably right. I suppose so. But ... I see what you mean. That's true. That's a good point. I guess so, but ...*

Project coach video

Doing effective internet research

Project extension ideas

If students enjoyed the project, they could write an interview with their hero for the fan page. Alternatively, they could imagine that they meet their hero and write an imaginary conversation with them.

Unit summary

The topic for this unit is ambition. By the end of the unit, students should be able to talk confidently and in detail about someone's life and achievements, the experiences they have had, and their successes and failures.

The final project is creating a fan page for a personal hero. This will bring together all the language of the unit.

Introducing the topics for the unit

Read out the title of the unit and explain to students that this unit is about having ambition, achieving and experiencing different things, dealing with success and failure, and overcoming difficulties. Tell them that the project at the end of the unit is to create a fan page for a personal hero.

Identifying a real-life context for the topic

Ask students to consider in what situations it might be useful to create a fan page. Answers could include: to help raise the profile of someone you know or admire, to help raise funds for the work, training or education of a local 'hero'.

Lesson objectives

Talk about the qualities of a hero

Learn phrasal verbs

Warm-up

ASSESSMENT FOR LEARNING

- Ask: *What are your ambitions in life?* Put students into pairs to discuss. Elicit answers from individual students.
- Read out the information about the project, then elicit the names of successful people that students admire. Choose one that students are familiar with and ask: *What has he/she achieved?* Elicit ideas and write sentences in the present perfect on the board, e.g. *He's/She's appeared in a lot of films.* Point out that we use the present perfect to talk about experiences.
- Now ask questions using the past simple, e.g. *When did she/he first appear in a film?* Elicit answers and write a past simple sentence on the board. Point out that it is important to understand the difference between the present perfect and past simple when talking about someone's life.
- Ask: *What do you know about his/her personal life?* Elicit ideas, then tell students that in this unit they will learn phrases to talk about life events. When they do the final project, they will be able to talk and write about their personal hero, their achievements and their life.

1

- Use the photos to teach *cliff, diver, firefighter* and *stage*. Read out the question and check understanding of *courage*.
- When pairs have finished discussing, ask some students to say which person is showing the most courage, and why.

2

- Read through the qualities in the box with the class and check that students understand them all.

- Put students into groups to think about the qualities people need for each activity.
- Ask a few students to share their ideas with the class.

3 ► Alice and Simon's vlog script p148

- When students have watched the video, elicit how Alice feels at the end of the day, and why.
- You could tell students that the National Citizen Service is a scheme run by the UK government for young people aged 16–17. It provides challenging activities during the summer, during which young people have to work as a team and overcome difficulties to help build their self-confidence and achieve their own ambitions later in life.

ANSWERS

She is in a bad mood because she missed the speech by her hero, Fran Hargreaves.

4

- Students could work in pairs to complete the questions.
- Check answers with the class, and check that students understand all the questions.

ANSWERS

1 count on 2 let down 3 look up to 4 cope with
5 build up

5 ►

- Tell students to read the questions in exercise 4 again, then play the video for them to watch.
- Put them into pairs to ask and answer the questions.
- With a stronger class, students could ask and answer the questions from memory, then watch again to check.

ANSWERS

- You count on your teammates.
- Because you don't get a second chance to complete the task.
- Because she has achieved a lot in her life.
- She had to cope with a lot of problems during her childhood.
- She built up her strength by lifting weights.

6

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- F (Alice wakes up before Simon.)
- T
- F (Alice has never met any of her heroes before.)
- T
- F (Simon said it was amazing.)
- F (Alice was asleep during the speech and Simon didn't wake her up.)

7

- Discuss the question as a class, encouraging students to express their opinions and give reasons.

PROJECT BUILDER 1 (15 minutes)

Choose a hero for your fan page.

→ Workbook Project Log p24

8

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project. Explain that they will work together to prepare and plan their fan page, but they will each choose their own personal hero and prepare the content for their fan page individually.
- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Ask students to have the Project Log pages of their Workbook ready.
- Read out the task and remind students of the personal qualities they discussed in exercise 2.
- Point out that at this stage, they should think of as many heroes as they can to give themselves plenty of people to discuss and choose from. Suggest that the monitor should ask someone to keep a list of all the ideas.
- Allow plenty of time for this task.

9

- Ask students to read the task, and emphasize the fact that each person should choose a different hero, one who is living.
- Monitor and help while students are working.

10

- Students work individually to write notes about their hero in a diagram like the one on the page and complete their Project Log.
- They then show their diagram to their group and help each other by suggesting more information to add.

11

- Ask students to do the research for homework and make notes. Tell them there will be time in the next lesson to add the information to their Project Log.

6.2 Success and failure

Lesson objectives

Learn verb and noun collocations and their opposites
Use the present perfect with *ever* and *never* to talk about experiences

Vocabulary

Warm-up

- Divide the class into two teams. Tell students you are going to play an 'opposites' game. You will call out some words and teams must race to say a word with the opposite meaning.
- Call out these words and elicit the opposites: *hot* (*cold*), *tall* (*short*), *delicious* (*disgusting*), *day* (*night*), *above* (*below*), *summer* (*winter*), *win* (*lose*), *remember* (*forget*), *succeed* (*fail*), *success* (*failure*).
- Focus on the final pair of words and tell students that success and failure are the topics for this lesson.

1

- When students have finished discussing the quotations in pairs, discuss as a class which message they agree with, and why.
- Ask students if they know any more quotations about success and failure.

SUGGESTED ANSWER

Both quotes suggest that failure is an important part of the learning process and can be a positive experience because you can learn from your mistakes and improve and succeed. It is important to be brave and try because only then can you succeed.

2

- Put students into pairs to discuss which verbs have a positive meaning and which have a negative one.
- Check answers with the class.

ANSWERS

Positive meanings: *pass*, *remember*, *score*, *find*, *mend*, *prevent*

Negative meanings: *fail*, *forget*, *miss*, *lose*, *break*, *cause*

3

- Read out the task and the example. You could give one or two more examples about yourself.
- Students work individually to write sentences about themselves.

4

- Monitor while students are talking about their experiences and asking follow-up questions.
- When pairs have finished, ask some students to tell the class something they learned about their partner.

LIFE SKILLS

- Ask students to read the information in the *Life skills* box. As an example, ask: *If you lose some money, what might you learn from the experience?* (to be more careful with your money)

5 THINK

- When students have finished discussing in pairs, discuss each of the negative situations in exercise 2 as a class and elicit ideas about what you can learn from them.

6 MEDIATION

- Ask students to research a situation where failure led to success.
- Put students into pairs and ask them to take turns to tell their partner what they found.

Grammar

Present perfect with *ever* and *never*

Lead-in

- On the board, write: *H___ y___ e___ f_____ o__ a b__?* (Have you ever fallen off a bike?)
- Tell students to guess which letters complete the question. They have ten guesses. As students guess letters, write them into the question until someone manages to guess the whole question.
- Read out the question and elicit who in the class has fallen off a bike. Ask: *What did you learn from it?*
- Focus on the question again and ask: *What tense is the verb?* (present perfect) Tell students they are going to study this tense now.

7

- When students have read the dialogue and discussed the questions in pairs, elicit some of their ideas and reasons.

8

- Students could work in pairs to read the information in the grammar box, choose the correct option to complete the rules, and complete the examples.
- If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 116. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

- 1 ever 2 ever 3 never 4 never 5 been 6 been

⇒ *My grammar reference & practice p116*

9

- Allow students time to read the task and look at the chart.
- Students write the sentences individually or in pairs.
- To check answers, ask questions using the present perfect, e.g. *Who has written a song?* Elicit the answers.
- Write the correct past participles on the board for students to check the spellings.

ANSWERS

- 1 Asha and Rina have never written a song. Carson has written a song.
2 Asha and Rina have never broken a laptop. Carson has never broken a laptop.

- 3 Asha and Rina have made a cake. Carson has never made a cake.
- 4 Asha and Rina have never built an igloo. Carson has built an igloo.
- 5 Asha and Rina have grown vegetables. Carson has grown vegetables.

10

- Before students do the task, remind them to think about whether the verbs have regular or irregular past participles. With weaker classes, elicit which ones are irregular.
- Check answers with the class.

ANSWERS

- 1 've (never) sent
- 2 've (never) been
- 3 've (never) posted
- 4 've (never) given
- 5 've (never) written
- 6 've (never) cooked

11

ASSESSMENT FOR LEARNING

- Students have studied the form of the present perfect and practised it in a controlled way, so they should be able to use it accurately in this exercise.
- Put them into pairs to ask and answer the questions, and monitor carefully. If you notice mistakes with the verb forms, stop the activity and elicit and drill some of the question forms. Encourage students to correct their own mistakes if they make them.
- Ask individual students some of the questions and point out the form of the short answers. Then put students into their pairs again to continue the task. Continue to monitor and intervene if they continue to make mistakes.

12

- Ask individual students to read out the questions in turn. Ask for a show of hands to find out who has done each activity and make a note of the numbers on the board.
- Focus on the numbers on the board and elicit sentences about the number of people who have and haven't done each activity. Find out which activities most students have done, and which activities very few students have done.

PROJECT BUILDER 2 (15 minutes)

List some of your hero's achievements.

⇒ Workbook Project Log p24

13

- Read out the task and ask: *What tense should you use for your hero's achievements?* (the present perfect)
- When students have written their sentences individually and added them to their Project Log, ask a few students to read one of their sentences to the class. Correct any mistakes with the present perfect verbs.

14

- Students can do the online search in class if they have access to the internet. Alternatively, they can do it for homework.
- Remind them to complete the speech bubbles on the Project Log with their own ideas for homework.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary and grammar, Workbook p46–48

6.3 Against the odds

Lesson objectives

Read about how two young people overcame difficulties
Learn the difference between the past simple and present perfect
Use time expressions to sequence events

Reading

Warm-up

- With books closed, remind students that in the last lesson, they learned six pairs of collocations to do with success and failure.
- Put students into pairs, then write these nouns on the board: *exam, birthday, penalty, money, phone, argument*. Give pairs one or two minutes to remember as many of the collocations as they can.
- Elicit the collocations from the class and then elicit some example sentences to check that students understand them.
- Students can look on page 70 to find any collocations that they couldn't remember.

1

- When pairs have finished discussing the questions, ask a few students to share their ideas with the class.
- Teach the words *surfing* and *surfer*. If any students have tried surfing, ask them to share their experiences with the class by saying what they enjoy about it and what is difficult about it.

SUGGESTED ANSWER

To be good at surfing, you need experience, fitness, motivation and patience.

2 32

- Read out the question and explain that if someone achieves something against the odds, they do it even though it is difficult for them and other people don't expect them to be able to do it.
- Play the audio for students to read and listen, then put them into pairs to discuss the answer to the question.
- Discuss the answer as a class.

ANSWER

She has become successful 'against the odds' because she has won surfing competitions in spite of having a serious medical condition.

3

- Elicit or teach the meaning of *squirrel*. You could tell students that in Australia, the name *flying squirrel* is given to a kind of small marsupial that lives in trees and has a membrane between its front and back legs which allows it to jump and glide between branches. Flying squirrels are also known as sugar gliders because of their ability to glide and their fondness for sweet foods. You could also drill pronunciation as it is a difficult word for many students to pronounce. Then elicit or teach the meaning of *nickname*.

- Put students into pairs to discuss the questions, then discuss their ideas as a class.
- If students think the nickname is not a particularly good one, you could elicit suggestions for a better nickname for Quincy.

SUGGESTED ANSWER

She is called 'the flying squirrel' because she was very young and small when she started surfing, but she was very good at it.

4

- Encourage students to answer the questions in their own words rather than just copying or quoting from the article.
- Check answers with the class.

ANSWERS

- She has won some big competitions and some awards, and she has also got sponsorship from big companies.
- She got advice from professional surfers.
- She was born in Australia and now she lives in Australia again.
- She had a serious medical condition.
- She needs medical treatment every day, and this gives her extra motivation.
- The surfer Stephanie Gilmore and the skier Lydia Lassila inspire her.
- She can play the guitar really well.

Skill UP!

5

- Ask students to read the information in the *Skill UP!* box.
- Students could work in pairs to look at the article again and see which paragraph contains the most time expressions.
- When you check the answer, elicit that this paragraph contains a lot of time expressions because it gives details about the events in Quincy's life, so it is important to put these events in the right order.

ANSWER

Paragraph 2 has the most time expressions: when Quincy was two years old, two years later, Then, Soon, At the age of six

Grammar

Present perfect and past simple

Lead-in

ASSESSMENT FOR LEARNING

- Ask: *What has Quincy achieved? When did she win her first competition?* Elicit answers and on the board, write: *She ... some major competitions.*
She ... her first competition when she was six.
- Focus on the sentences on the board and elicit the missing verb forms (has won; won). Elicit the names of the two tenses, then ask: *Why do we use different tenses in these sentences?* Discuss as a class, in students' own language, if necessary, why the two tenses are used.
- Use this opportunity to assess how well students already understand and can use the present perfect and past simple.

6

- Students could work in pairs to look at the highlighted examples in the article and read about the two tenses.
- If your students need more support with the grammar, refer them to *My grammar reference & practice* on page 116. Read through the reference with the class, then students could work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

 **My grammar reference & practice p116**

7

- Students could work in pairs to complete the sentences and match them with the uses A–D in exercise 6.
- With weaker classes, read out each gapped sentence in turn and elicit the correct verb form. Ask questions if necessary to prompt students, e.g. *Is it about an event at a specified time in the past, or an unspecified time?* As a class, match each sentence to the correct use.

ANSWERS

- has appeared (D)
- lived, moved (B)
- has lived (A)
- came (C)

8

- Students could work in pairs to look at the verbs in paragraph 2 of the article again and answer the questions.
- Discuss the answers as a class, referring back to the rules to explain them.

ANSWERS

The verbs in paragraph 2 are mainly in the past simple because they describe actions or events that finished in the past, in Quincy's childhood.

9

- Tell students to read the text for general meaning, ignoring the gaps.
- Students then read the text again and complete it with the correct verb forms.
- Allow students to compare their answers in pairs before you check with the class. If necessary, refer back to the rules in exercise 6 to help explain the answers.

ANSWERS

- hasn't stopped
- began
- went
- fell
- didn't give up
- completed
- did
- have seen
- has become
- married

10 THINK

- When pairs have finished discussing, ask a few students to share their ideas with the class.

PROJECT BUILDER 3 (15 minutes)

Write about the difficulties that your hero has overcome.

 Workbook Project Log p25

11

- Remind students that they are working towards a final project in which they create a fan page for a personal hero.
- Tell them that for this stage of the project preparation, they will work alone.
- Read out the task and remind students to use the past simple for events that took place at a specified time, and the present perfect for events at an unspecified time or for situations that are still in progress. Point out the reminder about this in the Project Log.
- Allow students time to write sentences about the actions and events in their hero's life.

12

- Refer students to the tip in the Project Log to help them think about difficulties their hero has overcome. Ask them also to think about the qualities their hero has that helped them overcome these difficulties.
- Allow students time to think of ideas and complete their Project Log. Ask them also to complete the thought bubble with the qualities their hero has.
- Ask some students to tell the class about some of the difficulties their hero has overcome.

Further practice

Grammar, Workbook p49

Reading, Workbook p50

Grammar worksheets, Teacher's Resources, Oxford English Hub

Reading worksheets, Teacher's Resources, Oxford English Hub

6.4 Quiz show

Lesson objectives

Use life events vocabulary

Watch a quiz about a famous actor

Learn about subject and object questions

TEACHER WELLBEING: A SENSE OF ACHIEVEMENT

One of the needs that motivates us is our need for self-esteem, and this often comes from a sense of achievement, and from feeling valued and respected by others. One of the core pillars of wellbeing comes from knowing that we are able to use our skills and competences to attain personal goals. To reap the benefits of our achievements, we can engage in 'savouring', which means noticing and appreciating the good things in our life.

Think about something you have achieved recently at work and take a minute to savour it.

- What was the achievement?
- Why do you feel pleased about it?
- How does thinking about it now make you feel?

Vocabulary

Warm-up

- With books closed, ask students to think about the big events in their personal hero's life, e.g. when they first achieved success.
- Ask: *What are the big events that usually happen in someone's life?* Elicit a few ideas from the class, e.g. leave school, get a job, get married.
- Put students into pairs and ask them to think of more ideas and make a list.
- Ask pairs in turn to share their list with the class. Write the phrases for life events on the board and check that students understand them all.

1

- Put students into pairs to look at the photos and discuss the questions, then discuss their ideas as a class. Elicit the adjectives that students chose for each photo and ask them to explain why they chose them.

2

- Check answers with the class.

ANSWERS

- graduate
- move (house, to another city or country)
- get married
- start a family

3

- When students have compared their answers in pairs, ask some pairs to tell the class which of their answers were the same and which were different.

4

- Students work individually, then compare their answers in pairs.

- When they have finished, call out each age range in turn and elicit which events students matched with it. If there are interesting differences of opinion, encourage students to explain the reasons for their choices.

SUGGESTED ANSWERS

- go to university
- get married, get a promotion, start a family, change career
- graduate, get a job, meet your partner
- retire, move to another country

Listening

5 33 Audio script p148

ASSESSMENT FOR LEARNING

- Explain to students that they will hear six people each talking about one of the life events in exercise 2, and they need to identify which event each person is talking about. Ask: *Do you think they will use the exact words from exercise 2 to talk about it?* Elicit that they will probably use different words.
- Ask: *How will you know which event they are talking about if they don't say the words?* (The people might describe what they are doing or say how they are feeling).
- Put students into pairs. Ask them to choose three of the events in exercise 2 and predict what people might say about them. Ask pairs in turn to tell the class their ideas.
- Play the audio for students to listen and match the people with the events.
- Check answers, and discuss as a class what the people said that suggested each event. Remind students that it is useful to try to predict what they might hear before they do a listening task.

ANSWERS

- Speaker 1 has got married.
- Speaker 2 has made her debut with a sports team.
- Speaker 3 has moved to another country.
- Speaker 4 has graduated from university.
- Speaker 5 has retired.
- Speaker 6 has changed career.

6 MEDIATION

- Read out the task and the example beginning.
- With a weaker class, choose a life event that one of the speakers talks about and elicit some possible social media updates. Then ask students to write their own.
- Allow students to compare their updates in pairs, then ask some students to read theirs to the class.

7

- To demonstrate the task, say: *I'm so excited! My boss called me into her office today and told me she wants to give me a better job. It means more money!*
- Ask students to guess the life event (get a promotion).
- Monitor and help while students are preparing their monologues, then put them into pairs to do the role play.
- Ask who guessed their partner's life event correctly.

8

- Ask students in pairs to look at the photo and discuss the questions.
- Check answers with the class. Encourage students who know about the actor to share their knowledge with the class.

ANSWERS

The actor is Dwayne Johnson. He has appeared in a lot of films, including *Jumanji*, *Fighting with my Family*, *The Tooth Fairy*, *Fast & Furious*, *The Mummy Returns* and *The Scorpion King*.

Before he was an actor, he was an American football player and a professional wrestler, whose ring name was The Rock.

Video focus**9** **Video skills script p148–149**

- Ask students to read the *Video focus*. Check that they understand *tension* (a feeling of excitement).
- Play the video, then put students into pairs to discuss how it builds tension.
- Discuss students' ideas as a class.

ANSWER

The lights get darker and the music gets louder.

10

- Students could work in pairs to complete the questions.
- When you check answers, check that students understand all the questions.

ANSWERS

1 What 2 Who 3 which 4 Why 5 Where
6 When 7 How 8 Whose

11

- Students work in pairs to choose the correct answers to the questions from memory.
- When students have watched the video again, check answers with the class, then find out if any students got them all correct.

ANSWERS

1 B 2 A 3 A 4 B 5 B 6 A 7 A 8 B

12

- Put students into pairs to discuss the questions, then discuss their ideas as a class.

ANSWERS

Sky is angry because she didn't get the chance to answer the final question, so she lost the game. She thinks that Lucas deliberately wasted time to prevent her from answering it.

13 MEDIATION

- Students work in pairs to do the task.
- Elicit ideas from the class.

PROJECT BUILDER 4 (15 minutes)**Write a quiz to include on your fan page.**

Workbook Project Log p25

14

- Remind students that they are working towards a final project in which they will create a fan page for a personal hero.
- Ask students to work individually to write facts about events in their hero's life. Monitor and help while they are working.

15

- Explain to students that they will now create a quiz for their fan page.
- Read out the task and the two example questions.
- Refer students to the tip on the Project Log about making their quiz interesting, then give them time to write their quiz questions. Monitor and help while students are working.
- Point out the speech bubbles at the bottom of the Project Log and ask students to complete them for homework.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary, Workbook p47

Vocabulary worksheets, Teacher's Resources, Oxford English Hub

6.5 Come on! It'll be fun!

Lesson objectives

Prepare for a role play

Use phrases for accepting, refusing and persuading

Learn how to pronounce phrases more fluently

Speaking

Warm-up

- Tell students they have learned about some famous people in this unit, and you are going to test their memory.
- Divide the class into two teams. The first team to answer correctly gets a point. Ask:
 - What sport does Aaron Fotheringham do? (skating)
 - Who admires a skier called Lydia Lassila? (Quincy Symonds)
 - Who plays Dr Smolder Bravestone in 'Jumanji: Welcome to the Jungle'? (Dwayne Johnson)
 - What did Quincy Symonds win at the age of six? (a competition)

1

- When students have compared their answers in pairs, ask some students to tell the class which activities they do most and least often.

2 Drama video script p149

- When students have watched the video, allow them to compare their answers in pairs before you check with the class.

ANSWERS

- They suggest watching a TV show and playing a card game.
- They decide to play a card game.
- You take a card, read out the question on it, and the other person has to answer truthfully.
- Olivia doesn't read the question on the card, she invents her own. She does this because she is annoyed with him (for not being honest with her / for seeing Bianca).

3

- Allow students time to read the gapped Key phrases.
- Play the video again for them to watch and complete the Key phrases.
- Check answers and make sure that students understand them.

ANSWERS

1 Shall 2 feel 3 go 4 try 5 mood

4

- When students have finished discussing why Alfie and Olivia are arguing, elicit some possible answers, but don't confirm them.

5 Drama video script p149

- When students have watched the second part of the video, elicit the answer to exercise 4, then discuss as a class who students feel more sympathy with, and why.

ANSWER

C

6 PRONUNCIATION

- Ask students to read the information in the Pronunciation box.
- Focus on the sentences and remind students that we only omit the final /t/ sound when the next sound is a consonant, not when the next sound is a vowel.
- Put students into pairs to discuss which of the underlined words have a /t/ sound that is followed by a consonant sound, and so would omit the /t/ sound.
- Check answers with the class.

ANSWERS

The words in sentences 2, 3, 5 and 6.

7 Drama video script p149

- Play the video, pausing after each sentence for students to repeat.
- Students then work in pairs to practise saying the sentences again, omitting the /t/ sound where appropriate.

Skill UP!

8

- Ask students to read the information in the Skill UP! box.
- Before they work in pairs, remind them to make notes, not write out their dialogues in full.
- Monitor and help while they are working.

9

ASSESSMENT FOR LEARNING

- Read out the task and ask: *How can you judge if you have done your role play well?* Discuss the question as a class and write a list of possible criteria on the board, e.g.
no long gaps in the conversation
good pronunciation
use some Key phrases
sound natural
- With a weaker class, you could ask students to focus on just two criteria. With a stronger class, students could focus on three or four criteria.
- When students have finished their role play, ask them to discuss how well they achieved their objectives and what they could improve next time. If time permits, they could practise again with a different partner.

Further practice

Speaking pairwork worksheet, Teacher's Resources, Oxford English Hub

6.6 A biography

Lesson objectives

Write a biography of your hero

Use sentence openers to improve your writing style

Writing

Warm-up

- Ask: *What can you read about in a biography?* Elicit that you can read the true story of someone's life.
- Ask: *What are the most interesting things that you want to read about in a biography of a famous person?* Put students into pairs to discuss the question, then discuss their ideas as a class.

1 THINK

- Read out the quote and make sure students know who Usain Bolt and Michael Phelps are. Elicit that Usain Bolt is one of the most successful Olympic sprinters of all time, and Michael Phelps is one of the most successful Olympic swimmers of all time.
- When students have finished discussing the quote, elicit what it means.

SUGGESTED ANSWER

The quotation means: 'I'm not trying to copy another successful athlete. I'm a successful athlete in my own right.'

2 THINK

- When students have finished reading, discuss the question as a class, encouraging students to give evidence from the text to support their opinions.

3

- Read through the *Key phrases* with the class and make sure that students understand them all.
- Students could then work in pairs to find the sentence openers in the biography.

ANSWERS

When Simone was six years old, ... ; During her career so far, ... ; When she is not competing, ...

4

- Explain that using different sentence openers can help to make your writing more interesting.
- Focus on the sentences in exercise 4 and point out that they all start in a similar way, with *she* or *her*, so they are not very interesting.
- Students then work in pairs to add key phrases to the sentences.
- Focus on each sentence in turn and elicit different sentence openers that students have added.

SUGGESTED ANSWERS

- After years of hard work, ...
- Worried about her future, ...
- So far in her life, ...
- Luckily for her, ...

Skill UP!

5

- Ask students to read the information in the *Skill UP!* box.
- Students work in pairs to look at the text about Simone Biles again and match the headings with paragraphs 1–4.
- Check answers with the class and tell students that they can use a similar paragraph plan when they write a biography of their hero.

ANSWERS

- Introduction
- Early life
- Achievements
- Fun facts

PROJECT BUILDER 5 (15 minutes + homework)

Write a biography to include on your fan page.

→ Workbook Project Log p26

6

- Students should do the planning stage of this activity in class, then write their biography for homework.
- Ask students to get into their groups and get their Project Log ready. Explain that they will plan their biography independently, but they will get feedback from their group.
- Ask them to look back through their Project Logs individually and check what they know about their hero.
- Read out the task and remind students that they can use the biography in exercise 2 as a model.
- Refer students to the tips and reminders in the Project Log.
- Students work individually to plan their biography and make notes in the Project Log.
- Monitor and help while they are working.
- Students then swap plans with another member of their group and give feedback. Suggest they give feedback on what they like about their partner's plan and what they find most interesting. They could also suggest if they think a particular piece of information should go into a different paragraph. Remind them always to be polite and respectful when they give feedback.
- Set the writing task for homework.
- Encourage students to take time to write their biography carefully, making sure they follow all the tips and reminders.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Writing workshop, Workbook p75

6 Project

Lesson objectives

Create a fan page for your personal hero

TEACHER WELLBEING: A SENSE OF ACHIEVEMENT

Happiness lies in the joy of achievement and the thrill of creative effort.

Franklin D. Roosevelt

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards this task through the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups and explain that they will be working in their groups today to give each other feedback and advice about their fan page. Ask them to choose a project monitor for today.
- Suggest that the project monitor organize how students ask each other questions in their groups, e.g. they could ask one group member all the questions first and then swap, or take turns to ask each other each question.
- Students work in their groups to ask and answer questions about their heroes.

2

- Read out the task and tell students they need to make sure that people who read their fan page and do the quiz can find the answers to the questions somewhere on the page.
- Students work individually to look at their quiz again and make sure the answers are in one of their Project Builder sections.

DECIDE

3

- Explain to students that they are now going to plan their fan page.
- Read through the task with the class and check that students understand everything.
- Students then work individually to plan the four sections of their fan page, deciding which information from their Project Builder to include.

4

- Students work individually on the layout of their fan page, deciding where each section will go and how they will use the photos and artwork.
- Allow plenty of time for this planning stage, and monitor and help while students are working.

5 34 Audio script p149

- Before students listen to the audio, read through the *Key phrases* with the class and make sure students understand them all.
- Elicit answers to the questions.

ANSWERS

Ollie decides to put the achievements first.

Chloe decides to move the quiz questions so they are all in one place.

6 34

- Play the audio again, pausing if necessary for students to note down the key phrases they hear.

ANSWERS

Ollie: You're probably right. I suppose so. That's true.

Chloe: I see what you mean. That's a good point.

7

- Students now work in their project groups to discuss the designs for their fan pages.
- Remind students that they should always be polite and constructive when they give feedback and make suggestions.
- When they have finished discussing in groups, ask students what changes they have decided to make and why.

CREATE

PROJECT SKILLS

Reliable sources

8

- Ask students to read the information in the *Project skills* box.
- Reinforce the point that it is very important to double-check information you have found online to make sure it is accurate. You could discuss as a class what sources are likely to be reliable, e.g. a person's official website, organizations such as the BBC, websites with .org or .edu. Point out that vlogs, blogs and fan sites can be unreliable sources.
- Students then check their information. Get feedback on whether they managed to check all the information with a second reliable source.

Project coach video

Project coach video script p149–150

- Watch the *Project coach video* with your students. The video demonstrates how to do effective internet research and will enhance your students' understanding of the project skills.

9

- Discuss with the class the practicalities of making their fan page, e.g. if they will do it by hand or on a computer.
- Students then work individually to create their fan page.

PRESENT

10

- Put up the fan pages around the classroom walls or arrange them on desks so students can look at them.

11

- Allow students to move around the classroom and look at all the fan pages. Encourage them to note down one fan page for each category. Encourage them to also note down a reason for their choice.

REFLECT**12**

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this project

Ask students to consider what skills they needed to use whilst working together to create the fan page. Answers could include:

- conducting effective internet research.
- verifying sources.
- taking notes.
- considering ideas from another person's perspective.
- writing a biography.
- expressing admiration.
- responding positively to comments and advice.

Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

13

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on, or they could list two or three for each sentence.

ASSESSMENT FOR LEARNING

- Set the remaining of the Project Log tasks for homework. Reassure students that they will not be judged on their responses and they are a basis for your feedback discussion with them.
- Encourage students to take time to read everything carefully and add their notes on all the different things they have learned, practised and enjoyed in this unit.
- If possible, spend some one-to-one time with each student, discussing what they have written on the Project Log.
- In your discussion, focus first on those aspects of their learning that pupils feel positive about, for example their favourite parts of the project or what they felt they were good at. As this unit is a little different in that their project is individual, focus on comparing their experience of working alone vs. as part of a team. Ask what they enjoyed about this and what they found more difficult. Be sure to discuss how they felt before their presentation and how they felt afterwards. Ask whether they will welcome working in a team again and if not, explore why not. See if there is anything they learned working on their own that they could take forward to group work.
- Look back at their Unit 5 takeaway and ask them whether they made any progress in that area. Finish off on a positive note, perhaps with something they did well in either their fan page or their presentation. Lastly, take a look at their takeaway and talk about how they plan to achieve their aim.

 Workbook Project Log p27

Further practice

Online Practice, Unit 6

Unit review, Workbook p52

Language summary, Workbook p53

7 Brilliant!

Language objectives for the unit

Core vocabulary

Wordbuilding: verbs and nouns: attach – attachment, attract – attraction, combine – combination, contain – container, create – creation, design – design, develop – development, inspire – inspiration, intend – intention, invent – invention, power – power

Talking about music: chorus, duet, lyrics, melody, rhythm, single, songwriter, vocalist

Grammar

Passive: present simple and past simple

Key phrases

Giving reasons: It's saved a lot of lives. It's a very original idea. It's made a huge difference to everyday life. It's an essential part of the modern world. You can't imagine the world without it. It completely changed the world. It made lots of other things possible.

Describing inventions: It's made of ... (fabric / wood / plastic / metal, etc.). It's used for ... (+ -ing form). It's a type of ... (+ noun).

Expressing pros and cons: This one is But on the other hand, it ... I really like this one. But at the same time, ... I'm not very keen on it. Having said that, ...

Making a choice: I think the best option is ... Personally, I'd go for this one. For me, it's a choice between these two.

Rejecting other options: Personally, I wouldn't choose that one, because ... I don't think the other one is a good choice, because ...

Explaining discoveries: The most important discovery in history was ... ; have saved millions of lives; ... have had a dramatic effect on health; ... can prevent problems; ... have had a very positive effect on the world; ... future generations can enjoy their benefits

Project objectives

Project description

Give a presentation about brilliant ideas and creations

Students will work in groups of three for this project.

Project skills

Supporting each other

Key phrases

Beginning a presentation (introduction): I'd like to begin by talking about ... In the first part of this presentation, we'll be looking at ...

Moving on to a new topic: Now, it's time to look at ...

In the next part of this presentation, we'll be talking about ... Now we come to ...

Introducing the final part: And that brings us to our final topic ... In the final part of this presentation, I'd like to ... Finally, we come to ...

Ending a presentation (conclusion): And that brings our presentation to an end. Thank you for watching our presentation.

Project coach video

Presenting as a group

Project extension ideas

If students enjoyed the project, they could design a web page with their brilliant ideas and creations, including a short text about each one and photos and fun facts to make it attractive and interesting.

Unit summary

The topic for this unit is brilliant and creative ideas. By the end of the unit, students should be able to talk confidently about discoveries, inventions and music.

The final project is a collaborative task of giving a presentation about some brilliant ideas and creations. This will bring together all the language they have learned in the unit.

Introducing the topics for the unit

Read out the title of the unit and explain to students that this unit is about brilliant and creative ideas. Tell them that the project at the end of the unit is to give a presentation about some brilliant ideas and creations that they have chosen.

Identifying a real-life context for the topic

Ask students to consider in what situations it might be useful to give a presentation about brilliant ideas and creations. Answers could include: to win funding from a local business to help develop an innovative new idea or creation, to prepare for a job interview which tasks applicants with presenting an idea or creation related to the job.

Lesson objectives

Talk about the importance of inspiration

Talk about 'big ideas' which have changed the world

Warm-up

1 THINK

- Read out the people in the box and get students to repeat. Make sure that they understand the meanings.
- Ask students to match the people with the photos.
- Check answers with the class, then ask students to read the definition of *inspiration*. Ask: *Why do the people in the photos need inspiration for their work?* Elicit ideas.

ANSWERS

- 1 a street artist 2 a rapper 3 a songwriter 4 an inventor

2

- If students need support with this task, brainstorm some ideas as a class and write them on the board.
- Ask pairs to share their ideas and reasons with the class.

3

- When students have finished talking in pairs or groups, elicit ideas from the class.

4 Alice and Simon's vlog script p150

- Ask students to read the questions.
- Play the video. When students have finished discussing the questions, elicit answers and reasons from the class.

ANSWERS

Their problem is a lack of inspiration for a topic for their video. They solve their problem by making the search for inspiration the topic of their new vlog.

5

- Allow students time to read the questions before you play the video again.
- Check answers with the class.

ANSWERS

- It's a piece of paper or a place where you draw and write ideas when you are trying to be creative.
- She draws a sandwich because she's hungry.
- He goes for a walk.
- She falls asleep.
- He needs to edit it.
- Because she probably wants to sleep again.

6

- Read out the task and check that students understand the difference between an invention and a discovery.
- Check that students understand all the words in the box.
- Check answers with the class.

ANSWERS

inventions: cars, computers, the internet, money, music, schools, smartphones, the wheel, writing
discoveries: antibiotics, electricity, fire

7**ASSESSMENT FOR LEARNING**

- Read out the task, then read through the *Key phrases* with the class and make sure that students understand them all.
- Ask: *What is the main aim of this task?* (To discuss the inventions and discoveries in exercise 6 by using the key phrases.) Point out that students could probably discuss their ideas without the phrases, but it is important to make the effort to use them.
- Put students into pairs and ask them to set a target for how many phrases they will try to use.
- When they have finished discussing, elicit which discoveries they think are the most important, and why. Then ask if they managed to achieve their target with the new phrases.

PROJECT BUILDER 1 (15 minutes)**Choose three ideas that changed the world.**

Workbook Project Log p28

8

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project.
- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Ask students to have the Project Log pages of their Workbook ready. Remind them that they will use the information in the Project Log for the final project task, and the discussion they are going to have will help them to complete it.
- Read out the task and point out that at this stage, they should think of as many ideas as possible to give themselves plenty to choose from. Before they start their group discussion, brainstorm as a class some ideas that students could discuss, e.g. trains, aeroplanes, vaccination.
- Allow time for students to discuss ideas and make notes.

9

- Explain to students that they now need to work in their groups to agree on the three most important ideas. Tell them that sometimes it is difficult for everyone to agree, and they may find that the members of their group don't accept all their individual choices, but point out that there is space on the Project Log for them to record their personal ideas as well as their group's ideas.
- When students have finished discussing in their groups, tell them to list their top three ideas and reasons in the Project Log and to record their own personal ideas.
- You could ask some groups to share their top three ideas with the class and explain why they chose them.
- Point out the thought bubble in the Project Log and ask students to fill it in.

7.2 What a clever idea!

Lesson objectives

Describe machines and inventions
Use the passive in the present

Vocabulary

Warm-up

- Ask: *What machines and inventions have you used today?* Give a few examples of machines and inventions that you have used, e.g. a kettle, a TV, a car.
- Put students into pairs to discuss what they have used, then elicit ideas from the class.

1

- Read out the task, then read through the *Key phrases* with the class and make sure that students understand them all.
- Read out the words in the box and elicit or teach the meanings. You could use the photos to help you teach them or you could check that students understand them by asking questions, e.g. *Which invention has a board? Which invention has a handle?*
- Monitor and help while students are working in pairs, then elicit a description of each invention.
- Discuss as a class which invention students think is the best idea, and why.

SUGGESTED ANSWERS

- A is made of wood and plastic. It's used for cutting bread. It has small holes in it and the breadcrumbs fall down through a tube. Your pet bird / Birds can then eat the breadcrumbs.
B is a type of glove that lights up so that it is easier to look for things in the dark, or to see what you are holding. It's made of fabric and it has coloured lights. It's fun to use.
C is a suitcase. It's made of metal, plastic and fabric. It has a handle and wheels on it, like a skateboard, and you can ride on it.
D is a board with a hoop and a net. You throw litter through the hoop, like you throw a basketball. There's a box with a hole under it and it's a fun way of putting litter in a bin.

2

- When you have checked the answer, elicit some other nouns that students know with this ending, e.g. *education, introduction*.

ANSWER

The most frequent noun ending is *-tion*.

3

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- inspiration, D
- intention, B
- attach, A
- attract, A
- invention, C
- power, B
- container, D

4

- When students have finished discussing in pairs, elicit their ideas and reasons in turn. The class could vote for their favourite idea.

5 MEDIATION

- Students could do the research in class if they have access to the internet, or for homework.
- Students could present their findings to each other in groups and agree on which is the worst.
- Ask groups in turn to tell the class about the invention they found and why they think it is so bad.
- The class could vote for the worst invention of all.

Grammar

Passive: present simple

Lead-in

ASSESSMENT FOR LEARNING

- Refer students back to the inventions in exercise 1. Write on the board: *People use it for travelling. / It's used for travelling.* Ask: *What's the difference between the two sentences?*
- Put students into pairs to discuss the question, then elicit ideas from the class. If students say that the second sentence is in the passive, ask: *When do we use the passive?* Elicit some ideas.
- Then write on the board: *You attach the board to the side of your house.* Ask: *Can you put this sentence into the passive?*
- Give pairs some time to try to write the passive sentence, then elicit their ideas. Don't worry about correcting their sentences; use the activity to get an idea of how familiar your students are with the passive, and how well they can form it and use it. This will help you decide how much time you need to spend on it in class.

6

- Read out the task, then refer students back to the *Key phrases* in exercise 7 on page 81, and encourage them to use some in their discussion now.
- When pairs have finished discussing the products, ask pairs in turn to tell the class which they think is the best idea and why.

7

- Ask students to read the paragraph and do the matching task.
- Check the answer to this, then ask students to look at the highlighted verb forms. Ask: *Are they present or past?* Elicit the answer.

ANSWERS

The paragraph matches invention D, the Lifestraw.
The verb forms are present.

8

- Students could work in pairs to read the grammar rules and complete the examples.
- Check answers with the class. If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 118. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 is 2 are 3 isn't 4 aren't 5 Is 6 Are

⇒ My grammar reference & practice p118

9

- Emphasize that in order to form passive verbs correctly, students need to think about whether they are singular or plural, affirmative or negative.
- Remind students also that some of the verbs may have irregular past participles, so they should check the past participle forms before they complete the task.
- Allow students to compare their answers in pairs before you check with the class. Then elicit which product each text matches.

ANSWERS

1 is known 2 is maintained 3 are connected

4 are attracted 5 are caught 6 are killed

7 is projected 8 are both included

1 B 2 A 3 C

10

- Tell students to read the text for general understanding.
- With a weaker class, decide which verb matches each gap.
- To check answers, ask individual students to read out the section of the text that includes a gap. If a student makes a mistake with the verb form, encourage the rest of the class to correct it.

ANSWERS

1 is powered 2 are attached 3 are protected

4 is designed 5 are made

PROJECT BUILDER 2 (15 minutes)

Invent something to make the world a better place.

⇒ Workbook Project Log p28

11

- Ask students to get into their project groups and tell them to choose a new monitor for the tasks today. Remind them that the monitor's job is to make sure that everyone gets the chance to speak and be listened to in the discussion tasks.
- Read out the task. Students should discuss a range of possible inventions. Allow them time to think of ideas and make a list.

12

- Remind students that this is a group activity, so they should work together to make their decision and write the key facts about their invention.
- Allow students time to complete their Project Log.
- Ask some groups to tell the class about their invention and why it will make the world a better place.
- Point out the individual speech bubbles at the bottom of the Project Log for students to complete for homework. Tell them that if they have difficulties speaking up in their group or if they feel unhappy when their ideas aren't chosen, they can discuss this with you when they give feedback at the end of the project.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary and grammar, Workbook p54–56

7.3 Brilliant or barmy?

Lesson objectives

Read about unusual works of art and give your opinion of them

Scan a text for important information

Learn about relative pronouns and relative clauses

Reading

Warm-up

ASSESSMENT FOR LEARNING

- Read out the lesson objectives. Remind students that for their final project, they will give a presentation on brilliant ideas and creations. Ask: *Why do you think you are going to learn about some unusual works of art?* Elicit that they will include a creative piece of art in their presentation.
- Then ask: *Why will the past simple passive be useful for talking about works of art?* Elicit a few ideas and give one or two examples of a past simple passive, e.g. *This work was created by ... ; It was painted in*
- Ask students to think about their project and the language they will need for their presentation as they work through this lesson.

1 THINK

- Read out the quotation and elicit how to translate it into your students' own language. You may have to help students with the translation.
- Put them into pairs to discuss what the quotation means, then discuss their ideas as a class.

SUGGESTED ANSWER

The quotation means that works of imagination can teach us something real about the world.

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box.
- Explain that when you scan a text, you don't read it; you just run your eyes over it to search for particular words or numbers. Tell students that it is the same process as running your eyes over a list of names to find your own name.
- Ask students to read the questions. With a weaker class, you could discuss which words they should scan the article for before they do the task (1: *How long*, a length of time; 2 *John Cage*, a date / a time; 3 *Marina Abramović*, the name of a country; 4 *Long Term Parking*, a number and a unit of measurement: metres / m).
- Check answers, then discuss with the class how easy students found it to locate the information they needed.

ANSWERS

1 639 years 2 1980s 3 Serbia 4 18 metres

3 35

- Allow students time to read the sentences, then play the audio for them to read and listen and decide if the sentences are true or false.
- When you check answers, elicit evidence from the article to support the answers, and elicit the corrected sentences.

ANSWERS

1 T

2 F (In September 2020, the music/notes in *As Slow As Possible* changed.)

3 F (The visitors who sat opposite Marina Abramović often cried while she was staring at them.)

4 F (The artist Armand Pierre Fernandez was born in France but lived in the USA.)

5 F (The sculpture *Long Term Parking* was made with 60 old cars.)

4 THINK

- Allow students time to think about their answers before they discuss them in pairs.
- Ask a few students to share their ideas with the class.

5 MEDIATION

- Allow students time to think and plan their ideas before they work in pairs.
- When they have finished working in pairs, discuss as a class what students found easy or difficult about talking about the information in their own language.

Grammar

Passive: past simple

Lead-in

- Ask: *What is 'The Artist is Present'?* Elicit that it is a piece of performance art. Elicit more information about it by asking questions using the past simple passive, e.g. *Who was it created by? Who was she visited by?*
- When students answer, write sentences on the board using the past simple passive, e.g. *It was created by Marina Abramović. She was visited by members of the public.*
- Underline the verb forms and ask: *Are they active or passive? Are they in the present simple or past simple?* Elicit that they are in the past simple.

6

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

a singular: was written, wasn't performed, was enjoyed, was created, was visited, was completed, was inspired, was built

plural: were created, weren't heard, were affected, were confused

b affirmative: were created, was written, was enjoyed, was created, was visited, were affected, were confused, was completed, was inspired, was built

negative: wasn't performed, weren't heard

c past: were created, was written, wasn't performed, weren't heard, was enjoyed, was created, was visited, were affected, were confused, was completed, was inspired, was built present: –

7

- Students could work in pairs to read the information and complete the examples.
- If your students need more support with the grammar, refer them to *My grammar reference & practice* on page 118. Read through the reference with the class, then students could work through the practice exercises.
- If your students already have a good grasp of the grammar, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

- 1 was sold 2 were bought 3 wasn't painted
 4 weren't intended 5 was ... built 6 were designed

→ My grammar reference & practice p118

8

- Check answers with the class, referring back to the information in the grammar box to explain them if necessary.

ANSWERS

- 1 were painted 2 were included 3 was created
 4 was made 5 was destroyed, was sold

9

- Weaker students could work in pairs to complete the questions.
- Check answers with the class.

ANSWERS

- 1 was ... designed 2 were used 3 was sold
 4 was ... injured 5 was ... displayed 6 were used

10

- Ask students to guess the answers to the questions if they don't know them.
- Check answers with the class, then ask if anyone managed to answer them all correctly.

ANSWERS

- 1 in 1904 2 2 3 *Les Femmes d'Alger* 4 in a bus accident 5 in Napoleon's bedroom 6 insects

Look UP!

- Students could do the research in class or for homework.
- When they have done their research, they should make a note of the website so that they can share their findings with the class.

PROJECT BUILDER 3 (15 minutes)**Choose a piece of creative art to talk about.**

→ Workbook Project Log p29

11

- Ask students to get into their project groups and choose a monitor for today's tasks.
- Read out the task. Tell the monitor to make sure that everyone gets a chance to speak.
- Read through the adjectives in the box and make sure that students understand them.
- Ask some groups to tell the class about a work of art they discussed.

12

- Allow time for students to discuss the works of art and choose one for their presentation.
- Students then complete the first part of their Project Log.

13

- Read out the sentence beginnings and point out that they all use the past simple passive.
- Students work together to write their sentences and complete their Project Log.
- Remind students to also complete the parts of the Project Log that ask for their personal opinion.

Further practice

Grammar, Workbook p57

Reading, Workbook p58

Grammar worksheets, Teacher's Resources, Oxford English Hub

Reading worksheets, Teacher's Resources, Oxford English Hub

7.4 Musical genius

Lesson objectives

Use nouns to discuss songs

Test your knowledge of music in a quiz

Practise identifying names in a listening text

TEACHER WELLBEING: CREATIVITY

- Have you ever noticed how 'eureka' moments often occur away from work – in the shower, in the garden, or driving to work? This is because in these situations our subconscious, the creative muse inside our minds, has free rein to work. Understanding this power of our subconscious mind gives us 'permission' to indulge in relaxing activities where our mind can be given the space to pursue and process thoughts and ideas.
- Which of these relaxing activities do you do regularly? Which do you find help you achieve 'eureka' moments? What other activities would you add to the list?
exercise and sport being in nature meditation music

Vocabulary

Warm-up

- Tell students that this lesson is all about music. Put them into pairs and give them two minutes to write as many words as they can to do with music.
- Elicit their ideas and write the words on the board. You could write them in categories, e.g. *musical instruments, people, types of music*. Check that students understand all the words.

1

- When pairs have finished discussing, ask some students to tell the class about their likes and dislikes. You could find out which genres are most popular with the class.

2

- Check answers with the class and make sure that students understand the words in the box and all the quiz questions.

ANSWERS

- 1 songwriter 2 duet 3 lyrics 4 Rhythm 5 single
6 vocalist 7 chorus 8 melody

3

- Check answers with the class. Then ask: *Which of these singers do you like and dislike? Why?*

ANSWERS

- 1 Ed Sheeran 2 Ariana Grande 3 Elvis Presley
4 Billie Eilish 5 Lady Gaga 6 Taylor Swift
7 Paul McCartney

4

- Ask students to write their answers individually.

5

- Call out each category in turn, elicit students' answers and write the songs that students suggest for each on the board.

- Put students into groups to discuss which song they would most like to listen to.

- Ask groups in turn to share their ideas and reasons with the class.

Listening

6

- When pairs have finished discussing the questions, ask them to share some of their ideas with the class.
- If students can remember any lyrics in English, ask them to share them with the class. See if other students can identify the songs.

Skill UP!

7 36

Audio script p150

- Tell students that they will hear the first part of a biography of a musician.
- Ask them to read the information in the *Skill UP!* box. Then read through the possible answers A–D with the class and make sure that students understand everything.
- Play the audio for them to listen and choose the correct answer.
- Elicit the answer, but don't confirm it yet.

ANSWER

A

8 37

Audio script p150

- Play the audio for students to listen to the second part of the biography and check their answer to exercise 7.
- They could then work in pairs to look at the titles in the box and decide what each one is.
- Check answers with the class.

ANSWERS

- TV show
single
album
album

9 37

ASSESSMENT FOR LEARNING

- Read out the task and allow students time to read the questions and answer options.
- Play the audio for them to listen and choose the answers.
- For each question, ask students to raise their hand if they answered A, B, C or D, but don't confirm which answer is correct. If most students got the answers right, they probably understood the audio quite easily.
- Now check answers with the class. If many students chose incorrect answers, play the audio again, pausing it where necessary to clarify the answers. Elicit what the audio says to support that answer and also elicit why the other answers are incorrect. Point out that it is important to listen very carefully to choose the correct answers.

ANSWERS

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

10 PRONUNCIATION 38

- Ask students to read the information about word stress. Emphasize that there are no general rules about which syllable is stressed in words, so students need to learn the stress pattern for each new word that they learn.
- Play the audio for students to listen and repeat.

ANSWERS

experiences, inequalities, interview, performer, songwriter, uncomfortable

LIFE SKILLS

- Ask students to read the information in the *Life skills* box. Emphasize that having confidence in yourself should come from your own belief in yourself and not from what other people think about you.

11 MEDIATION

- Read out the task and the example beginning. Ask: *Should the message be formal or informal? (informal) Should you use your own words or try to remember sentences from the audio? (your own words)*
- With a weaker class, students could work in pairs to write their message.
- Ask some students to read their messages to the class.

Look UP!

- Students could listen to a song in groups in class or they could listen for homework.
- Ask students to tell the class which songs they listened to and if they liked them.

PROJECT BUILDER 4 (15 minutes)

Choose your favourite song with English lyrics.

→ Workbook Project Log p29

12

- Remind students that they are working towards a final project in which they will give a presentation about brilliant ideas and creations.
- Elicit what they have already planned for their presentation (an important idea, an invention and a piece of creative art). Explain that they will include a song as part of their presentation.
- Ask students to get into their groups, get their Project Log ready and choose their monitor.
- Read out the task. Point out that it involves discussing and agreeing how to choose a song before actually choosing it.
- Allow students time to discuss how they want to choose their song. Monitor and help while they are working.
- Allow time for students to choose their song. They can then complete the first part of their Project Log. Ask some groups to tell the class what song they have chosen and why.

13

- Tell students that they need to do some online research to find out more about the song they chose. They can do this in class if they have access to the internet or they can do it for homework.

- If students do the research for homework, allow them time in the next lesson to share the information they found and decide what information to include in their presentation. They can then complete the second part of their Project Log.

- Remind students to complete the speech bubbles at the bottom of the Project Log with their own ideas. Explain that thinking about what they are and aren't interested in will help them choose their role for the final presentation.

Further practice

Vocabulary, Workbook p55

Vocabulary worksheets, Teacher's Resources, Oxford English Hub

7.5 Personally, I'd go for this one

Lesson objectives

Learn phrases for making choices

Use intonation to express emotion

Speaking

Warm-up

- Ask: *Do you have any pictures on your bedroom wall? What are they?* Put students into pairs to discuss the questions.
- For feedback, ask questions and get a show of hands to find out what kinds of pictures students have, e.g. *Who has pictures of their friends? Who has pictures of animals? What about sports stars or other celebrities? What about works of art?* Find out what kinds of pictures most students have.

1

- Read out the task and the types of artwork. Check that students understand *abstract* and *traditional*.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

2 Drama video script p150–151

- Allow students time to read the sentences before they watch the video.
- Check answers with the class and elicit how to correct the false statements.

ANSWERS

- F (He didn't take the test; it was cancelled.)
- F (She loves surprises.)
- T
- F (They agree on a photo in the end.)
- F (She asks Alfie to check her phone because she's expecting a text from her mum.)

3

- Read through the *Key phrases* with the class and check that students understand them.
- Play the video again and pause after each phrase is used to allow students time to write their answers.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- Alfie: This one is really colourful. But on the other hand, it ...
Olivia: For me, it's a choice between these two.
Alfie: Personally, I'd go for this one.
Alfie: I don't think the other one is a good choice, because ...

Skill UP!

4 Drama video script p151

- Ask students to read the information in the *Skill UP!* box.
- Play the extracts for students to watch and choose the correct emotions.
- Allow students to compare their answers in pairs.
- Play the video again, pausing after each extract to check the answer and for students to repeat. Encourage them to copy the intonation on the video.

ANSWERS

- 1 uncertain 2 excited 3 suspicious 4 happy
5 bored 6 surprised

5 Drama video script p151

- Allow students time to read the questions before you play the video so that they know what to listen for.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- She's going to a summer party at the café.
- She's going with Connor.
- He might feel annoyed that he wasn't included.
- Students' own answers
- Students' own answers

6

- Focus on the three pictures and elicit a description of each one. Write some key vocabulary to describe the pictures on the board, e.g. *colourful, unusual, shapes, regular, landscape, sunset, lake, peaceful*.
- Students make notes about which one they would choose and why, using words from exercise 1 and their own ideas.

7

ASSESSMENT FOR LEARNING

- Read out the task and point out that it would be possible to agree on a picture quite quickly. Give an example: *'Personally, I'd go for this one because it's very relaxing.' I agree with you.*
- Then ask: *Would this be a successful dialogue?* (No, because it doesn't practise the phrases enough.)
- Now ask:
Should you discuss all the pictures? (yes)
Should you suggest different options and suggest pros and cons? (yes)
Should you use at least three Key phrases for each? (yes)
- Note these three points on the board for students and ask them to try to put them into practice.
- Students work in pairs to role play the dialogue. Monitor and help while they are working.
- Finally, get feedback on how well they managed to achieve the three aims on the board.

Further practice

Speaking pairwork worksheet, Teacher's Resources, Oxford English Hub

7.6 An opinion essay

Lesson objectives

Write an opinion essay about an important discovery

Learn phrases for discoveries and inventions

Writing

Warm-up

- Remind students that earlier in the unit they talked about important inventions and discoveries that have changed the world. Ask them if they can remember them and elicit a few ideas, e.g. antibiotics, electricity, the internet, the wheel, writing.
- Ask: *How can important inventions and discoveries like these improve people's lives?* Discuss the questions as a class. If students are struggling for ideas, prompt them with more questions, e.g. *What about health? What about education? What about quality of life?*

1

- Ask students to read the essay and write one sentence explaining why the writer chose antibiotics.
- Ask some students to read out their sentence to the class.

SUGGESTED ANSWER

Antibiotics have saved millions of lives and had a dramatic effect on people's health.

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box.
- Students work in pairs to read the essay again and answer the questions.
- When you check answers, elicit the main topic of each paragraph.

ANSWERS

A 3 B 1 C 2 D 4

3

- Students could work in pairs to find passive forms and identify the tenses.
- When you check answers, discuss why passives are used.

ANSWERS

Present passives: Many serious diseases are caused by bacteria. They are widely used ... However, if antibiotics are used too much, ...

Past passives: They were first developed ...

4

- When you check answers, make sure that students understand all the *Key phrases*.

ANSWERS

1 breakthrough 2 lives 3 effect 4 problems

5 impact 6 benefits

PROJECT BUILDER 5 (15 minutes + homework)

Write an opinion essay about an important discovery.

⇒ Workbook Project Log p30

5

- Students should do the planning stage of this activity in their project groups. They then write their essay for homework.
- Ask students to get into their groups, get their Project Log ready, and choose their monitor for today.
- Ask them to look back at Project Builder 1 and choose an idea to write about. Encourage group members to each choose a different idea.
- They then make a paragraph plan, making notes in the planning part of the Project Log.
- Monitor and help while they are working.
- Students could show their plans to each other in their groups and suggest additions and improvements.
- Set the writing task for homework.
- Encourage students to read the tips and take time to write their essay, making sure they follow all the tips and include passive forms.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Writing workshop, Workbook p76

7 Project

Lesson objectives

Give a presentation about brilliant ideas and creations

TEACHER WELLBEING: TAKING TIME TO RELAX AND NURTURE CREATIVITY

Most of us spend too much time on what is urgent and not enough time on what is important.

Stephen R. Covey

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards this task through the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups to share their Project Builders 1–5 and answer the questions. Ask them to choose a project monitor to lead the discussion tasks.

ANSWERS

- 1 Project builder 4
- 2 Project builder 5
- 3 Project builder 1
- 4 Project builder 2
- 5 Project builder 3

2

- Students discuss their choices and discuss any changes they want to make.
- Remind students that when they are working in groups, they should always be respectful to other group members and only make constructive comments about each other's work.
- Point out that by sharing ideas and discussing which ones to use for the final presentation, they will improve the overall outcome of their final task.

DECIDE

3

- Read out the task and discuss as a class what kinds of visual and audio support will be available to students for their presentations.
- Remind students that when they are discussing and agreeing their roles, they should take into account the strengths of each group member and also their interests and preferences.
- Monitor and help while students are working, and provide support and suggestions to help them with planning and assigning roles if necessary.

CREATE

4 39 Audio script p151

- Read out the task and make sure students understand what they have to listen for.
- Play the audio for students to listen and answer the questions.
- Check answers with the class.

ANSWERS

They talk about an idea (the internet), a brilliant Chinese invention (the hoverboard) and music (a song by Billie Eilish).

Section 4 (an amazing piece of art) is not included.

5 39

- Allow students time to read through the *Key phrases*.
- Play the audio for them to listen and complete the phrases.
- When you check answers with the class, make sure that students understand all the phrases.

ANSWERS

- 1 first part
- 2 time
- 3 topic
- 4 end

6

- To help students plan their script, tell them to complete the first part of the Project Log with their ideas.
- When students are ready to exchange scripts in their group and give feedback, remind them to be positive and encouraging, and make practical suggestions for improvements.

7

- Monitor and help while students are working and provide practical support if necessary to help them prepare visual and audio support for their presentations.
- When they have completed this task, encourage them to fill in the speech and thought bubbles in the Project Log with their own thoughts and feelings.

PRESENT

PROJECT SKILLS

Supporting each other

8

- Ask students to read the information in the *Project skills* box.
- Tell students that it is normal to feel nervous before a presentation, but supporting each other in their groups will help everyone feel more confident and improve their presentation.
- Read out the task and the example comments students can use to give feedback. You could elicit or give a few more possible comments, e.g. *You're doing really well. Try not to speak too quickly. You might need to speak a bit louder. Don't forget to show your visuals.*
- Monitor and help while students are working. Make a note of any common issues you notice and give feedback.

- Project coach video**  Project coach video script p151
- Watch the *Project coach video* with your students. The video demonstrates how students can present as a group.

9

ASSESSMENT FOR LEARNING

- Before students give their presentations, remind them that it is normal to feel nervous, but they have all done very well to get to this point. Tell them you are confident that their presentations will go well.
- Remind students to be respectful and pay attention while other groups are giving their presentations. Encourage them to note down one thing they like about each presentation as they listen.
- While students are presenting, try not to interrupt them. You may need to intervene if they are not speaking clearly or loudly enough, but remain positive and give encouragement. If any students seem nervous, reassure them before they begin to speak.
- Thank each group for their presentation when they finish, and mention one thing that you found interesting or enjoyed learning about.

- You could encourage them to look back through the unit as they complete the Project Log to review the language and skills that they have learned and spend time revising any that they find difficult.
- If possible, spend some one-to-one time with each student, discussing what they have written in the Project Log and asking them to explain why they wrote these things.
- Give your own feedback to each student and agree on some goals they should work towards for the next project.

 Workbook Project Log p31

Further practice

Online Practice, Unit 7

Unit review, Workbook p60

Language summary, Workbook p61

10

- Students discuss the presentations in their groups and answer the questions.

REFLECT

11

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this project

Ask students to consider what skills they needed to use whilst working together to prepare and give a presentation about brilliant ideas and creations. Answers could include:

- critically assessing ideas and inventions.
- offering varied suggestions.
- expressing opinions.
- supporting opinions with compelling reasons.
- organizing ideas in an opinion essay.
- supporting other group members.

Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

12

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on or they could list two or three for each sentence.
- Students discuss their sentences in pairs.
- Set the Reflections task in the Project Log for homework.
- Encourage students to take time to read everything carefully and add their notes on all the different things they have learned and practised in this unit.

8 Unexplained

Language objectives for the unit

Core vocabulary

Talking about mysteries: Verbs: analyse, claim, confirm, investigate, prove; Nouns: belief, clues, creature, encounter, evidence, explanation, footprints, theory, trick, witnesses

Useful adjectives: active, complex, experienced, fascinating, financial, illegal, official, private, reliable, remote, suitable, valuable, various, worldwide

Extra vocabulary

Phrasal verbs: call off, carry out, get over, give away, give up, make up, set up, take up

Grammar

Modal verbs: deducing and speculating

Past perfect

Key phrases

Describing photos: This photo shows ... This is a photo of ... In this picture, you can see ... In the foreground, ... In the background, ... On the left / right, ... There's some sort of (noun). There's a (noun) of some kind. There's what looks like a (noun). There's something that could/might be a (noun).

Speculating: I might ... I expect I'll ... I don't expect I'll ... I'll probably ... I'm pretty sure I'll ... I may ... It's unlikely I'll ... I don't reckon I'll ... The chances are I'll ... I doubt I'll ...

How stories develop: The first rumours appeared more than ... There were also reports of ... People claimed that they had seen ... Newspapers printed stories about ... Nobody has found proof that ... Some of the witnesses have given accounts that ...

Project objectives

Project description

Make a documentary video about a mystery

Students will work in groups of three for this project.

Project skills

Levels of editing

Key phrases

Continuity: So that brings us to ... But what about ... ? But there is more to this mystery. For example, ... Even more fascinating is ... Other events are harder to explain. For example, ... Various other things remain unexplained. For example, ...

Project coach video

Listening to and commenting on others' presentations

Project extension ideas

If students enjoyed the project, they could work in groups and invent a short story on the topic of the mystery they chose. They could then prepare a film script and make a short drama about their mystery.

Unit summary

This unit focuses on the topic of unexplained mysteries. By the end of the unit, students should be able to talk and speculate confidently about unsolved mysteries.

The final project is a collaborative task of making a short documentary video about a mystery. This will bring together all the language they have learned in the unit.

Introducing the topic for the unit

Explain to students that this unit is about unexplained mysteries. Tell them that the project at the end of the unit is to make a documentary video about a mystery.

Identifying a real-life context for the topic

Ask students to consider in what situations it might be useful to create a documentary video. Answers could include: to create a video about school for a school website, to create an informative or entertaining video for someone unable to get out and about, to share information with the public about something important.

Lesson objectives

Use phrases for describing photos

Watch a video about mysteries

Warm-up

1

- Focus on photos 1–4 and read out the question and the sentence beginnings.
- Put students into pairs or groups to look at the photos and give their opinions. Remind them to give reasons for their opinions.
- Ask groups in turn to tell the class their opinions and reasons.

2

ASSESSMENT FOR LEARNING

- Ask students to look at photo 4 on page 92 again. Ask: *What does the photo show?* Elicit sentences from different students, and ask more detailed questions using some of the phrases in the Key phrases box, e.g. *What can you see in the foreground? What's in the background? What's on the left? What do you think the thing on the stairs could be? What does it look like?* As students answer, notice how well they understand and use some of the Key phrases, and notice what other phrases they use to describe photos. This activity will give you a good idea of how carefully you need to go through the Key phrases with the class before they work in pairs to describe the photos.
- Read through the Key phrases with the class and check that students understand them all.
- When students have finished working in pairs, focus on each photo in turn and ask some pairs to say something about it using some of the Key phrases.

3 ➤ Alice and Simon's vlog script p151–152

- Ask students to read the questions and check that they understand *suspect* and *wrapper*.
- Play the video for students to listen and watch and answer the questions. Check answers with the class.

ANSWERS

- She is investigating the mystery of the missing chocolate bar.
- He was planning to eat it after a TV show.
- He put it in the fridge.
- Alice describes Courtney as the 'main suspect'.
- She blames aliens.
- He finds it under Alice's desk, in her room.
- Simon ate the chocolate bar while he was sleepwalking, then hid the wrapper in Alice's room.
- He blames Alice.

4

- Students could work in pairs to copy and complete the sentences.
- Don't check answers yet.

5 ➤

- Play the video again for students to check their answers to exercise 4.
- Check answers with the class.

ANSWERS

- start
- examine
- interview
- provide
- clue
- discover

PROJECT BUILDER 1 (15 minutes)

Choose a topic and title for your video.

➤ Workbook Project Log p32

6

- Remind students of the project for this unit and explain that they will now start preparing their ideas for it.
- Put students into their project groups and explain that they will stay in the same group for the whole project.
- Ask groups to choose a project monitor to lead the discussion and make sure everyone gets a chance to speak.
- Ask students to have the Project Log pages of their Workbook ready. Remind them that they will use the information in the Project Log for the final project task, and the discussion they are going to have will help them to complete it.
- Read out the task, then read through the topics in the box with the class and check that students understand them all. You could elicit one or two examples of unsolved mysteries, e.g. the *Mary Celeste*.
- Point out that at this stage, students should talk about their personal opinions and interests, and remind the project monitors that it is their job to make sure that everyone gets the chance to express their opinion.
- Allow time for students to discuss ideas and express their opinions. Students could then complete the first part of the Project Log with their opinion on the most interesting topics.

7

- Read out the task and point out that groups need to agree on a topic for their project.
- Discuss with the class what they have learned from other projects about the best ways to reach agreement and the difficulties of finding something they are all happy with.
- Allow students time to agree on the topic for their video and choose a title.
- You could ask some groups to tell the class what topic they chose and why.
- Students can then add their topic and title to the Project Log.

8

- Set this task for homework, and tell students they should bring the photos they find to the next class.
- Point out the *Look UP!* reminder and thought bubble in the Project Log and encourage students to complete it.

8.2 In search of cryptids

Lesson objectives

Find out about cryptids

Learn vocabulary for talking about mysteries

Speculate and make deductions

Vocabulary

Warm-up

ASSESSMENT FOR LEARNING

- With books closed, ask students what they talked about in the last lesson (mysteries). Ask: *What new words did you learn for talking about mysteries?* See if students can remember any of the verbs from the video (e.g. *examine, discover*).
- Tell them that in this lesson they will learn some more verbs and nouns for talking about mysteries. Then ask: *When I'm talking about mysteries, can I use the present simple?* e.g. *That's a ghost. Aliens come from other planets. There are yetis in the mountains.* Elicit that we can't use it because we don't know for certain whether the statements are true or not. Elicit some possible ways of expressing this uncertainty, then tell students that in this lesson they will learn how to use modal verbs to speculate and deduce things when we don't know for certain.

1

- When students have finished discussing the questions in pairs, elicit what they already know about Bigfoot. They then read the factfile quickly, ignoring the gaps, to check their answers.

2

- When students have completed the fact file, check answers and check that students understand all the verbs and nouns.

ANSWERS

- 1 creature 2 investigate 3 confirm
4 footprints 5 belief 6 claim 7 witnesses
8 analyse 9 explanation 10 clues 11 encounter
12 theory 13 evidence 14 trick

3

- Monitor while students are talking and encourage them to use words from exercise 2 where possible.
- You could hold a class vote to see how many students think Bigfoot exists. Ask them to give reasons for their opinions.

4

- Read out the title of the article and explain the meaning of *cryptid* (any creature that may or may not exist). Explain that Bigfoot and the yeti are examples of cryptids.
- Read out the task and the questions, then ask students to read the article and find the answers.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

1 Komodo dragon 2 duck-billed platypus 3 giant squid
The article mentions them as examples of real creatures which people thought did not exist.

Optional activity

- Ask: *Do you think we will find evidence in the future that some cryptids really exist? Why / Why not?*
- Put students into pairs to discuss their ideas, then elicit answers and reasons from the class.

Look UP!

- Students could do the research and watch the film for homework. Ask them to make notes on what they learn and their opinion about whether Bigfoot exists or not.
- In the next lesson, they could share what they learned with the class and compare their opinions.

Grammar

Modal verbs: deducing and speculating

Lead-in

- Say: *Imagine you are walking in the mountains with some friends. It's a very quiet area. Suddenly, you see some huge footprints on the ground. What do you think?*
- Elicit students' ideas and write the language they use for speculating on the board, e.g. *Maybe it's Bigfoot. It's possible it's a person.*
- Focus on the language on the board and ask: *Do these show that I'm certain or not certain? (not certain)*
- Teach the words *deduce* (form an opinion from evidence you can see) and *speculate* (make guesses about what you can see). Explain to students that they are going to learn ways of deducing and speculating.

5

- Students could work in pairs to read the grammar rules and complete them. Refer them back to the highlighted examples in the article to help them.
- Check answers. If you think your students need more support and practice after completing the exercise, refer them to *My grammar reference & practice* on page 120. You could read through the reference with the class, then ask students to work through the practice exercises.
- If your students have a good grasp of the grammar already, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

- 1 must 2 can't 3,4 & 5 may/might/could

→ My grammar reference & practice p120

6

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 must be 2 can't be 3 can't be 4 must be
5 may/might/could be

7 **40** Audio script p152

- Focus on the photos and elicit a brief description of each cryptid.
- Read out the question, then play the audio.
- Elicit the answer, and elicit what students can remember from the discussion.

ANSWER

They're talking about photo 2, the Beast of Bodmin.

8 **40**

- Allow students time to read the summary, then play the audio again for them to listen and complete it.
- Allow students to compare their answers in pairs.
- Play the audio again when you check answers and elicit the words the speakers use to confirm each answer, e.g. *It's definitely ...*, *There's no doubt about it. That's impossible.* *There's no other possibility. I think that's quite likely. Maybe ...*

ANSWERS

- 1 must be 2 may/might/could be 3 can't be
4 must be 5 may/might/could be

9 MEDIATION

- When students have finished telling their partner what they found out about the cryptid, ask if they believe it really exists. Elicit students' reasons for their opinions.

PROJECT BUILDER 2 (15 minutes)

Discuss photos related to your mystery.

⇒ Workbook Project Log p32

10

- Remind students that they have brought photos of their mystery with them today.
- Ask them to get into their project groups and tell them to choose a new monitor for the tasks today. Remind them that the monitor's job is to make sure that everyone gets the chance to speak and be listened to in the discussion tasks.
- Read out the task and tell students to discuss all the photos they have brought in before they make their choices.

11

- Tell students to look at the photos they have chosen as a group and then each choose one of these photos to describe.
- Point out the space in the Project Log for the writing task, and also point out the space for a small sketch of the photo. Explain that this is optional.
- Remind students to use some of the *Key phrases* on page 93 and modal verbs for deducing and speculating.
- Students could share their descriptions in their groups and suggest improvements.
- Ask one or two students to read their descriptions to the class.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.

Further practice

Vocabulary and grammar, Workbook p62–64

8.3 Mystery files

Lesson objectives

Read a *Sherlock Holmes* mystery story

Use the past perfect

Decode a secret message

Reading

Warm-up

- Ask: *Do you enjoy reading stories about mysteries or watching films or TV series about them?* You could give one or two examples of popular films or TV series that students might know.
- Put students into pairs to discuss if they enjoy these kinds of books or films, and which ones they enjoy.
- Discuss their ideas as a class.

1

- Put students into pairs to discuss the questions.
- Discuss their ideas as a class, and elicit what they know about *Sherlock Holmes*.

2 41

- Read out the question, then play the audio for students to read and listen and answer the question.
- Check the answer with the class.

ANSWER

He sent the picture to *Sherlock Holmes* because he thinks it is involved in a mystery to do with his wife's past. When he showed it to his wife, she fell to the ground unconscious.

3

- Students could work in pairs to choose the correct option.
- Check answers with the class and check that students understand all the questions.

ANSWERS

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

4

- When students have finished asking and answering the questions in pairs, go through the answers with the class. Elicit evidence from the text to support each answer.

ANSWERS

- He thinks it is a child's drawing.
- Mr Hilton Cubbit arrives at the house.
- He can see fear; she is still frightened.
- She talked to him about her past, when she knew some very unpleasant people.
- She threw a letter from America in the fire.
- He found a piece of paper with a drawing of dancing men on it.

Skill UP!

5

- Ask students to read the information in the *Skill UP!* box.
- Explain that learning to recognize different degrees of certainty is important when reading fiction like *Sherlock Holmes*, and also when reading factual texts, for example about science or the natural world.
- When students have answered the questions, check answers with the class, eliciting the part of the text that confirms each answer.

ANSWERS

- Y (It must be a child's drawing.)
- N (It might be a childish joke.)
- Y (It can't be a joke.)
- N (I may be able to [help].)

Grammar

Past perfect

Lead-in

- Ask students what they can remember about the story of *The Dancing Men*.
- Elicit a few ideas, then ask: *Did Cubbit send Holmes the drawing before or after he came to see him?* (before) *Did Elsie talk to her husband about her past before or after the picture arrived?* (before) *Was she frightened before or after the letter from America?* (after)
- Ask: *Is it important to know the order of events in a story?* Elicit that it is important, then ask: *How do we know which things happened before others when we read a story?* Elicit a few ideas, but don't confirm them.

6

- Students could work in pairs to read about the past perfect and complete the examples with the correct verb forms.
- When you check answers, point out that a lot of common verbs have irregular past participles.
- If your students need more support with the grammar, refer them to *My grammar reference & practice* on page 120. Read through the reference with the class, then students could work through the practice exercises.
- If your students already have a good grasp of the grammar, move on with the lesson and refer them to the grammar reference and practice for homework.

ANSWERS

1 had gone 2 hadn't left 3 had 4 made

 *My grammar reference & practice* p120

7

- Remind students to think about verbs that have irregular past participles before they complete the sentences.
- When you check answers, refer back to the information in the grammar box to explain them.

ANSWERS

- had received
- had become, hadn't explained
- had seen, hadn't succeeded

8

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 had happened 2 had woken 3 had received
4 hadn't died 5 had entered 6 had had

9

- When students have finished discussing the questions in pairs, elicit some ideas from the class.
- If they only use a limited range of structures and expressions for speculating, repeat some of their ideas using different structures and expressions.

10 42 Audio script p152

- Play the audio for students to listen and complete the sentences.
- Go through the answers with the class and check that students understand how the story ends.

ANSWERS

- 1 garden 2 message 3 father 4 crime 5 gang

11 MEDIATION

- Tell students that when we tell someone about a story, we usually say what genre it is, who the main characters are, how it begins and how it ends, and in this case what the mystery is and how it is solved.
- Put students into A / B pairs. Student A explains the story to Student B, who doesn't speak English.
- When students have finished, tell them to swap roles and put them into new A / B pairs.

12

ASSESSMENT FOR LEARNING

- Focus on the message and read out the task. Point out to students that to decode the message, they need to work out what the flags are for.
- Elicit that this exercise is a language task as well as a puzzle. Ask: *What kinds of things can you say?* Elicit a few ideas, e.g. *I think this man might be a 'T'. Do you agree that this one is an 'A'? What do you think the flags could mean? They must mean that ...*
- When you have checked the answers, discuss with students how well they managed to speak together.

ANSWERS

The messages say: 'Am here Abe Slaney' and 'Come here at once.'

The flags show where each word ends.

PROJECT BUILDER 3 (15 minutes)

Write a script for a witness statement.

→ Workbook Project Log p33

13

- Ask students to get into their project groups and choose a monitor for today's tasks.
- Read out the task and make sure students understand it.
- Allow time for students to plan their ideas. Monitor and help while they are working.

14

- Allow time for students to plan their witness statement.
- Students then complete the first part of their Project Log.

15

- Students work together to write their sentences and complete their Project Log.
- Remind them to use the past perfect.

Further practice

Grammar, Workbook p65

Reading, Workbook p66

Grammar worksheets, Teacher's Resources, Oxford English Hub

Reading worksheets, Teacher's Resources, Oxford English Hub

8.4 Treasure hunt

Lesson objectives

Use useful adjectives and two-part phrasal verbs

Watch a video about a recent treasure hunt

TEACHER WELLBEING: SELF-BELIEF

Sometimes, especially when things go wrong, it can be hard to maintain our belief in ourselves and our abilities. All teachers have much to celebrate about themselves and what they achieve in their work, and it is worth taking time to focus on these things from time to time.

Reflect on your skills in your role as a language teacher. Rate your level of confidence from 1 (low) to 5 (high) for the areas below.

- ability to teach skills lessons (reading, writing, listening, speaking)
- ability to teach grammar
- ability to teach pronunciation
- ability to give instructions
- ability to set up group work
- ability to manage students' behavioural issues
- ability to build rapport with learners
- ability to use technology in teaching
- ability to provide constructive, formative feedback

Think about your top three skills and consider how you can build on these to boost your confidence.

2

ASSESSMENT FOR LEARNING

- Read out the task, then put students into pairs to match the adjectives with the nouns. Monitor while they are working.
- If students are simply suggesting adjectives for each photo, stop the activity and ask: *Does 'valuable' go with 'jewellery'?* (yes) *Can you give me an example?* Elicit an example, e.g. *The jewellery in the box looks very valuable.* Point out to students that as they become independent learners, they should be more ambitious with the language they use, and exploit every opportunity to practise it in discussions or to make sentences. Explain that it is much easier to remember language if they use it. Ask students to continue with the task, using language more ambitiously as they do it.
- When you check answers, elicit an example of each combination of adjective and noun that students suggest.

SUGGESTED ANSWERS

island: fascinating, private, remote

jewellery: valuable

map: complex, fascinating, official, reliable, valuable

pilot: active, experienced, reliable

3

- Give students one minute to work in pairs and think of more nouns to go with *valuable*.
- Elicit ideas from pairs in turn. If any combinations are not immediately clear, ask students to provide an example to illustrate them.

4

- Students could work in pairs or they could work individually and then compare their answers in pairs and suggest more nouns to add to their partner's mind maps.
- Focus on each adjective in turn and elicit a range of nouns it can be used with.

Listening

5 Video skills script p152

- Explain to students that they are going to watch a video about the story in the photos on page 98.
- Allow students time to read the sentences, then play the video.
- Check answers with the class.

ANSWERS

1 T

2 F (He had the idea after he had left the air force.)

3 T

4 F (There was no map showing the location of the treasure.)

5 F (It was dangerous because of the landscape.)

6 T

7 F (Fenn did not know the person who found the treasure.)

8 F (Some people still had doubts about whether the treasure existed or had been found.)

6 ▶

- Play the video again for students to listen for adjectives from exercise 2 and note down the nouns they describe. You may need to pause the video after each adjective is used to allow students time to write.
- Check answers with the class.

ANSWERS

fascinating (stories), remote (islands), worldwide (excitement), financial (success), valuable (objects), suitable (items), various (clues), active (lifestyle), experienced (investigators), private (land), illegal (activity), official (announcement), reliable (witnesses), complex (trick)

7

- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 given away 2 got over, carry out 3 call off
4 set up 5 made up 6 take up

8 MEDIATION

- Tell students that announcements of the result of competitions or challenges like this one usually begin with a brief summary of what the aim was. Then elicit what other information the announcement could have, e.g. the location of the treasure chest, who found it and what was in it.
- When students have finished, put them into groups and ask them to read each other's announcements.
- Then ask a few students to read out their announcement to the class.

9 THINK

- When students have finished discussing the questions in pairs, discuss their ideas as a class. Encourage them to share their opinions and reasons, and to agree and disagree with each other about their opinions.

Video focus

10

- Read through the information in the *Video focus* box with the class and check students understand it.
- Students work in pairs to discuss which of the features the video about Fenn's treasure has.
- Discuss their ideas as a class.

ANSWERS

It has an introduction that raises questions, atmospheric music, visuals that support the information and a conclusion that leaves some questions open.

LIFE SKILLS

- Ask students to read the information in the *Life skills* box.
- Then ask them if they have ever come across any fake news or incorrect information online, and discuss what they do to check information they find there.

PROJECT BUILDER 4 (15 minutes)

Decide what features to include in your video.

⇒ Workbook Project Log p33

11

- Remind students that they are working towards a final project in which they will make their own documentary video about a mystery.
- Elicit what they have already planned for their video (the topic and title, photos related to their mystery, and a script for a witness statement).
- Ask students to get into their groups, get their Project Log ready and choose their monitor.
- Read out the task, then allow students time to discuss which features from the *Video focus* they could include for each section of their video.
- Ask some groups to tell the class their ideas.

12

- Allow students time to complete their Project Log with their ideas for features for their video.
- They then work in their groups to plan the actions they need to take to create the features. Monitor while they are working and help out with practical suggestions if necessary.
- Students can then complete the 'Actions' part of their Project Log.
- Remind students to complete the speech and thought bubbles at the bottom of the Project Log with their own ideas. Explain that reflecting on how they feel about their group and their video will help them learn lessons about things such as working in a group successfully, asserting themselves in the group, etc.

Further practice

Vocabulary, Workbook p63

Vocabulary worksheets, Teacher's Resources, Oxford English Hub

8.5 It's unlikely he'll be here

Lesson objectives

Use phrases for speculating

Practise the pronunciation of unstressed vowels

Speaking

Warm-up

- Ask: *When was the last time you went to a party? Where was it? Who was there? Was it fun?* Put students into pairs to tell each other about the last party they went to.
- For feedback, ask: *What makes a good party?* Discuss the question as a class.

1

- Students discuss the questions in pairs.
- Elicit some ideas from individual students.

ANSWERS

A fancy dress party at the café. Alfie feels sad because he would like to go with Olivia.

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box. Then read through the *Key phrases* with the class and check that students understand them all.
- Put students into pairs to speculate, then elicit some ideas from the class.

3 Drama video script p152–153

- Read out the questions, then play the first part of the video.
- Find out who guessed some ideas correctly, then elicit how Olivia feels.

SUGGESTED ANSWER

She is missing Alfie.

4

- When students have finished discussing in pairs, ask for a show of hands to find out how many students predict the outcome shown in each photo.

5 Drama video script p153

- Play the second part of the video, then elicit which photo in exercise 4 is correct, and who guessed correctly.

ANSWER

Alfie and Olivia get together.

6

- Allow students time to read the lines, then play the second part of the video again. You could pause after each line to elicit why the characters say it and how students would say the line in their own language.

ANSWERS

- Olivia says this because Alfie sighed when he saw Bianca with Connor. And she wants to know how Alfie feels about Bianca.
- Alfie says this because he wants to know how Olivia feels about Connor.

- Olivia says this because she wants Alfie to tell her how he feels.

- Alfie says this because they might be more than just good friends.

7 PRONUNCIATION 43

- Ask students to read about the schwa.
- Play the audio once for students to listen and notice the schwa, then play it again, pausing for students to repeat.

8 44

- Put students into pairs to think about the pronunciation of the names and decide which one doesn't have a schwa.
- Elicit some possible answers, then play the audio for students to listen and check.
- Check the answer with the class, and check which sounds in the other names are pronounced as a schwa.

ANSWER

'Alfie' is the only name that does not include a schwa.

9 45

- Students work in pairs to practise saying the phrases.
- Play the audio once for students to listen and check, then play it again, pausing for them to repeat.

10

- Put students into pairs and read out the task. Ask students to choose which of them will be Student A and Student B and read their plans. Tell them they can change the activities if they prefer.
- Students work in their pairs to plan their dialogue and make notes. Encourage them to write notes and not full sentences.
- Remind students of the information in the *Skill UP!* box and encourage them to note down which *Key phrases* they could use to talk about each of their plans.

11

ASSESSMENT FOR LEARNING

- Point out to students that this is the last role play they will do in this book. Ask: *How can you make it as good as possible?* Elicit ideas, e.g. use a range of *Key phrases*, try to speak naturally rather than reading from notes, try to 'act' the role rather than just 'saying' it.
- Encourage students in their pairs to set some aims that will make this the best role play they have done. Students then work in pairs to role play the dialogue.
- Monitor and help while they are working, then get feedback on how well they managed to achieve their aims.

Further practice

Speaking pairwork worksheet, Teacher's Resources, Oxford English Hub

8.6 A documentary script

Lesson objectives

Write the introduction and conclusion for your documentary

Learn about effective introductions and conclusions

Learn phrases for developing stories

Writing

Warm-up

- Refer students back to the photos on page 95. Say: *Imagine you are going to watch a documentary about the Ahool of Indonesia. What would you hope to learn from it?*
- Put students into pairs to discuss the question, then discuss their ideas with the class.
- Ask: *What would you expect to hear in the introduction to the documentary: general information or specific facts and details?* Elicit that you would expect to hear general background information.
- Ask: *What would you expect to hear in the conclusion: the final answer to the mystery?* Elicit that you would expect to hear that it is still a mystery.

1

- Students read the text and answer the question.
- Check the answer with the class.

ANSWER

They call it the Loch Ness Monster.

Skill UP!

2

- Ask students to read the information in the *Skill UP!* box.
- Students could work in pairs to read the introduction and conclusion in the text in exercise 1 again and decide which techniques they use.
- When you check answers, elicit examples of each technique in the text.

ANSWERS

The introduction uses B, the conclusion uses D and F.

3

- Students could work in pairs to find and complete the *Key phrases*.
- Check answers with the class, then read through the *Key phrases* and make sure students understand them all.

ANSWERS

1 appeared 2 were 3 claimed 4 printed

5 has found 6 have given

Optional activity

- Ask students to find a past perfect verb in the introduction.
- Check the answer, and remind students to try to use a past perfect verb in their own introduction.

ANSWER

(People claimed that they) had seen

PROJECT BUILDER 5 (15 minutes + homework)

Write an introduction and a conclusion for your video.

⇒ Workbook Project Log p34

4

- Students work individually or in their project groups for the planning stages of this activity.
- They then complete the writing task for homework.
- Ask students to get into their groups, get their Project Log ready and choose their monitor for today.
- Ask them to decide in their groups who will write an introduction and who will write a conclusion for their video.
- They then follow the instructions and plan their script. Monitor and help while they are working.
- Students could show their plans for their introduction and conclusion to the other members of their group, who suggest additions and improvements.
- Students then write their scripts for homework. Read through the checklist for writing with the class and remind students to include all the relevant language. You could also encourage them to include at least one past perfect verb.
- Encourage them to read all the tips in the Project Builder to help them with the writing.
- Remind students to check their work carefully when they have finished.
- As students leave the class, ask them to show you their Project Log for you to check and tick completed.
- At the beginning of the next lesson, they can work in their project groups to read each other's work and give feedback.

Further practice

Writing workshop, Workbook p77

8 Project

Lesson objectives

Make a documentary video about a mystery

TEACHER WELLBEING: SELF-BELIEF

You have power over your mind – not outside events. Realize this, and you will find strength.

Marcus Aurelius

SHARE AND REVIEW

1

- Read out the project task and remind students that they have been working towards this task throughout the unit, in the work they have done in class and in their Project Builders.
- Put students into their project groups and ask them to choose a project monitor to lead the discussion tasks.
- Discuss with the class how and when they are going to film their videos. This could be in class if you have time and resources, or for homework.
- Also discuss with the class what resources students have access to, e.g. downloading or creating music or creating special effects.
- Ask students to look at their Project Builders 1–5 and agree any changes or improvements, and agree which introduction and conclusion they will use.

2

- Students look back at their table in Project Builder 4 and add Actions for their introduction and conclusion.
- Remind students that when they are working in groups, they should always make sure that they listen to everyone's ideas. Point out that by sharing ideas and discussing which ones to use for the final video, they will improve the overall outcome of their final task.

DECIDE

3

- Read out the task, then read through the *Key phrases* with the class and check that students understand them all.
- Students then work in their groups and produce a combined script for the whole video. Monitor and help while they are working.

4

- Remind students that when they are assigning roles in their groups, they should think about the strengths of each group member, and also their preferences. You could suggest to students that for this final project in the book, they could move outside their comfort zone and take on a completely different role.
- Monitor and help while students are working, and provide support and suggestions to help them with planning and assigning roles if necessary.

PROJECT SKILLS

Levels of editing

5  46 Audio script p153

- Ask students to read the information in the *Project skills* box. Discuss with the class how much time they have available and what resources they have, depending on whether they will do the filming and editing for homework or in class.
- Read out the questions, then play the audio for students to listen and answer the questions.
- Check answers with the class.

ANSWERS

They decide to do advanced editing because Katy has the software on her laptop at home, and her mum can help her.

Project coach video

Project coach video script p153

- Watch the *Project coach video* with your students. The video demonstrates how to listen to and comment on others' presentations.

CREATE

6

- Read out the task, then read through the different steps with the class and check that students understand them all.
- Students work in their groups to decide on the best plan for their video.
- Monitor and help while they are working, asking them to explain their decisions and making practical suggestions if necessary.
- Students should then complete the first part of their Project Log with their own role and their feelings about their role.

7

- If students are filming their videos in class, monitor and help while they are working and help them to resolve any technical or practical difficulties.

PRESENT

8

- You could show all the documentaries to the class if you have the technology to show them on a big screen.
- Alternatively, if the documentaries are only available to view on students' phones, divide the class in half. Ask half the groups to stay at their desks to show their videos. The other groups can move around and take turns to watch the different videos and ask questions.
- Swap roles so that the second half of the class can move around and watch videos.
- You could ask students to make notes on which documentaries they particularly enjoyed and why.

ASSESSMENT FOR LEARNING

- As students are going to give their opinions on each other's documentaries, it is important that the feedback experience is a positive one for each student. Write these categories on the board:
Information in the documentary
Visuals
Script
- Ask students in their groups to think about all the videos they watched, considering the categories on the board. Ask them to note down one thing they liked about each video and one suggestion for an improvement.
- Focus on each documentary in turn and elicit feedback for it from the class. Add your own feedback, mentioning one thing that you enjoyed about each documentary and one suggestion for an improvement.
- At the end, praise all the students for their hard work and excellent documentaries.

- If possible, spend some one-to-one time with each student, discussing what they have written on the Project Log and asking them to explain why they wrote these things.
- Explore the areas where students feel they have improved, asking them to give some examples of what they feel they have done well. Provide positive feedback on something students have done well, improved at or done for the first time, and congratulate them on their progress and achievements.

⇒ Workbook Project Log p35

Further practice

Online Practice, Unit 8

Unit review, Workbook p68

Language summary, Workbook p69

REFLECT**10**

- Explain to students that the reflection tasks are a chance for them to assess their own achievements and think about things that they can improve.
- Ask students to complete the task individually and be honest with themselves in their responses.

Discuss skills developed for this project

Ask students to consider what skills they needed to use whilst working together to make a documentary video about a mystery. Answers could include:

- describing photos.
- speculating.
- rationally assessing information about mysteries.
- writing a witness statement.
- making decisions as a group.
- editing a video.
- giving constructive feedback to other groups.

Write a list of skills on the board and ask students to say in which real-life situations these skills are important.

11

- Tell students that for this task they can either complete each sentence with just one idea they want to focus on, or they could list two or three for each sentence.
- Students discuss their sentences in pairs.
- Set the Reflection task in the Project Log for homework. Point out that students should think about the statements under the heading *ALL YEAR* in terms of their experience throughout the whole course. Encourage them to look back through their Project Logs for all units and see where they were previously uncertain or where they wanted to improve, and which unit they seemed to enjoy the most.

My grammar reference and practice

Welcome unit

ANSWERS

1

- 1 don't go
- 2 gets up
- 3 don't meet
- 4 catches, walk
- 5 Do your parents cook; don't
- 6 don't watch

2

- 1 Are ... swimming
- 2 're driving
- 3 isn't listening
- 4 's playing
- 5 Is ... sitting
- 6 is talking

3

- 1 Does ... go
- 2 Are ... working
- 3 are playing
- 4 Do ... like
- 5 am watching
- 6 eat
- 7 Does ... study

4

- 1 fall off
- 2 wear
- 3 goes
- 4 's practising
- 5 don't understand
- 6 'm not getting

5

- 1 went
- 2 stayed
- 3 ate
- 4 started
- 5 waited
- 6 ran
- 7 did

6

- 1 the most popular
- 2 better; the best
- 3 the quickest
- 4 more confident
- 5 happier; the happiest

Unit 1

ANSWERS

1

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

2

- 1 aren't allowed to
 - 2 shouldn't
 - 3 have
 - 4 Do you have to
 - 5 don't have to
- 3
- 1 don't have to
 - 2 mustn't
 - 3 don't have to
 - 4 doesn't have to

5 mustn't

6 don't have to

7 mustn't

4

- 1 able to
- 2 couldn't
- 3 be able to
- 4 not allowed to
- 5 could
- 6 allowed to

7 Can you

5

- 1 Can you remember any good jokes?
- 2 Adriana won't be able to come to the party next Saturday, unfortunately.
- 3 Read the instructions carefully and you will be able to find their house.
- 4 I can study and look after my brother.
- 5 Will robots be able to have conversations with us one day?
- 6
- 1 Someone should call an ambulance.
- 2 What do you think we ought to do?
- 3 Sam should clean his bike.
- 4 We ought to give him some money.
- 5 Should I say something?
- 6 They should be at school.

7

- 1 A, B
- 2 A, C
- 3 A, B
- 4 C
- 5 B
- 6 B

Unit 2

ANSWERS

1

- 1 's going to
- 2 'll
- 3 'm going to
- 4 'll
- 5 's not going to
- 6 Are you going to
- 7 'll

2

- 1 be going to, B
- 2 present continuous, C
- 3 present continuous, D
- 4 be going to, A

3

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

4

- 1 B
- 2 B
- 3 A
- 4 A
- 5 B

5

- 1 'll meet
- 2 doesn't
- 3 'll miss
- 4 don't
- 5 I'll

6

- 1 If I like the song, I'll download it.
- 2 We won't win if we play badly.
- 3 If you don't look for your keys, you won't find them.
- 4 Kim won't visit her grandparents if she has too much homework.
- 5 If I don't write it down, I'll forget.

Unit 3

ANSWERS

1
1 could
2 practised
3 asked
4 wouldn't

5 tell
6 wouldn't
7 cycle
2

1 had more time, I'd read a lot more
2 all had electric cars, there wouldn't be so much pollution
3 would be cleaner if there wasn't/weren't so much pollution
4 was/were more peaceful, it would be a better place
5 would happen if everybody in the world stopped eating meat
6 would you go on holiday if you had a lot of money

3
1 somewhere
2 was
3 anything
4 Everyone
5 nothing
4

1 D 2 E 3 C 4 H 5 A 6 F 7 G

5
1 had
2 studied
3 didn't work
4 could
6
1 I had
2 I could go
3 I could speak
4 could walk
7
1 get
2 donate
3 recycled
4 didn't
5 not

Unit 4

ANSWERS

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

1 were playing, started
2 ran out, were driving
3 was studying, heard
4 called, was having
5 was hoping, missed
6 were talking, arrived
7 Were ... living, saw

3

1 I didn't put my hand up while the teacher was talking.
2 Were you rehearsing when the director arrived?
3 Nina was travelling to London when she lost her script.
4 Paul dropped his ticket as he was getting off/got off the train.
5 We weren't dancing when the music stopped.

4

1 enough sugar

2 much

3 too many

4 enough

5 many

6 enough

5

1 enough

2 many/enough

3 too much

4 too many

5 not enough

6 too much

7 aren't enough

6

1 too 2 much 3 many 4 enough

7

Students' own answers

Unit 5

ANSWERS

1

1 used to play
2 used to go
3 didn't use to get
4 you use to have
5 didn't use to like
6 used to love
7 you use to get
2

1 didn't use to wear
2 used to have
3 didn't use to sit
4 didn't use to get
5 used to walk
6 used to play
3

1 We didn't use to have a garden.
2 My parents used to live in a flat.
3 Did you use to have long hair?
4 I didn't use to have breakfast.
5 Karl used to wear glasses.

4

1 has travelled
2 haven't been
3 has, improved
4 Have, tried
5 hasn't bought
6 haven't invented
7 has created

- 5
- 1 My parents have been married for 30 years.
 - 2 John has worked as a teacher since he left university.
 - 3 My friends have lived in Scotland for six years.
 - 4 I haven't been to a party for ages.
 - 5 They haven't owned a car since 2018.
 - 6 I have known Leya since we were at primary school.
 - 7 They haven't eaten since breakfast.
 - 8 You have been ill for more than a week.
- 6
- 1 E we haven't invited him.
 - 2 A I haven't learned/learnt my lines.
 - 3 F my dad has cooked dinner.
 - 4 D she's done a lot of revision.
 - 5 B I've seen this one three times.

Unit 6

ANSWERS

- 1
- 1 We've never been to a film festival.
 - 2 Have you ever met a famous person?
 - 3 Has anyone in your family ever been on TV?
 - 4 Nadia has never sung in public before.
- 2
- 1 hasn't seen
 - 2 Has Sam seen; hasn't
 - 3 hasn't eaten
 - 4 have swum
 - 5 Have they ridden; haven't
- 3
- 1 B, A
 - 2 A, B
 - 3 A, B
 - 4 B, A
- 4
- 1 A went, B 've, been
 - 2 A read, B Have, read
 - 3 A starred, B has starred
 - 4 A 've seen, B did, see
 - 5 A Have, eaten, B ate
 - 6 A did, B 've, done
- 5
- 1 hasn't been
 - 2 haven't seen
 - 3 started
 - 4 've broken
 - 5 wrote
 - 6 have lived
 - 7 's painted

Unit 7

ANSWERS

- 1
- 1 P
 - 2 P
 - 3 A
 - 4 A
 - 5 P
 - 6 A
- 2
- 1 are
 - 2 is
 - 3 isn't
 - 4 aren't

- 3
- 1 Our strawberries are eaten by insects every year.
 - 2 The end-of-term parties are organized by the students.
 - 3 Sheep are sometimes killed by dogs.
 - 4 Movies are watched by millions of people.
- 4
- 1 are picked
 - 2 aren't cleaned
 - 3 is marked
 - 4 are needed
 - 5 isn't kept
 - 6 Is oil found; is
- 5
- 1 were developed
 - 2 was designed
 - 3 were made
 - 4 was created
- 6
- 1 was delayed
 - 2 Was, made
 - 3 wasn't paid
 - 4 were told
 - 5 were, written
 - 6 weren't posted
- 7
- 1 wasn't sorted
 - 2 were opened
 - 3 were collected
 - 4 aren't given
 - 5 is sorted
 - 6 is washed
 - 7 (is) made
- 8
- 1 wasn't created
 - 2 are sold
 - 3 is used
 - 4 was built
 - 5 wasn't given

Unit 8

ANSWERS

- 1
- 1 might
 - 2 must
 - 3 may
 - 4 must
 - 5 can't
 - 6 can't
- 2
- 1 must
 - 2 might
 - 3 can't
 - 4 may not
- 3
- 1 can't be
 - 2 might/may/could be
 - 3 could/might/may be
 - 4 can't be
 - 5 must be
 - 6 can't be
- 4
- 1 arrived; had called
 - 2 had graduated
 - 3 met; hadn't spoken
 - 4 watched, 'd seen
 - 5 Had Jo seen
 - 6 asked, had lost

5

- 1 had you read
- 2 had finished
- 3 hadn't learned
- 4 had Rick run
- 5 had, left
- 6 hadn't phoned
- 7 had visited

6

- 1 had travelled
- 2 had flown
- 3 had caused
- 4 had disappeared
- 5 had stopped

1 A football stadium

Lesson objectives

Consider why people become sports fans

Talk about being a fan

Hotspot key

- ▲ An audio about how being a fan gives a sense of belonging
- An audio about being a fan
- ★ A text about fans in the past
- ◆ A text conversation about the experience of being a fan

There are five Culture 360° lessons. These are designed to be standalone lessons which can be used flexibly at any time during the course. To access the 360° content for each lesson, click on the 'Explore' heading or the 360° logo. Use the arrows on the toolbar to rotate the image 360°. Parts of the 360° image may appear blurred or distorted. This is normal in a 360° image. There are three or four symbols on each 360° image which you can click on to access video, reading texts and audio. To help with navigation, the notes here will tell you where each symbol can be found. In addition to this, when you hover over an icon, the Student Book exercise number will flash up, so you can be sure you are clicking on the correct icon for the exercise.

Warm-up

- Ask: *What sports do you enjoy watching? Do you usually watch them on TV, or do you sometimes watch them live? Why do you enjoy watching them?*
- Put students into pairs to discuss the questions.
- Ask a few students to share their answers with the class.

Think

1

- Ask students to describe what they can see in the photo, e.g. a stadium, a pitch, players, fans. Note that when you click on the 'Explore' heading, the photo can be moved around 360°.
- Put students into pairs to discuss the questions. You could ask more questions, e.g. *What's the difference between a fan and someone who just watches sport?*
- Ask a few students to share their ideas with the class.

Explore

2 ▲ Audio script p154

- Tell students to read the questions.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the triangle symbol, then click on it to show the photo of some fans and listen to the audio. Pause the audio if necessary after each answer is given to allow students time to write.
- Check answers with the class.

ANSWERS

- 1 Studies show that sports teams are more important to some people than their school, work or social groups.

- 2 Belonging to a big group of fans can give people a sense of identity and help them avoid loneliness.

3 ● Audio script p154

- Read out the task and ask students to read the summaries.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the circle symbol, then click on it to play the audio for students to listen and choose the correct summary.

ANSWER

C

4 ★

- Read out the task and ask students if they know anything about how stadiums were used by the Greeks, Romans or British. Elicit a few ideas, but don't confirm them.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the star symbol, then click on it to bring up the text.
- Allow students to compare their answers in pairs before you check with the class.
- Ask a few more questions to find out what else students can remember from the text, e.g. *When did the Greeks build the first stadiums?* (about 3,000 years ago) *How many spectators could watch in a Roman stadium?* (60,000)

ANSWERS

Greeks: athletics

Romans: sports, circuses and gladiator combats

British: football and cricket

5 ◆

- Read out the task and the two quotes and make sure students understand them.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the diamond symbol, then click on it to bring up the conversation.
- Discuss the questions with the class.

ANSWER

Some people think football is a matter of life and death. I can assure you it is much more serious than that.

Reflect on culture

6

- Put students into groups to discuss the questions. Then discuss them as a class.

Look UP!

- Give students time to do some internet research and make notes about the people who said the quotes.
- Check answers with the class.

ANSWERS

Bill Shankly, a Scottish football player and manager who was manager of Liverpool in the 1960s said the first quote. Pierre de Coubertin, who was the founder of the International Olympic Committee, said the second quote. He is known as the father of the modern Olympic Games.

2 Manhattan

Lesson objectives

Explore Manhattan, New York City

Talk about why people move to another country

Hotspot key

- ▲ An audio of a sightseeing tour of Manhattan
- ★ A web page about Manhattan neighbourhoods
- ◆ A video documentary about the Statue of Liberty and Ellis Island
- A blog post: *Reasons why we love NYC!*

Warm-up

- Ask: *What do you know about Manhattan? Where is it? What can you see there?* Put students into pairs to discuss what they know about Manhattan.
- Ask a few pairs to share their ideas with the class. Elicit that Manhattan is an area in New York City.

Think

1

- Ask students to look at the photo and describe what they can see, e.g. the sea, a lot of skyscrapers.
- Put students into pairs to discuss the questions, then elicit their ideas as a class.
- If necessary, ask more questions to prompt students, e.g. *What can you learn by living in a foreign city? In what ways might language be a problem? What about cultural differences? What about food?*

Explore

2 ▲ Audio script p154

- Read out the landmarks to model the pronunciation.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the triangle symbol, then click on it to play the audio for students to listen and match the landmarks of New York to the facts.

ANSWERS

- 1 E The Flatiron Building was built in 1902.
- 2 C One World Trade Center was opened in 2014.
- 3 A Bryant Park is behind the New York Public Library. / The New York Public Library is in front of Bryant Park.
- 4 D The Chrysler Building was the tallest building in the world for 11 months.
- 5 B The Empire State Building is 24 metres taller than the Chrysler Building.

3 ★

- Ask students to read the questions so that they know what to look for.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the star symbol, then click on it to open the web page and allow students time to read the web page and answer the questions.
- Check answers with the class.

ANSWERS

- 1 Midtown
- 2 Lower East Side
- 3 Upper West Side
- 4 TriBeCa

4 ○ Video script p154

- Read out the questions so that students know what to listen for. Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the diamond symbol, then click on it to open the video for students to watch and answer the questions.
- Check answers with the class, playing the video again if necessary and pausing to confirm the answers.

ANSWERS

- 1 They saw the Statue of Liberty.
- 2 Reasons included war, hunger, persecution and looking for greater opportunities.
- 3 People had to wait there for a medical and legal inspection before they could enter the USA.

5 ○

- Read out the questions and check that students understand them. Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the circle symbol, then click on it to open the blog post.
- Allow students time to read the blog post and think about their answers.
- Allow them to compare their answers in pairs. Then discuss answers with the class.

SUGGESTED ANSWERS

Diversity: facts; Personality: opinion; Vitality: facts and opinion; Youth: facts and opinion; Creativity: facts and opinion; Sights: opinion

Reflect on culture

6

- Ask: *What positive points and negative points of living in New York can you remember?* Elicit what students can remember.
- Click on the hotspots again for students to note down the good and bad points.
- Put students into groups to brainstorm more good and bad points and discuss whether they would like to move to the city or not.
- Discuss as a class who would and would not like to move to the city, and why.

Look UP!

- Give students time to do some internet research and make notes about what they learn. Ask them to include any additional interesting or surprising facts they learn.
- Discuss what students learned as a class.

ANSWERS

The city was named New York in 1664. It took its name from the city of York, in the north of England. Before the British took over the city and named it New York, it was owned by the Dutch and called New Amsterdam.

3 Community garden

Lesson objectives

Explore a community garden project

Talk about communities

Hotspot key

-  A phone call about volunteering at the garden
-  An audio with a photo, with Mike talking about the community garden
-  The community garden volunteer task list
-  Information about the garden's green roof

Warm-up

- Ask: *Do you know any people who enjoy gardening? What kinds of things do they grow? Why do you think they enjoy gardening? Would you enjoy gardening? Why / Why not?* Put students into pairs to discuss the questions.
- Ask some students to share their ideas with the class.
- Ask: *What do you think a community garden is?* Elicit a few ideas, but don't confirm them.

Think

1

- Give students time to discuss the questions in pairs, then elicit ideas from the class.
- Find out what kinds of clubs and groups students are part of, and what they enjoy about them.

Explore

2 Audio script p154

- Ask students to copy the form into their notebooks.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the triangle symbol, then click on it to play the audio.
- Check answers with the class.

ANSWERS

- 1 Amy Jackson
- 2 to meet people and to get work experience
- 3 help with children
- 4 Saturdays and Sundays
- 5 Wednesday, 5 p.m.

3 Audio script p154

- Allow students time to read the questions so that they know what to listen for. Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the diamond symbol, then click on it to bring up the picture and play the audio.
- Check answers with the class. Then ask: *How important do you think the community garden is to Mike? Why?* Discuss the question as a class.

ANSWERS

- 1 Mike lives in the city on his own.
- 2 He misses his garden.
- 3 He finds the traffic and noise of the city difficult.
- 4 He likes to relax, do gardening, chat to people and do yoga in the garden.

4

- Read out the task, then click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the hexagon symbol, then click on it. Allow students time to read the task list.
- Discuss as a class where students would prefer to volunteer, and why.

5

- Read out the task and the questions. Ask: *What do you think a green roof is?* Elicit a few ideas, but don't confirm them.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the heart symbol, then click on it. Allow students time to read the information and make notes.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

The green roof will provide an additional habitat for birds and insects, it will help to absorb rainwater, and it will help to absorb atmospheric pollution.

The green roof was designed by architecture students and installed by volunteers, with help from local experts Oxford Green Roofs.

Reflect on culture

6

- Read through the task with the class.
- On the board, write the headings *Community garden* and *Community centre*. As a class, brainstorm some ideas for how each one would benefit a local community and make notes on the board.
- Put students into pairs or groups to prepare their ideas. Tell them to include information such as where it would be and what facilities it would provide, and also explain what benefits it would bring to the community.
- Ask pairs or groups in turn to present their proposal to the class.
- Students could vote for the community garden or community centre.

Look UP!

- Students could work in pairs to do the online research. Encourage them to find as much information as they can.
- Ask students to share their results with the class. Then ask: *Do you think you would like to visit this community garden or centre? Why / Why not?*

4 Canary Wharf

Lesson objectives

Learn about places in the past
Talk about how areas change

Hotspot key

- A slideshow about the history of Canary Wharf
- A display of photos and information about West India Dock
- An exhibition about different parts of London in the present and past
- A text about Canada Square

Warm-up

- Ask: *What do you know about your town or city in the past? Has it changed a lot?*
- Put students into pairs to discuss the questions.
- Ask a few students to share their ideas with the class.

Think

1

- Ask students to look at the photo and describe what they can see, e.g. a modern city, tall buildings, water. Then ask: *Does it look like a wealthy city or a poor one?* (wealthy)
- Read out the statement, then put students into pairs to discuss it and note down the positive effects they think of.
- Elicit ideas from students and discuss them as a class.

Explore

2 ● Audio script p154–155

- Explain that Canary Wharf is an area of London. Teach the meaning of *dock* (a place in a port where ships are loaded, unloaded or repaired).
- Tell students to read the questions so that they know what to listen for. Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the hexagon symbol, then click on it to play the slideshow.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 There was high unemployment because all the major docks closed.
- 2 They work for large companies or financial institutions.
- 3 It got its name because goods used to arrive there from all over the world, including the Canary Islands.
- 4 Local people couldn't afford to live in the area after the new development took place because house prices and rents increased.

3 ▲

- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the triangle symbol, then click on it for students to look at the photos and read the information.

- Focus on the first photo and ask: *What do you think the person in the photo is saying?* Elicit ideas, e.g. *Hurry up! We have to move lots of barrels. Be careful with the crane!*
- Put students into pairs to imagine a conversation between two dock workers.
- Ask pairs in turn to perform their conversation for the class.
- Discuss as a class what conversation two people who work at Canary Wharf might have today.

4 ★ Audio script p155

- Write the names of the places students will learn about on the board: *Eton Square, Bow Lane, Ludgate Hill*.
- Tell students they should write one sentence about each place they learn about. Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the star symbol, then click on it to play the audio.
- Allow students to compare their answers in pairs, then check answers by asking individual students to read out their sentences.

SUGGESTED ANSWERS

People used to breed chickens in Eton Square.
There used to be horses and carriages in Bow Lane.
There used to be a lot of street sellers on Ludgate Hill.

5 ○

- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the square symbol, then click on it to read the information.
- Check answers with the class.

ANSWER

It is an important building because it is very tall and easy to recognize. It is occupied by multinational businesses and some of the world's biggest banks.

Reflect on culture

6

- Encourage students to think about everything they have learned about Canary Wharf in the past and present.
- Read through the topics with the class and check that students understand them all. Put students into small groups to discuss how the things have changed.
- To check answers, focus on each topic in turn and elicit ideas from students about how things have changed.

Look UP!

- Read out the task and ask students if they know any other famous dock areas. You could suggest one or two ideas, e.g. Rotterdam in the Netherlands, Shanghai in China.
- Suggest that if they want to find docks in other countries, they could search for this information using key words like 'major docks in Spain'. Once they have decided on a dock, they can search for information about its history.
- Put students into pairs and give them time to do their online research and make notes.
- Ask students to share their answers.

5 Natural History Museum of Ireland

Lesson objectives

Learn about a natural history museum
Consider our relationship with animals

Hotspot key

- An infographic about the decline in the world's wildlife
- A video about natural history museums and zoos
- A slideshow of animals that are hidden by their camouflage

Warm-up

- On the board, write: *Do you enjoy learning about animals? What wildlife programmes have you seen on TV? What did you learn?*
- Put students into pairs to discuss the questions.
- Ask a few students to share some details with the class.

Think

1

- Ask students to look at the photo and describe what they can see, e.g. a museum, stuffed animals, animal skeletons.
- Ask *What kind of museum is it?* Elicit that it is a natural history museum.
- Read out the questions, then put students into pairs to discuss them.
- Ask a few students to share their ideas with the class.

Explore

2

- Read out the task, then ask students to look at the problems. Check that they understand them all.
- Ask: *Which problems do you think cause the biggest fall in wildlife?* Elicit a few ideas, but don't confirm them.
- Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the circle symbol, then click on it for students to read the infographic.
- Put students into pairs to match the problems to the examples.
- Check answers with the class.
- Ask: *Which statistic in the infographic did you find the most shocking? Why?* Discuss the question as a class.

ANSWERS

1 E 2 D 3 C 4 B 5 G 6 F 7 A

3 Video script p155

- Ask students to read the questions so that they know what to listen for. Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the square symbol, then click on it to play the video.
- Allow students to compare their answers in pairs before you check with the class.

ANSWERS

- 1 They became popular in the 19th century.
- 2 They showed them to earn money to help pay for their work.
- 3 They help scientists by providing research material. They also educate the public.
- 4 Zoos were originally meant to entertain people.
- 5 They took them from the wild.
- 6 Zoos focus on conservation and try to return endangered animals to the wild.

4

- Write *camouflage* on the board and elicit or explain the meaning (the way that the colour or shape of an animal protects it by making it difficult to see in the area in which it lives).
- Ask: *What do you know about camouflage?* Elicit any examples of camouflage in animals that students know of.
- Read through the animals with the class and check that students understand them all. Click on the 'Explore' heading or the 360° logo to activate the 360° photo, find the star symbol, then click on it to start the slideshow. Pause on each picture and ask students to spot the animal and identify it.
- Ask: *Which animal do you think has the best camouflage?* Discuss the question as a class.

ANSWERS

Photo 1: gecko Photo 2: sand crab Photo 3: frog
Photo 4: scorpion fish Photo 5: owl Photo 6: tiger

Reflect on culture

5

- Read out the task, then put students into small groups to think of ways to educate and inform people about the natural world without damaging it.
- Ask groups in turn to share their ideas with the class.

Look UP!

- Give students time to do their online research. You could brainstorm a few ideas as a class about animals in the students' country or region that are facing extinction.
- Put students into small groups to share what they found out about the animal they chose.
- Ask groups to share information about one of the animals they talked about with the class.

Audio and video scripts

Welcome, page 7, exercise 5 ▶

How to do project work

Project work

There are eight units in each level of this course. You complete a different project in each unit. And there are many types of project. Develop your projects step-by-step using the Project Builders in the Student Book. There are five Project Builders in each unit. When you come to a Project Builder, read and complete the exercises. Write your answers for the Project Builder in the Project Log. The Project Log is in your Workbook. Use it to keep a record of your work. Use your work from the Project Builders in the Project lesson at the end of the unit. It's like making a cake. Get your ingredients. These are like the Project Builders. Then put it all together in the Project lesson at the end of the unit. There are usually five stages in the Project lesson. For example: Share and Review, Decide, Create, Present, and Reflect. In the Reflect section, think about your project work from the unit. For example:

- Did you work well together as a group?
- What did you learn?
- How could you improve?

Use the Reflections Log in the Workbook Project Log for more detailed reflection.

Working in groups

For most projects, work in groups.

This icon in the Student Book means work in your project groups for this exercise. If the icon is not in the exercise rubric, work on your own.

Here are some tips for project work in the course.

- 1 Make sure that everyone in the group understands what they need to do.
- 2 Share the work. Before you start a project, decide what task each person in your group can do.
- 3 Plan and use your time well.
- 4 Listen to the other people in your group and give them positive feedback.
- 5 Use your Project Log.
- 6 Speak English during your project presentations. Everyone feels nervous when they speak in front of other people, but don't let this stop you. Confidence comes with practice!
- 7 Listen to the other groups if they are giving a presentation.

Follow these tips to get the most out of project work. Finally, remember to have fun and enjoy your projects!

Unit 1, page 9, exercises 3 and 4 ▶

Alice and Simon's vlog: Alice's day

Alice Good morning. It is ... seven o'clock. I'm not a morning person. But it is time to get up. I'm Alice, by the way, and this is my vlog! Oh no! I'm late for school!

Simon You finished all the milk ... again!

Alice Sorry, Simon! That's my brother. You should get up earlier!

Dad Alice, is your room tidy?

Alice Sorry, Dad. I don't have time now! I don't spend much time helping at home. That's bad, isn't it? But I've got so many other things to do. Fun things! I'm on my way to school. It's a long day – eight in the morning until three in the afternoon. Hi, Courtney!

Courtney Hey, Alice. Wow! You're on time today!

Alice I'm not always late! Courtney's my best friend.

Courtney Are you ready for this?

Alice I'm ready. Let's do it.

Courtney See you tomorrow!

Alice Bye! Well, that's the end of the school day! But, unfortunately, I've got homework. I spend quite a lot of time doing homework. Hmm ... I think I'll go the long way home. I can show you the local area! I come here with my friends. I spend a lot of time hanging out with them. Anyway, I should go home now. I've got homework, remember? Hi! I'm home! When's dinner?

Dad Six o'clock. You've got time to ...

Alice ... tidy my room. I know!

Simon Hi, Alice!

Alice Hi! My brother always plays video games after school. I never play video games. I'm just not interested. The problem is, my bedroom is above the living room. And the TV is always so loud! When I can't stand the noise, I wear headphones.

Dad Alice! Dinner's ready! Alice!

Unit 1, pages 14–15, exercises 5, 7 and 9 ▶

Video skills: Free-time FAQs

Sky Hey! Welcome to our live stream. Today we are offering advice on the topic of free-time activities.

Lucas We should make one thing clear before we start: we are not qualified to give advice on this topic.

Sky Or any topic. Not qualified. Our advice is for entertainment only.

Lucas But send us your questions anyway!

Sky Just type them in the comments box.

Lucas We have a question! From ... AKA_Tyler, who says: 'I love acting and being creative, but there's no drama club at my school. What can I do?' What do you think, Sky?

Sky Well, Tyler ... what about making videos? You can write your own movies, act in them, edit them ... you can be really creative. You don't need a drama club!

Lucas Great idea. You should definitely try making your own movies. Ask your friends to get involved, too.

Sky That's a good idea, Lucas. OK. Next question ... It's from Monster5050. Monster asks: 'I love video games, but my dad is always telling me to go outside. What can I do?'

Lucas I'm sorry to say this, Monster, but ... your dad is right. You really ought to get some fresh air. We all need exercise – even gamers.

Sky That's true.

Lucas So, take the games console into the garden!

Sky No, seriously ... the best thing to do is discuss it with your gaming friends. Find a hobby you can all do together –

say, skateboarding. Then, you can skateboard together, get some fresh air ... and talk about video games!

Lucas Perfect. Now, next question ...

Sky How about this one. It's from Jojo. And the question is – 'I want to get fit. Which free-time activity is best? PS I haven't got much money.'

Lucas Well, Jojo ... firstly, I don't think you should join a gym. You have to pay for that every month, and it's often quite expensive.

Sky I agree. There are lots of other ways to get fit. For example, join a running club.

Lucas Yes. Although a lot of people don't enjoy running ...

Sky That's true. You could find some workouts on YouTube and do them at home. That doesn't cost anything.

Lucas It's a good idea to do the workout with a friend. It's more fun that way and you can motivate each other. Problem solved.

Sky Here's a good one. It's about chess. We're both big fans of chess!

Lucas Do we want to answer that one?

Sky Yes, we do. It's from LFC_Fan96, who says: 'I love chess, but nobody in my family wants to play. What can I do? 'Well, LFC_Fan96, I think you should join a chess club. Maybe there are some chess clubs at school? Or if not, there are clubs in most towns and cities. Isn't that right, Lucas?

Lucas Yeah, that's right.

Sky In fact, that's how we met, isn't it? At our school chess club.

Lucas That's right! But if there isn't a chess club, maybe you can go online and ...

Sky You joined the chess club and we played a match. Do you remember?

Lucas No, I don't. It was a few years ago! So, if there isn't a chess club near your home, you can always ...

Sky I do. I remember.

Lucas Moving on Next question!

Sky I won. Three times.

Lucas I had a headache!

Sky You didn't mention that at the time.

Lucas Yes, I did!

Sky Yeah, right. Only after you lost.

Lucas And we're out of time! We've got lots more questions, but we haven't got time to answer them. Sorry!

Sky Join us next week for another live stream. You're very childish.

Lucas No, I'm not. You are.

Unit 1, page 16, exercises 3 and 6

Drama video: I love yoga! – Part 1

Olivia Hi, Alfie. Sorry I'm late.

Alfie Hi, Olivia. Don't worry about it. Do you want some cake?

Olivia No, thanks. I have to go running with my dad a bit later.

Alfie Really?

Olivia Yes. We're trying to get fit.

Alfie I should get fit, too.

Olivia Pardon?

Alfie I should get fit, too.

Olivia I guess you could join a gym.

Alfie Hmm. Gyms are quite expensive.

Olivia Actually, there's a special offer at Westfield Leisure Centre. You get three months for free.

Alfie Really?

Olivia Yes. Connor goes there. He loves it.

Alfie Who's Connor?

Olivia He's in the year above us. He's new.

Alfie I don't know him.

Olivia Oh, he's really nice, and he goes to the gym a lot. He's really fit.

Alfie Is he?

Olivia What are you doing?

Alfie I'm looking at Westfield Leisure Centre. Oh, you can do yoga there.

Olivia Yoga? That isn't real exercise.

Alfie Yes, it is. It's good for the body and the mind.

Olivia Yeah, right.

Alfie Hello.

Receptionist Westfield Leisure Centre. How can I help?

Alfie Yes. I'm interested in becoming a member.

Receptionist OK.

Alfie Is there a special offer?

Receptionist That's right. The first three months are free.

Alfie That sounds great! I'd like to join.

Receptionist Perfect. Can I ask you for some details?

Alfie Sure. Go ahead.

Receptionist Can I have your surname, please?

Alfie Yes. It's Johnston.

Receptionist How do you spell that?

Alfie J-o-h-n-s-t-o-n.

Receptionist Thank you. And your first name?

Alfie Alfie.

Receptionist Great. Now, I need the first line of your address, please.

Alfie It's 17 Westfield Gardens.

Receptionist OK. Could I have your email address?

Olivia Alfie. Alfie.

Alfie Yes. It's alfie777@mail.com.

Olivia Alfie. Alfie!

Alfie Just a minute!

Receptionist I'm sorry?

Alfie No, no, sorry. Not you! Sorry!

Receptionist Don't worry, it's fine. And now, I just need your mobile number, please.

Alfie OK. It's 07700 900452. What is it?

Olivia Look! Connor's here!

Alfie Yes, thank you.

Receptionist Thank you, bye.

Alfie OK, bye.

Unit 1, page 16, exercise 4

1 07756 943732

2 Joanna McCarthy

3 Sam Willis

4 01920 600355

5 04491 408339

6 Matt Baker

7 06255 877150

8 LeBron James

Unit 1, page 16, exercise 8

Drama video: I love yoga! – Part 2

Connor Hi, Olivia. It's good to see you.

Olivia Hi, Connor. It's good to see you, too. This is Alfie.

Connor Hi, Alfie. I often see you two together at school.

Olivia Yes. We're just good friends.

Connor I have to go now. I've got a yoga class at the Leisure Centre.

Olivia Really? I love yoga! It's good for the body and the mind.

Connor Exactly! See you around.

Olivia What? So I changed my mind about yoga!

Alfie Yeah, right.

Unit 1, page 16, exercise 9 ▶

1

Olivia Yoga? That isn't real exercise.

Alfie Yes, it is. It's good for the body and the mind.

Olivia Yeah, right.

2

Olivia What? So I changed my mind about yoga!

Alfie Yeah, right.

Unit 1, page 18, exercise 2 ▶ 04

Chloe This needs to be a really big poster. We've got a lot of things to put on it!

Ollie I think we can ...

Katy Yes, definitely. We need the largest piece of paper we can find.

Chloe Or maybe we can join two pieces together to make an extra-large poster!

Katy No, no, no. Not a good idea.

Chloe Oh.

Katy No, that wouldn't look very good. Let's just use one really big piece of paper.

Ollie Well, what about ...

Katy And we can put all three bubble charts along the bottom. That would look great.

Chloe Yes, I agree.

Ollie I'm not sure we ...

Katy Now, the next question is, what do we put at the top of the poster? What about the list of rules?

Chloe Yes, I think that's a good idea.

Ollie Or maybe ...

Katy What about the questions and answers? You know, the tips about free-time activities? Where can they go?

Chloe Hmm. I'm not sure.

Ollie IN THE MIDDLE!

Katy OK, Ollie. You don't have to shout! Yes, that's a good idea. Let's put them in the middle.

Unit 1, page 18 ▶

Project coach video: Using photos in a poster

Jake Hi there! I'm Jake. Today our topic is how to use photos in a poster. Photos can make your posters look amazing, and I've got four tips on how to use them. And tip number 1 is ... ask permission! This is really important. For example, here's a funny photo of my friend Abi. Well, I think it's funny, but maybe she doesn't agree! If I want to use this photo, I must ask her permission. So, if you want to use photos of your friends or family, classmates or teachers ... ask them first! OK, tip number 2 ... choose exciting images! Don't just choose the first photo that you see. For example, I want an image of a frog, but this ... is boring! Look for bright, exciting colours! Like this. Er ... OK, that's colourful, but maybe not. It's a bit difficult to see the frog! Let's try ... there – perfect! OK, now for tip 3 ... cut, crop or frame your photos. You can really make your photos stand out more with some really simple ideas. You can cut around the image. You can zoom in. And you can frame. Hey ... I look great! And, finally, it's tip 4 ... use large images. Make sure your photos are big enough. Very small photos don't look good ... but that, well, that looks very good! Good luck with your posters! See you next time.

Unit 2, page 21, exercises 4 and 7 ▶

Alice and Simon's vlog: Virtual holiday!

Simon Ready?

Alice Ready.

Simon Hi, everyone! Welcome to today's vlog. We're going to do something new and exciting today.

Alice That's right. Our friend Courtney is coming over with her virtual reality headset, and we're going on a virtual holiday!

Simon Without leaving the living room!

Courtney OK. Are you ready, Alice?

Alice I'm ready.

Courtney Here we go.

Alice Oh, wow. This is fascinating. It looks amazing!

Simon Can you guess where you are? You should know this!

Alice Well, it's very crowded. And noisy. Erm, I can't tell.

Simon Can you see the monument?

Alice Which monument?

Courtney Turn around.

Alice Oh, of course! It's the Eiffel Tower! I'm in France.

Simon Yes! Well done!

Alice It's so good! You have to try it! So, Simon ... you're going to see a natural wonder!

Simon Well, there's no one here ... It's completely deserted. It's very peaceful.

Alice OK, what can you see?

Simon Well ... I can see a lot of rocks and a waterfall. Wow! It's beautiful, but I'm not sure where I am ...

Alice You're in the US, in the Grand Canyon.

Simon It's amazing! I love it!

Courtney This one is my favourite. Get ready!

Simon Whaaaaaaaaaa!

Alice How was that?

Simon That was scary! But also really exciting! Er, so how do I get down?

Alice You can just take the headset off.

Simon Oh yeah. Of course. This room looks so boring now. So, where next?

Alice New York! My turn!

Unit 2, page 22, exercise 4 ▶ 05

1

Man Look at that tower! It's so tall!

Woman Can we go to the top?

Man Sure, but let me take some photos first.

2

Woman OK. You've got fifteen minutes to explore. Stay in your pairs. Remember, don't go too far from the boat.

3

Man Whoah!! Slow down! This is too fast! How do I make her slow down!

4

Woman OK. Let's have another go. Try to stand up this time and don't let go of the rope. OK, I'll start the boat. Get into position.

Man OK.

5

Woman This part of the river is very shallow. We need to stay in the middle.

Man OK. It's quite fast, isn't it?

Woman Yes, it is. We can get out and carry our boats, if you prefer.

Man No, it's OK. I'm not scared!

Woman This part is really steep!

Man I bet there's a great view from the top!

Woman Yes. Be careful where you put your feet. It's easy to ...

Man Whoah!

Woman Are you OK?

Man Yes, fine. Thank you.

Unit 2, pages 22–23, exercises 6 and 7 06

Boy Is this seat free?

Girl Yes, it is.

Boy Thanks. Have you got a long wait?

Girl Long enough. My flight leaves just after 1 a.m. I expect I'll fall asleep before then. I'm really tired.

Boy Don't worry – I'll wake you up!

Girl Thanks. What about your flight?

Boy The same. Are you flying to Mexico?

Girl Yes! You, too?

Boy Yup! Is it a holiday?

Girl Not exactly. I'm doing some voluntary work at a primary school.

Boy That sounds like a challenge.

Girl Yes. I think it'll be difficult, but interesting. What about you?

Boy I'm going to meet some friends in Cancún. We're going to explore the peninsula.

Girl A sightseeing holiday, then?

Boy Not exactly. We're going to do lots of different activities. I went online yesterday and booked some excursions.

Girl What kind of thing?

Boy Well, next week we're going scuba diving in an underground cave.

Girl Wow! I expect that'll be amazing!

Boy Yes, it's part of the longest underground river in the world.

Girl That sounds fantastic. Oh look, they're turning the lights off. I think the café is going to close in a minute.

Boy You're right. We need to go.

Girl It's nearly midnight. The departure gate will be open soon.

Boy OK. Let's go.

Unit 2, page 27, exercises 6, 7 and 8 09

Presenter I'm in Hanoi, the capital of Vietnam. It's early evening – it's just getting dark – and I'm trying to find a taxi. That's because I'm going to visit one of Hanoi's most popular attractions: the night market. It's open every weekend, Friday to Sunday, from six o'clock in the evening until midnight. Crowds of people go there to eat the delicious street food, listen to the live music and see the beautiful coloured lanterns. I'm sure it'll be spectacular. Oh, there's a taxi. Taxi! Hi. I wonder if you can take me to the night market, please.

Presenter Well, the market is amazing. I had some amazing food and the coloured lanterns are beautiful. I can't hear any live music at the moment. Apparently, a band is going to perform later. But I'm not going to stay because I have to get up early tomorrow. My flight to Bangkok leaves at eight in the morning, and I can't be late because there isn't another flight until

Presenter Thank you! Well, it's twelve o'clock midday and I'm in Bangkok – after a very early start! I'm relaxing for a while because I'm going to need a lot of energy for the afternoon. You see, I'm here for the famous Water Festival.

It's a traditional festival that celebrates New Year in Thailand. The festival is a time for visiting family members. It's also a time for big water fights in the streets! If you visit Bangkok during this festival, you'll definitely get wet! There are groups of children with buckets of water – and a few elephants, too! But don't worry, it's just a bit of fun and I'm sure ...

Presenter I'm having a late dinner on my own after an amazing afternoon on the streets of Bangkok. The Water Festival was such fun. It continues for another two days, but I won't be here because tomorrow morning I'm flying to my next destination: Indonesia. Excuse me, could I have the bill, please? Thank you. That was delicious. I really enjoyed the ...

Presenter It's two o'clock in the afternoon and I'm in a small hotel in the middle of the rainforest on the island of Java. You can probably hear the birds and insects! I'm very close to the next place of interest on my tour: the temple of Borobudur. In fact, I can see it from my hotel room. But I'm not going to visit it today because, apparently, the best time to experience it is very early in the morning – in fact, at sunrise. So, I'll need to get up extremely early tomorrow – again! Luckily, I'm a morning person, so I don't mind getting up ...

Presenter So, here I am, at the temple of Borobudur. The sun rises in about fifteen minutes and a beautiful golden light will shine over the hill and fall on the ancient stones of this building. And I'm here with maybe a hundred other tourists to enjoy the experience. I just need to find a quiet corner and wait. Maybe over here, next to the statue. Yes, this is perfect. I can just sit here quietly and ...

Presenter I'm now at the fourth destination on my tour: Papua New Guinea. Right now, I'm by the sea. Later, I'll travel up into the mountains to witness an amazing event: the Goroka Show. This is a colourful and exciting celebration that takes place every year. Men and women from about a hundred different tribes will all meet in one place to perform traditional songs and dances. Some of the costumes are breath-taking. I'm sure it will be an unforgettable experience. I can't wait to see all the amazing costumes and ...

Presenter Well, my journey across the Pacific is over. Soon I'll be on a plane, ready to begin my flight home. But I know that all the wonderful sights and sounds from this trip will stay with me for a very long time.

Unit 2, page 28, exercises 2 and 3 09

Drama video: Where's the best place to buy sneakers? – Part 1

Olivia So what are you doing this evening?

Alfie Our new neighbours are coming over.

Olivia Oh, nice! What are they like?

Alfie Erm, I don't really know them. They're American, from New York – they moved here because of work, I think.

Olivia Oh, OK.

Alfie Yeah, I met the daughter yesterday. Her name's Bianca. She's really nice.

Olivia Can we go in here?

Alfie I guess so.

Olivia I need to buy a folder for school.

Alfie You know what? I think I'll wait here.

Olivia Oh, OK. I won't be long.

Alfie Don't worry about it. Take your time ... Bianca!

Bianca Oh! Hi, Alfie!

Alfie Hi, Bianca. What are you up to?

Bianca Not much really. I'm just having a look around. So ... where's the best place to buy sneakers? I just need some cheap ones.

Alfie Hmm. Let me think. Your best option is probably Sports Warehouse. The trainers, sorry, sneakers, are really cheap there.

Bianca Sounds great. Is it far from here?

Alfie No, it's just near the station. You can walk there in ten minutes.

Bianca Perfect! Thanks! Do you want to come with me?

Alfie Well, the thing is ... I'm waiting for Olivia. She's in a shop.

Bianca Oh, OK. Who's Olivia?

Alfie Olivia's a friend from school. And here she is!

Olivia Hello.

Alfie This is Bianca.

Bianca Hi, Olivia! I live next door to Alfie.

Olivia Yes, I know.

Alfie Erm ... So ... Bianca wants to buy some new trainers. I suggested Sports Warehouse.

Olivia Yeah, that's a good shop. I got this jacket there.

Alfie Shame they didn't have your size.

Olivia Hey! I love this jacket!

Alfie Sorry. I was just kidding.

Unit 2, page 28, exercise 6

Drama video: Where's the best place to buy sneakers? – Part 2

Olivia So, when did you move here?

Bianca Last month. My mom got a job at the university, so we're living here for a year.

Olivia So ... what do you think of it so far?

Bianca Well, it's really different to New York. And I have no idea where anything is!

Alfie I'm always here – if you need any help.

Bianca Thanks, Alfie. In fact, there is something I need to know. Can you recommend a cell phone repair shop?

Alfie Hmm. Let's see. Personally, I think We Fix It's really good.

Bianca Is it expensive?

Alfie No, not really. All my friends go there.

Olivia I agree. I'd definitely recommend it.

Bianca Awesome! Where is it?

Alfie It's just on the High Street, just over there.

Bianca Thank you. I'll go there now. It was nice to meet you, Olivia.

Olivia You, too. See you around.

Bianca Bye, Alfie!

Alfie Bye, Bianca. I'll see you this evening!

Olivia Bye, Bianca. I'll see you this evening!

Alfie Stop it! I was just being friendly!

Olivia OK, OK. I was just kidding.

Unit 2, page 28, exercise 9

1

Bianca So ... where's the best place to buy sneakers? I just need some cheap ones.

Alfie Hmm. Let me think. Your best option is probably Sports Warehouse. The trainers, sorry, sneakers, are really cheap there.

2

Bianca Thanks, Alfie. In fact, there is something I need to know. Can you recommend a cell phone repair shop?

Alfie Hmm. Let's see. Personally, I think We Fix It's really good.

Unit 2, page 30, exercises 4 and 5 10

Chloe So we've decided to make a poster, right?

Ollie That's right. I think it's the best option.

Chloe I agree. We can make it really big and attractive.

Katy Yes, and we can all work on it at the same time, too.

Chloe So we need to write out all the text. I think you should do that, Katy.

Katy Why me?

Chloe You've got really neat handwriting!

Katy Well, OK. But I'll need some help.

Ollie I don't mind doing that.

Chloe Thanks, Ollie. We also need some pictures.

Katy We could draw some. Why don't you do that, Chloe? You're really good at art.

Chloe I'm not sure that's a good idea. I'm not very good at drawing buildings or places.

Ollie We could use an app to create the artwork. I could have a go at that.

Chloe That's great. Thanks for offering!

Katy And then we need somebody to design the layout for the poster.

Ollie Well you haven't got a job yet, Chloe. I think you should do that.

Chloe OK. That's fine with me.

Katy Great! So, we're ready to start!

Unit 2, page 30

Project coach video: Choosing roles in project work

Abi Hi! It's Abi here.

Jake And I'm Jake!

Abi Today, let's talk about roles in project work.

Jake We've got three tips for you on this. Tip number 1 is ... identify the project tasks and roles.

Abi To do this, it's a good idea to write a list. Today, I'm writing my list on a tablet, but you can use notebooks, too.

Jake You're always SO organized!

Abi Thanks, Jake! OK, this is embarrassing, but I really love lists! It's a great way to organize your project tasks.

Jake For example, on this project, we need to research the topic, find the photos and design the layout.

Abi Then there's the writing, getting your pens, your glue, your scissors ...

Jake Yeah – lists are really useful! When your list is ready, it's time for tip number 2 ... suggest people or volunteer.

Abi So, we need someone creative for the brochure design. Who could that be?

Jake Er ... can I have a go at that? I love creative stuff.

Abi Yeah, of course! You'd definitely be the best person for that.

Jake And the organizing role – you should do that, Abi.

Abi That's fine with me! And that's tip number 3 ... accept, collaborate or decline. If you're happy to take a role, accept – like Jake and I did. But of course – you don't have to. So, Jake, what about writing?

Jake Er, I don't think I'm the best person. I think someone else would be better.

Abi No problem. It's OK if you're not happy with a task, just decline politely.

Jake Actually, maybe I can do the writing – I may just need some help.

Abi I can help you, Jake. We can do it together!

Jake Great idea! Collaborating on a task is usually more fun than working alone.

Abi So good luck on your next project.

Jake Bye!

Unit 3, page 33, exercises 3 and 4 ►

Alice and Simon's vlog: Get involved!

Courtney Hi, everyone! Welcome back to the vlog! Mahatma Gandhi said, 'Be the change you want to see in the world.' As a teenager, it can feel like you can't do anything to make the world a better place.

Alice But that's not true. We're going to talk about ways you can change the world.

Courtney The most important thing a young person can do is find out what they can do locally and get involved.

Alice Learn about the world, look at the problems and then think about the solutions.

Courtney For example, food banks. There are people who don't have enough money to buy food, and you can help by donating to a food bank near you.

Alice You can go out and buy things or look in your cupboards and see what you can find to donate.

Courtney They'll take canned foods, pasta, rice, cereals and a lot of other things. Just make sure it's not damaged or out of date. Another great way to help out locally is with environmental causes. We're going to pick up litter in our street.

Alice In some places, they have programmes to clean up dirty rivers and beaches.

Courtney And sometimes the biggest change is in how we live. You can use less plastic and make sure to recycle.

Alice I'm planting a tree to help out. To do my bit, one tree at a time!

Courtney Greta Thunberg was motivated to organize protests because of climate change. She started locally, but inspired thousands of young people to join demonstrations about the environment all around the world.

Alice So whatever it is that you want to change, be that change. Maybe organize an event and make sure that your voice is heard.

Courtney You can volunteer for organizations and charities that you care about. They all need your help. Hi. Thanks. Here you go.

Alice Three-day weekend! Three-day weekend!

Alice and Courtney Three-day weekend! Three-day weekend! Three-day weekend!

Courtney So whatever it is, get out there and do it!

Alice And remember that young people can make a difference!

Courtney WE are the future.

Alice and Courtney Three-day weekend! Three-day weekend!

Unit 3, page 34, exercises 6 and 7 ► 11

Every minute of every day, our planet loses more than 600,000 square metres of forest. People cut down trees so they can use the land for farms or new towns. But deforestation comes at a big cost.

Forests are important for the health of our planet. In particular, they help to slow down climate change because they take carbon dioxide out of the atmosphere and replace it with oxygen. Forests also provide a home for many, many endangered animals, so what can we do to prevent this crisis? There are certainly things we can do as individuals, for example, giving up meat. If everyone stopped eating meat and dairy products like cheese and milk, this would reduce greenhouse gases by a massive eight billion tonnes

a year – partly because it would reduce deforestation. But one individual decided to do something more spectacular. In 2019, the YouTube star Mr Beast – real name, Jimmy Donaldson – started a campaign called 'team trees'. Its goal was to plant 20 million trees by raising 20 million dollars. It took less than two months to raise the money, though planting the trees is obviously a longer job. In fact, Mr Beast's YouTube channel is so popular that raising money is not difficult. If every subscriber donated just one dollar, he would raise 37 million dollars! Planting trees is good for the planet, but it is not the same as stopping deforestation. The rainforests are a very special habitat. If they disappeared, 50% of the world's plant and animal species would disappear, too.

Unit 3, page 38, exercise 3 ► 13

Chef OK. So, try to guess my job. You've got five questions.

Boy OK, question 1. Where do you work?

Chef You can't ask that. You can only ask questions with the answer 'yes' or 'no'.

Boy Oh, yes. Sorry. Er ... Do you work outside?

Chef No.

Boy Do you work inside?

Chef Er, yes.

Boy OK, question 3. Do you use a computer?

Chef No.

Boy And question 4. Do you work in the evening and at weekends?

Chef Yes, definitely. OK, last question.

Boy Question 5. Do you need to be creative?

Chef Yes.

Boy OK. Hmm. Now I need to guess!

Unit 3, page 38, exercise 4 ► 14

Chef So, what do you think?

Boy Well, I'm not sure. At first, I thought maybe a pharmacist, but they don't usually work in the evening and at weekends.

Chef OK. Go on.

Boy And they aren't really creative. So, then I thought – chef. You're a chef.

Chef Well done! That's correct!

Unit 3, page 39, exercises 7 and 9 ►

Video skills: Breaking barriers

Sky There's a well-known puzzle. A man and his son are on a bike ride. But the boy has an accident and he has to go to the hospital. The surgeon looks at him and says, 'That's my son!' How is this possible? The answer is very simple: the surgeon is the boy's mother. It's obvious! Except it isn't obvious to a lot of people because, for them, surgeons are usually men.

A hundred years ago, there was some excuse for this mistake, but not today. Today in the UK, doctors are roughly 50% of doctors are men and 50% are women. And when you look at doctors under the age of 30, there are more women than men.

But there are still lots of other professions where the balance is not so good. For example ... if you look at 100 carpenters, how many would be women? The answer is one. What about car mechanics? Again, only one would be a woman. And lorry drivers? Only two.

Why is this a problem? It's a problem because when a girl says 'I want to become a carpenter', people often reply 'But that's a man's job'. Why don't you become ... a childminder, for example? Nearly 100% of childminders are women. In

other words, girls don't choose jobs like mechanic because they never see any female mechanics; and they don't see any female mechanics because girls don't choose that job. We need role models who show us that there's no such thing as 'a man's job'.

If we go back 200 years, we find women who had the courage and determination to be those role models. For example, Isobel Gunn wanted to explore America, but women couldn't do that, so she pretended to be a man. And in 1806 she travelled across the Atlantic Ocean as John Fubbister. About 100 years later, we meet Bessie Coleman, a black woman in America who had an ambition: to become a pilot. However, flying schools in the USA at that time did not accept black people or women. So, Bessie learned French and in 1920 she travelled to France. There, she learned how to fly, and she became one of the most famous pilots of her day. And in the modern era, there are still barriers for women to break down. In 2010 Kathryn Bigelow became the first woman to win an Oscar for best director. In 2019 Stephanie Frappart became the first woman to referee a men's football match in a UEFA competition. These women are pioneers. But the fight for equality continues and there is still a long way to go.

So, my advice is: stop making assumptions about which jobs are suitable for women and which jobs are suitable for men. And my advice to girls is: don't listen to the negative voices saying you can't be a pilot. Remember the positive role models. Think: if I could do anything in the world, what would I choose? And then choose that. Because you can. Thank you.

Unit 3, page 40, exercises 2 and 3

Drama video: I wish people showed more interest – Part 1

Olivia I need to get something for my dad. It's his birthday next week. I wish I knew what to buy.

Alfie I know what you mean. I never know what to get for my dad.

Olivia Yeah, it's not easy. Anyway, how did it go with the neighbours yesterday? Did you get to know Bianca?

Alfie Yeah, I did. It was really nice. In fact, she wants to meet me in the café this afternoon.

Olivia Oh, OK. What time?

Alfie Four o'clock. That's in about half an hour.

Olivia So ... has Bianca got any brothers and sisters?

Alfie Yes, she's got a brother, but he's in Italy on a gap year.

Olivia I wish I could have a gap year. It would be great to go to Australia.

Alfie Hey, look over there. That's Connor, isn't it?

Olivia I think you're right. Let's go and say hi.

Connor Thank you.

Blanca Hey, Connor! What are you up to?

Connor I'm helping with my mum's charity: Go Green. It's all about having a greener lifestyle.

Alfie 'Air travel causes global warming.' What were you saying about going to Australia?

Olivia Nothing. So, how's it going?

Connor Not so well. I wish people showed more interest in the environment.

Olivia Yes, me too.

Connor Actually, could you and Alfie help me for a few minutes?

Olivia Sure! No problem. Maybe we could hand out leaflets.

Connor Thanks, but, um, actually ... I'd rather you stayed by the stall. I have to go to the post office. Is that OK?

Olivia Yes, of course.

Alfie Yeah, I guess that's OK. But I have to be at the café in half an hour.

Connor Thanks! I won't be too long.

Olivia You're welcome. See you in a bit.

Alfie Connor's taking a long time.

Olivia I know. Maybe the post office is really busy.

Alfie I should go. I'm meeting Bianca in ten minutes.

Olivia I'd rather you didn't leave right now. I don't want to do this on my own.

Alfie I'd rather not be late for Bianca!

Olivia Can't you send her a message?

Alfie I haven't got her number and she isn't online at the moment.

Olivia Please wait with me, Alfie. I'm sure Connor will be here soon.

Unit 3, page 40, exercise 5

1

Olivia I wish I knew what to buy for him.

2

Olivia I wish I could have a gap year.

3

Connor I wish people showed more interest in the environment.

4

Connor I'd rather you stayed by the stall.

5

Olivia I'd rather you didn't leave right now.

6

Alfie I'd rather not be late for Bianca.

Unit 3, page 40, exercise 9

Drama video: I wish people showed more interest – Part 2

Alfie Here he is – at last! I have to leave now. I have to be there in two minutes!

Olivia Thank you for staying with me.

Connor Hi. Thank you so much. I'm sorry that I took so long. The post office was really busy. And I had to get some food, too. So ...

Olivia Oh, don't worry about that, Connor! I'm not in a hurry.

Alfie I am in a hurry. See you later!

Connor Oh, OK. Bye, Alfie. Would you like a chocolate brownie?

Olivia Thank you. I'd love one.

Connor So why is Alfie in such a hurry?

Olivia He's meeting a friend.

Connor Oh. I hope he isn't late because of me.

Olivia Don't worry. He'll be on time – if he runs all the way!

Unit 3, page 42

Project coach video: Discussing issues politely

Jake Hi! Jake here ...

Abi ... and I'm Abi – hi!

Jake Today our topic is discussing issues politely.

Abi And we've got three tips for you.

Jake Tip number 1 is ... encourage everyone to speak. Of course, you want to give your own opinion. But let others speak, too. What do you think, Abi?

Abi I think you're right. Especially if someone is shy, ask them their opinion and encourage them to talk.

Jake That's a very good point. It isn't always easy to give your opinion, so be respectful. That brings us to tip number 2 ...

listen without interrupting. Now, when I feel strongly about an issue, I really want to tell everyone.

Abi I know, right? Like I think it's soooo important to save the environment and ... oh ... Sorry, Jake. I interrupted you, didn't I?

Jake That's OK, but try to let others finish their point before you speak.

Abi May I add something?

Jake Of course.

Abi If you interrupt, make sure you apologize! Sorry, Jake!

Jake That's OK. And tip 3 is ... disagree politely. Sometimes we have different opinions, and that's OK.

Abi Like, I'm passionate about the environment and I think we need laws, so everybody protects the planet. I mean, we all live here!

Jake True, but we need to be careful. Obviously, I want to protect the planet, but in my opinion we can't tell everyone what to do all the time, so maybe we don't need laws for everything.

Abi OK, you have a point there.

Jake See, we can disagree, but we should always be polite.

Abi It's important to respect everyone's opinion!

Jake Excellent point. So, good luck with your next group discussion!

Abi See you next time!

Jake Bye!

Unit 3, page 42, exercises 4 and 5 15

Chloe So, what kind of Wish Tree are we going to make?

Ollie Personally, I think we should display the wishes on a real tree.

Chloe What do you mean?

Ollie Well, there's a tree just outside the main entrance to the school. We could use that. We could tie the wishes to the tree with string. I've seen a photo of that kind of Wish Tree online. It looks really good.

Chloe Really? To be honest, I don't think that's a good idea. I mean, think about the time of year.

Ollie I'm not sure what you're saying.

Chloe There's a lot of rain at this time of year. Everything will get wet!

Ollie Hmm. Yes, good point. So what do you think we should do?

Chloe I think we should make a display on the classroom wall.

Ollie But that's not really a Wish Tree, is it?

Chloe It depends how we do it.

Ollie Sorry, I don't follow you.

Chloe Well, we can have a big picture of a tree on the wall and then stick the wishes on that.

Ollie Yes, I suppose so. But I still don't think it will look much like a tree. It'll just look like a poster. How about we make a model?

Chloe What kind of thing are you thinking of?

Ollie Just something quite simple, made of wood, perhaps. It only needs to have three branches. And then we tie the wishes to the branches. It would look great!

Chloe I think that would take a long time!

Ollie I don't agree. I'm quite good at that kind of thing. And it would be fun to make.

Chloe Really? I'm not sure. I still think a wall display is a better idea.

Unit 4, page 45, exercises 6 and 8 1

Alice and Simon's vlog: Lights! Camera! Action!

Alice Welcome to the show!

Courtney Last week we had to shoot a film for our class project. I was the writer and director, and Alice was one of my actors.

Alice Excuse me, I was the star.

Courtney Sure you were. Anyway, here's the exclusive behind-the-scenes documentary. OK, I wrote the script last night. It's an exciting historical drama.

Alice Historical drama? I thought we were making a horror film.

Courtney I never said that.

Alice I know. I just really, really hoped.

Courtney Both of you, learn your lines. Then we'll rehearse the first scene. I'll meet you here in the kitchen in half an hour.

Simon I have bad news.

Alice What is it?

Simon While the king was riding his horse through the forest, 20 men attacked him.

Alice Oh no!

Courtney Good! Let's film it. And ... Action! I said, action! OK, let's try again.

Simon I have good news! I mean bad news. I mean ... While the king was riding with 20 men, the horse ... While the king ... was riding the horse through the forest, um ...

Courtney Stop laughing. This isn't a comedy.

Simon While the king was riding with the horse, the ... er, what did the men do again? While the king was riding his horse through the forest, 20 men attacked him.

Alice Oh no! Scary!

Courtney Cut, cut, cut! What are you doing?

Alice Well ... I thought it was a little boring.

Simon Can we edit that out, Courtney?

Courtney No! It has to be perfect.

Alice I'm hungry. Can we break for lunch?

Courtney That's it. I've had enough. You two need to stop messing around and do this properly!

Simon I have bad news.

Alice What is it?

Simon While the king was riding his horse through the forest, 20 men attacked him.

Alice Oh no!

Courtney Cut! We got it! Set up for Scene 2. So, there you go. It only took a few minutes to edit the film, because ... we only managed to film one scene!

Alice What kind of film are we going to make next? An action film? A thriller? ... A horror film?!

Courtney No, I think I'll make an animation next. Then I won't have to work with these difficult actors!

Unit 4, page 51, exercises 8, 9 and 10 1 20, 21, 22

1

Presenter 1 They have 24 hours. Twenty-four hours to drive to Mexico and rescue their friend.

Man 1 Can we stop? I'm starving.

Man 2 No. It's too dangerous.

Man 1 Dangerous? Don't be ... Hey!! Somebody is following us!

Man 2 Er ... yes. You didn't know that?

Presenter 1 It's a non-stop journey and non-stop excitement. *Mission: Mexico.* Don't miss it.

Presenter 2 In cinemas now, rated 15.

Presenter 1 Two men. One car. No more chances.

2

Presenter 1 As soon as they met, they knew it was something special. But could they stay together through the freezing arctic winter? Was their love strong enough? There was only one way to find out. Will joy turn to pain? Will their love be alive in the spring? *Winter Love*. Available to stream from next Thursday, rated 12.

Presenter 2 The heat of love in the cold of winter.

3

Presenter 1 They came to Willow Creek because they had a dream – a dream of a new life far away from the city, far away from other people.

Woman Oh, Tommy. I love our new house. It's beautiful. Just look out of the window at the trees and mountains. It's so quiet and peaceful.

Presenter 1 But soon their dream starts to become a nightmare.

Man Look at these old photos. I found them in the basement. They're fascinating!

Woman They're horrible! Please, throw them away.

Man Don't worry. I will!

Presenter 1 And it's a nightmare that won't let them wake up.

Woman Tommy? Is that you Tommy? Tommy, why aren't you answering me?

Man Yes, it's me. Look.

Presenter 2 *Willow Creek*, directed by Matt Harper. Available to stream now, rated 18.

Presenter 1 Your dreams will never be the same again.

4

Presenter 1 Lucy Miller is a normal American girl. Except for one thing ...

Lucy Atchoo!

Presenter 1 She can't stop sneezing!

Minister Do you, Lucy Miller, take this man to be your lawful wedded husband?

Lucy I ... I ... I ... Atchoo! I'm so sorry.

Presenter 1 Lucy will try anything to cure her sneezing. And I mean anything!

Instructor Is this your first time bungee jumping?

Lucy Yes, it is. I'm hoping the shock will cure my sneezing!

Instructor I hope so, too. Now, before you jump, I want you to ...

Lucy ATCHOoooooooooooo!

Presenter 1 *Atchoo!* The hilarious new film from Treetops Studios. In cinemas now, rated PG.

Presenter 2 She has a nose for comedy.

Unit 4, page 52, exercises 4 and 5**Drama video: What did you do on Saturday? – Part 1**

Alfie Here you are.

Olivia Ooh, popcorn. Thanks! How was your weekend?

Alfie Yeah ... it was good, thanks.

Olivia What did you do on Saturday?

Alfie I went shopping in town.

Olivia Did you buy anything?

Alfie Yes, I bought this hoodie.

Olivia It's nice. That colour suits you.

Alfie That's what Bianca said.

Olivia Oh. Did she go shopping with you?

Alfie Yeah. She helped me choose it. How was your weekend? Did you have a good time with your cousins in Wales?

Olivia Not really. It rained all day Saturday. We wanted to go climbing, but the weather was too bad, so we just stayed in and watched TV.

Alfie Oh, that's a shame. What did you do on Sunday?

Olivia We went bowling.

Alfie Did you win?

Olivia No – but I came second.

Alfie That's still really good! I'm useless at bowling. Come on, let's choose a film.

Olivia What about that one – *The Wicklow Castle*?

Alfie What is it? A historical drama?

Olivia It's a horror film, I think. It's got really good reviews. Look – four and a half stars.

Alfie 'When a young couple went to stay in a castle in Wicklow, in Ireland, for the weekend, they were hoping for a relaxing break. But in fact, they found a dark and terrifying secret.' It sounds good. What do you think?

Olivia Sorry? Can you say that again, please? I wasn't listening.

Alfie 'When a young couple went to stay in a castle in Wicklow, in Ireland, for the weekend, they were hoping for a relaxing break. But in fact, they found a dark and terrifying secret.' OK?

Olivia Yes, sounds good.

Alfie Are you sure you're ready?

Olivia Just a minute. I'm just replying to a message. It's from Connor.

Alfie Are you ready now?

Olivia Yes! Let's watch it!

Unit 4, page 52, exercise 7**Drama video: What did you do on Saturday? – Part 2**

Alfie No! Don't open the door. Don't open the door. Oh no. He opened the door. Don't go down the stairs. Please don't go down the stairs. He's going down the stairs. He's ... going ... down ...

Olivia Sorry!

Alfie Why can't you just watch the film?

Olivia OK, OK. I'll turn my phone off. There. It's off.

Alfie I have to rewind now. I missed that bit.

Olivia No! Don't open the door. Don't go down the stairs. He's going down the stairs. He's ... going ... down ... That really made me jump!

Alfie Yeah, me too!

Unit 4, page 54, exercise 5

Ollie So, are we going to include a dramatic scene in our trailer? I think it would be fun.

Chloe I agree. I love acting.

Katy Really? I don't feel happy about acting, personally. But I can video it while you two act.

Chloe Good idea. So the two of us will act and you'll be in charge of the camera.

Katy OK.

Chloe So what about music? Do we really need it?

Ollie Yes, I think so. Most trailers have music. I'm sure we can download some from the internet.

Katy We don't need to do that. I can write some. I've got some music software at home and I really like doing it.

Chloe Really? That's fantastic!

Ollie Yeah, good idea. Original music is better. But how do we add it to the trailer?

Katy We add the music at the end, when we're editing the trailer. I watched a video on YouTube that explained how to do it.

Chloe OK, that's good. And what about special effects? Are they difficult to add?

Katy Er, to be honest, yes. They take a lot of time.
Ollie Do we need them? I mean, it's a comedy, not a science fiction film. I don't think special effects are necessary at all.
Chloe I agree.
Katy Me too. But we do need some titles on the screen – you know, at the start of the trailer, the name of the film ...
Chloe Yes, and maybe some phrases like 'the funniest film of the year', too.
Katy So, let's add some titles at the beginning and the end, too.
Chloe Is that difficult to do?
Katy No, not really. I can do it.
Chloe Great! So, we just need to decide where we're going to shoot the video. Are we going to do it here, at school?
Katy That's possible, but not great. I think the park is a better location.
Ollie What about my house? You both live near me.
Chloe That's a great idea. Let's do that!
Katy I agree. Thanks for offering!

Unit 4, page 55 ▶

Project coach video: Evaluating and improving video

Abi Hi! It's Abi here. Today, I'm talking about evaluating your video to make it better. I've got three tips for you. Tip number 1 ... write a checklist. When you evaluate your video, decide what to check before you watch. As you know, I love checklists. They make your project super organized. So, here's a checklist for a video I'm making at the moment. I want to check three main things – the performance, the graphics and the sound levels. But a checklist is only useful if you use it! So, tip number 2 is ... watch your video with your checklist. Every time I watch my video, I focus on one item on the list to make sure it works. Let's give it a go. First, how's the performance? Good? Yep, looks great! Now, how about the graphics? They're excellent! Finally, what about the sound levels? Are they too loud? Are they too quiet? OK, let's try that again! Are they too loud or too quiet? No! Perfect! OK, tip number 3 ... film again if necessary. Sometimes, you will want to record again. You can even record different versions and pick the one you like best. But never, ever delete a take! Wait, let me try that again! Do not delete a take! No, no, no, no – one more time. Do not delete a take. Perfect! That's the one! Finally, watch the whole video together. Getting it right might take time, but you'll be happy with the final result. So, good luck with your video! See you next time. Bye.

Unit 5, page 57, exercises 4 and 5 ▶

Alice and Simon's vlog: There's an app for that!

Alice Courtney! What are you doing?
Courtney I'm measuring my run. I like to keep track of how far I've gone.
Alice Why don't you use an app?
Courtney An app?
Alice I use this fitness app. It's an app for measuring how far you've run, and how quickly. I used to measure the distance on a map, but this is much easier.
Courtney Great! I don't know much about apps.
Alice Well, let me give you a rundown of my favourite apps. I use this reminder app to keep track of everything I need to remember. I've had it since I started studying for my exams. It helps me to stay organized. No more sticky notes, Courtney.
Courtney Let me just make a note of that.
Alice This music streaming app has millions of songs. I use it to make my walk to school more enjoyable.

Courtney You mean I don't need to pay Simon to play for me?
Alice Sorry, Simon. I love this messaging app. It's a great way to stay in touch with people. It doesn't cost anything, and you can send photos and videos, too.
Simon Alice? Alice? Can you hear me?
Alice So, no more of this. What are you doing?
Courtney I'm just sorting these jelly beans into different colours. I've made a game out of it.
Alice Courtney! There's an app for that, too! See. It's a gaming app. It's perfect for when you're stuck on a bus or waiting in a queue. Sometimes it's hard to stop playing, though.
Courtney Great! I'll have to download that. It will stop me eating so many jelly beans, too!
Alice So ... these are my top apps. Say goodbye, Courtney.
Courtney One moment. I'm just sharing some photos.
Alice See you next time!
Courtney Bye, everyone.

Unit 5, page 59, exercise 6 ① 25

1

Boy What are you listening to?
Girl It's the new Dua Lipa album. I downloaded it last night.
Boy Oh, hi, Dad. What's up?
Dad Hi. Look, I found these shoes in the garden. Are they yours?
Boy Dad, I can't see them. You have to point the camera.
Dad Oh, yes. Sorry. Look.
Boy Yes, they're mine.
Dad OK. See you later!
Boy My dad is so bad with technology.
Girl Pardon?

Boy I said, my dad ... Oh, it doesn't matter.

2

Boy Are we nearly there yet?
Girl Yes, I think so. Just three minutes, my app says. We need to turn right.
Boy Look at this post from my cousin. He's on holiday with his friends. Look at that beach!
Girl Not now. I'm trying to find the right street!
Boy The sea looks fantastic, too.
Girl I think we went past it. What's that road called? Can you see? What are you doing?
Boy I'm commenting on his photo.
Girl Please! Can you help me for one minute?

3

Boy Hi. I'd like this T-shirt, please.
Assistant Sure. That's £14.95. How would you like to pay?
Boy With my phone, please.
Assistant No problem.
Girl I just Googled that T-shirt. Look. You can get the exact same one for £9.95.
Boy Where?
Girl Online. I'm not sure which website ...
Assistant OK. When you're ready ...
Boy It's a bit late now!
Assistant I'm sorry?
Boy Oh no, sorry. I wasn't talking to you. I was talking to my friend.

Unit 5, page 63, exercises 5, 6 and 7 ① 28, 29

Presenter So, it's time for our first young app developer to pitch her idea to the investors. What will they say? Let's find out.

Developer 1 I'd like to present my new app: *Time Traveller*. It's a smartphone app, and I'm confident that it's an idea that people will really like.

Investor 1 Tell us more.

Developer 1 Basically, our research has told us that people are interested in the history of the places they visit. That is why we've developed this app. When you go somewhere, the app identifies your location and provides pictures and information about what that place was like in the past. And you can choose how far back in time you want to go.

Investor 2 What do you mean, exactly?

Developer 1 Well, imagine you're in London. You can choose to go back 50 years and see old photos of the street you're standing on. Or you can go back 2,000 years to London at the time of the Romans.

Investor 1 I see. Is this the first app you've developed?

Developer 1 No, it isn't. I developed an app for smart watches last year. It was a shopping app.

Investor 2 Did it make money?

Developer 1 No, it wasn't very successful. It didn't sell very well.

Investor 3 Why not?

Developer 1 I didn't promote it properly, but I learned a lot from it. I'm confident that this new app is much better.

Investor 3 So why do you want us to invest in it?

Developer 1 Well, I need money to pay for the marketing. I'm planning to promote it online.

Investor 2 OK. Thank you for showing us your ideas.

Presenter The first app developer has left and the second has arrived. Let's find out what his app can do.

Developer 2 I'm here to show you a new app. It's called *Live Your Life*.

Investor 1 OK. So what does *Live Your Life* actually do?

Developer 2 Well, it provides inspiration. According to studies, smartphones can have a negative effect on people's wellbeing. The aim of this app is to change that. Every day, it suggests an exciting new experience – something you haven't done before.

Investor 2 I see. And what happens if it suggests something that you have done before?

Developer 2 Oh, you simply go on to the next suggestion.

Investor 3 So can you give us some examples? What kind of suggestions does it make?

Developer 2 Well, for example, the suggestion it's giving for today is 'Go outside and dance in the rain'.

Investor 1 Actually, it is raining today.

Developer 2 Exactly! The app changes its suggestions based on the weather.

Investor 2 That's clever.

Investor 3 So why do you need money from us?

Developer 2 I only started my company six months ago. It's still very small. I need money so I can focus all my energy on my company. In my view, the app will be very successful if I have time to promote it.

Investor 1 OK. I understand what you're saying. Thank you.

Presenter It's time now for our third developer. She looks very confident, but are the investors going to like her ideas? Let's see.

Developer 3 I'd like to introduce you to a new app. I think it will completely change the way we learn languages. It's called *Face-to-Face*.

Investor 1 Really? That sounds interesting. Please explain.

Developer 3 Evidence shows that people find it difficult to learn languages from a book or even from a website. They

need face-to-face conversation. Well, this uses AI – artificial intelligence. Imagine you're learning English. With this app, you can have a conversation in English on any topic.

Investor 2 Really? That's impressive. How does it work?

Developer 3 You simply choose the topic from a list, for example, sport, music or food. And then you start the conversation! During the conversation, you can ask for help, for example, if you can't remember a word. And at the end of the conversation, the app gives you some advice on how to improve.

Investor 3 Nice idea.

Developer 3 I believe the app will be very popular with students and also with businesspeople.

Investor 3 So why do you need money from us?

Developer 3 Well, I want to develop a complete range of apps, one for each language. I'll sell a lot of apps if I can offer 15 or even 20 different languages.

Investor 1 OK. Well, you've certainly got a clear idea of what you want. Thank you.

Presenter So, now we come to our fourth and final app developer. Let's listen to his ideas.

Developer 4 Thank you for inviting me here today. I'd like to show you my new app. It's a game called *Bug Killer*.

Investor 1 OK. And what kind of game is it?

Developer 4 It's a really fun game, firstly. That's the most important thing! But it's also educational.

Investor 2 Really? In what way?

Developer 4 Well, you get points for killing bugs. But, to kill them, you have to follow all the basic rules for hygiene. I'm fairly sure it's the only game that teaches people about hygiene!

Investor 3 Can you give us an example?

Developer 4 Yes, so, for example, if you don't wash your hands for long enough in the game, you lose points because the number of bugs increases.

Investor 1 OK. And is it really fun to play?

Developer 4 Yes, it is. I tested the game on a group of people aged between 10 and 75. The results of my test proved that the game is very enjoyable for all different ages.

Investor 3 Oh, that's good. You've actually done some research!

Developer 4 You can try the game for yourselves, if you like.

Investor 2 We don't have time for that right now, but thank you for showing it to us.

Investor 3 Why do you need money from us?

Developer 4 Well, at the moment, there's just one game, but I really want my company to grow so I can develop new games.

Unit 5, page 63, exercise 8 ⑩ 30

Investor 1 So, what do we think of this idea – the *Time Traveller* app. It's a clever idea, isn't it?

Investor 2 Yes, it is, but I'm not sure it would be profitable. I can see a few problems with it.

Investor 1 Like what?

Investor 2 Well, for a start, most people don't travel around very much. They go to the same places: school, work, home. So I don't think they'd use it very much.

Investor 3 I agree. People wouldn't use it.

Investor 1 Does it matter if they don't use it? By that time, they've already paid for it!

Investor 3 True, but they won't give it a good review, so it won't be a commercial success.

Investor 2 I agree. Let's say 'no' to this one.

Investor 1 Absolutely. A definite 'no'.

Unit 5, page 64, exercises 2 and 4

Drama video: At the phone repair shop – Part 1

Olivia Can you help me with my art project tomorrow evening?

Alfie Tomorrow evening? Ah ... I'm really sorry, I can't.

Olivia Oh, go on! It'll be fun!

Alfie It's not that. It's just that ... tomorrow evening isn't good for me.

Olivia Oh, OK. Why's that?

Alfie I'm busy. I'm ... er ... going out for a meal with my family.

Olivia Oh ... never mind. Another time, maybe. Oh, look. We're here. This phone case is really nice.

Assistant Good morning!

Alfie Morning!

Assistant How can I help you?

Alfie / Olivia It's my phone. / It's my tablet.

Alfie You go first.

Olivia I've got a problem with my tablet. The screen is broken.

Assistant I see. What model is it exactly?

Olivia It's a Universe GX5 S6.

Assistant OK. Can I have a look, please?

Olivia Sure. Here you are.

Assistant Thanks.

Olivia How much will the repair cost?

Assistant A new screen will cost £85.

Olivia OK.

Alfie Wow, that's expensive!

Olivia I know. But my dad's going to pay for it.

Alfie That's really kind of him.

Olivia Well, he broke it!

Alfie Oh, OK.

Olivia How long will the repair take?

Assistant It will be ready to collect tomorrow morning.

Olivia That's great. Can I pay when I pick it up?

Assistant Yes, that's fine.

Olivia And what's wrong with your phone, Alfie?

Alfie Well, the speakerphone isn't working properly.

Assistant What do you mean exactly?

Alfie When I answer a call, it automatically goes on speakerphone. I can't turn it off! It's annoying.

Assistant Can I have a look? Thanks. Usually this is just a problem with the settings. Maybe if I ... Oh, you've got a call.

Olivia It's Bianca. And ... answer.

Alfie Er ... hi, Bianca.

Bianca Hi, Alfie! How's it going? Can you hear me OK?

Alfie Yes, I can.

Unit 5, page 64, exercises 6 and 7

Drama video: At the phone repair shop – Part 2

Bianca What time are we meeting tomorrow night? I can't remember.

Alfie We're meeting at six o'clock.

Bianca Six o'clock. OK. At the café, right?

Alfie That's right. Six o'clock at the café. Bye for now.

Bianca I'm really looking forward to seeing you, Alfie!

Alfie See you tomorrow.

Olivia So ... You're going out for a family meal tomorrow evening!

Alfie Actually, I can explain. The thing is ...

Olivia Don't bother!

Assistant So ... about this problem with the speakerphone ...

Alfie It's too late now.

Assistant I'm sorry, but I'm not sure what you mean. We just need to change the settings. There! Problem solved!

Alfie Huh. I wish.

Unit 5, page 64, exercise 8

1

Olivia Oh, go on!

2

Olivia OK. Never mind.

3

Olivia Don't bother!

4

Alfie It's too late now.

5

Alfie Huh, I wish.

Unit 5, page 67

Project coach video: Giving and receiving peer feedback

Abi Hi, everyone! I'm Abi.

Jake And I'm Jake.

Abi Today we're talking about helping each other on projects.

Jake Yep, we'll show you some good ways to give and receive feedback, and also some bad ways!

Abi Er ... make sure you remember the good ways! OK – tip 1 ... try to be positive!

Jake Let's see your design. Hmm. What's this picture? Oh, you forgot capital letters there ...

Abi Remember, Jake, be positive! You can always find something good in someone's work.

Jake Oh, yeah – sorry.

Abi Let me see your work. Well, you've got a really strong introduction. And I like the photos you've chosen. They're bright and attractive.

Jake Thanks!

Abi Now on to tip number 2 ... offer solutions to improve the work. If there's something you don't like about your friend's work, give them suggestions to improve it.

Jake Yeah, OK, let me try that again ... This picture is nice, but I don't know what it is. Maybe you could add a heading?

Abi See? That's really useful feedback.

Jake What about mine?

Abi Well, it might be a good idea to check the spelling here. And perhaps write the title in larger font.

Jake Great idea! This leads us to our last tip ... accept feedback politely.

Abi Of course, this isn't always easy. When someone suggests changes, we can feel disappointed or even angry. Take a look.

Jake Well, it isn't clear at the moment, but if you add a heading here, we know what this photo is about.

Abi Oh yes. I see what you mean. Good point. Thanks, Jake.

Jake There. And now we both have better project work!

Abi Good luck with yours! Bye!

Jake See you next time!

Unit 5, page 67, exercises 6 and 7 31

Katy So now, over to Ollie.

Ollie Thanks. I'm going to talk to you about our idea for an app. It's called *LieDetect*, and we are confident that this app could change the world. It used to be impossible to know if somebody was lying or telling the truth. But *LieDetect* has

completely changed that. We have developed an app that knows when somebody is lying and sends you a notification. Now, my partner Katy is going to explain how *LieDetect* is accessible to everyone.

Katy Thank you, Ollie. So *LieDetect* is particularly useful for people who have problems with their sight. When people are telling you a lie, they often look uncomfortable or nervous. But what if you can't see them? That's why *LieDetect* is so useful for people who have problems with their sight. Ollie.

Ollie Thanks. In the next part of the presentation, I want to show you the advertisement for *LieDetect*. Here it is. As you can see, it's colourful and very persuasive. We have plans for a big online marketing campaign to promote this app. But of course, we need you to invest money in our company so we can pay for that! Katy.

Katy That is all we have to say about our app. I hope you have found the information interesting. If you have any questions about *LieDetect*, please ask us.

Unit 6, page 69, exercises 3 and 5 ▶

Alice and Simon's vlog: Team work!

Alice Morning, everyone. Today is really important. Simon and I are going on a training day for the National Citizen Service. You have to take it really seriously. That's why I'm getting up early. In the NCS, you're part of a team, and you count on your teammates to be there for you. So, where's Simon? Wake up, Simon! On an important day like today, nobody wants to let down their team because you don't get a second chance. The best part is the end of the training day. My hero, Fran Hargreaves, is going to make a speech. Fran Hargreaves is an explorer and mountain climber. I really look up to her because she's achieved a lot in her life. She had to cope with a lot of problems during her childhood. I've never met one of my heroes or done anything like this before. I don't know if I have her talent, but reading about her gives me the motivation to try my hardest. I've camped a lot, but this is more difficult. I had to build up my strength by lifting weights – and my speed ...

Simon Don't tire yourself out, Alice!

Alice Ah, don't worry about me. Hurry up or I'll leave without you. OK. So I've been up for hours. I really hope I get to meet Fran Hargreaves. I'm so excited.

Simon Hey, Alice! Wake up! It's time to go.

Alice Wait, wha'?

Simon We have to leave now.

Alice I know, I know. I wasn't asleep.

Simon That was amazing.

Alice Yeah. Amazing.

Simon And we got the chance to meet Fran Hargreaves! Her speech was fantastic. I can't believe you fell asleep.

Alice I can't believe you didn't wake me up!

Simon I tried! But you were exhausted. Maybe you got up too early, Alice? Alice? Alice?

Unit 6, page 74, exercise 5 33

1

Man It was a fantastic day. Both our families were there and lots of friends, too. I got quite nervous during the ceremony, just before I had to say 'I do', but I looked into Anita's eyes and I knew everything was going to be fine. And the party afterwards was great.

2

Woman I almost played for them a year ago, but I had an injury, so I couldn't. So, yesterday was the first time. Of

course, I was nervous, but really excited, too. And I'm happy with the way I played. So, I hope it will be the first of many appearances!

3

Man It feels strange at the moment. I don't really feel at home, but I've only been here for a week, so that's normal. For a start, I need to get better at the language! That will help. And I need to make some friends, too.

4

Woman When I first started the course, I found the work really difficult. In fact, I almost gave up after the first year! But my professors persuaded me to stay. Things got a bit easier, and so, after three years of hard work, I've finally got my degree!

5

Man I remember my first day at work very clearly. I was a young man then, in my twenties. That was 40 years ago! I can't believe how quickly the time has gone! I've enjoyed my career – well, most of it, anyway. And now I'm hoping to enjoy the next stage in my life. I've certainly got a lot of free time!

6

Woman So far, I really enjoy being a teacher. It's certainly very different from what I was doing before. I had a job with a big electronics company, but I just wanted a change. I'm sure I made the right decision.

Unit 6, page 75, exercises 9 and 11 ▶

Video skills: Quiz show!

Lucas So it's time to start the next round of the quiz. Sky Lewis – the score you have to beat is my score: nine points.

Sky Hmm. OK. I'm sure I can beat that!

Lucas We'll see. What is your subject?

Sky My subject is: the life and work of Dwayne Johnson.

Lucas OK. Sky Lewis, you have two minutes to answer questions on the life and work of Dwayne Johnson starting ... now! What name did Dwayne Johnson use for most of his career as a professional wrestler?

Sky The Rock.

Lucas Correct. What is Dwayne Johnson's middle name?

Sky Er ... I think it's Douglas.

Lucas That is correct. Who did Dwayne Johnson play in the movie *Fighting with My Family*?

Sky He played himself.

Lucas That is correct. So far, you've got every question right ...

Sky Stop wasting my time!

Lucas Sorry. Next question. In which state in the United States was Dwayne Johnson born?

Sky Was it Florida?

Lucas No, I'm sorry. It was California. Why did Dwayne Johnson leave WWE?

Sky He left because he wanted to become an actor.

Lucas That is correct. Which of the movies in the *Fast & Furious* series was first to include Dwayne Johnson in the cast?

Sky It was *Fast & Furious 5*, I think.

Lucas Yes! Great job. Where did Dwayne Johnson go to college?

Sky At the University of Miami.

Lucas Correct. What did he study there?

Sky I'm sorry, I don't know.

Lucas The answer is criminology. When did Dwayne Johnson get married to his first wife, Dany?

Sky In 1995. No! 1996.

Lucas Sorry! It was 1997. Who played Franklin Finbar in the movie *Jumanji: Welcome to the Jungle*?

Sky Kevin Hart.

Lucas Who did Dwayne Johnson play in the movie *Baywatch*?

Sky Er ... sorry, no. I can't remember.

Lucas His character was called Mitch Buchannon. How old was Dwayne Johnson when he moved to Hawaii with his family?

Sky Eight years old?

Lucas Yes! Eight years old. You now have eight points. In *The Tooth Fairy* – that's one of his movies, *The Tooth Fairy* – whose ... money ... does ... Dwayne ...

Sky Hurry up and just read the question!

Lucas In *The Tooth Fairy* whose money does Dwayne Johnson steal? ... Time's up!

Sky Tess! That's the answer. He steals Tess's money!

Lucas I'm sorry, you're too late. Sky Lewis, you have scored eight points. Too bad!

Sky That's so unfair. You did that on purpose.

Lucas Eight points is a good score. Not as good as nine, but ...

Sky I'm so angry with you.

Unit 6, page 76, exercises 2 and 3 ▶

Drama video: Come on! It'll be fun! – Part 1

Olivia So, did you have a good time with Bianca last night?

Alfie Yeah, it was nice. But it was just a quick smoothie. We didn't stay long because I was going out for a meal with my family.

Olivia Uh-huh.

Alfie Is that a problem?

Olivia No, of course not.

Alfie Good. Why don't we watch something?

Olivia I don't really feel like it.

Alfie Oh, go on! There's a new series that I'm watching. It's so good.

Olivia No, I'm sorry. I'm just not in the mood.

Alfie Oh, well, never mind.

Olivia What's that game?

Alfie It's called *The Truth Game*. My dad got it for his birthday.

Olivia Do you know how to play it?

Alfie Yeah. It's really simple. You take a card, read the question that's on it. The other person has to answer it honestly. You can't tell a lie!

Olivia Shall we play it?

Alfie Play *The Truth Game*?

Olivia Yeah! It sounds good.

Alfie No, I don't fancy it.

Olivia Oh, come on. It'll be fun! Please?

Alfie OK, OK. I suppose we could try it.

Olivia Great! I'll go first. Have you ever eaten insects?

Alfie Yuk, no. No, I haven't. OK, here's your question. Have you ever sent a letter or an email to a celebrity?

Olivia Er ... maybe. Yes.

Alfie Who?

Olivia I don't have to tell you! And it was a long time ago. I was really young. Right! Next question. This one's for you. Have you ever lied to your best friend? That's me, by the way. I'm your best friend.

Alfie I know, I know. Er ... no, I haven't.

Olivia Are you sure? Not even a little lie? Half a lie?

Alfie Hey! Just a moment. Show me that card! You invented that question! It's not on the card!

Olivia And you believed me!

Unit 6, page 76, exercise 5 ▶

Drama video: Come on! It'll be fun! – Part 2

Alfie Why did you invent that question?

Olivia Because I'm annoyed about last night. You told me you had a 'family meal' – but you went out with Bianca!

Alfie That's so unfair! I can go out with Bianca if I want.

Olivia I know! That's not why I'm annoyed. I'm annoyed because you weren't very honest. And friends should always be honest.

Alfie But, but I did go for a meal with my family. I just met Bianca first. So, I didn't lie ...

Olivia No, you didn't lie, but you didn't tell the truth, either.

Alfie That doesn't make sense!

Olivia I'm going. I'll see you at school tomorrow.

Alfie Have you ever had a big argument with your best friend?

Unit 6, page 76, exercise 7 ▶

1

Alfie Is that a problem?

2

Olivia I'm just not in the mood.

3

Alfie No, I don't fancy it.

4

Alfie Have you ever sent a letter or email to a celebrity?

5

Olivia I'm your best friend.

6

Alfie That doesn't make sense.

Unit 6, page 78, exercises 5 and 6 ① 34

Ollie Here's my design. I've put the biography at the top because that's the most important part.

Chloe Oh OK. Personally, I think the achievements are the most important part. I reckon they should come first.

Ollie You're probably right. I think I'll change my design so the achievements are at the top.

Chloe Yes, that's how I've done it. Look.

Ollie I like your design. But where's the quiz?

Chloe I've put the quiz round the outside of the page. Look, here's question 1, question 2 ...

Ollie Hmm. So it's not all in one place?

Chloe No, but I think it looks good like this.

Ollie I suppose so but I think all the quiz questions should be together. They're more difficult to read like that.

Chloe I see what you mean. OK, I think I'll change my design so the quiz is all in one place.

Ollie On my design, the random facts are round the outside. Look. Each fact is inside a little box.

Chloe I think that looks good.

Ollie Thanks. What about photos?

Chloe I'm including a large photo with the biography and then some smaller photos with the quiz. I think they'll be easy to find online.

Ollie That's true. But we also need to print them out so we can add them to the fan page.

Chloe That's a good point. Have you got a printer at home?

Ollie Yeah. I can print some photos for you if you haven't got one. Just email them to me.

Unit 6, page 79 ▶

Project coach video: Doing effective internet research

Jake Hi there! It's Jake here. And today I'm talking about internet research. Of course, we all use the internet for

research. But there's so much information out there it isn't always easy! Luckily, I've got three useful tips to help you. Tip number 1 ... choose good search terms. Think carefully – what's the most important information in your search? Focus on this and try to use only two or three words. For example, I want information about the childhood successes and failures of Kenyan Olympic marathon runner Eliud Kipchoge. Whoa, that's too many words! That's better ... and that's great! OK, tip 2 ... use reliable websites. What is a reliable website? Good question! A lot of people use search engines and encyclopedia sites, like Wikipedia. These are brilliant, but it's important to know where the information comes from. After all, some sources of information are more reliable than others. Reliable sites could include well-known news channels and the official websites of famous organizations. Avoid blogs and social media sites. I mean, I like them and they are fun – but not for research. And don't use websites with lots of ads. They're not usually reliable sources. OK, now you know the websites you want to use, it's time for tip 3 ... check more than one source. Make sure you look at two or three reliable websites. If you find the same information, that's good. But remember tip 2 – the sources need to be reliable. Fake news is everywhere, so be careful! Good luck with your internet research, and see you next time! Bye!

Unit 7, page 81, exercises 4 and 5 ▶

Alice and Simon's vlog: Get inspired!

Alice I still can't think of anything.

Simon Neither can I ... Hmm ... Anyway, welcome to the show, everyone. I'm sorry, but we don't have any ideas for the vlog this week.

Alice I'm usually the ideas person.

Simon Our vlog is watched by hundreds of people. We need to find some inspiration. To get inspired, we've made these vision boards. Vision boards are used by a lot of creative people to come up with ideas.

Alice And it's fun. You just write or draw ideas that come into your head – and then look at what you've got!

Simon See. I've written 'science', a how-to video and here's a picture of a dinosaur. How about 'how to build a time machine'?

Alice We could. Do you know how to build a time machine?

Simon ... No. That's not very good, is it? What's on yours? Is that all?

Alice I'm hungry.

Simon I'm going to go out for a walk. Nature is great for inspiration.

Alice Cool. I'm going to search the internet. I won't rest until I have an idea for the video.

Simon I hope Alice has an idea.

Alice Erm ... no ...

Simon OK. I've got another idea. I read that meditation is great for creativity.

Alice What do we do?

Simon Just close your eyes and breathe.

Alice That's all?

Simon Yeah. Alice!

Alice What?!

Simon You were sleeping. We didn't think of any ideas!

Alice But I'm really relaxed now.

Simon But we don't have a video.

Alice Of course we do!

Simon Ah! THIS is the vlog!

Alice Yeah ... Now you just need to edit it. I'm going to do more meditating.

Unit 7, page 86, exercise 7 ▶ 36

When Michael Kiwanuka won a big award in 2020 for his third album, it was a very important moment in his life. The title of the album was simply *KIWANUKA* – all in capital letters. Why did he choose his own name as the title? To answer this question, we have to look back at his career in music and think about some of the problems he faced. Some of those problems were caused by other people, but others were caused by his own thoughts and feelings. It took Michael Kiwanuka a long time to become confident as a songwriter, a performer and a person. To understand why, we have to start at the beginning.

Unit 7, page 87, exercises 8 and 9 ▶ 37

Michael Kiwanuka was born in London in 1987. His parents were from Uganda in Africa and Michael grew up in a part of London which did not have a big community of immigrants. Most of the people around him every day were white. For this reason, he grew up with an uncomfortable feeling that he was different – that he did not belong. He explored this feeling in his 2016 single 'Black Man In A White World'. According to Michael, he did not personally experience racism, but he was very aware of racial inequalities. As a student, there were no black teachers or black leaders. It was the same when he began his career in music: the people at the record companies were always white. They advised Michael to change his name; Kiwanuka was too difficult to remember, they said, and people would think he was an African musician, not a British pop star. Michael refused. These negative feelings and experiences had an effect on Michael's confidence. He had serious doubts about his own talent and ability even though his 2016 album *Love & Hate* was very successful. His fame increased when 'Cold Little Heart', one of the songs from that album, was used as the theme tune for the TV series *Big Little Lies*. But Michael still did not feel confident about his music career. Then came a moment when Michael realized that his problems with confidence were stopping him from producing his best music. So, he made a decision: he decided that he had to believe in himself. His attitude changed and new ideas started to come quickly. As a sign of his new confidence, he decided to name his third album *KIWANUKA*. As Michael explained in an interview in 2019, 'I finally accepted that I am a singer, I'm an artist and a songwriter, and I love it.'

Unit 7, page 88, exercises 2 and 3 ▶

Drama video: Personally, I'd go for this one – Part 1

Olivia Hi, Alfie. How was your afternoon?

Alfie Not too bad, I suppose. The geography test was cancelled. We watched a documentary instead.

Olivia That's good. Thank you for coming round. I really need some help with my art project.

Alfie You're welcome. Actually, I've got a surprise for you.

Olivia Really? I love surprises!

Alfie OK. Close your eyes and put your hand out.

Olivia OK. I can't wait! Just a moment. Is this a trick?

Alfie No, it isn't! Trust me! OK, you can open them now.

Olivia It's the phone case I saw in the repair shop! I love it! Thank you so much!

Alfie You're welcome. And I'm sorry about ... you know ... the stuff with Bianca.

Olivia That's OK. You didn't really do anything wrong. But we should always be open with each other.

Alfie So, shall we look at your art project?

Olivia Yes, I guess we should make a start.

Alfie What's the topic?

Olivia City life. I need to choose a picture for the cover, but I can't decide. What do you reckon?

Alfie This one's really colourful. But, on the other hand, it isn't very relevant to the topic.

Olivia I agree. For me, it's a choice between these two. I love both of them. What do you think?

Alfie Personally, I'd go for this one.

Olivia Really? Why's that?

Alfie I just think it would look cool on the cover. I don't think the other one's a good choice because it's not very original. It's just a photo of the Empire State Building.

Olivia Yeah, I think I agree with you. Thanks for helping. That's probably my mum. Can you read it to me?

Alfie Sure. Actually, the message is from Connor. It says: 'What time shall I pick you up on Saturday night?'

Olivia Er ... OK. I'll answer that later. Ta-da!

Alfie Brilliant. Just brilliant.

Unit 7, page 88, exercise 4

1

Alfie Not too bad, I suppose.

2

Olivia I can't wait!

3

Olivia Just a moment. Is this a trick?

4

Olivia It's the phone case that I saw in the repair shop!

5

Olivia Yes, I guess we should make a start.

6

Alfie Actually, the message is from Connor.

Unit 7, page 88, exercise 5

Drama video: Personally, I'd go for this one – Part 2

Alfie So where are you going on Saturday night?

Olivia It's a special event at the café – a summer party. It's fancy dress. Connor had two tickets, so he asked me to go with him.

Alfie And you said yes?

Olivia Well, why not? He's a friend of mine.

Alfie Yeah, right. So why didn't you tell me about it?

Olivia You didn't ask.

Alfie We should always be open with each other, you said!

Olivia Well, why don't you get a ticket, too? They're really cheap.

Alfie Maybe I will. And if they're cheap, I might buy two. Then I can invite a friend!

Olivia Yes ... I guess so.

Alfie I'd better go now. Maybe I'll see you on Saturday night.

Olivia Yes, OK. Thanks ... for the present.

Unit 7, page 91, exercises 4 and 5 39

Katy Hello, and welcome to our presentation. We're going to talk to you about some of the most important ideas and creations in history. We'll be covering a range of different topics, including music, art and science.

Ollie In the first part of this presentation, we'll be looking at one of the most important breakthroughs ever: the internet. The internet affects every aspect of modern life, but it has only existed since the 1990s. It was invented ... Today, it's difficult to imagine life without the internet.

Chloe Now it's time to look at a brilliant invention. I'd like to show you a picture of it. Here it is. It was invented in 2010 by a Chinese-American entrepreneur. It's called the hoverboard, ... So, if you haven't bought one of these amazing gadgets yet, maybe you should start saving up for one. They're really useful!

Ollie ... And that brings us to our final topic: music. I'm going to talk to you about a song by a young songwriter called Billie Eilish. She became famous when she was still only ... and it's amazing to think that Billie Eilish wrote that when she was only 17 years old!

Katy And that brings our presentation to an end. Thank you for watching. We hope that you have enjoyed it and perhaps learned something, too. If you have any questions, you can ask them now.

Unit 7, page 91

Project coach video: Presenting as a group

Jake Hey! Jake here.

Abi And I'm Abi – hi!

Jake Today, we're talking about group presentations.

Abi I think presenting in a group is easier and more fun, but it can be complicated.

Jake So, we've got three tips for you. Let's begin with tip number 1 ... organize the presentation.

Abi As you all know, I love organizing. Can I talk about this tip, Jake?

Jake Please, go ahead!

Abi I think I'm pretty good at planning, so when I'm working on a group project, I always start with a group chart. Then, I share it with the team and together we decide who is responsible for each part of the presentation.

Jake That's a great idea, Abi. Now we come to tip number 2 ... prepare and practise your part.

Abi Yes – always learn your part. Prepare ... erm, prepare ... Jake, I forgot what to say next!

Jake Don't worry, check your cue cards.

Abi Oh, yeah! Let's try that again! Prepare cue cards with key information!

Jake Then make sure you practise together. If anyone is having any trouble, help them rehearse!

Abi Positive feedback now will make a better presentation later! And that brings us to the third and final tip ... support each other.

Jake I often get nervous before a presentation.

Abi And when you do, I remind you that making mistakes is OK!

Jake That always makes me feel better! So do that for your teammates, too!

Abi OK, that brings our video to an end. Thanks for watching! Good luck with your group presentations! Bye!

Unit 8, page 93, exercises 3 and 5

Alice and Simon's vlog: The mystery of the missing chocolate bar!

Alice Hello, and welcome to the show. I'm Alice Taylor. Today we are going to investigate the mystery of the missing chocolate bar. Last night Simon was watching TV. He'd bought a chocolate bar to eat after the show. Simon decided to save the chocolate bar for the next day. Simon put the chocolate safely in the fridge. When he came downstairs in the morning, the chocolate bar had disappeared. We'll start the investigation in the kitchen. No one witnessed

the mysterious event. It could be a crime – or it might be a supernatural event. Who, or what, took the chocolate bar?

Simon It was you.

Alice We must examine the evidence. I looked for fingerprints, but could find none. Maybe the thief had worn gloves. So, I decided to interview our main suspect.

Courtney You think it was me? I can't be a suspect. I was at home.

Alice You came back and stole it!

Courtney Can you provide any proof of that?

Alice If it wasn't Courtney, then perhaps it was ... aliens! Maybe they came in through ...

Simon Alice. Look what I found in your room. Strange, isn't it?

Alice Where was this?

Simon Under your desk.

Alice That's an important clue. There's only one explanation for it, so it must be the truth.

Simon It was you.

Alice Simon was sleepwalking. He went downstairs and ate the chocolate bar. And then he hid the wrapper under my desk while I was asleep! That must be it. We've managed to discover the truth, but the truth is too much for some people. Join us next week for more strange mysteries.

Unit 8, page 95, exercises 7 and 8 40

Leya Hey, Jack, look at this photo. It's amazing, isn't it?

Jack Let me see. Hmm. I'm not sure ...

Leya What do you mean? I think this is proof that it really exists. It's definitely some kind of big cat – a panther, maybe. There's no doubt about it.

Jack A big cat? I'm sorry, but I think that's impossible. Big cats live in Asia or Africa – South America, maybe – but not in England. It's clearly a dog. There's no other possibility.

Leya I know big cats don't live here naturally, but there are other explanations.

Jack Like what?

Leya Maybe it escaped from a zoo. I think that's quite likely, really.

Jack Leya, it's a dog.

Leya No, it isn't! It's definitely not a dog. Look at the tail! A dog's tail is much shorter than that.

Jack Let me see the photo again. Hmm. I'm not sure about the tail and also the photo isn't very clear. Maybe someone took the photo to make it look bigger.

Leya No way!

Unit 8, page 97, exercise 10 42

When Sherlock Holmes investigates the scene, he finds a hole in the wooden frame of the window. Then he goes outside and looks at the garden: there are footprints. It is clear that somebody fired a shot at Mr Cubbit from the garden. Holmes knows the identity of the man because he has worked out what the dancing men mean: they are a secret code and Holmes can understand it. Using the same code, he sends a message to the man asking him to come to the house. The man obeys – only because he thinks the message is from Elsie! The police arrest the man, who is called Mr Slaney. He tells them the full story, and we finally find out about Elsie's past. Elsie's father was the leader of a gang of criminals in America. He invented the secret code and everyone in the gang learned it – Elsie, too. Elsie came to England because she wanted to escape from her family's life of crime, but Slaney, who was also in the gang, followed

her and sent messages to her using the secret code. Slaney came to the house at night to talk with Elsie, but when Mr Cubbit saw him, they shot at each other: Mr Cubbit missed, but Slaney's shot killed Mr Cubbit.

Unit 8, page 99, exercises 5 and 6

Video skills: Treasure hunt

Lucas People have always loved fascinating stories about treasure, about pirates who bury boxes of jewellery on remote islands in the Caribbean. So, it's not surprising that, in 2010, when rumours appeared on the internet about a box of treasure buried in the Rocky Mountains of the United States, it caused worldwide excitement.

This is Forrest Fenn. By 1988, Fenn had already lived an interesting life. He had been a pilot and had set up an art gallery which brought him financial success. But in 1988, he received terrible news from his doctor: he was seriously ill and was going to die. This gave Forrest Fenn the inspiration to do something very unusual. He came up with a plan to bury a treasure chest of valuable objects in the mountains. In fact, Fenn didn't die; luckily, he recovered. When he had gotten over his illness, he still wanted to carry out his plan. He spent years collecting suitable items to put in the chest: pieces of gold, jewellery and rare coins. Eventually, by 2010, it was ready. The contents of the box were worth \$2 million. He buried the treasure chest in a secret location in the Rocky Mountains.

Fenn started a website and also published a book of stories about his life. There was no map showing where the treasure was buried, but the stories contained various clues to its location. People started to buy the book and take up the challenge.

The story went viral. Fenn had hoped that his treasure hunt would inspire people to get off their sofas and lead a more active lifestyle. And it worked. Fenn's treasure became an internet sensation and people from all over the US joined the search, including experienced investigators. Some people even gave up their jobs to look for the treasure. There were problems, too. Some people got into trouble with the police because they searched for the treasure on private land. Other people were caught digging holes in national parks, an illegal activity. And searching for the treasure in the mountains was dangerous. Fenn was asked to call off the search. Some people even said that Fenn's treasure didn't really exist. They claimed that he had made up the whole story. Ten years passed and still nobody had found the treasure chest.

Finally, in June 2020, according to an official announcement on Forrest Fenn's website, somebody had found the treasure! 'I do not know the person who found it,' Fenn wrote, 'but the clues in my book led him to the exact spot. So, the search is over.'

And that is the end of the story. Or is it? Fenn did not share the identity of the person who found the treasure. He has never given away the exact location of the chest and there are no reliable witnesses to the discovery. Some people still have doubts: was the treasure really found? Did the treasure ever exist or was it all just a complex trick?

Unit 8, page 100, exercise 3

Drama video: It's unlikely he'll be here – Part 1

Connor Thanks for coming with me. I hate going to parties on my own.

Olivia Yes, me too.

Connor What are your plans for the summer? Are you going away?

Olivia I'm not sure. We might go camping for a week. And I'm pretty sure my cousins are coming to see us for a few days.

Connor Do you get on well with them?

Olivia Yes, very well. What about you? Have you got any plans?

Connor I expect I'll go away with my family. We usually go to Spain for two weeks at the end of the summer. But before that, I may get a summer job.

Olivia Yes, I'd like to work, too, but finding a job when you're under 16 is hard. I don't expect I'll find anything.

Connor Oh, well, you never know. What's your friend Andy doing this evening?

Olivia Alfie, you mean. No idea. He knows about the party. But it's unlikely he'll turn up.

Connor Why's that?

Olivia Long story. I'm going to get a drink. Do you want another one?

Connor Thanks! I'll have a lemonade, please.

Olivia Alfie! You got a ticket!

Alfie Yes! In fact ... I bought two tickets!

Bianca Hi, Olivia! Great to see you!

Unit 8, page 100, exercises 5 and 6

Drama video: It's unlikely he'll be here – Part 2

Olivia So, you invited Bianca.

Alfie Well, yes. I had to invite someone. I hate going to parties on my own.

Olivia That's exactly what Connor said!

Alfie Really?

Olivia Yeah.

Alfie Actually, where is Connor? I haven't seen him for ages.

Olivia He might be getting a drink.

Alfie I don't think so. I can't see him.

Olivia Oh, there he is.

Alfie And Bianca.

Olivia Why did you do that?

Alfie What?

Olivia Why did you go ... ?

Alfie I didn't! I was just breathing.

Olivia Yeah, right.

Alfie They're certainly getting on really well. So, you don't mind, then.

Olivia Mind what?

Alfie I thought you really liked Connor.

Olivia He's OK. But he's just a friend.

Alfie Yeah, I know what you mean. It's the same with Bianca. She's just a friend.

Olivia That's what we always say about each other, too. You and me ... We're just friends.

Alfie Yes, I know we're just friends. But ...

Olivia Go on ...

Alfie What do you mean?

Olivia You said, 'We're just friends, but ...' But what? What were you going to say?

Alfie Well, you know ...

Unit 8, page 100, exercise 8

Presenter Alfie

Olivia

Connor

Bianca

Unit 8, page 102, exercise 5

Ollie The easiest thing to do is just record and edit the whole video on my phone.

Chloe But can you really edit it on a phone?

Ollie Sure! I've got an app. You can join clips together and add a few special effects, too.

Chloe That sounds good. What do you think, Katy?

Katy I'm not sure. I think we could try something more ambitious than that.

Ollie What do you mean?

Katy Well, there's some editing software on our laptop at home. You can do lots of different things with it.

Chloe Like what?

Katy Well, for example, you can edit the audio and the pictures separately. I think that would be really useful.

Ollie Yes, it would. Can you add music to the video and sound effects?

Katy Yes, you can. You can add them when you're editing the video.

Chloe Have you used the software before?

Katy Oh, yes. And my mum uses it all the time for her work, so she can help me.

Ollie Well, that sounds like the best option, then. Katy can edit the video at home on her laptop.

Chloe And her mum can help.

Katy Great! That's decided then. But we have to make sure I've got all the video clips I need before I start.

Chloe Do we need to record them in the right order?

Katy No, we can film them in any order. I can move everything around when I do the editing.

Ollie OK, so Katy is the film editor.

Unit 8, page 102

Project coach video: Listening and commenting on others' presentations

Abi Hi, everyone! It's Abi here. Today, the topic isn't about our own presentations ... it's about how we react to other people's presentations. So, we're looking at how to listen well and ask good questions. I've got three tips, and tip number 1 is ... listen to what the speaker says. We all know that listening isn't just hearing, it's also thinking about what someone is saying. To do this, pay attention to what the speaker is saying, stay focused during the presentation and be interested. It's easier to concentrate if you're interested in the presentation. Still difficult? OK, try tip 2 ... write notes! Writing notes really helps. It helps you to concentrate on what the presenter is saying and understand their points. Also, when you have a thought or an idea about something in a presentation, write it down. It's really useful to develop your own ideas and opinions. Then you can use this to come up with questions at the end. This is a great way to find out more about a topic, but always remember tip 3 ... ask questions respectfully. Many people feel nervous presenting. So, when you ask a question ... first thank them and compliment their presentation. Show them that you've listened and that you're interested. Then, ask your question. This shows interest and will make them feel good about their presentation and they'll be happy to answer your questions. So, there you go, three quick tips to listen and comment on presentations. Good luck supporting your classmates with their presentations! Bye!

Culture 360° 1, page 122, exercise 2 ▲

Studies show that for a lot of people, their favourite sports team is more important to them than their school, work or social groups. Their team forms part of their identity. Feeling part of a big community of fans who share the same opinions is also important, and these groups can help people avoid loneliness.

Culture 360° 1, page 122, exercise 3 ○

I live for the matches ... I can't imagine what the weekends would be like without them. We don't go to support the team ... me and my mates ... we're ... we're part of the team! In fact, I'd say the club is more important to us than it is to the players. All my money goes on following them home and away ... on a new top every season ... on flags, scarves ... it all goes to the club. The club doesn't care about us; they just want our money. As for the players, it's just a job for them, isn't it? But for us, it's a way of life ... it's in our blood!

Culture 360° 2, page 123, exercise 2 ▲

OK, people, listen up! I'm going to mention a few sites that we can see from this observation deck. OK, down below, there is Fifth Avenue and it takes us towards the skyscrapers at Lower Manhattan. Look carefully and you'll also see Broadway, which cuts across Fifth Avenue diagonally and there you'll see the famous Flatiron building. It was one of the tallest buildings in the city when it was built in 1902. Then at the end of Fifth Avenue, you will see what is the tallest building in the United States today, the One World Trade Center, which was opened in 2014. Looking behind us, you'll see a small area of trees and grass. That's Bryant Park, the busiest park in the world, and it's behind the famous New York Public Library. Further uptown we can see the trees of Central Park and behind that, Harlem. And there over to the right, you'll see a skyscraper with an unusual roof and a long radio antenna on the top. That's the Chrysler Building, and it was the world's tallest building in 1930, but only for 11 months. Why? Because this building where we are standing, the Empire State, opened in 1931 and it's 24 meters taller!

Culture 360° 2, page 123, exercise 4 ○

The first sight of America that millions of immigrants had was of the Statue of Liberty. Their ships passed the statue and left them on nearby Ellis Island, where from 1892 until 1954, 12 million immigrants were welcomed to the United States. About 40% of all American citizens have an ancestor that passed through the island. The reasons they left their homes included war, hunger and persecution, and they all had hopes for greater opportunity in the New World. After a long sea voyage, immigrants arriving at Ellis Island had to wait in long queues for medical and legal inspections to decide if they could enter the United States. A lot of the immigrants decided to stay in New York, while others travelled to a new life in other destinations across the country.

Culture 360° 3, page 124, exercise 2 ▲

Sam Hello, Sam at Barracks Lane Community Garden. How can I help?

Amy Er, hello. My name's Amy, Amy Jackson. I was ringing to ask about opportunities to volunteer.

Sam Well, we welcome volunteers! First, can I ask why you are interested in volunteering at the community garden?

Amy Well, two reasons, really. Firstly, I'd like to meet some new people outside of school. And secondly, I'd love to get

some work experience. I'm 16 and in a few years I'll finish school, so ...

Sam That sounds great! What sort of thing would you like to do? We have volunteers that help with gardening, cleaning, or volunteers that help with children.

Amy Well, I was thinking that I could help with the children. I'd like to be a teacher when I'm older, so it would be a good experience.

Sam Yes, it would! When would you be available?

Amy I could come on Saturdays and Sundays. I'm not free most evenings.

Sam That's OK. Lots of children come with their parents at the weekend, so it's useful to have volunteers to show them around the garden. We also organize lots of different events for teenagers at the weekends, things like cooking demonstrations and art classes. Would you be interested in helping with that sort of thing?

Amy Yes, I think so.

Sam Great! Well, you should come along for an interview. Would five o'clock Wednesday evening be OK?

Amy Yes, that would be fine.

Sam OK, Amy, we'll see you at five on Wednesday. Come to the cabin and ask for me, Sam.

Amy Great! See you on Wednesday. Bye!

Sam Bye.

Culture 360° 3, page 124, exercise 3 ○

Hi, I'm Mike. I moved to the city a few years ago, and I live on my own, in a small flat. It doesn't have a garden. I love the city, but I used to live with my family in the countryside, in a bigger house with a garden, so when I moved here, I really missed sitting outside in the sun, reading my book, listening to the birds. The city's nice, but it's very busy, there's lots of traffic and noise, sometimes I find that a bit difficult. Anyway, I said this to my friend one day and she told me there was a garden right in the middle of the city, just down the road from where I live! Anyone can go there, you don't need to pay, you can just come along and enjoy the garden. I was really surprised because it's totally hidden away! Now I come here a lot at the weekends to relax and enjoy the fresh air, do some gardening and chat to the other people that come here. And sometimes I go to the yoga class in the cabin! I've met loads of my neighbours that I didn't know before.

Culture 360° 4, page 125, exercise 2 ○

The West India Docks opened in the 19th century and created a large number of job opportunities for workers from all over the UK and beyond, turning the East End of London into a multicultural centre of activity. But all of the major docks closed down in the 1980s, which caused high unemployment rates in the area. A major building project was carried out to re-develop the Docklands, and today, leading international businesses trade in the area known as Canary Wharf, now a notable financial centre. The name evokes the docks' past, when fruit and vegetables from the Mediterranean and Canary Islands were imported into the UK. The new face of the Docklands has brought new life into the East End economy, but it was not popular with the locals. Although some East Enders found employment at the new Canary Wharf, many could no longer afford to live there due to a rise in house prices and rents. Some housing for poorer people was built in the Docklands, but for many of the families who had lived there for years, the living conditions hadn't improved much.

Culture 360° 4, page 125, exercise 4

Welcome to the exhibition 'A window into London's past'. Here you can see Eaton Square in Belgravia, southwest London. This is one of the wealthiest areas in the city, where a home costs on average several million pounds. In 1943, this spot was also used by the British Poultry Club to breed chickens, turkeys and geese.

And here you can see Bow Lane and what it used to look like in the 1930s, when horse-drawn carriages would ride the streets of London. Nowadays, no traffic is allowed in Bow Lane, which is exclusively for pedestrians.

This is Ludgate Hill, a busy, steep London street leading to the famous St. Paul's Cathedral. Next to the Cathedral is Paternoster Square, home of the London Stock Exchange. Here you can see what Ludgate Hill looked like in 1893.

The lady in the foreground is a match seller. During the late 1800s there were about 30,000 street sellers in London, selling an array of goods from baked potatoes to books and live birds.

Culture 360° 5, page 126, exercise 3

Natural history museums and zoos became popular in the 19th century for different reasons. Scientists collected dead animals and insects to study them, but they also showed them to the public in museums to finance their work. Many of the mammals in the collections died naturally. Other exhibits are much older and include skeletons of extinct animals and dinosaurs that archaeologists have found. Today, these museums provide scientists with research material and they educate the public.

The original intention of zoos was very different; it was to entertain people, and animals were taken from their natural habitats to do this. However, today zoos focus on conservation and returning endangered species to the wild. Even so, animal rights activists say that although the intentions are good, zoos only exist to entertain people at the expense of animals.

Workbook answer key

WELCOME UNIT

Page 4

Vocabulary

Sports and free-time activities

- 1*
1 F 2 H 3 D 4 C 5 A 6 G 7 E 8 B
2**
1 free running 2 jogging 3 kite-flying 4 in-line skating 5 rowing 6 drone flying

Adjectives for feelings

- 3*
1 angry 2 bored 3 relaxed 4 excited 5 tired 6 unhappy
4**
1 A 2 C 3 B 4 D 5 E

EXTRA Verbs and their opposites

- 5*
1 B 2 A 3 A 4 B 5 A

Page 5

Grammar

Present simple and present continuous

- 1*
1 I 2 I 3 I 4 C 5 I 6 C
2**
1 eats 2 isn't wearing / 's not wearing / is not wearing
3 Are, sitting 4 doesn't like / does not like
5 're / are winning 6 does, spend

Past simple

- 3*
1 B 2 A 3 A 4 C 5 A
4**
1 appeared 2 cooked 3 liked 4 opened 5 saved
6 wanted 7 did 8 made 9 saw 10 sold 11 took
12 wrote

EXTRA Comparative and superlative adjectives

- 5**
1 A five-star hotel is better than a three-star hotel.
2 Young children are usually more tired at night than in the morning.
3 Who is the richest person in the world?
4 My sister is the worst cook in the family.
5 This is the most dangerous snake in this country.
6 The weather today is worse than yesterday.
7 Your bag is heavier than mine.

1 TEENAGE LIFE: A SURVIVAL GUIDE

Page 6

Vocabulary

Household tasks

- 1*
1 load the dishwasher 2 vacuum the floor 3 make the bed 4 take the rubbish out 5 do the laundry
6 clean the bathroom
2**
1 E 2 C 3 B 4 F 5 A 6 D
3***
1 wash 2 tidy 3 vacuum 4 clean 5 make
6 unload 7 make
4***
Students' own answers

Page 7

Free-time activities

- 5*
1 judo 2 athletics 3 surfing 4 handball
5 climbing 6 gymnastics
6**
1 fitness training 2 gymnastics 3 climbing 4 hiking
5 surfing 6 hockey
7**
1 go 2 play 3 do 4 play 5 go 6 do
8***
1 go hiking 2 go surfing 3 do karate/judo
4 play chess 5 go climbing 6 go bowling

EXTRA Personality adjectives

- 9**
1 helpful 2 confident 3 honest 4 funny
5 cheerful 6 generous 7 kind 8 interesting
9 loyal

Page 8

Grammar

Permission, prohibition and obligation

- 1*
1 can 2 be allowed to 3 must 4 have to 5 can't
6 not be allowed to 7 mustn't 8 don't have to
2**
1 Can; Yes, she can.
2 Are, allowed to; No, they aren't.
3 Does, have to; No, she doesn't.
4 Do, have to; Yes, they do.
5 Is, allowed to; Yes, she is.
6 Can; No, they can't.

3**

1 aren't allowed to / can't 2 can / is allowed to 3 don't have to 4 can't / aren't allowed to 5 was allowed to / could; wasn't allowed to / couldn't 6 mustn't 7 Could; couldn't / weren't allowed to 8 didn't have to; had to

4***

Students' own answers

Page 9

Ability and advice

5*

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

6**

1 T 2 T 3 T 4 F 5 T 6 F 7 F 8 T 9 F

7**

1 You should wear a helmet when you go climbing.

✓

2 I won't be able to play handball next weekend.

3 Could they prepare food when they were eight?

4 ✓

5 ✓

6 Will you be able to visit us in the USA next year?

7 You shouldn't go hiking without a map.

8 ✓

9 ✓

8***

Students' own answers

Page 10

Reading

A blog

1*

1 B 2 F 3 C 4 A 5 G 6 E 7 D

2*

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

Page 11

3**

1 T 2 NG 3 F 4 T 5 F 6 F 7 T 8 T 9 NG

4***

- Follow your dreams and be true to yourself.
- No – he had to help a lot at home, his grandmother wasn't well, and his dad made him do boxing when he wanted to do ballet, so they had arguments.
- He knew his father wouldn't like it, because boys don't often do ballet, and maybe he was worried that other people would laugh at him.
- Yes – she wanted Billy to be himself.

5***

Students' own answers

6***

Students' own answers

Page 12

Review

1

1 C 2 C 3 C 4 B 5 A

2

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

2 WHERE IN THE WORLD?

Page 14

Vocabulary

Tourist attractions

1*

1 temple 2 palace 3 museum 4 cathedral
5 art gallery 6 castle

2**

1 ancient sites 2 monuments 3 celebrations
4 festivals 5 parades

3**

1 art gallery 2 market 3 natural wonder
4 wildlife reserve 5 tower 6 aquarium 7 theme park
8 national park 9 botanical gardens 10 shopping district

4***

Students' own answers

Page 15

Holiday activities

5*

1 kayaking 2 paddleboarding 3 horse-riding
4 canyoning 5 bungee-jumping 6 parascending

6**

1 F 2 C 3 B 4 H 5 I 6 D 7 A

7***

Students' own answers

EXTRA Adjectives to describe activities

8*

1 thrilling 2 expensive 3 dangerous 4 dull
5 challenging 6 scary 7 slow 8 relaxing 9 active
10 tiring

Page 16

Grammar

will, be going to, present continuous, present simple

1*

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

2**

1 ✓

2 I promise you won't forget this amazing place!

3 Oh dear, he's late. He isn't going to catch the flight.

4 Next summer, I think there will be a lot more tourists in Spain.

5 ✓

6 ✓

7 What time is he meeting Oscar tomorrow?

8 ✓

9 ✓

3**

1 're going to 2 Are we going to 3 'll 4 won't 5 'll
6 'm not going to / 'm going to

4***

Students' own answers

Page 17

First conditional

5*

- 1 If 2 'll visit 3 'll visit 4 have 5 don't have
6 won't visit 7 won't visit 8 don't have

6**

- 1 If we buy tickets online, we won't have to wait outside.
2 If you go straight on, you'll see it.
3 If you don't visit the wildlife reserve in summer, you won't see many animals.
4 It won't be busy if he visits the castle on Monday.
5 They'll have lunch in the café if they go to the art gallery.

7**

- 1 'll miss, don't walk 2 are, 'll/will leave 3 will Tom do, loses 4 arrive, 'll/will buy 5 won't see, doesn't climb
6 feel, will you go

8***

Students' own answers

Page 18

Reading

An article

1*

- 1 package 2 tour 3 river 4 hot-air 5 walking
6 take 7 travel

Page 19

2**

- 1 package tour 2 take a train 3 tour guide
4 walking tour 5 river cruise 6 travel abroad
7 Hot-air ballooning

3***

A 4 B 1 C 5 D 3 E 6 F 8 G 7 H 2

4**

- 1 In Cairo, Sam's group will see the Pyramids and go sightseeing.
2 Sam will take her group to three continents.
3 After cruising on the River Nile, they'll go east to the next country.
4 She'll take the group hot-air ballooning at sunrise.
5 The group will travel by train from Cappadocia to Istanbul.
6 A bridge in Istanbul joins two continents.
7 Sam believes that people should try not to travel by plane.

5***

Students' own answers

6***

Students' own answers

Page 20

Review

1

1 A 2 C 3 C 4 A

2

1 travel 2 If 3 to 4 be 5 'll 6 tour 7 going 8 will

3 MAKE A DIFFERENCE

Page 22

Vocabulary

The environment (compound nouns)

1*

- 1 endangered animals 2 recycling bins 3 electric cars
4 household rubbish 5 solar energy 6 plastic packaging

2**

- 1 climate change 2 fossil fuels 3 greenhouse gases
4 carbon footprint 5 solar energy 6 electric cars

3***

Students' own answers

4**

1 E 2 D 3 F 4 B 5 A 6 G 7 C

Page 23

Occupations

5*

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

6**

- 1 chef 2 carpenter 3 pilot 4 plumber 5 surgeon
6 optician 7 vet 8 dentist 9 architect

7**

- 1 journalist 2 vet 3 pilot 4 architect 5 accountant
6 chef 7 carpenter 8 plumber

8***

Students' own answers

Page 24

Grammar

Second conditional

1*

1 A 2 B 3 B 4 A 5 B

2**

- 1 If I could choose any occupation, I would be an architect.

- 2 If my pet was sick, I would take it to the vet.

- 3 I would cook vegetarian food if I was a chef.

- 4 I would visit a dentist if I had a toothache.

3***

- 1 If we didn't use plastic packaging, there would be less plastic in the oceans.

- 2 I wish more people cared about climate change.

- 3 If people didn't travel by plane all the time, they would reduce their carbon footprint.

- 4 Would you volunteer if you had time?

- 5 We would reduce greenhouse gases if we didn't burn fossil fuels.

- 6 If we protected this endangered species, would we save it?

4**

1 would happen 2 didn't drive 3 cycled 4 walked

5 would be 6 would feel 7 didn't use 8 Would

9 cycle 10 were

5***

Students' own answers

Page 25

Indefinite pronouns

6*

- 1 everywhere 2 somewhere 3 anything
4 anywhere 5 everybody 6 something 7 no one
8 nothing

7**

- 1 anywhere 2 anyone/anybody 3 nobody/no one
4 someone/somebody 5 everything 6 something

8***

- 1 I don't know anybody who owns an electric car.
2 The train is completely full. There's nowhere to sit down.

3 ✓

4 ✓

5 I've lost my glasses. I can't find them anywhere!

6 Something smells really strange in the fridge. I think the milk has gone bad.

7 ✓

8 ✓

9 If we do nothing, climate change will just get worse and worse.

9***

Students' own answers

Page 26

Reading

An email to the director of a homeless shelter

1*

- 1 F 2 E 3 B 4 G 5 A 6 C 7 D

2**

- 1 A 2 B 3 A 4 C 5 B

Page 27

3**

- 1 T 2 T 3 T 4 F 5 T 6 F 7 F

4**

- 1 F 2 C 3 B 4 G 5 A

5***

If Ms Martin accepted Jayden's offer, Jayden's mother would show residents how to prepare healthy, inexpensive meals.

If Ms Martin accepted Jayden's offer, parents would come in and talk about their work.

If Ms Martin accepted Jayden's offer, other parents would repair things like broken shelves or cupboards.

If Ms Martin accepted Jayden's offer, Alicia would help residents improve their computer skills.

If Ms Martin accepted Jayden's offer, people from the shelter would help them paint a mural.

6***

Students' own answers

Page 28

Review

1

- 1 C 2 C 3 A 4 B

2

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

4 WHAT'S THE STORY?

Page 30

Vocabulary

Talking about films

1*

- 1 D 2 A 3 F 4 E 5 C 6 B

2**

- 1 based 2 series 3 critics 4 set 5 performances
6 star 7 special effects 8 character 9 plays 10 part

3***

Students' own answers

EXTRA Film genres

4**

- 1 western 2 comedy 3 thriller 4 horror 5 action
6 romance 7 fantasy 8 animation

Page 31

Extreme adjectives

5*

- 1 furious 2 terrified 3 ancient 4 tiny 5 huge
6 freezing

6**

Adjective	Extreme Adjective
small	tiny
hungry	starving
tired	exhausted
interesting	fascinating
old	ancient
scary	terrifying
big	huge
funny	hilarious

7***

Students' own answers

Page 32

Grammar

Past continuous and past simple

1*

- 1 was studying 2 heard 3 were watching 4 When
5 were laughing 6 While 7 screamed 8 weren't
enjoying 9 didn't know

2**

- 1 They were watching a film when the phone rang.
2 Did you cut your finger while you were cooking dinner
last night?
3 While I was shopping in town, I saw a famous actor.
4 When the movie started, she was waiting to buy a
ticket.
5 I hurt my shoulder while I was swimming yesterday.
6 Were they driving to the cinema when they saw the
accident?

3**

1 Did, watch 2 were having 3 remembered
4 weren't 5 were getting 6 said 7 were
8 was singing 9 stopped 10 watched 11 didn't win
4***

Students' own answers

Page 33

too / too much / too many / (not) enough

5*

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

6**

1 too 2 too many 3 too late 4 enough time 5 too
6 exciting enough 7 too much 8 enough

7***

1 she isn't rich enough 2 It isn't interesting enough
3 he's too young 4 too much popcorn 5 there were
too many people 6 there is enough action 7 think
Robert Downey Jr is tall enough 8 don't have enough
ketchup

8***

Students' own answers

Page 34

Reading

Film reviews

1*

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

Page 35

2**

1 B 2 C 3 B 4 B 5 A

3***

1 T 2 NG 3 NG 4 F 5 T 6 F 7 F 8 T

4**

1 E 2 C 3 B 4 G 5 A

5***

Students' own answers

Page 36

Review

1

1 B 2 B 3 A 4 B

2

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

8 B 9 A 10 B

5 CONNECTED

Page 38

Vocabulary

Using smartphones

1*

1 make a call 2 stream music 3 get directions
4 add someone to your contacts 5 track your fitness
6 make a payment

2**

1 go online 2 stream 3 social media 4 group chat
5 get notifications 6 track your location

3**

1 payment 2 direction 3 contact 4 location
5 chat 6 call

4***

Students' own answers

Page 39

EXTRA Types of apps

5*

1 D 2 F 3 C 4 B 5 A 6 E 7 H 8 G

Business

6*

1 set up 2 product 3 range 4 invest 5 promote
6 commercial success 7 marketing

7**

1 C 2 B 3 B 4 B 5 A

8**

1 F 2 C 3 B 4 G 5 A

9***

Students' own answers

Page 40

Grammar

used to

1*

1 I 2 I 3 C 4 C 5 I 6 C 7 C

2**

1 They didn't use to have computers.
2 They used to have dial phones.
3 They used to need a lot of paper.
4 They didn't use to own smartphones.
5 They didn't use to work on the internet.
6 They used to get a lot of letters.
7 They didn't use to wear wireless headphones.

3**

1 use 2 didn't 3 live 4 used 5 dance 6 use
7 did 8 use

4***

Students' own answers

Page 41

Present perfect

5*

1 B 2 A 3 B 4 A 5 A

6**

1 Yes, I have. 2 No, they haven't. 3 Yes, he has.
4 No, it hasn't. 5 Yes, we have.

7**

1 She has had a smartphone for two years.
2 We have sold products online for seven years.
3 It hasn't worked since last Monday.
4 I haven't seen her for three months.

8**

- 1 has grown 2 haven't used 3 've lost, haven't made
4 Have, tried 5 hasn't promoted 6 Have, played
7 has done 8 Has, forgotten 9 've walked

9***

Students' own answers

Page 42

Reading

An article

1*

- 1 D 2 A 3 F 4 E 5 H 6 B 7 G 8 C

Page 43

2**

- 1 B 2 C 3 B 4 C 5 A

3***

- 1 No – the article says the caches are usually waterproof.
2 Probably not – the article says the contents are often small toys or gifts, and a notebook.
3 Yes – the article says millions of people have played it.
4 No – the writer says it 'isn't an exam,' but an opportunity to have fun with friends.
5 It can be – the article says some serious accidents have happened, and warns the reader not to take risks.

4**

- 1 geocaching 2 the cache 3 2000 4 geocaching
5 animals 6 (dangerous) locations

5***

Students' own answers

6***

Students' own answers

Page 44

Review

1

- 1 C 2 A 3 C 4 C

2

- 1 Did 2 to 3 since 4 have 5 hasn't 6 up 7 for

6 AIM HIGH

Page 46

Vocabulary

Collocations: verb + noun (and their opposites)

1*

- 1 pass 2 prevent 3 lose 4 break 5 miss

2**

- 1 break 2 failed 3 forgot 4 found 5 scored 6 cause

3***

- 1 forgot 2 caused 3 failed 4 broke 5 mend
6 lost

EXTRA Personal qualities

4*

- 1 B 2 A 3 A 4 B 5 A 6 A

Page 47

Life events

5*

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

6**

- 1 graduate 2 have an accident 3 start a family
4 move 5 change career 6 go to university

7**

- A 7 B 3 C 1 D 5 E 4 F 8 G 6 H 2

8***

- Dan went to Portsmouth University in 2013.
Dan graduated from Portsmouth University in 2016.
Dan moved to Brighton in 2019.
Dan got married in 2018.
Dan started a family in 2019.
Dan got a job at Theatre Arts in 2020.

Page 48

Grammar

Present perfect with ever and never

1*

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

2**

- 1 Have, ever lost 2 's never won 3 've never forgotten
4 've never found 5 Has, ever been 6 have never
moved 7 's never broken 8 Has, ever changed

3***

- 1 Have you ever climbed a mountain?
2 I've never eaten snails.
3 Have you ever learned Japanese?
4 Has he ever written a song?
5 We've never written a blog.
6 Has she ever lived in the country?
7 Have they ever been to the USA?
8 It's never snowed here at Christmas.
9 I've never seen Star Wars.

4***

Students' own answers

Page 49

Present perfect and past simple

5*

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

6**

- 1 moved 2 didn't know 3 were 4 've met 5 've
helped 6 haven't had 7 have visited 8 've been

7**

- 1 Have, seen; did, buy 2 streamed; haven't seen, won
3 Has, graduated; graduated, 's moved 4 changed;
hasn't retired 5 Have, decided; 've registered

- 6 Did you pass; didn't study

8***

Students' own answers

Page 50

Reading

An article

1*

- 1 challenge 2 adaptable 3 management
4 advantage 5 realized 6 relied 7 struggled
8 strategies 9 childhood

Page 51

2**

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

3**

- 1 B 2 C 3 A 4 B 5 A

4**

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

5***

Students' own answers

6***

Students' own answers

Page 52

Review

1

- 1 B 2 C 3 A 4 C

2

- 1 ever 2 went 3 've 4 never 5 go 6 get 7 start

7 BRILLIANT!

Page 54

Vocabulary

Wordbuilding: verbs and nouns

1*

Verbs	Nouns
attract	attraction
contain	container
create	creation
design	design
develop	development
invent	invention

2**

- 1 F 2 G 3 C 4 A 5 E 6 D 7 B

3**

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

4***

Students' own answers

Page 55

Talking about music

5*

- 1 Songwriters 2 chorus 3 duet 4 lyrics 5 rhythm
6 melody 7 single

6**

- 1 songwriter 2 melody 3 lyrics 4 rhythm 5 single

6 vocalist

7***

Students' own answers

8***

Students' own answers

Page 56

Grammar

Passive: present simple

1*

- 1 are grown 2 is served 3 isn't used 4 is read
5 are made 6 is visited 7 is broken 8 aren't sold

2**

- 1 heard 2 are sung 3 is 4 understood 5 shown

6 're

3***

- 1 The songs aren't written by the vocalist.
2 This website is visited by hundreds of people every day.
3 Batteries aren't included in the box.
4 This camera isn't used in freezing temperatures.
5 These rhythms are used by singers in rap music.
6 The special effects are created by computers.

Page 57

Passive: past simple

4*

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

5**

- 1 was designed 2 was written 3 wasn't invented
4 were made 5 weren't discovered 6 were sung
6**

- 1 was invented 2 was inspired 3 was built

- 4 wasn't used 5 was used 6 weren't sold

- 7 were produced 8 were organized

7***

Students' own answers

Page 58

Reading

An article

1*

- 1 E 2 A 3 H 4 B 5 C 6 G 7 D 8 F

2**

- 1 unmanned aerial vehicle 2 Puerto Rico

- 3 Three billion 4 *Skyfall* 5 California, the USA

- 6 1,000 / a/one thousand

Page 59

3**

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

4**

- 1 NG 2 T 3 F 4 NG 5 F 6 NG 7 T

5***

Students' own answers

6***

Students' own answers

Page 60

Review

1

1 B 2 C 3 C 4 A

2

1 were 2 that 3 are 4 is 5 was

8 UNEXPLAINED

Page 62

Vocabulary

Talking about mysteries

1*

1 B 2 A 3 D 4 C 5 E

2**

1 trick 2 witnesses 3 footprints 4 clues

3***

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

4****

Students' own answers

Page 63

Useful adjectives

5*

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

10 B

6**

1 complex, fascinating 2 suitable, various 3 complex, financial, private 4 complex, fascinating, private
5 official, reliable 6 financial, official, reliable

7***

1 remote island 2 worldwide excitement 3 valuable paintings 4 various theories which explain the mystery
5 experienced detective 6 active person 7 financial problems 8 reliable witnesses

EXTRA Phrasal verbs

8**

1 take 2 set 3 out 4 make 5 away 6 up 7 call

Page 64

Grammar

Modal verbs: deducing and speculating

1*

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

2**

1 could / might / may be 2 might / may / could be
3 must be 4 can't be 5 might / may / could be
3***

1 must be 2 might / may / could be 3 must be
4 might / may / could be 5 can't be 6 might / may / could be 7 must be

4***

1 can't be true 2 must be wrong 3 might be a trick
4 could be a clue 5 may be evidence
6 could be a UFO

Page 65

Past perfect

5*

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

10 B 11 A

6**

1 had been 2 arrived 3 hadn't eaten 4 had 5 had dressed 6 had tried 7 hadn't been 8 had left
9 drove 10 had arrived 11 had stolen

7***

- 1 The tourists had read about the UFOs before they visited the site.
- 2 The creature had disappeared before the police arrived.
- 3 She hadn't brought a torch, so she couldn't see in the dark.
- 4 After they'd seen a film about the remote island, they decided to travel there.
- 5 They had to call off the investigation because they hadn't found any clues.
- 6 By the time I arrived home, the burglar had gone.

Page 66

Reading

An article

1*

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

Page 67

2**

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

3**

1 T 2 T 3 F 4 F 5 F

4***

Students' own answers

5***

Students' own answers

Page 68

Review

1

1 B 2 A 3 A 4 B

2

1 had 2 out 3 hadn't 4 had 5 might/may/could
6 can't 7 up 8 must

WRITING WORKSHOP

Page 70

An application form

1

Felix is applying for a role to plan and lead summer camp activities for 8–9-year-olds.

Page 71

A text message about making plans

1

Elena needs her friends to tell her if they want to do both activities.

Page 72

A short report

1

The writer recommends that they should work with other schools next time.

Page 73

A social media post giving an opinion

1

The critics don't like the TV series because they think there aren't enough action scenes.

Page 74

A formal letter

1

She wants to be a computer programmer.

Page 75

A formal email

1

He's writing to the bookshop to complain about a book he ordered.

Page 76

A discussion essay

1

'Technology has made our world a better place.' Discuss. Technology has great power to change our world. This essay discusses the positive and negative ways that our world is affected by technology.

On the one hand, many people would argue that technology which is used in hospitals has improved our health, and we now live longer, happier lives. Furthermore, GPS technology and drones are used to save thousands of lives when disasters occur. Moreover, through the internet, we are able to stay in contact with friends and family who live thousands of miles away. On the other hand, our world is negatively affected by technology in important ways. Firstly, we spend a lot of time using screens and mobile phones, which we take everywhere. This can cause physical problems. Secondly, our mental health is affected by technology. Some people can become addicted to their phones, and spend less time with friends and family in the real world. To conclude, it is clear that technology has made our world a better place in many ways, but we must also learn to turn off our screens and relax.

Page 77

An informal email

1

She says sorry because she hasn't been in contact with Dani for a long time, and because she thought she had lost Dani's book.

