







| UNIT                                                                                                                                 | VOCABULARY                                                                                                          | GRAMMAR                                                                                                                                                   | READING AND CRITICAL THINKING                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>STARTER</b><br><b>What do you know?</b><br>Page 6                                                                                 | <b>Vocabulary:</b> activities, likes and dislikes, adjectives, the environment                                      |                                                                                                                                                           |                                                                                                                          |
| <b>1 Amazing people</b><br><b>WDYT? Who inspires you?</b><br>Page 12                                                                 | Describing people<br>Personal qualities<br>Verb and noun collocations: helping others<br>▶ Could you work in space? | Past simple, past continuous and <i>used to</i><br><i>when</i> and <i>while</i><br>Subject and object questions                                           | <b>A magazine article</b><br><i>Unique strengths</i><br><b>Subskill:</b> Reading for gist/skimming                       |
| <b>2 Love to learn!</b><br><b>WDYT? What's the best new skill you've ever learnt, and how can you teach it to others?</b><br>Page 24 | Skills and abilities<br>Learning techniques<br>▶ Sophie's monthly update                                            | Present perfect with <i>for</i> , <i>since</i> and <i>How long ...?</i><br><i>just</i> , <i>yet</i> and <i>already</i><br>Present perfect and past simple | <b>Online reviews</b><br><i>Learn new skills!</i><br><b>Subskill:</b> Scanning for specific information                  |
| <b>3 Look after yourself</b><br><b>WDYT? How can you improve your health?</b><br>Page 36                                             | Staying healthy<br>Health and well-being<br>Phrasal verbs: healthy habits<br>▶ Ethan's top tips                     | Modal verbs<br>Gerund and infinitive                                                                                                                      | <b>An advice page</b><br><i>Mind what you eat!</i><br><b>Subskill:</b> Understanding new words                           |
| <b>4 Invention</b><br><b>WDYT? What makes a good invention? What's the best way to present it to people?</b><br>Page 48              | Jobs in science<br>Verb and noun collocations: science<br>Describing products<br>▶ The perfect pitch                | Past perfect<br>Relative pronouns<br>Defining relative clauses                                                                                            | <b>An online article</b><br><i>Science making a difference</i><br><b>Subskill:</b> Identifying text purpose              |
| <b>5 Smile!</b><br><b>WDYT? Who took the first selfie?</b><br>Page 60                                                                | Describing art<br>Photography<br>Types of art and word families<br>▶ A different kind of portrait                   | The passive: present and past<br>Active and passive<br>The passive: questions and answers                                                                 | <b>An online article</b><br><i>Smile please!</i><br><b>Subskill:</b> Using images and captions to help understand a text |
| <b>6 Let's go!</b><br><b>WDYT? How can travel help us to learn about the world?</b><br>Page 72                                       | Transport<br>Travelling<br>Extreme adjectives<br>▶ Taking the high road                                             | Future tenses: review<br>Present tenses with future meaning<br>Future continuous                                                                          | <b>An interview</b><br><i>Miro's real world-schooling adventure</i><br><b>Subskill:</b> Identifying facts and opinions   |
| <b>7 Choices</b><br><b>WDYT? Do we control technology or does it control us?</b><br>Page 84                                          | IT<br>Technology<br>Phrasal verbs: screen-life balance<br>▶ Question time: technology                               | First and second conditional<br>Third conditional                                                                                                         | <b>An infographic</b><br><i>Digital DOs and digital DON'Ts</i><br><b>Subskill:</b> Understanding reference words         |
| <b>8 In the news</b><br><b>WDYT? How do we know if news is reliable?</b><br>Page 96                                                  | Types of media<br>The news<br>Reporting verbs<br>▶ Fact or fiction?                                                 | Reported speech<br>Reported offers, requests, suggestions and commands                                                                                    | <b>A web page</b><br><i>How to spot fake news</i><br><b>Subskill:</b> Navigating web pages                               |
| <b>9 Look what you know!</b><br>Page 108                                                                                             | <b>Vocabulary</b> and <b>Grammar</b> review                                                                         |                                                                                                                                                           | <b>Reading:</b> review of subskills                                                                                      |

| LISTENING                                                                                                                                                                                                                                                                         | REAL-WORLD SPEAKING                                         | WRITING                                                                                | PRONUNCIATION                                                                               | PROJECT                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar:</b> present simple and present continuous, comparative and superlative adjectives, <i>was/were</i> and <i>there was/there were</i> , quantifiers <i>too, too much/many, (not) enough, a/an, some/any, much/many, a few, a lot of</i> , past simple and <i>used to</i> |                                                             |                                                                                        |                                                                                             |                                                                                                                                                                                                                    |
| <b>A radio interview</b> about an inspirational teenager<br><b>Subskill:</b> Predicting what you will hear                                                                                                                                                                        | Giving an opinion                                           | <b>A profile</b><br><b>Subskill:</b> Using conjunctions – <i>because, so, although</i> | -ed endings: /d/ /t//ɪd/<br><br>Silent letters                                              | Create a video about an inspiring person.<br> <b>Communication</b><br>Verbal and non-verbal communication                       |
| <b>A podcast</b> about learning languages<br><b>Subskill:</b> Remembering what you hear                                                                                                                                                                                           | Asking for and giving information                           | <b>A blog</b><br><b>Subskill:</b> Using tenses correctly                               | Recognising contractions                                                                    | Create a tutorial to teach your classmates a new skill.<br> <b>Critical thinking</b><br>Finding the best solution for a problem |
| <b>An informal conversation</b> about healthy habits<br><b>Subskill:</b> Recognising informal speech                                                                                                                                                                              | Giving instructions                                         | <b>An informal email</b><br><b>Subskill:</b> Using punctuation                         | Short /ɒ/ and long /ɔ:/                                                                     | Create a diary of a fitness weekend.<br> <b>Creativity</b><br>Evaluating different ideas                                        |
| <b>A talk</b> about an invention<br><b>Subskill:</b> Listening for the information you need                                                                                                                                                                                       | Checking information<br><br>Question tags                   | <b>A formal letter</b><br><b>Subskill:</b> Using formal language                       | Diphthongs                                                                                  | Present an invention as a product pitch.<br> <b>Communication</b><br>Using language to persuade people                        |
| <b>An audio guide</b><br><b>Subskill:</b> Checking what information you need                                                                                                                                                                                                      | Talking about photos                                        | <b>An online post</b><br><b>Subskill:</b> Using <i>both</i> and <i>neither</i>         | Weak forms: /ə/ with <i>was</i> /wəz/ and <i>were</i> /wə/                                  | Create a timeline about the history of selfies.<br> <b>Collaboration</b><br>Being flexible to reach a common goal             |
| <b>A conversation</b> between two teenagers<br><b>Subskill:</b> Following a conversation                                                                                                                                                                                          | Buying tickets<br><br><i>Will</i> for spontaneous decisions | <b>An opinion essay</b><br><b>Subskill:</b> Giving opinions                            | <i>going to</i> /gənə/<br><br>Syllables and word stress with extreme adverbs and adjectives | Create a map and itinerary for a world-schooling curriculum.<br> <b>Creativity</b><br>Using visuals                           |
| <b>A radio phone-in</b> about surviving without your phone<br><b>Subskill:</b> Understanding sentence stress                                                                                                                                                                      | Giving advice                                               | <b>A survey report</b><br><b>Subskill:</b> Using indefinite pronouns                   | Sentence stress                                                                             | Write a questionnaire to find out about screen habits.<br> <b>Collaboration</b><br>Working collaboratively to do a task       |
| <b>A radio news bulletin</b><br><b>Subskill:</b> Guessing meaning from context                                                                                                                                                                                                    | Reacting to news                                            | <b>A news report</b><br><b>Subskill:</b> Editing your writing                          | Intonation in reported speech                                                               | Report a news story in two different ways.<br> <b>Critical thinking</b><br>Assessing the reliability of sources               |
| <b>Listening:</b> review of subskills                                                                                                                                                                                                                                             |                                                             | <b>Speaking:</b> review of Key phrases                                                 |                                                                                             | <b>Writing:</b> review of subskills                                                                                                                                                                                |

# STARTER

# What do you know?



Cats or dogs?



Sushi or pizza?



Yoga or mountain biking?

## My favourite things

### Vocabulary: activities

**1** **1** Match verbs from A to words from B. Then listen and check. Which activities can you see in the pictures?

**A**

do eat go listen to play watch

**B**

horror films mountain biking pop music sport sushi the guitar to a concert yoga

**2** **Work in pairs. Look at the pictures again. Ask and answer about your preferences. Use expressions in the box and your own ideas.**

I'm (not really) a fan of ... I'm (not very) good at ...  
I'm (not really) into ... I'm (not very) keen on ...

Do you prefer listening to pop or classical music?

I prefer pop music. I'm into rap and hip-hop.

## Listening

**3** **2** Listen to Fatma and Yusuf talking about preferences. Which of the things mentioned can you see in the pictures?

**4** Listen again and answer the questions.

- 1 Who is more active, Fatma or Yusuf?
- 2 Which football team does Yusuf support?
- 3 Which animals does Fatma prefer, and why?
- 4 Which pet is more popular, according to Yusuf?
- 5 What is the advantage of messaging friends, according to Fatma?
- 6 Who isn't using social media at the moment, and why?

## Grammar: present simple and present continuous

**5** Read the examples. Then answer the questions.

She's **taking** the dog for a walk **at the moment**.  
She **takes** the dog for a walk **every day**.

- 1 Which tense do we use to talk about habits/regular activities?
- 2 Which tense do we use to talk about activities that are happening now?
- 3 How would you change the examples for the subjects *I* and *they*?
- 4 How would you make the examples negative?



Pop music or classical?



Horror or comedy films?



Playing sport or watching?

**6** Copy and complete the table with the time expressions in the box. Add the time expressions from exercise 5.

~~never~~ hardly ever often now  
once/twice a week today

| Time expressions |                    |
|------------------|--------------------|
| present simple   | present continuous |
| <i>never</i>     |                    |

**7** Look at the pairs of pictures again. Using the present simple, present continuous and time expressions, write ...

- Sentences to describe what the people in the pictures are doing.  
*She is doing yoga in the park.*
- Sentences to say how often you do the activities in the pictures.  
*I never do yoga.*

## Grammar: comparative and superlative adjectives

**8** Check the meaning of the adjectives in the box. Find ...

active challenging cheap easy  
enjoyable exciting happy noisy  
reliable slow stressful

- the opposite of *expensive, sad, quick* and *difficult*
- two adjectives that end in *-ing*
- adjectives with the suffixes *-able, -ful, -ive* and *-y*

**9** Copy and complete the table with the comparative and superlative form of the adjectives.

|                             | Comparative    | Superlative          |
|-----------------------------|----------------|----------------------|
| <b>Short adjectives</b>     |                |                      |
| cheap                       | 1 (...)        | the cheapest         |
|                             | 2 (...)        | the happiest         |
| <b>Long adjectives</b>      |                |                      |
| enjoyable                   | more enjoyable | 3 (...)              |
| challenging                 | 4 (...)        | the most challenging |
| <b>Irregular adjectives</b> |                |                      |
| good                        | better         | 5 (...)              |
| 6 (...)                     | worse          | the worst            |

**10** Write questions with superlative adjectives.

In your opinion, what's ...

- bad / place to live ?
- interesting / school subject ?
- good / type of music ?
- exciting / sport ?
- good / pet ?

**11** Work in pairs. Ask and answer your questions from exercise 10. Use comparative and superlative adjectives and give extra information.

In your opinion, what's the worst place to live?

I wouldn't want to live in a small village. It's more boring than living in the city!



# Our changing world

## Vocabulary and Reading

### Then ... and now

Henderson Island is a small island between New Zealand and South America. It hasn't got any inhabitants; it's 114 km from the nearest town on the island of Pitcairn. Jennifer Lavers, an environmental researcher at the University of Tasmania, travelled to Henderson to investigate **1 pollution/throw away**. When she first saw a few photos of the island online, it looked perfect. All the beaches were clean and there wasn't any **2 water/litter**. But Lavers was shocked when she arrived; there was a lot of **3 plastic/containers** everywhere. She estimates that there are about 37 million pieces of plastic on the island.



'Mega-cities' are cities with more than 10 million inhabitants; there are currently 47 around the world. The biggest of all is Tokyo, Japan, with more than 38 million residents. When you compare photos of Tokyo from last century and today, the differences are amazing. Then, there weren't many tall buildings, but now there are a lot. The tallest is the 'Tokyo Skytree' at 634 m. Tokyo is famous for its neon signs – there are more than in any other city in the world. The city uses a lot of **4 energy/waste**, and it is trying to produce more **5 water/electricity** from renewable sources like wind and **6 plastic/solar power**.

**1** **3** Check the meaning of the words in the box. Then read the text and choose the correct option for 1–6. Listen and check.

electricity the environment litter plant a tree  
plastic pollution recycle save energy  
solar power throw away waste water

- 2** Look at the words in exercise 1 again. Find:
- 1 one word that can be a noun or a verb
  - 2 one phrasal verb
  - 3 a synonym for rubbish
  - 4 one material
  - 5 one type of energy
  - 6 three actions that are positive for the environment

**3** Complete the sentences with information from the text.

- 1 Henderson Island is between (...) and (...).
- 2 Jennifer Lavers works at the (...).
- 3 There are about (...) pieces of plastic on the island.
- 4 A 'mega-city' has got more than (...) inhabitants.
- 5 There are (...) mega-cities in the world.
- 6 The Tokyo Skytree is (...) tall.

**4** Read the text again and answer the questions. Use short answers.

- 1 Are there any residents on Henderson Island?
- 2 Were the beaches polluted in the original photos?
- 3 Was there a lot of plastic rubbish when Lavers arrived?
- 4 Are there more than 10 million people in Tokyo?
- 5 Were there many skyscrapers in Tokyo last century?
- 6 Are there any mega-cities in your country?



## Grammar: *was/were* and *there was/were*

- 5** Read the examples. Which forms do we use with singular nouns, plural nouns and uncountable nouns?

Jennifer Lavers **was** shocked because all the beaches **were** polluted.

**There weren't** any people on the island, but **there was** litter everywhere.

- 6** Complete the text with the correct form of *was/were* or *there was/were*. Is Los Angeles a mega-city now?

### LA: from small village to movie empire

In 1841, Los Angeles **1** (...) a very small place – **2** (...) only 141 inhabitants! **3** (...) a lot of countryside and **4** (...) many buildings. Most of the residents **5** (...) farmers. But by 1900, the population **6** (...) more than 100,000. By 1920, the film industry **7** (...) very important, and 80% of the world's films **8** (...) made in Hollywood, in Los Angeles. Now, about 4 million people live in the city.



## Grammar: quantifiers *a/an*, *some/any*, *much/many*, *a few*, *a lot of*

- 7** Read the examples. Which quantifiers do we use in the affirmative, and which in the negative? Which do we use with question forms?

Henderson Island is **a** small island but it's got **a lot of** pollution.

How **much** plastic is there?

How **many** people live on Henderson Island?

Henderson Island hasn't got **any** inhabitants, but there are **some** residents on Pitcairn Island.

There isn't **much** to do there!

She saw **a few** photos online.

## Grammar: *too*, *too much/many*, *(not) enough*

- 8** Read the examples and complete the rules with the words in the box.

adjective   countable   noun   uncountable

Can a city be **too** big? It's a problem if there are **too many** people and there aren't **enough** resources for everyone.

- We use *too* before a(n) (...).
  - We use *too much* before (...) nouns and *too many* before (...) nouns.
  - We use *(not) enough* before a(n) (...) or after an adjective.
- 9** Complete the text with *too*, *too much/many* or *(not) enough*.

My village definitely isn't **1** (...) big. In my opinion, it isn't big **2** (...)! There aren't enough places for young people to go out. Although my village is quite small, there's **3** (...) traffic because the main road goes right through the centre. So there are **4** (...) cars and lorries but there are **5** (...) buses to take us to town. I wish I lived in the city!

- 10** Choose the correct option. Are the sentences true or false for you?

- My town hasn't got **some/any** beaches.
- People have planted **many/a lot of** trees in my town.
- There isn't **much/a few** pollution where I live.
- My town is **a/an** amazing place to live!
- We can recycle **some/any** plastic containers at my school.
- There aren't **much/many** students at my school.

## Writing

- 11** Choose A or B and write a paragraph.

- A** A description of my town: things I like and don't like.  
**B** My nearest city: in the past and now.



# Memories

## Grammar: past simple

1 Read Sam's memories. What does she miss?



When I was younger, I didn't use to live in this town – I moved here when I was 12. Our old house was near the beach and I used to go sailing with my dad. When I came to this town, I didn't know anyone. But I started a new school and soon I made new friends. I still miss the sea but now I go skateboarding instead of sailing! What about you? Where did you live when you were younger? What did you use to do there?

2 Read the examples and answer the questions.

We use the past simple to talk about completed actions in the past.

- + I **moved** to this town when I **was** 12.
  - I **didn't know** anyone.
  - ? **Did you live** in the same town when you **were** younger?
- Yes, I **did**. / No, I **didn't**.

- 1 Which verbs are regular and which are irregular?
- 2 How do we form the negative?
- 3 How do we form questions?

3 Complete the sentences with the past simple form of the verbs in brackets. Add words or numbers to make the sentences true for you.

- 1 I (...) (**come**) to this school when I was (...).
- 2 I (...) (**not study**) English until the age of (...).
- 3 When I was younger I (...) (**like**) (...).
- 4 I (...) (**not have**) a mobile phone until I was (...).
- 5 I first (...) (**meet**) my classmates in (...).

## Grammar: *used to*

4 Look at the examples and choose the correct option.

We use *used to* to talk about past habits or states.

(+) I **used to love** sailing with my dad.

(-) I **didn't use to go** skateboarding.

(?) **Did you use to live** near the sea?

Yes, I **did**. / No, I **didn't**.

- 1 After *used to*, we use the **infinitive/gerund**.
- 2 In negatives and question forms, we use **used to/use to**.
- 3 We **use/don't use** *used to* in short answers.

5 Complete the memories with *used to* or *didn't use to* and the verbs in the box.

call have love not eat sing take

### Embarrassing memories

When I was little I **1** (...) a nickname - my family **2** (...) me Bob because I **3** (...) watching SpongeBob SquarePants. My older sister says that I **4** (...) the theme tune all day long! 😞

**ROBERTO**

When I was younger I **5** (...) tomatoes - I couldn't stand them! Sometimes my parents **6** (...) us to Pizza Hut and one day I screamed and screamed because there were tomatoes on my pizza. Now I love tomatoes! 😊

**ESME**

6 Write questions with *used to*.

When you were younger,

- 1 wear / a school uniform ?
- 2 live / in a different house ?
- 3 have / a pet ?
- 4 like / different music ?
- 5 help / with the housework ?

## Speaking

7 Work in pairs. Take turns to ask and answer the questions in exercise 6. Give extra information in your answers.

When you were younger, did you use to wear a school uniform?

Yes, I did. I used to wear black trousers and a blue sweatshirt.

No, I didn't. I could wear anything I wanted.



# What's in this book?

1 Look through your book. Who, what or where are these?



2 Look closer at Unit 1. Match features 1–8 with a–h.

1 **WDYT?**

2 **VIDEO SKILLS**

3 **CRITICAL THINKING**

4 **BRAIN TEASER**

5 **GRAMMAR ROUND-UP**

6 **Research**

7 **QUICK REVIEW**

8 **FINAL REFLECTION**

- a a section of the unit that summarises all the new grammar and vocabulary
- b a section where you watch and think about different kinds of video clips
- c an exercise where you practise all the grammar you've learnt so far
- d an activity where you have to find out more about something online
- e a question that comes at the beginning of every unit, to get you thinking about the topic
- f an exercise where you reflect on the process of doing the project
- g an exercise that helps you to explore the ideas in the reading text more deeply
- h a fun grammar exercise

3 Now explore the rest of the book and answer the questions. Can you answer them all in two minutes?

- 1 How many units are there in the book?
- 2 How many pages are there in each unit?
- 3 What do you always learn first in each unit?
- 4 Where can you check irregular verbs?
- 5 How many pages of Phrasebook are there at the end of the book?
- 6 What can you find on pp4–5?
- 7 In which unit will you review everything you have learnt?
- 8 What can you find on pp118–121?

## THE CLASSROOM CHALLENGE

4 Match topics a–h with Units 1–8 in this book. Can you be the first to finish?

- a scientific developments and technical innovations
- b amazing people with unusual abilities
- c social media and everyday technology
- d art forms including photography and sculpture
- e health, nutrition, fitness and well-being
- f media, news and fake news
- g transport, travel and 'world-schooling'
- h learning new skills, from driving and robotics to singing and languages



# 1

# Amazing people



WDYT?  
(What do you think?)

Who inspires you?

**Vocabulary:** describing people; personal qualities; helping others; verb and noun collocations

**Grammar:** past simple and past continuous; *when, while*; subject and object questions

**Reading:** a magazine article about incredible people

**Listening:** a radio interview about an inspirational teenager

**Speaking:** giving an opinion

**Writing:** a profile

**Project:** a video – someone who inspires me



## Could you be an astronaut?

In the exciting series *Astronauts: Do you have what it takes?* astronaut Chris Hadfield and a team of experts choose one winner from 12 incredible contestants. The lucky winner gets a recommendation to join the European Space Agency programme.

Now there are only three contestants left, Suzie, Tim and Kerry. Who will win?



Video skills p13



Real-world speaking p19



Project pp22–23

## Describing people

1 Work in pairs. Look at the adjectives in the box. Use them to describe inspiring characters from TV shows or films. Can you add any more personality adjectives to the list?

careful friendly funny kind pleasant quiet

Bart Simpson is very funny.

I think (...) is friendly.

2 What are the opposites of the adjectives? Copy and complete the table.

| Opposites with a negative prefix ( <i>un-</i> ) or negative suffix ( <i>-less</i> ) | Other opposites     |
|-------------------------------------------------------------------------------------|---------------------|
| kind <i>unkind</i>                                                                  | funny <i>boring</i> |
| careful (...)                                                                       | quiet (...)         |
| friendly (...)                                                                      | (...) (...)         |
| pleasant (...)                                                                      | (...) (...)         |
| (...) (...)                                                                         | (...) (...)         |

Could you be an astronaut? comments

I expect it will be Suzie or Kerry. Suzie seems **confident** and **reliable**. She's **hard-working** too. Kerry's **enthusiastic** about becoming an astronaut.

Suzie is my favourite. She's **brave** and not afraid to try new things. She's **sensible** – she wouldn't do anything silly.

Tim is intelligent, **calm** in a crisis and **positive** when things go wrong. I imagine he's **generous**, too.

It could be Kerry. She's a **talented** pilot. She seems friendly and **sociable** and **patient**, too.

Tim is **curious** and **creative**. He loves science and new ideas.



Personal qualities

- 3 Read the introduction to the article and look at the photos. What personal qualities do you think are important for the winner?
- 4 Read the comments and check the meaning of the words in bold. Who do you think is the best candidate? Why?
- 5 Complete the definitions with personality adjectives in bold in the text. Then think of someone you know for each adjective.
  - 1 A (...) person can wait for a long time without getting angry or upset.
  - 2 A (...) person gives more of their time and money to others than most people.
  - 3 A (...) person is very interested in learning more about something.

- 4 A (...) person is very reasonable and practical.
- 5 A (...) person always puts a lot of effort into their work.
- 6 You can trust a (...) person to do what they say they will do.
- 7 A (...) person loves meeting new people.
- 8 A (...) person is very good at something.

*I think the footballer Mo Salah is talented.*

6 Write definitions for the other six words.

*A confident person believes in his or her own abilities and doesn't feel worried or frightened.*

7 Complete the sentences using personality adjectives.

- 1 I'm (...) but I'm not (...).
- 2 My best friend is (...).
- 3 My brother/sister is (...). My mother/father is (...).

8 Work in pairs. Ask and answer about the sentences in exercise 7.

What are you like?

I'm (...) but I'm not (...).

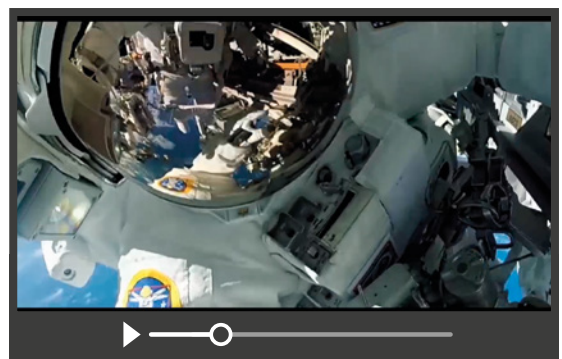
**to be like, to look like, to like**

What **is** Sam **like**? He's generous and confident.

What **does** Sam **look like**? He's tall with brown hair.

What **does** Sam **like**? He likes football and films.

VIDEO SKILLS



9 The video is called 'Could you work in space?'. What do you think you will see? Watch the video and check your answers.

10 Work in pairs. Discuss the questions.

- 1 What have you learnt from the video?
- 2 Why do people enter challenge shows?
- 3 How are challenge shows a good way to learn about a topic?

## A magazine article

### 1 Look at the photos and headline on p15 and answer the questions.

- 1 Describe the girl. What is she doing?
- 2 What are the people doing in the other picture?
- 3 Read the headline. What do you think it means?

### Subskill: Reading for gist/skimming

Read a text quickly to understand the main message. Titles, headings and content words help you focus on the information that is most useful and relevant.

### 2 Read the text quickly and choose the best summary.

- 1 It is an article about how technology can improve people's lives and help them in their careers.
- 2 It is an article describing how people have recovered from accidents and adapted to change.
- 3 It is an article that gives information about the powers and abilities people wish they could have.

### 3 4 Read and listen to the article. Are the sentences true or false? Correct the false sentences.

- 1 Chiara has modelled for many years.
- 2 She learnt to walk again just a month after her accident.
- 3 Chiara asked a designer to make her a decorative leg.
- 4 When she was modelling, Chiara hid her prosthetic leg.
- 5 Orlando had no physical effects from his accident at all.
- 6 He can calculate what day of the week any day since his accident is.

### 4 Complete the sentences with the correct name Chiara or Orlando.

- 1 (...) didn't think he/she would ever do something he/she is doing now.
- 2 (...) knows things that most people are not able to remember.
- 3 (...) is able to do something as the result of a change in his/her brain.
- 4 (...) lost part of his/her body but didn't let that stop him/her doing things.

### 5 Answer the questions in your own words.

- 1 What happened when Chiara was coming home from a dance show?
- 2 When the designer wrote to Chiara, what was she working on?
- 3 Why is Chiara studying hard?
- 4 What was Orlando doing when he had his accident?
- 5 Did Orlando lose his ability after a few years?
- 6 Does Orlando think he's special now?

### 6 **Word work** Match the definitions to the words in bold in the article.

- 1 the job of working as a model
- 2 occasions when professional photographers take photos for a magazine
- 3 not willing to let anything stop you from doing something you want to do
- 4 became healthy again after an illness or accident
- 5 used for replacing a missing body part
- 6 a series of actions intended to produce social or political change

### 7 Work in pairs. Answer the questions.

- 1 What incredible ability would you like to have? Why?
- 2 What would like to be able to do better? Why?

## CRITICAL THINKING



- 1 **Understand** Chiara modelled in a campaign for more diversity. Why do people take part in campaigns?
- 2 **Analyse** What other campaigns do you know about? Think about one campaign and discuss why you think it was successful or unsuccessful.
- 3 **Create** What problems in society are important to you? Choose one problem and think of three things you could do to make people aware of it.

## Research

Find more information about Stephen Wiltshire or someone you choose. What is amazing about them? What would it be like to have their abilities?



Stephen Wiltshire

# Unique strengths

We might all dream of being famous, but ordinary people are incredible in so many different ways. We can adapt to new things and learn and grow, as these two interesting people show.

Chiara Bordi is an incredibly positive and confident young person. Chiara did her first **photo shoot** several years ago but before that the idea of **modelling** seemed impossible to her. Chiara was coming home from a dance show when she had a terrible accident. She lost part of her left leg and took nine months to walk again. Then an Italian designer wrote to Chiara – the designer was working on a decorative **prosthetic** leg, covered in crystals. Would Chiara model it? Instead of hiding her prosthetic leg, Chiara made it part of her image. Recently, she did a photo shoot for Models of Diversity, the **campaign** to encourage more diversity in modelling. Chiara is **determined** to focus on what she can do, not what she can't do. Will she become a world-famous model? Perhaps. She's also studying hard, hoping to become a doctor!

Orlando Serrell has got an amazing memory for dates. He's unusual because he didn't have this

ability until he was ten. While he was playing baseball with friends one day, the ball hit his head hard. He **recovered** quickly, but had a bad headache for weeks. Then Orlando discovered that he instantly knew what day of the week any date was – but only dates after his accident. Years later, he can still do it. Not only that, but he also knows exactly what he did and what the weather was like on any date since the event! Orlando was surprised when scientists, newspapers and TV shows were all interested in his experience and called him a 'genius'. He thinks he's ordinary.

We can all be amazing humans, whether it's having a talent or skill, working hard to succeed, achieving wonderful things despite difficult circumstances, dedicating your life to helping others or being a good friend. We humans are awesome!



## Past simple, past continuous and *used to*

### 1 Read the examples and complete the rules.

Chiara **did** her first photo shoot several years ago.  
 Orlando **didn't have** this ability until he **was** ten years old.  
 He **wasn't trying** to remember.  
 He **could** remember dates.  
 Chiara **used to** be a typical teenager, now things are different.  
 Orlando **didn't use to** have a special memory.

- We use the (...) to talk about finished actions or states in the past.
- We use the (...) to talk about actions in progress at a time in the past.
- The past simple form of *be* is (...)/*were* and the past simple of *can* is (...).
- We use (...)/*didn't use to* to talk about past habits and states.

### 2 Rewrite the sentences in the negative form and the question form.

- Paul went to the cinema yesterday.
- I was doing my homework at 9 pm.
- They were at school yesterday.
- Lara could swim at the age of four.
- They used to take the bus to school, now they walk.

### 3 Choose the correct option. Are the sentences true or false for you?

- At 3 am, I **slept/was sleeping**.
- I **went/was going** to the cinema last week.
- Yesterday, the sun **shone/was shining** all afternoon, so I **went/was going** to the park.
- I **didn't do/wasn't doing** anything last night. I just relaxed.
- I **used to live/was living** in a different country, but now I live here.
- I **arrived/was arriving** at school late this morning. My friends **worked/were working** in class.

### 4 Complete the questions with *was*, *were* or *did*. Then ask and answer in pairs.

- What (...) you doing at nine o'clock last night?
- What (...) you do after school yesterday?
- (...) you go anywhere interesting last weekend?
- When (...) your last birthday?
- What (...) your friend doing before class started?

## when and while

### 5 Read the examples and choose the correct option.

**While** he was playing baseball, the ball hit his head.  
 The ball hit his head **while** he was playing basketball.  
 She was coming home **when** she had an accident.  
**When** she got her new leg, she learnt to walk.


- The **past simple/past continuous** describes a longer background situation or action. The **past simple/past continuous** describes the action or event that interrupted it.
  - We use **when/while** to talk about the point in time something happened in the past.
  - After **when/while** we usually use the past simple. After **when/while** we usually use the past continuous.
- ### 6 Complete the text with the correct form of the verb in brackets or one suitable word.



## The children who see like dolphins

Most people can't see well under water, but the Moken people in Thailand can. Anna Gislen, a Swedish scientist, **1 (...)** (**study**) how people see when a colleague **2 (...)** (**suggest**) visiting the Moken. **3 (...)** Gislen got there, she **4 (...)** (**discover**) that the children **5 (...)** (**can**) see perfectly well in deep water – twice as well as European children! **6 (...)** they were swimming, the children **7 (...)** (**keep**) their eyes open so they easily **8 (...)** (**catch**) fish. Interestingly, the children's eyes **9 (...)** (**not get**) red from the salt water.

### 7 Answer the question to solve the Brain teaser.



Romeo and Juliet were lying on the floor – dead! A cat was leaving through the open window and there was water and broken glass on the floor. There was air in the room, but they died because they couldn't breathe.

*Can you explain what happened?*

## Verb and noun collocations: helping others

1 Look at the text about a radio series. The radio station wants listeners to suggest amazing people. Who would you suggest?

### Our world

Do you know someone amazing? **Our world** is doing a radio series on inspiring people – ordinary people who **change society** for the better! Did they **start a campaign** or **sign an online petition** that millions of people signed to help others and change the world? Do they **support other people** to **achieve their goals**? Perhaps they are **helping others** to **gain knowledge**, or **encouraged a friend** to do something, or raised money for a good cause. Whatever it is, we want to know how that person **made a difference**. At the end of the series, one of them will **win an award**! Email or phone us with your suggestions!

✉ inspiringpeople@radio3 ☎ 0207 365 6987

2 Copy and complete the table with the expressions in red from exercise 1.

| Verb + noun           | Verb + person               |
|-----------------------|-----------------------------|
| <i>change society</i> | <i>support other people</i> |
|                       |                             |

### Collocations

Some verbs and nouns are often used together; this is called collocation. Make a note of examples and record them together. Can you add any other collocations to the verbs above?

*win a competition, make a cake ...*

3 Choose the correct words. Do you agree with the sentences? Why/Why not?

- 1 People shouldn't win **award/an award** for their work.
- 2 **Making/Starting** an online petition is a waste of time.
- 3 Every year you should **achieve/gain** a personal goal.
- 4 It's important to **change/make** a difference.
- 5 We should all **encourage/start** our friends.
- 6 If you study, you gain **knowledge/the knowledge**.

## A radio interview

4 Look at the advert for the radio programme and try to guess the answers to the questions.

- 1 Who is the interview about?
- 2 What language do they use to communicate?
- 3 What did Jade win?



16.30 This week in **Our World**, Daniel Hansen talks about his inspiration, Jade Chapman (right), and her sister Laura. Jade recently won an award for her campaign.

### Subskill: Predicting what you will hear

Read the questions and exercises before you listen to get an idea of what the listening is about.

5 Read the sentences in exercise 6 and then guess if these sentences are true or false.

- 1 Jade started the campaign because of someone she knew.
- 2 Jade's campaign wasn't successful.
- 3 More people can use sign language now because of Jade's efforts.

6 Listen to the radio programme and order the events.

- a Jade won an award.
- b Students and teachers at Jade's school did a sign language course.
- c Jade wanted to help her sister.
- d Jade called her campaign 'Let Sign Shine'.
- e Jade appeared on TV and in a national newspaper.
- f Thousands of people signed Jade's online petition.

7 Listen again and complete the sentences with a number.

- 1 There are about (...) deaf people in Britain.
- 2 Sign language became an official language in (...).
- 3 (...) % of deaf children and teenagers attend ordinary schools.
- 4 Jade won a prize of £ (...).
- 5 The language course lasted (...) weeks.
- 6 There were (...) places on the sign language course at Jade's old school.

8 Work in pairs. What could you do every day that can make a difference?

I could join an anti-bullying campaign.

I could talk to different students in class.

## Subject and object questions

- 1 Look at the examples and complete the rules with *subject* and *object*.

### Subject questions

Who inspires you?

Jade Chapman inspires me.

What happened next?

Jade won an award for her work.

Who took the course?

Students and teachers at the school.

### Object questions

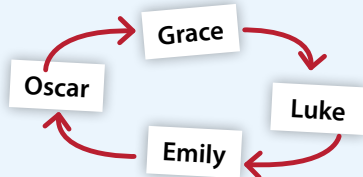
Who did Jade want to help?

She wanted to help her sister Laura.

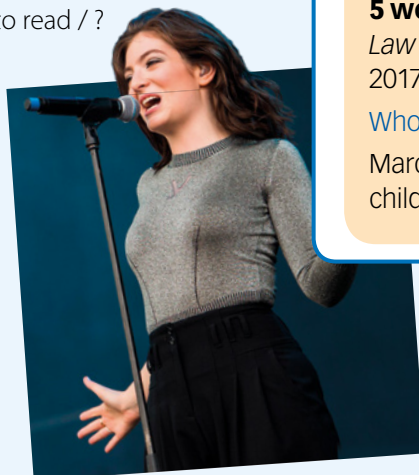
What did she do with the money?

She paid for a sign language course at her school.

- When question words are the (...) of a question, the verb forms are the same as in the affirmative. There are no auxiliary verbs.
  - When question words are the (...) of a question, the verb forms are in the question form.
- 2 Look at the diagram. Match questions 1–4 with answers a–d. Then write four more questions and their answers.



- Who did Grace help?      a She helped Oscar.
  - Who helped Grace?      b She helped Luke.
  - Who did Emily help?      c Oscar helped her.
  - Who helped Emily?      d Luke helped her.
- 3 Order the words to make questions about the singer Lorde. Decide if they are subject or object questions. Then listen and answer the questions.
- happened / after Lorde released her song *Royals* / what / ?
  - encouraged / who / her / to read / ?
  - she / do / what / in 2017 / did / ?
  - who / her / influenced / music style / ?
  - who / she / admire / does / ?
  - what / do / at the MTV Music Awards / did / she / ?



- 4 Write subject or object questions for the word in bold.

- I admire the singer **Lorde**. *Who do you ...?*
- I admire Lorde. *Who ...?*
- Lorde wrote **the song *Royals***. *What song ...?*
- Lorde** wrote the song *Royals*. *Who ...?*
- She won **two Grammy awards** for the song. *What ...?*
- Lorde performed with **Khalid** on her international tour. *Who did ...? / Who performed ...?*

- 5 Complete the sentences so four are true for you and one is false.

- Yesterday, (...) texted me.
- Last night, I phoned (...).
- Two years ago, I learnt to (...).
- Last Friday after school I (...).
- At the weekend, I went (...).

- 6 Work in pairs. Ask subject and object questions to find out about the information in exercise 5. Then decide which of your partner's sentences is false.

Who texted you yesterday?

Who did you phone last night?

- 7 Choose the correct option.

### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Who **1 do you admire/you admire?**

Zoe Saldana! She's very talented.

**2 When/While** Zoe Saldana was young, she **3 studied/was studying** ballet.

Then she **4 decided/was deciding** to become an actor.

What do you know about her career?

She was offered her first film role while she **5 worked/was working** in the TV series *Law and Order*.

A few years **6 then/ago**, in 2017, she starred in *Guardians of the Galaxy*.

Who **7 did marry/married** Saldana in 2013?

Marco Perego. They **8 have/are having** three children together.





ArcelorMittal Orbit Slide

## Giving an opinion

- 1 Look at the photos. What do you think it would be like to go on the slide?
- 2 Watch the video. Who enjoyed the experience more – Logan or Mae?
- 3 Watch again. Then complete the dialogue with the words in the box.

amazing brilliant boring  
disappointing exciting

Logan

Hi. Did you have a good weekend?

Mae

Yeah, we went on the ArcelorMittal Orbit Slide in London.

Logan

What did you think? Did you enjoy it?

Mae

Wow! It was **1** (...). Totally awesome.

Logan

Really? I went there last month and I reckon it was a bad time to go – it was very crowded.

Mae

Oh, I thought it was a really **2** (...) experience.

Logan

Well, we waited at the bottom for ages, and then it was over so quickly. If you ask me, it was **3** (...).

Mae

But didn't you think the views from the top were incredible?

Logan

Yes, the views were **4** (...). Did you enjoy the ride down the slide?

Mae

I thought it might be **5** (...) but it was the best bit in my opinion.

Logan

I don't know what it was like – I had my eyes shut! It was so fast.

Mae

Oh, I really loved it!

- 4 Read the Key phrases. Which are in the dialogue?
- 5 Create your own dialogue. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Choose a place you visited or an experience you had and make notes about it.

#### PREPARE

Prepare a dialogue. Remember to include phrases for asking for and giving opinions, and opinion adjectives.

#### PRACTISE

Practise your dialogue.

#### PERFORM

Act out your dialogue for the class.

- 6 **Peer review** Listen to your classmates. Answer the questions.

- 1 Which place or experience do they talk about?
- 2 Which Key phrases do they use?
- 3 Could they improve their dialogue? How?

### Key phrases

#### Asking for and giving opinions:

What do/did you think (of ...)?

Don't/Didn't you think that ...?

What do you reckon?

I reckon (that) ... / I think/thought ... / I (really) feel/felt that ...

In my opinion ...

If you ask me ...

**Opinion adjectives:** amazing, awesome, awful, boring, brilliant, cool, fantastic, incredible, terrible

### Real-world grammar

We **waited** for ages.

It **was** brilliant!

Did you **enjoy** it?

The views **were** amazing.



# Soap for health

by Josh Banks



- 1 Samir Lakhani is a young American social entrepreneur and he works hard to help people in developing countries to be healthier and have better lives. He wants to make a difference.
- 2 When he was a student, Samir volunteered in a village in Cambodia. He saw that many children got diseases **because** their families were too poor to buy soap. While he was staying in a hotel, he came up with a solution. Guests at the hotel used the soap once or twice and then it went in the bin. Recycling the soap could save lives and be good for the environment! Lakhani started a non-profit organisation called Eco-Soap Bank. Today it has four recycling centres in Cambodia and employs 35 local women. The organisation plans to expand to seven more countries. It gives hygiene-education classes and soap to thousands of people every year. So far, it has provided hygiene education and soap to over 650,000 people.
- 3 Samir hasn't stopped there. He supports his staff and provides English classes and business skills **so** they can improve their education. He is also developing solar lighting projects in Cambodia, Nepal and Bangladesh. In addition, he has worked on nutrition projects in Cambodia to help people eat more healthily.
- 4 I admire Samir for many reasons. I think he is generous, enthusiastic and creative. **Although** he is only in his twenties, he is achieving a lot. In my opinion, he is a talented individual and he shows that anyone can change the world.

## A profile

1 Read the profile and look at the photos. Why did Samir start Eco-Soap Bank?

2 Read the profile again and match paragraphs 1–4 to the descriptions a–d.

- a Main achievements
- b Introduction, with a short summary about the person
- c Conclusion, with a personal opinion
- d Other things the person has done

### Subskill: Using conjunctions – *because, so, although*

We use conjunctions to join two parts of sentences, e.g. *They couldn't wash their hands although they wanted to.*

3 Look at the conjunctions in bold in the text. Answer the questions.

- 1 Which do we use ...
  - a to contrast information?
  - b to talk about results or purposes?
  - c to give a reason?
- 2 Which can come either at the beginning of a sentence or in the middle?

4 Read the notes about Rebecca Constantino. Complete the sentences with *because, so* or *although*.

- While she was researching literacy, Rebecca discovered school libraries in poor areas were terrible. Young people didn't have access to interesting books **1** (...) they were doing worse at school.
- Rebecca set up the non-profit Access Books **2** (...) she wanted to improve school libraries in poor areas.
- Many of the libraries were in poor condition **3** (...) the group decorated them.
- The group also offers author visits **4** (...) they want to interest young people in books and writing.
- **5** (...) the schools had some books, they were old and in bad condition.
- The group wants local people to get involved **6** (...) they ask students, parents and staff to help decorate the libraries.



**5 Join the sentences with *because, so or although*. Make any necessary changes and take care with punctuation.**

- 1 Rebecca's organisation has provided over 1.5 million books. She wants to do more.
- 2 Her work certainly made me think. I didn't realise there was a problem.
- 3 In my opinion, Rebecca's work is making a difference. She has helped to improve literacy.
- 4 You might not know Rebecca's name. She is someone I admire and she inspires me.
- 5 Now, young people in these schools are more interested in reading. They do better at school.

**6 Read the sentences in exercises 4 and 5 again and write a profile of Rebecca Constantino. Follow the steps in the Skills boost.**

**THINK**

Write notes about Rebecca Constantino's life and achievements.

**PREPARE**

Organise your notes into paragraphs.

**Paragraph 1** Introduction, with a short summary about the person

**Paragraph 2** Main achievements

**Paragraph 3** Other things the person has done

**Paragraph 4** Conclusion, with a personal opinion

**WRITE**

Write your profile. Use the model profile and your notes to help you.

**CHECK**

Read your profile. Answer the questions.

- 1 Have you organised your information into clear paragraphs?
- 2 Have you used *because, so* and *although* correctly to join ideas?
- 3 Have you used the past simple and past continuous correctly?
- 4 Have you included vocabulary about helping people and personality adjectives?

**7 Peer review Exchange your profile with another student. Answer the questions.**

- 1 Did the writer include interesting information about the person?
- 2 Is the profile well organised?
- 3 Did the profile make you want to find out more about Rebecca Constantino?

**Grammar**

**Past simple, past continuous and *used to***

We use the past simple to talk about finished actions in the past.

*I/you/he/she/we/they developed projects.*

*I/you/he/she/we/they didn't develop projects.*

**Did** *I/you/he/she/we/they develop projects?*

We use the past continuous to talk about actions in progress at a time in the past.

*I/he/she was volunteering/wasn't volunteering.*

*You/we/they were volunteering/weren't volunteering.*

**Was** *I/he/she volunteering?*

**Were** *you/we/they volunteering?*

We use *used to* to talk about past habits and states.

*The school libraries used to be in poor condition. Young people didn't use to have access to many books.*

**when, while**

After *when* we usually use the past simple. After *while*, we usually use the past continuous.

**When** *she arrived, she took off her coat.*

*The ball hit his head while he was playing baseball.*

*He was playing baseball when the ball hit his head.*

**Subject and object questions**

**Subject questions**

In subject questions, the question word is the subject of the question. We do not use an auxiliary verb.

**Who** *started the company?*

**What** *happened?*

**Object questions**

In object questions, the question word is the object of the question. We use an auxiliary verb.

**Who** *did she help?*

**What** *does she do?*

**Vocabulary**

**7 Personality adjectives**

brave, calm, careful, confident, creative, curious, enthusiastic, friendly, funny, generous, hard-working, kind, patient, pleasant, positive, quiet, reliable, sensible, sociable, talented

**8 Verb and noun collocations: helping others**

achieve a goal, change society, encourage a friend, gain knowledge, help others, make a difference, sign an online petition, start a campaign, support other people, win an award

# 1

# Project

WDYT?  
(What do you think?)


Who inspires you?

**TASK:** Create a video about an inspiring person.

### Learning outcomes

- 1 I can make a video presentation about someone who inspires me.
- 2 I can communicate clearly, using oral, written and non-verbal communication.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

- 1  Watch a video of students talking about people who inspire them. Who do they mention?



### STEP 1: THINK

- 2 What makes someone inspiring? Think about the people in this unit.
- 3 Read the video presentation notes in the Model project. Which one piece of information do they not include?
  - the names of the people
  - who the people are and what they are like
  - their achievements
  - why the speaker thinks they are inspiring

- where the people were born and their complete life history
- the speaker's opinion about things/people

### STEP 2: PLAN

- 4 Choose your inspiring person. It can be a famous person or someone you know. Research him/her and make notes. Use the list in exercise 3 to help you.
- 5 Decide how to organise your information. Try to include appropriate grammar and vocabulary.

### STEP 3: CREATE

- 6 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

### COMMUNICATION



#### Verbal and non-verbal communication

##### Tips

- 1 Verbal: Speak directly to the audience. Speak clearly and vary your tone and speed.
- 2 Non-verbal: Have good eye contact, smile and don't cross your arms. Use gestures and facial expressions to help show meaning.

##### Key phrases

- Remember to (sit up).*  
*You should/shouldn't (look at the ground).*  
*You didn't (smile).*  
*You need to (speak more clearly).*  
*How about (speaking more slowly)? / Why don't you (speak louder)?*

- 7 Read the *How to ...* tips on p118. Practise first, then record your video. Use the tips and Key phrases in the Super skills box.

## Model project

Who inspires me? Zayn Malik! He's a talented singer and songwriter. He used to be in the band One Direction but now he creates his own music. People think that he has the perfect life, but he also suffers from anxiety. He tells his fans when it's a problem and I think it's really important that celebrities talk about this to help raise awareness about well-being.



I think Jason Barnes is really inspiring. He wanted to be a world-class drummer but he lost an arm in an accident. A scientist designed a special robot arm for him that holds two drumsticks. It allows him to drum better than most other drummers. Jason is now studying music and hopes to be a professional musician. He's creative and hard-working and he makes me feel that I could achieve anything!



Melati and Isabel Wijsen are two amazing sisters from Bali in Indonesia. They started their own company in 2013 called Bye Bye Plastic Bags when they were only 10 and 12. They asked people to help clean up beaches and sign petitions to stop using plastic bags. They worked very hard and there are now no plastic bags in Bali. They want to do the same thing in other countries. We think that's really inspiring!

### STEP 4: PRESENT ■ ■ ■ ■

**8 Show your video to the class. Answer your classmates' questions about it.**

**9 Peer review** Watch your classmates' videos.

- 1 Who did you think was the most inspiring person? Why?
- 2 What did you like about your classmates' videos? Why?

## 1 FINAL REFLECTION

### 1 The task

How well have you done the task?



### 2 Super skills

Did you pay attention to your verbal and non-verbal communication?



### 3 Language

What language did you use from the unit? Give examples.



### Beyond the task

Does hearing or reading about an inspiring person make you want to do things differently? Why/Why not?

# 1

# Amazing people

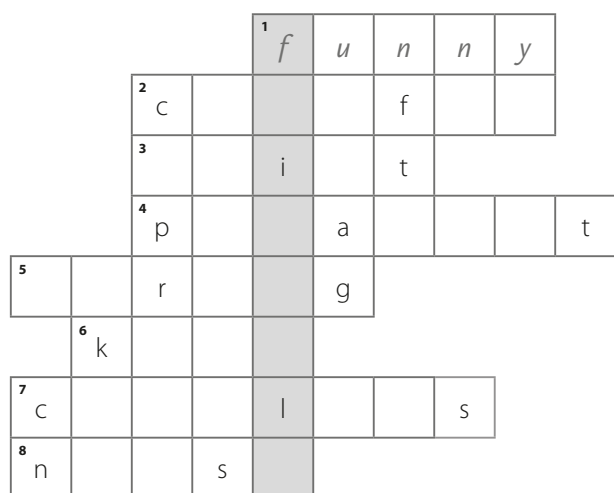
## Vocabulary

### Personal qualities

1 ☆ Read the clues and complete the crossword to find the mystery word.

- Sam makes me laugh. He's really funny.
- Be \_\_\_\_\_ when you carry your drink because you might drop it.
- Eva makes a lot of noise. She is never \_\_\_\_\_!
- When Ali is in a bad mood, he isn't very \_\_\_\_\_ to other people.
- This isn't interesting – it's really \_\_\_\_\_!
- My uncle is very \_\_\_\_\_ – he always does nice things for other people.
- My little brother is very \_\_\_\_\_ – he always drops and breaks things.
- Please stop being so \_\_\_\_\_, and be quiet!

Mystery word: I like Karl because he's \_\_\_\_\_.



2 ☆☆ Choose the best adjective to describe each person.

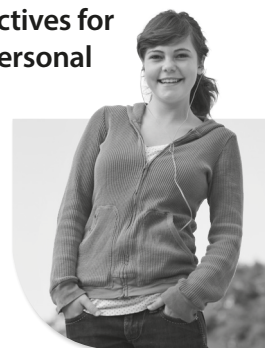
- calm/creative**  
I never get angry or upset.
- brave/sensible**  
I'm careful, and I don't do stupid things.
- generous/enthusiastic**  
I'm always happy and excited to try new things.
- positive/curious**  
I always try to see the good things in a situation.
- sociable/reliable**  
You can trust me to do what I say I will do.

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

brave confident creative curious  
generous ~~patient~~ sociable talented

- Just be patient and wait!
- We've got a very good team, so I'm \_\_\_\_\_ that we can win the game.
- My little sister is very \_\_\_\_\_ – she wants to learn about everything!
- You spend too much time on your own. You should be more \_\_\_\_\_!
- Dan is never scared – he's really \_\_\_\_\_!
- Sofia was very \_\_\_\_\_ and bought everyone a pizza!

4 ☆☆☆ 🎧 1 Write the adjectives for personal qualities in the personal profile. Listen and check.



Hi, my name's Tara. I'm a very  
1 sociable person because I love being with other people. My friends tell me I'm not very 2 \_\_\_\_\_, and it's true – I get quite annoyed when I have to wait! School is important to me and I'm 3 \_\_\_\_\_, so I always do my homework on time. I'm quite 4 \_\_\_\_\_ when I have money, and I love buying presents for other people. I always try to be 5 \_\_\_\_\_, so my friends know they can depend on me if they need me. I love music, and I'm learning to play the guitar. My teacher wants me to play in a concert next month, but I don't feel very 6 \_\_\_\_\_ about playing in front of other people yet!

5 ☆☆☆ What qualities do you think you need for these jobs? Complete the sentences with your own ideas.


- Police officers need to be \_\_\_\_\_ because \_\_\_\_\_.
- Sports coaches must be \_\_\_\_\_ because \_\_\_\_\_.
- Doctors need to be \_\_\_\_\_ because \_\_\_\_\_.

## Past simple, past continuous and *used to*

1 ☆ Complete the table with the words in the box.

did didn't was wasn't were weren't

|   | Past simple                         | Past continuous                                             |
|---|-------------------------------------|-------------------------------------------------------------|
| + | We played football.                 | It 1 <u>was</u> raining.<br>We were laughing.               |
| - | Theo 2 _____<br>enjoy the film.     | I 3 _____ sleeping.<br>They 4 _____<br>having dinner.       |
| ? | 5 _____ you<br>see Chloe yesterday? | What was Ben doing?<br>Where 6 _____<br>your friends going? |

2 ☆☆  2 Choose the correct form of the verbs to complete the blog post. Listen and check.

### My teenage hero

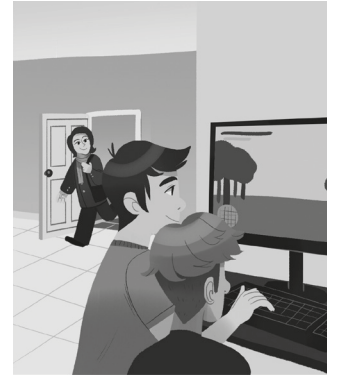
While I 1 looked/was looking online last week, I 2 was finding/found Hannah Testa's website. She's an amazing teenager! While she 3 grew up/was growing up, she 4 saw/was seeing the amount of plastic pollution all around her. She could see that adults 5 didn't do/weren't doing enough to solve this problem, so she 6 was deciding/decided to take action herself. She 7 was starting/started a Plastic Pollution Awareness Day, to make people think about the amount of plastic they throw away, and in 2017 she 8 won/was winning a Teen Earth Day Hero award from CNN. And she did all this while she 9 studied/was studying for exams at school! Amazing!



3 ☆☆ Choose the correct option to complete the sentences.

- I made lots of new friends \_\_\_ money for charity.  
a when I raised      b while I raised  
c while I was raising
- It wasn't raining \_\_\_ this morning.  
a when we left      b while we were leaving  
c while we left
- \_\_\_ Jacob, he was chatting to Eva.  
a While I saw      b While I was seeing  
c When I saw
- \_\_\_ for the bus, I checked my phone for messages.  
a When I waited      b While I was waiting  
c While I waited

4 ☆☆☆ Look at the pictures. Complete the sentences with the correct form of the verbs in the box and *when* or *while*.



arrive cycle not do fall  
find start stop walk

- Mia was cycling to her friend's house \_\_\_\_\_ she \_\_\_\_\_ off her bike.
- \_\_\_\_\_ Mum \_\_\_\_\_ home, Liam and George \_\_\_\_\_ their homework!
- We \_\_\_\_\_ our game of rugby \_\_\_\_\_ it \_\_\_\_\_ to rain.
- Sasha \_\_\_\_\_ a bag \_\_\_\_\_ she \_\_\_\_\_ through the park.

5 ☆☆☆ Write about three things that happened to you. The things can be real or imaginary. Use *when* and *while*, and use the past simple and past continuous. You can use the ideas in the box or your own ideas.

do my homework/fall asleep  
wait for the bus/find a bag  
walk home/meet a celebrity  
watch TV/see someone I know

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# 1 Vocabulary

## Verb and noun collocations: helping others

### 1 ☆ Match 1–8 with a–h to make phrases.

- |           |                |
|-----------|----------------|
| 1 start   | a money        |
| 2 raise   | b an award     |
| 3 win     | c society      |
| 4 support | d a campaign   |
| 5 change  | e knowledge    |
| 6 achieve | f a difference |
| 7 gain    | g a goal       |
| 8 make    | h other people |

### 2 ☆☆ Match definitions 1–5 with the phrases in the box. There are two extra phrases.

achieve a goal   gain knowledge  
make a difference   raise money  
sign an online petition   start a campaign  
win an award

- to do something that you want to do  
achieve a goal
- to learn more about something \_\_\_\_\_
- to add your name to a list of people who support an idea \_\_\_\_\_
- to get a prize for something good that you did \_\_\_\_\_
- to help other people in some way \_\_\_\_\_

### 3 ☆☆ Complete Amy's goals for the new school year with the verbs in the box.

achieve   change   encourage  
gain   make   start

#### My goals for the new school year

- Always try to be kind to my friends and encourage them.
- Try to \_\_\_\_\_ more knowledge about problems in the world.
- \_\_\_\_\_ an online petition about an environmental issue.
- Try to \_\_\_\_\_ a difference in my community.
- Support people who want to \_\_\_\_\_ the world to make it better.
- Work hard to \_\_\_\_\_ all my goals!

### 4 ☆☆☆ Complete the phrases in the dialogue.

Look at these plans to build houses on our park. Can you believe it?

That's awful! Everyone uses the park! Do you think we should **1** start a campaign to save it?

There's one already, and there's an **2** \_\_\_\_\_ petition. I think we should definitely **3** \_\_\_\_\_ it.

Good idea! What else can we do?

Well, they need money to make some leaflets.

Cool. We could have a bake sale to **4** \_\_\_\_\_ some money, and we could **5** \_\_\_\_\_ our friends to do the same.

Yes. We need to do everything we can to help the campaign achieve its **6** \_\_\_\_\_ of keeping the park open!



### 5 ☆☆☆ Answer the questions for you.

- How could you raise money for a local charity?

\_\_\_\_\_

- What goals do you want to achieve this year?

\_\_\_\_\_

- What is the best way to gain knowledge about what is happening in the world?

\_\_\_\_\_

\_\_\_\_\_

## Subject and object questions

### 1 ☆ Are the questions S (subject) or O (object) questions?

- 1 What inspired you to start the campaign? S
- 2 Who do you want to help?
- 3 Who encourages you to work hard at school?
- 4 What do you want to do now?
- 5 Who do you try to influence?
- 6 Who thinks it is important to help other people?

### 2 ☆☆ Look at the pictures and complete the questions in the dialogues.



Who helped you (who/help) clean up the beach?

All my classmates helped me.

(what/find)?

We found lots of old plastic!



(what/sell) to raise some money?

I sold some of my old computer games.

(who/buy) them?

Some of my friends bought them.



(who/win) the award?

Jess won it. She was really happy.

(what/win)?

She won a medal and £500!



(what/happen) to you last night?

I hurt my arm while I was skateboarding.

(who/call)?

I called my dad.

### 3 ☆☆☆ Complete the questions in the dialogue.

**Milena** Sorry I left the campaign meeting early. I met some friends in town.

**Kobe** Oh, 1 who did you meet ?

**Milena** I met Anya and Sam. We went to a café for lunch.

**Kobe** Nice. 2                      to eat?

**Milena** I had a pizza. It was great, and it didn't cost me anything.

**Kobe** Really? 3                      it?

**Milena** Sam paid for it. He got some money for his birthday, so he invited us. Then we went to the cinema. But the film was awful!

**Kobe** Oh, dear. 4                      the film?

**Milena** Anya chose it, but it was a mistake. Luckily, someone called me in the middle of the film, so I had to go out.

**Kobe** Ha ha. 5                      ?

**Milena** It was Matt. He called to ask me to give some old things to raise money for an animal charity, so I said yes.

**Kobe** That was nice of you. 6                      ?

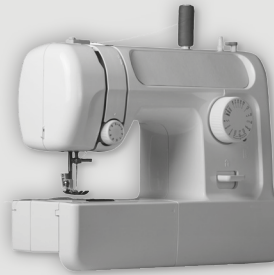
**Milena** I gave my old skateboard. It's a really good one, but I don't use it now.



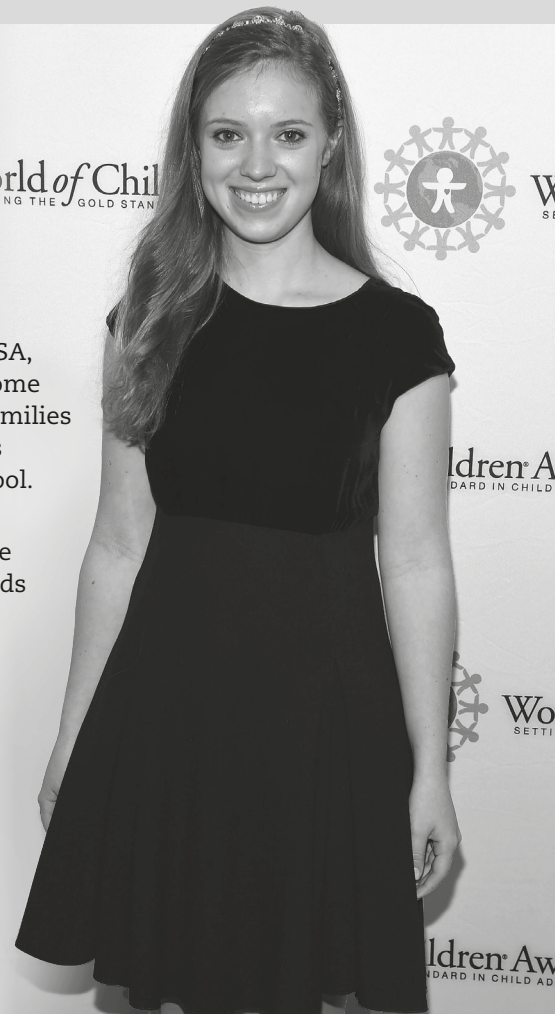


An article

# From headbands to education for all



World of Children  
SETTING THE GOLD STANDARD



Mary Grace Henry is an amazing teenager. While she was growing up in the USA, she learnt that education is very important. She read about the problems in some African countries, where many girls don't go to school. This is because their families are poor, and because some traditional cultures don't believe that education is important for girls. Mary Grace decided to raise money to send one girl to school.

At first, she wasn't sure how to raise money. Then, one day, her dad gave her a headband as a gift. The headband soon broke, and Mary Grace had an idea. She asked for a sewing machine for her birthday, and she started making headbands to sell at her school.

The headbands were popular, and Mary Grace soon raised enough money to achieve her first goal of sending one girl to school. She realised that she could do more, and decided to continue. She started a business called Reverse the Course. Soon her goal changed to sending 100 girls to school.

Reverse the Course became a successful business. It made and sold hundreds of headbands and other hair accessories. Students helped her with the sewing. All the money went to helping girls in Africa. In 2014, Mary Grace won an award for her work. She also travelled to Africa to meet some of the girls she helped. This made her even more determined to continue helping others. Reverse the Course helped 123 girls to receive an education before it ended in 2018.

## Subskill: Skimming

When you read a text quickly for the general meaning, don't worry if you don't understand every word. Keep reading to the end, and just think about the main message.

1 ☆ Read the Subskill. Then read the article quickly and choose the best title.

- a Why fashion is important
- b Making a difference to other people's lives
- c How a visit to Africa inspired a business

2 ☆☆ 3 Read and listen to the article again. Choose the correct answers.

- 1 Mary Grace Henry ...
  - a lived in Africa when she was young.
  - b didn't enjoy her own education.
  - c learnt about how difficult life was for girls in Africa.
- 2 Many girls in Africa ...
  - a don't believe that education is important.
  - b can't go to school for various reasons.
  - c have a lot of problems at school.
- 3 Mary Grace got the idea for her business ...
  - a because of a present she received.
  - b after she got her sewing machine.
  - c when she saw some headbands at school.

4 When Mary Grace started selling headbands ...

- a she didn't raise any money.
- b a lot of people liked them.
- c other people encouraged her to do more.

5 What inspired Mary Grace to continue her work?

- a winning an award
- b her visit to Africa
- c the need to earn money for herself

6 What do we know about Mary Grace's business now?

- a It now makes other things as well as headbands.
- b It changed the lives of more than a hundred girls.
- c Only some of the money from the company helped girls in Africa.

3 ☆☆☆ Answer the questions. In questions 4 and 5, you need to write your own opinion.

- 1 What was Mary Grace's first goal?
- 2 Why did Mary Grace ask for a sewing machine for her birthday?
- 3 Why did Mary Grace's goal change?
- 4 Why do you think Mary Grace started with a small goal?
- 5 How do you think Mary Grace felt when she met some of the girls she had helped?

## A radio programme

### Subskill: Prediction

Read the questions and different options before you listen, and ask yourself what you might hear in the listening.

1 ☆ Read the Subskill. Then read the task in exercise 2 and guess what the radio programme is about.

- a a discussion about the advantages and disadvantages of being famous
- b tips about how to make a difference and inspire other people
- c personal stories about meeting inspiring people

2 ☆  Listen to part of a radio programme. Match people 1-4 with their advice a-d.



1 Yash Gupta \_\_\_



2 Walt Disney \_\_\_



3 Didier Drogba \_\_\_



4 Felix Finkbeiner \_\_\_

- a don't give up after failing
- b start small
- c use your personal experience for ideas
- d use your talents to help other people

3 ☆☆ Listen again. Are the sentences T (true) or F (false)?

- 1 Yash Gupta needed his glasses to study. T
- 2 Yash started to raise money to help people in poorer countries to buy glasses. \_\_\_
- 3 Didier Drogba now plays football in Ivory Coast. \_\_\_
- 4 Felix Finkbeiner started by planting a lot of trees. \_\_\_
- 5 Felix's organisation has planted trees in lots of countries. \_\_\_


4 ☆☆☆ Answer the questions. In questions 4, 5 and 6, you need to give your own opinions.

- 1 What happened to Yash Gupta when he broke his glasses?  
*He couldn't study.*
- 2 Why didn't people like the idea of Mickey Mouse?
- 3 Why did Felix think it was important to plant trees?
- 4 What difference do you think Yash Gupta makes to young people's lives?
- 5 Why do you think Felix wanted to encourage children to plant trees, rather than adults?
- 6 Which tip do you think is the most useful? Why?

## Giving an opinion

1 ☆ Choose the correct word to complete the phrases.

- 1 What did you think/felt of the trip?
- 2 **Won't/Don't** you think that it was a bit boring?
- 3 **How/What** do you reckon?
- 4 In my **opinion/idea**, the tickets are too expensive.
- 5 **I/I'm** reckon that Jo would love this!
- 6 I loved it! I thought it was **terrible/awesome!**
- 7 I didn't enjoy it at all. It was really **awful/amazing!**

2 ☆☆  Complete the dialogue with the phrases in the box. There are two phrases you don't need. Listen and check.

Didn't you think fantastic I thought my opinion terrible What did you think What do you reckon you ask me

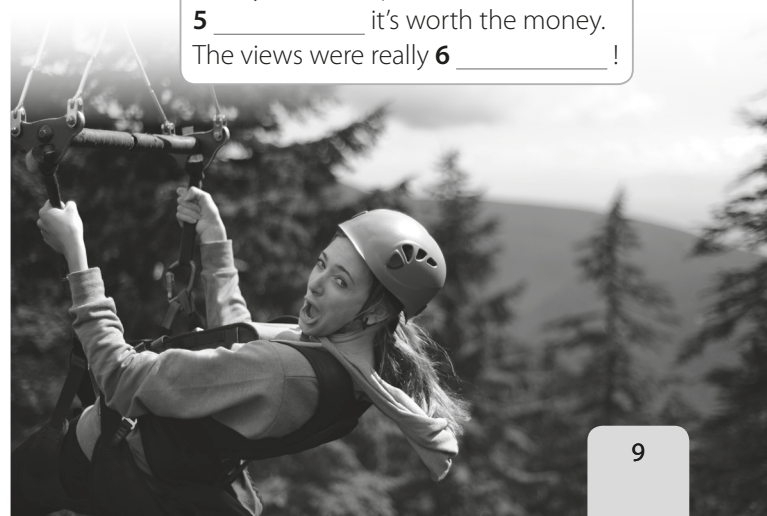
1 *What did you think* of the zip wire?

2 \_\_\_\_\_ it was incredible!

3 \_\_\_\_\_ it was a bit quick? If

4 \_\_\_\_\_, it's too expensive for something that only lasts about a minute!

Well, yes, it was quick, but in 5 \_\_\_\_\_ it's worth the money. The views were really 6 \_\_\_\_\_!



## A profile

1 ☆ Complete the sentences with the words in the box.

although because so

- A lot of teenagers think they can't make a difference \_\_\_\_\_ they are too young.
- We wanted to help people after the earthquake, \_\_\_\_\_ we started raising money for them.
- \_\_\_\_\_ our school is quite small, we raised over \$2,000.

2 ☆☆ Join the sentences with the words in brackets.

- She has her own company. She is still a student. (although)  
\_\_\_\_\_
- I'm going to sign the online petition. I think this is an important issue. (because)  
\_\_\_\_\_
- The children have no books. They can't study. (so)  
\_\_\_\_\_

3 ☆☆☆ Read the notes. Write a profile using *although, because and so*.

### Patricia Manubay

believed education was very important  
wanted to help children from poor families – didn't always  
have books, pens etc. needed for school  
set up the organisation Dream Boxes  
people donate things kids need for school  
sends them to students who need them

## Super skills

### CRITICAL THINKING

#### Verbal and non-verbal communication

Match 1–6 with a–f to give advice on good communication skills for presentations.

- |                     |                       |
|---------------------|-----------------------|
| 1 You need to speak | a look at the ground. |
| 2 You should make   | b enough.             |
| 3 Don't cross       | c your arms.          |
| 4 Remember          | d to sit up straight. |
| 5 You shouldn't     | e good eye contact.   |
| 6 You didn't smile  | f loudly and clearly. |



## Vocabulary review

### Personal qualities

1 Read what two people say about their dream jobs. Choose the correct words to complete them.

**A:** I hope to be a ski-instructor one day. To learn how to ski, it's important to be **1 curious/patient**, and not get upset when you can't do something. You must stay **2 sensible/calm** and keep trying. I thought you had to be **3 careless/brave** to go fast down the mountains, but it isn't really very scary once you can ski. But you do have to be **4 careful/reliable** and stay on the parts of the mountain that are safe.

**B:** My dream job would be to design computer games. Of course, you have to be **5 creative/positive** because every new game needs new ideas. Game designers usually work in teams, so they need to be **6 curious/sociable**. It isn't a good job for people who are **7 quiet/noisy** and like being on their own. They also need to be **8 unfriendly/reliable**, so everyone in the team can depend on them.

### Helping others

2 Choose the correct option to complete the forum posts.

Can teenagers 1 \_\_\_ a difference in the world? Tell us what you think!

Yes, I think they can. I 2 \_\_\_ a campaign in my football club to help children with disabilities to play football. Over 300 people 3 \_\_\_ my online petition, and we've started a new team!  
**Mateo, Spain**

We don't have any power or money, so I think the best thing we can do is study, to 4 \_\_\_ knowledge about the problems of the world. Then, when we're older, we can start working to 5 \_\_\_ our goals. **Trish, USA**

Of course! If we work together and 6 \_\_\_ each other, kids can really 7 \_\_\_ the world!  
**Cristiano, Brazil**

- |             |             |          |
|-------------|-------------|----------|
| 1 a do      | b make      | c have   |
| 2 a started | b made      | c got    |
| 3 a started | b wrote     | c signed |
| 4 a gain    | b learn     | c take   |
| 5 a win     | b achieve   | c arrive |
| 6 a decide  | b support   | c rely   |
| 7 a change  | b encourage | c gain   |

Grammar review

Past simple and past continuous

1 Read the letter to a magazine. Complete it with the correct form of the verbs. Use the past simple or past continuous.

Teenage heroes!

We asked our readers to tell us about why they decided to take action.

A few months ago, I 1 was watching (watch) TV at home when I 2 \_\_\_\_\_ (see) a programme about elephants dying in Africa. I felt really sad, so I 3 \_\_\_\_\_ (start) raising money to help save them. While I 4 \_\_\_\_\_ (put) up a poster one day, some of my classmates 5 \_\_\_\_\_ (ask) me what it was for. When I 6 \_\_\_\_\_ (explain), they 7 \_\_\_\_\_ (promise) to help too. Now we organise lots of events and regularly send money to an elephant charity.

Ana Oliveira

Subject and object questions

2 Complete the questions in the mini-dialogues.

1

Who did you ask (ask) to help you with the campaign?

I asked Adam and Ellie.

2

Who \_\_\_\_\_ (see) at the cinema?

Paula saw me there.

3

Who \_\_\_\_\_ (send) the information about the petition?

Clara sent it to me.

4

What \_\_\_\_\_ (do) to help advertise the event?

I made some posters.

5

Who \_\_\_\_\_ (send) the information to?

I sent it to all my friends.

Round-up

1 2 3 4 5 6 7 8

Complete the article with one word in each space.



Becoming a RAKtivist!

I 1 was walking home from school last week 2 \_\_\_\_\_ I saw something amazing! A woman got off the bus with her shopping, but she had too 3 \_\_\_\_\_ bags to carry. 4 \_\_\_\_\_ I was watching and thinking about what to do, a teenager walked up to the woman and offered to help. The teenager 5 \_\_\_\_\_ know the woman – he just wanted to help. It really made me think! We see situations like this 6 \_\_\_\_\_ day, where someone needs a bit of help. But what 7 \_\_\_\_\_ we do? Usually nothing! It doesn't take very 8 \_\_\_\_\_ time or effort to do something kind. A random act of kindness (or RAK for short) is something kind that you do to help someone you don't know. And a RAKtivist (like me) is someone who does this. So 9 \_\_\_\_\_ do I help? Well, anyone I can, usually in small ways, like opening a door for them or giving them my seat on the bus. The 10 \_\_\_\_\_ amazing thing about being a RAKtivist is that you meet a 11 \_\_\_\_\_ of people, and you make their lives just a little bit better.

Self-evaluation

Read the objectives for this unit. How well can you do each one? Put a tick (✓).



- |                                                                                                               |                          |                          |                          |
|---------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1 I can describe people and talk about their personal qualities.                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I can use collocations to talk about helping people.                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I can use the past simple and past continuous with <i>when</i> and <i>while</i> .                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I can use subject and object questions.                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I can read an article for gist.                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I can follow a radio interview.                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I can give my opinions and ask other people's opinions.                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I can write a profile of a person and use the conjunctions <i>because</i> , <i>so</i> and <i>although</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you choose ☹️, ask your teacher for extra help.

## My favourite things

Student's Book pp6–7

## Warmer

Name your favourite thing. Then, ask a student sitting on your right to say the name of their favourite thing. (If you prefer, you can be more specific and ask for their favourite food, favourite place, favourite hobby, favourite subject, etc.)

Continue going round the room, each person saying the name and favourite thing of everyone who has spoken.

To get students who have already answered to continue to participate, you can allow students to mime clues to others who are having trouble remembering.

## Vocabulary: activities

1  See the audioscript on p130.

- Ask students to match verbs from A and words from B.
- Play the audio for students to check their answers.
- Elicit the activities students can see in the photos.

## Exercise 1

do sport, do yoga, eat sushi, go mountain biking, go to a concert, listen to pop music, listen to the guitar, play the guitar, play sport, watch horror films, watch sport  
We can see all the activities in the photos.

## play, do and go

ABCD

- Remind students that the verb *play* is used with any sport where a ball is involved: *basketball, hockey, rugby, tennis* but also *badminton*.
- *go* is used with any sport ending with the letters *-ing*: *skiing, running, swimming, snowboarding*, etc.
- *do* is used with any sport which is done individually in a separate place: *gymnastics, judo, yoga, karate*, etc.

## Extra activity

Ask students to think of more sports to match the verbs *play, do* and *go*.

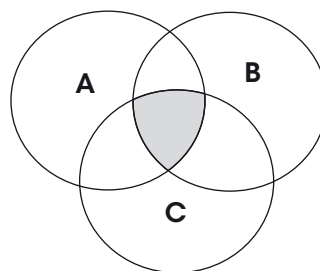
With less confident students, read out sports from this list: *basketball, judo, hockey, skiing, badminton, yoga, rugby, running, ice hockey, tennis, karate, swimming, gymnastics*.

- 2
- Draw students' attention to the model dialogue.
  - Ask students to note the extended reply, i.e. the student answers the question and then gives examples.
  - Focus on the expressions in the box. In pairs, students take turns to ask and answer about

their preferences. Encourage students to ask follow-up questions where appropriate.

## Extra activity

Divide the class into groups of three. Draw a Venn diagram on the board (see below) and ask students to complete it by referring to the activities in exercise 1. Ask each group to find which activities they all have in common, which only two of them have in common, which only one person does and which none of them do.



## Listening

3  See the audioscript on p130.

- Play the audio for students to listen and do the task.

## Exercise 3

Playing sport or watching?, Cats or dogs?

- 4
- Play the audio again for students to listen and answer the questions. When you check answers, elicit the sentences which helped students choose their answers.
  - **Challenge** If you need to play the audio again for less confident students, set a challenge for more confident students to do while the others are completing the task. They note down all the words related to sport, vocabulary and adjectives for talking about animals, and ways to socialise that they hear in the audio.

(**Sport:** playing sport, fan, team, Manchester City, season ticket, home matches, away matches, watching sport, play rugby, train **Vocabulary and adjectives for talking about animals:** cat person or a dog person, labrador puppy, cute, take him for a walk every day, more independent, friendlier, more reliable, more popular **Ways to socialise:** instant messaging, talking in person, meet up with people, send pictures and videos, using social media, making arrangements)

**Exercise 4**

- 1 Fatma    2 Manchester City
- 3 Dogs – they're friendlier and more reliable.    4 Dogs
- 5 You can send pictures and videos.
- 6 Yusuf – it's 'Scroll-free September' and he isn't using social media for a month.

## Grammar: present simple and present continuous

- 5 • Students do the task.

**Exercise 5**

- 1 present simple    2 present continuous
- 3 I am taking ... , I take ... , They are taking ... , They take ...
- 4 She isn't taking ... , She doesn't take ...

- 6 • Ask students to copy and complete the table into their notebooks.

**Exercise 6**

**present simple:** hardly ever, often, once/twice a week, every day  
**present continuous:** now, today, at the moment

- 7 • Point out that students should write sentences in response to both instructions 1 and 2 about each picture before they move on to the next picture.
- Refer students to the example sentences and ask them to complete the task.
  - Elicit why students need to use different tenses in 1 and 2 (*present continuous for things happening now and present simple for habits or regular activities*).
  - Students can compare their answers in pairs before you elicit answers as a class.

**Exercise 7**

**Suggested answers:**

- 1 They are playing pop music. They are playing classical music. She is stroking a cat. He is walking a dog. They are eating sushi. They are eating pizza. She is doing yoga in the park. He is mountain biking. They are watching a horror film. They are watching a comedy. They are playing football. They are watching football.
- 2 **Suggested answers:** I hardly ever watch horror films. I often watch sport. I play football once a week, etc.

**Extra activity**

In pairs, ask students to talk for a minute about a pair of photos on the page, using and expanding on their answers to exercise 7, e.g. *The woman is doing yoga in a park. She is sitting on a blue mat and her arms are up in the air. She is wearing a white top and blue grey leggings...* Encourage them to use a countdown timer. With more confident classes, write some more advanced vocabulary on the board for students to use, e.g. *chopsticks, casual sports clothes, orchestra, adventurous, crowd, scary...*

## Grammar: comparative and superlative adjectives

- 8 • Students do the task.

**Exercise 8**

- 1 cheap, happy, easy, slow    2 challenging, exciting
- 3 active, easy, enjoyable, happy, noisy, reliable, stressful

- 9 • Before students do the task, review the rules for forming comparative and superlative adjectives if necessary or highlight common errors.

**Exercise 9**

- 1 cheaper    2 happy    3 the most enjoyable
- 4 more challenging    5 the best    6 bad

**Comparative and superlative adjectives** ABCD

- Students may forget to double the last consonant in one-syllable words that end in a consonant + vowel + consonant: *bigger than, the biggest*.
- Students may also need to be reminded that there are some two-syllable adjectives that can take both *-er/-est* and *more/the most*: *clever, narrow, quiet, shallow* and *simple* (*cleverer than = more clever than; the cleverest = the most clever*).

**Extra activity**

Ask students to make comparative and superlative examples from the other adjectives in exercise 8. (active, more active, the most active; easy, easier, the easiest; exciting, more exciting, the most exciting; noisy, noisier, noisiest; reliable, more reliable, the most reliable; slow, slower, slowest; stressful, more stressful, the most stressful)

- 10 • Before students do the task, refer them to the example in exercise 11, e.g. *What's the worst place to live?*
- ▶ **Reinforcement** Ask students to first decide which of the adjectives are regular and which are irregular.
  - ▶ **Challenge** Ask more confident students to create additional questions to ask their partner.

**Exercise 10**

- 1 What's the worst place to live?    2 What's the most interesting school subject?
- 3 What's the best type of music?    4 What's the most exciting sport?
- 5 What's the best pet?

- 11 • Students work in pairs.
- Draw students' attention to the model dialogue.

**Further practice**

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre

- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

### Homework

Ask students to write a short text with their answers to the questions in exercise 10.

## Our changing world


Student's Book pp8–9

### Warmer

Play **Snowman** using the word *ENVIRONMENT* (11 spaces). (See Activities bank, page 7, for full instructions.)

Ask students to look at the photos on p8 and the title. Encourage them to predict what the text is about.

## Vocabulary and Reading

1  Students do the task. If you prefer, you could read out definitions for students to match to the words in the box.

- ▶ **Challenge** Students choose the correct words to complete the text and check the meaning of any of the words that are not used.

### Fast finishers

Ask students to write personalised sentences for the words they didn't use (*the environment, plant a tree, recycle, throw away and waste water*).

### Exercise 1

- |               |               |           |          |
|---------------|---------------|-----------|----------|
| 1 pollution   | 2 litter      | 3 plastic | 4 energy |
| 5 electricity | 6 solar power |           |          |



### Culture note

**Henderson Island** is an island in the South Pacific. It is a United Nations World Heritage Site and is in one of the world's biggest marine reserves. Lavers stayed on the island in 2015 and was shocked to find 18 tons of plastic on the beaches. The South Pacific Gyre, a circular ocean current, collects plastic pollution from around the world, and some of this floating waste is deposited on land.

Tokyo is an example of a **mega-city**: a city with a population greater than ten million. Lots of mega-cities are emerging in the developing world as people migrate in search of work. The number of megacities grew from 28 in 2014 to 33 in 2018 – more than triple the number in 1990.

The top ten mega-cities are: 10 Osaka (Japan), 9 Dhaka (Bangladesh), 8 Beijing (China), 7 Mumbai (India), 6 Cairo (Egypt), 5 Mexico City (Mexico), 4 Sao Paulo (Brazil), 3 Shanghai (China), 2 Delhi (India) and 1 Tokyo (Japan).

- 2 • Before students do the task, remind them that a phrasal verb (question 2) is made up of a main verb and one or more other words, e.g. adverbs, prepositions. Highlight that often their meaning is not obvious from the meanings of the individual words themselves.

### Exercise 2

- |                                                                 |              |          |           |               |
|-----------------------------------------------------------------|--------------|----------|-----------|---------------|
| 1 waste                                                         | 2 throw away | 3 litter | 4 plastic | 5 electricity |
| 6 any three of: plant a tree, recycle, save energy, solar power |              |          |           |               |

- 3 • Students do the task.

### Exercise 3

- |                                 |                          |
|---------------------------------|--------------------------|
| 1 New Zealand and South America | 2 University of Tasmania |
| 3 37 million                    | 4 10 million             |
| 5 47                            | 6 634 m                  |

- 4 • Highlight that these are *Yes/No* questions and, do an example with the class to ensure they know what is meant by 'Use short answers'.

- Point out the different tenses in the questions and remind students to replicate these in their answers.
- Discuss with students why question 3 uses *was* rather than *were* (*plastic rubbish is an uncountable noun*).

### Exercise 4

- |                      |                                     |
|----------------------|-------------------------------------|
| 1 No, there aren't.  | 2 No, they weren't.                 |
| 3 Yes, there was.    | 4 Yes, there are.                   |
| 5 No, there weren't. | 6 Yes, there are./No, there aren't. |

### Extra activity

Write answers on the board and ask students to write questions similar to the ones in exercise 4 to match these answers:

- 114 km away on the island of Pitcairn
  - She's an environmental researcher.
  - It is trying to use alternative energies.
- (1 Where is the nearest town? 2 What does Lavers do? 3 What is the city of Tokyo trying to do to save energy?)

## Grammar: *was/were* and *there was/were*

- 5 • Point out the section heading and tell students that they should just think about the form of the verb *be* (i.e. *was/were*) and *there was/were*.
- Ask students to identify the singular, plural and uncountable nouns in the box. (singular noun = Jennifer Lavers; plural noun = the beaches, any people; uncountable noun = litter)
  - Remind them that uncountable nouns have no plural form.

- Elicit the question forms. (Was Jennifer shocked? Were all the beaches polluted? Were there any people on the island? Was there litter everywhere?)

**Exercise 5**

**singular nouns:** was/wasn't    **plural nouns:** were/weren't  
**uncountable nouns:** was/wasn't

- 6 • Ask students to look at the title of the text and the photo and predict what it is going to be about.
- Ask students to skim read the text and say if Los Angeles is a mega-city and elicit why not (*a mega-city has more than ten million inhabitants*).
  - ▶ **Reinforcement** Tell students they need *was* x 3, *there were* x 1, *there was* x 1, *there weren't* x 1 and *were* x 2.

**Exercise 6**

1 was    2 there were    3 There was    4 there weren't  
 5 were    6 was    7 was    8 were  
 No, it isn't.

**Grammar: quantifiers *a/an, some/any, much/many, a few, a lot of***

- 7 • Students do the task.

**Exercise 7**

**Affirmative:** a, a lot of, some, a few    **Negative:** any, much many  
**Question forms:** much, many any

**Grammar: *too, too much/many, (not) enough***

- 8 • Ask students to copy and complete the rules in their notebooks.

**Exercise 8**

1 adjective    2 uncountable, countable    3 noun

**Extra activity**

Write or dictate some example sentences for students to practise rules 1–3. Then elicit follow-up sentences to make sure students understand the meaning in context.

- 1 It's \_\_\_ hot in here.
  - 2 There is \_\_\_ salt in this soup.
  - 3 There are \_\_\_ people in this queue.
  - 4 The underground isn't fast \_\_\_.
  - 5 I don't have \_\_\_ money.
- (1 too – Can you open the window? 2 too much – Can I have something different, please? 3 too many – We should go to another one. 4 enough – We should take a taxi. 5 enough – I need to get a job.)

- 9 • Check students understand the meaning of *I wish* (= this is used to say something isn't true, but we would be pleased if it was true).
- Before students do the task, ask them to skim the text and say if the writer is happy living in a village. (No, the writer isn't.)
  - ▶ **Reinforcement** Tell students that there is one instance of each of the options (including one *not enough* and one *enough*).

**Exercise 9**

1 too    2 enough    3 a lot of    4 too many    5 not enough

- 10 • Ask students to complete the sentences with the correct words.
- Check their answers.
  - In pairs, have students take turns to say if the sentences are true or false for them.

**Exercise 10**

1 any    2 a lot of    3 much    4 an    5 some    6 many

**Writing**

- 11 • Brainstorm grammar structures and Key words and phrases that students can use for A and B and write them on the board:

**A:**

*There is/There are*  
 quantifiers, e.g. *There isn't much to do there*  
 present simple  
 verbs and phrases to talk about likes: *like, dislike/ don't like, prefer, to be keen on*  
 comparatives and superlatives  
 adjectives to describe places: *noisy, boring, small, enjoyable, exciting, amazing*  
 nouns to describe places: *countryside, village, town, city ...*

**B:**

*There was/There were; was/were*  
 comparatives and superlatives  
 adjectives to describe places in the past and present: *polluted, stressful, noisy, easy, challenging*  
 nouns to compare in the past and present: *traffic, tall buildings, main road, energy, buildings, litter, inhabitants, residents ...*

**Further practice**

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre



## Homework

Ask students to write a paragraph about the other option in exercise 11.

# Memories

Student's Book p10

### Warmer

Write this question on the board in a jumbled order:

*Where did you live when you were younger?*

e.g. *when / live / you / younger / Where / did / were / you / ?*

Ask students to order the words to make the question and take turns to ask and answer it in pairs.

## Grammar: past simple

- Ask students to look at the photos and predict what Sam's memories might be.
  - Have students read the text and elicit the answer to the question. The text contains a lot of examples of *used to* that students will be asked to find in the text later on in the lesson, so don't draw attention to this structure at this stage.

### Exercise 1

the sea

- Students do the task. Feed in information from the box on *Pronunciation of the past simple* below.

### Exercise 2

- regular:** move, live; **irregular:** be, know
- I didn't know ...
- Did you live ... ?

### Pronunciation of the past simple

ABCD

There are three ways to pronounce the *-ed* ending of regular verbs in the simple past tense: /ɪd/, /t/ or /d/.

The pronunciation depends on the sound at the end of the infinitive of the main verb and whether it is voiced or not. (Highlight that a voiced sound is one that vibrates in your throat when you say it.)

/ɪd/ after /d/ and /t/

/t/ after all voiceless consonants (except /t/): /k/ /p/ /f/ /s/ /ʃ/ /tʃ/ /c/ /x/

/d/ after all vowel sounds and after voiced consonants (except /d/): /m/ /n/ /l/ /g/ /dʒ/ /z/ /b/ /v/ /r/ /s/ /dʒ/

### Extra activity

Ask students to draw three columns in their notebooks and write /ɪd/, /t/, /d/ as headings.

Dictate past simple verbs in random order from this list for students to categorise according to their sound:

/ɪd/ *decided, started, visited, waited, wanted*

/t/ *shopped, watched, picked, liked*

/d/ *lived, enjoyed, smiled, moved, studied*

- Ask students to work independently to first complete the sentences with the correct form of the past simple in brackets.
  - After checking they have the correct verb forms, ask them to complete the sentences with words or numbers to make them true for them.

### Exercise 3

- came
  - didn't study
  - liked
  - didn't have
  - met
- Students' own answers

### Extra activity

Ask students to change just one of the sentences to make it false for them. In pairs, students read out their sentences for their partner to guess which one is false. Encourage them to ask questions to find out more information, e.g. *Why didn't you like pizza when you were younger?*

## Grammar: *used to*

- Refer students to the examples and ask them to spot examples of *used to* in the text in exercise 1. (I used to go sailing with my dad; I didn't use to live; What did you use to do there?)
  - With less confident students, refer to the example sentence *I used to go sailing with my dad*. Point out that *I* is Sam in exercise 1.
  - Ask some concept-checking questions: *Did Sam sail in the past?* *Do you think Sam sailed a lot or not very much?* *Does Sam sail now?*
  - Highlight that *used to* is used to refer to repeated actions or situations in the past and things which are no longer true.
  - Feed in information from the box below.

### Exercise 4

- infinitive
- use to
- don't use

### Common errors with *used to*

ABCD

Highlight that the negative and question form of *used to* is *didn't use to / Did you use to ... ?* without the final *-d*:

*We **didn't use to** go on holidays when I was young.*

***Did you use to** go to school with him?*

5 • Students do the task.

Exercise 5

- |                |                     |                |
|----------------|---------------------|----------------|
| 1 used to have | 2 used to call      | 3 used to love |
| 4 used to sing | 5 didn't use to eat | 6 used to take |

6 • Students do the task.

- With less confident classes, write an example on the board, e.g. *have / a nickname* and elicit the question form, e.g. *Did you use to have a nickname?*

Exercise 6

- 1 did you use to wear a school uniform?
- 2 did you use to live in a different house?
- 3 did you use to have a pet?
- 4 did you use to like different music?
- 5 did you use to help with the housework?

## Speaking

- 7 • Highlight that the model dialogue gives two examples of the answer to the question, one positive and one negative.
- Ask two pairs of more confident students to read out the two possible model dialogues.

Extra activity

Ask students to write a text with *used to* about an activity they did regularly before, but don't do any more.

## What's in this book?

Student's Book p11

Extra activity

Play the game **First to five**. (See Activities bank, page 6, for full instructions.)

(**Suggested categories:** activities with play, activities with do, activities with go, words related to the environment, countries, irregular past simple verbs, five sentences with used to ...)

- 1 • You could make this task competitive by asking students to race to find the answers. Set a time limit of three minutes. Students work in pairs to find as many answers as they can in this time.

Exercise 1

- |                                        |                          |
|----------------------------------------|--------------------------|
| 1 Usain Bolt, p102                     | 2 Naruto's selfie, p63   |
| 3 Astronauts, p12                      | 4 Natalie Hampton, p90   |
| 5 Shakespeare's Globe Theatre, UK, p83 | 6 Zoella (Zoe Sugg), p42 |

- 2 • Check students understand the meaning of *Critical thinking, Round-up, Review and Reflection*. Do the first one together as an example.
- Check their answers. Point out to students that every unit has the same features.

Exercise 2

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

- 3 • Students do the task.

- ▶ **Reinforcement** Suggest to less confident students that they use the Contents page to find most of the answers. Then ensure that they have the chance to explore the book while checking answers.

Exercise 3

- |                         |                   |              |
|-------------------------|-------------------|--------------|
| 1 9 (plus Starter unit) | 2 12              | 3 Vocabulary |
| 4 pp134–135             | 5 12              | 6 contents   |
| 7 Unit 9                | 8 Project planner |              |

- 4 • Ask students to race to match the topics a–h with Units 1–8.

- ▶ **Reinforcement** Suggest to less confident students that they use the Contents page to find the answers.

Exercise 4

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

Further practice

- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

Homework 

Ask students to write a paragraph on what they expect to learn and what challenges they anticipate on the course.

## End-of-unit further practice



- Diagnostic test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre

## 1

# Amazing people

## Vocabulary

Student's Book pp12–13

**Lesson aims** Students learn personality adjectives, revise antonyms and ask and answer questions about personal qualities.

### Warmer

Do a quick personality quiz.

Ask students to think of a colour and list three adjectives that describe it. Then they think of an animal and list three adjectives that describe it. (They can't repeat adjectives.)

Tell them that the colour adjectives represent what they think of themselves and the animal adjectives represent what they think of other people.

Students compare their answers in pairs.

Elicit interesting and unusual answers from students.

Ask students what they think today's lesson is going to be about. (describing people)

### WDYT? Who inspires you?

Elicit the meaning of *inspire* (= to give someone the enthusiasm to do or create something).

Ask students to think of two things:

- 1 situations when they need inspiration (e.g. when they have to write something)
- 2 words they associate with inspiration (e.g. creativity, imagination, idea, challenge, beautiful)

Tell students they will learn more about inspiration through the unit and will return to discuss the question at the end of the unit.

## Describing people

1 Explain to students that associating the adjectives with characters from TV shows or films helps to remember them.

- Remind students that *funny* means amusing but *fun* means enjoyable and it is important not to confuse them.
- ▶ **Challenge** Ask students to think of characters from TV shows or films for the additional adjectives they think of and then share their ideas with the class during feedback.
- Write the additional adjectives students think of on the board for use in exercise 2.

### Exercise 1

Students' own answers

**Suggested answers:** awesome, brilliant, clever, gentle, happy, helpful, interesting, nervous, polite, relaxed, wonderful

### Extra activity

Write further examples of inspiring characters from TV shows and films on the board and ask the class which adjectives could be used to describe each person.

#### Examples:

*Rey* (Star Wars films) – *strong, brave, kind*

*Katniss Everdeen* (The Hunger Games) – *independent, brave, sensitive*

*Sheldon Cooper* (The Big Bang Theory) – *funny, rude, smart*

*Lisa Simpson* (The Simpsons) – *intellectual, kind, sensible*

Then ask students to write a sentence about three of the characters, using the words from exercise 1. Tell them they can make them positive or negative sentences.

- 2 • Check the spelling of the opposites of the other adjectives students have thought of in exercise 1 and write them on the board for students to add to their lists.

▶ **Reinforcement** Allow students to use their dictionaries to find the opposites.

### Exercise 2

**Opposites with a negative prefix (un-) or negative suffix (-less):** careless, unfriendly, unpleasant

**Other opposites:** quiet, noisy

Plus students' own answers

**Opposites with a negative prefix (un-) or negative suffix (-less):** happy – unhappy; helpful – unhelpful; fear – fearless, interesting – uninteresting

**Other opposites:** relaxed – stressed; polite – rude

### Prefixes and suffixes

ABCD

Explain to students that prefixes and suffixes create new words, and that a good knowledge of prefixes and suffixes will increase their vocabulary.

Give students these tips:


- The spelling of the base word doesn't usually change.
- Prefixes and suffixes can only be used with specific words, e.g. the suffix *-less* means *without*:  
*care + less = without care = careless.*

## Personal qualities

- 3** • Students do the task.
- **Follow-up questions:**  
*What is the prize for the competition?*  
 (a recommendation to join the European Space Agency programme)  
*How many contestants are left?* (three)

### Culture note

**Astronauts: Do you have what it takes?** is a real competition and a real TV programme, which aired in 2017. Former Commander of the International Space Station, Chris Hadfield, and other experts, chose 12 people to compete in a six-week training regime.

- 4**  Point out to students that understanding the adjectives in bold is key to deciding who is the best candidate. Adjectives are used to describe both character and ability.
- Give students time to read the whole article.
  - Elicit opinions from different students around the class and encourage them to justify their answers.
- 5** • Tell students to work independently. Check their answers and ask them how to say the words in their own language.
- Draw students' attention to the example sentence. In pairs, ask students to describe someone they know using each adjective.

### Exercise 5

|            |                |            |
|------------|----------------|------------|
| 1 patient  | 2 generous     | 3 curious  |
| 4 sensible | 5 hard-working | 6 reliable |
| 7 sociable | 8 talented     |            |

- 6** • Students do the task.
- ▶ **Reinforcement** Students work in pairs. They write definitions for three words each and share their answers.

### Fast finishers

Ask students to think of opposites for the words in bold in the text. When everyone has finished, ask them to read out their words for the rest of the class to find the matching adjectives in the text.

(**Suggested answers:** confident – shy, reliable – unreliable, hard-working – lazy, enthusiastic – unenthusiastic, brave – cowardly, sensible – careless, calm – angry, positive – negative, generous – ungenerous, talented – talentless, sociable – unsociable, patient – impatient, curious – uninterested, creative – uncreative)

### Exercise 6

#### Suggested answers:

An **enthusiastic** person is very interested in something or excited by it.

A **brave** person can deal with danger or difficult situations and isn't frightened.

A **calm** person doesn't react with strong emotions like anger or fear.

A **positive** person believes good things will happen.

A **creative** person has a lot of imagination and new ideas.

- 7** • Students do the task.
- 8** • Students do the task.
- Nominate a few pairs to ask and answer questions in front of the class.
  - Draw students' attention to the table about confusing *like* phrases.
  - Ask students to write some personalised sentences with *to be like*, *to look like* and *to like*.

### *to be like, to look like, to like*

ABCD

- Remind students that *like* can be used as a preposition with *look* (physical description) and *be* (general character description or a description of a place or thing: *What's Paris like?*).
- Explain that *Who does he look like?* asks for an answer in the form of the name of a specific person.

### Extra activity

Write these answers on the board and ask students to say the correct questions with *like*:

1 *He is funny.*

2 *Paris? It's very noisy but it has a lot of tourist attractions.*

3 *Like his father.*

4 *He's got green eyes and long, dark hair.*

(**Suggested answers:** 1 What is he like? 2 What is Paris like? 3 Who does he look like? 4 What does he look like?)

### VIDEO SKILLS

- 9**  See the videoscript on p139.

- Ask students to predict what they think they will see in the video.
- Play the video and ask students to check their ideas. Encourage them to use the vocabulary that they have learned in this lesson.
- If necessary, check understanding of *weightless* and *zero gravity*.

- 10** • Students do the task.
- Nominate pairs to share their ideas, and elicit more opinions from the rest of the class.

**Further practice**

- Vocabulary → Workbook p4
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

**Pronunciation p116 Exercise 1**

campai(g)n, clim(b), desi(g)ner, diff(e)rence, ex(c)iting, fav(ou)rite, (h)our,  
(k)nowledge, lis(te)ner, wa(l)k, (w)rite

**Homework** 

Ask students to do some online research and write a paragraph about what life is like for astronauts in the International Space Station.

# Reading and critical thinking

**Student's Book pp14–15**

**Lesson aims** Students skim a magazine article about amazing people for gist and then read it and discuss how people inspire others.

**Warmer**

Elicit positive adjectives for describing people from the previous lesson and write them on the board:

*brave, calm, confident, creative, curious, enthusiastic, generous, hard-working, patient, positive, reliable, sensible, sociable, talented*

In pairs, students make statements about each other's positive personality traits and give reasons, e.g. *I think that you are curious. You always ask questions in class.*

Write some expressions on the board for their partner to respond with:

*Are you kidding me?, How did you guess?, Really?, No way!, Yes, that's true!*

## A magazine article

- 1 • Students do the task. Highlight that looking at any illustrations or photos helps get an overall impression of the content of a text.

**Exercise 1****Suggested answers:**

- 1 The girl has colourful hair and she is wearing a bright orange dress. She is walking. She has a prosthetic leg. She looks confident.
- 2 The people are playing sports (baseball).
- 3 Students' own answers

**Subskill: Reading for gist/skimming**


Key techniques include:

- reading only the first and last sentences of each paragraph, also called *topic sentences*
- reading the conclusion
- focusing on exact names of people and places, other key words and numbers
- looking out for transitional words and phrases that mark a shift in, or continuation of, ideas, such as *because, instead, however, not only that and then*

- 2 • Before the task, read through and discuss the Subskill advice. Add information from the note above.
- Set a time limit of two minutes to encourage them to skim the text.

**Exercise 2**

2

- 3  4 When checking answers, elicit where the evidence for the correct answer is in the text, and ask students to read out their corrections for the false sentences.

**Exercise 3**

- 1 True (lines 7–8)
- 2 False – It took her nine months to learn to walk again after her accident. (lines 13–14)
- 3 False – An Italian designer wrote to Chiara to ask her to model the decorative leg she was making (lines 15–17).
- 4 False – Chiara decided to make her prosthetic leg part of her image. (lines 18–19)
- 5 False – Orlando had a bad headache for weeks. (lines 35–36)
- 6 True (lines 37–40)

- 4 • Students do the task. Point out that there are two statements for each person.

**Exercise 4**

1 Chiara    2 Orlando    3 Orlando    4 Chiara

- 5 • Students do the task.
  - ▶ **Reinforcement** Students could work in pairs.
  - ▶ **Challenge** Confident students could attempt the task from memory before reading the text to check their answers.

**Exercise 5****Suggested answers:**

- 1 She had a terrible accident.
- 2 She was working on a decorative prosthetic leg.
- 3 She hopes to become a doctor.
- 4 He was playing baseball.
- 5 No, he didn't.
- 6 No, he doesn't. He thinks he's ordinary.

- 6 • **Word work** Before students begin, read the definitions as a class and decide what part of speech they need to look out for.

### Fast finishers

Ask students to find three more words or phrases in the text that are new to them and write definitions. Allow them to use their dictionaries. When the rest of the class has finished, ask the fast finishers to share their definitions.

### Exercise 6

- |             |               |              |
|-------------|---------------|--------------|
| 1 modelling | 2 photo shoot | 3 determined |
| 4 recovered | 5 prosthetic  | 6 campaign   |

- 7 • Tell students to take turns to ask and answer the questions.
- For less confident classes, write some prompts to help students think of an incredible ability they would like to have and an area in their life that they would like to improve in, e.g. *athletics, music, academic, psychic, linguistic, business, etc.*

### Extra activity

Ask students to underline all the adjectives in the text.  
([in the order in which they appear in the text] **title:** unique **introduction:** famous, ordinary, incredible, different, new, interesting **paragraph 1:** positive, confident, young, impossible, terrible, left, Italian, decorative, prosthetic, determined, world-famous **paragraph 2:** amazing, unusual, bad, surprised, interested, ordinary **conclusion:** amazing, wonderful, difficult, good, awesome)

## CRITICAL THINKING



- **Understand** (LOT) Elicit a definition of the word *campaign* (= a planned group of activities that try to achieve social or political change by persuading other people or the government to do something). Drill the pronunciation, /kæm'peɪn/. Give students one to two minutes to complete the task. Share their ideas on the board.
- **Analyse** (HOT) Ask students for examples of campaigns they know of.
  - Before they discuss one of the campaigns, model an example:
    - Student Climate Strike: Greta Thunberg started protesting on her own outside the Swedish parliament in 2018.*
    - Tactic:* Public pressure on politicians. Since then, thousands of other students have copied her and gone on strike.
    - Successful?* Yes. It's now a global protest movement.

- For less confident classes, elicit some tactics campaigns use to achieve their goals: *public pressure, online petitions, demonstrations, collaboration with other organisations with similar aims.*
  - Give students time to work in pairs to discuss a campaign. Elicit answers from some pairs around the class.
- 3 • **Create** (HOT) Ask students what issues they care about and why. Elicit the changes they want to see happen in their school, community, etc. and how they will engage with others to join in.
- After they have had time to note down some ideas, nominate students to share their campaigns. Have a class vote on the best campaign idea.

## Research

Share some of the information about Chiara and Orlando from the *Culture note* with the class. Tell students to go online and research information about the amazing abilities of Stephen Wiltshire or a person of their choice. Ask them to take notes and write a short summary of any interesting and relevant information.



### Culture note

**Chiara Bordi** became a model when she was 15. She was the first disabled contestant in Miss Italy in 2018, where she won third place. Chiara has participated in Models of Diversity's campaigns to promote greater equality and diversity in the fashion and beauty industries.

**Orlando Serrell** is an 'acquired savant' – someone who exhibits increased mental skills after an injury to the central nervous system or a disease. His 'calendar brain' is interesting for scientists because it could mean that, by stimulating a key area in the brain, we could all acquire the skills he has.

**Stephen Wiltshire** is an artist with an amazing ability to draw detailed cityscapes. In 2005, after a 20-minute helicopter ride over Hong Kong, he drew a 10-metre-long picture of Hong Kong's harbour – all from memory. Stephen was diagnosed as autistic as a child and didn't learn to speak until the age of nine. He has his own art gallery in London and his artwork is exhibited in venues all over the world.

### Further practice

- Reading → Workbook p8
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre



## Homework

Ask students to write three sentences about things they have learnt from the texts today.

### Get online

Ask students to look for the following:

- the aims of the organisation Models of Diversity
- information about another model who is promoting equality or diversity in fashion and beauty industries
- information about another person who suddenly had special skills after an injury or a disease

Ask students to write a short text to present the information they found.

## Grammar

### Student's Book p16

**Lesson aims** *Students learn and practise the form and use of used to and of the past simple and past continuous with when and while.*

### Warmer

Write these sentences on the board and ask students to write them in the past tense:

1 *I do English on Tuesday.*

2 *I'm wearing a white shirt.*

3 *I usually read a newspaper.*

Tell students that they will discover the answers through the lesson, and allow students to review the sentences again at the end of the lesson.

## Past simple, past continuous and *used to*

### 1 • Students do the task.

#### Choosing the correct tense

ABCD

Highlight some common errors.

- Students will often use the past continuous when the action was carried out over a long period of time:  
*I was living **lived** in Gdansk for 20 years.*
- Remind students that stative verbs cannot be used in continuous tenses:  
*I wasn't liking **didn't like** that song.*

#### Exercise 1

1 past simple    2 past continuous    3 was, could    4 used to

### Extra activity

Write the sentences below on the board for students to complete. Then ask students to match the sentences to the rules in exercise 1.

1 I \_\_\_\_\_ (drive) to the cinema last night. (drove – 1)

2 I \_\_\_\_\_ (drive) to the cinema last night when it started to rain. (was driving – 2)

3 I \_\_\_\_\_ (not go) to the cinema when I was young but now I go all the time. (didn't use to go – 4)

4 Our seats \_\_\_\_\_ (be) in the front row and we \_\_\_\_\_ (can) see the screen really well. (were, could – 3)

### 2 • Students do the task.

#### Fast finishers

Ask students to read the article on p15 again and find more sentences to add to each rule in exercise 1.

#### Exercise 2

1 Paul didn't go to the cinema yesterday. Did Paul go to the cinema yesterday?

2 I wasn't doing my homework at 9 pm. Was I doing my homework at 9 pm?

3 They weren't at school yesterday. Were they at school yesterday?

4 Lara couldn't swim at the age of four. Could Lara swim at the age of four?

5 They didn't use to take the bus to school. Did they use to take the bus to school?

### 3 • When reviewing, ask students to explain why the other option is wrong.

#### Exercise 3

1 was sleeping

2 went

3 was shining, went

4 didn't do

5 used to live

6 arrived, were working

### 4 • When checking answers, ask students to say what their partner did.

#### Exercise 4

1 were

2 did

3 Did

4 was

5 was

## When and while

### 5 • Remind students that the clauses are interchangeable, but when the time clause comes first, a comma is always required.

#### Exercise 5

1 past continuous, past simple

2 when

3 when, while

**6** ▶ **Reinforcement** Give students these hints: *when* x 1, *while* x 1, *past continuous* x 1, *past simple* x 6.

• **Follow-up questions:**

*How well can Moken children see in deep water?* (perfectly well in deep; twice as well as European children)

*How do you think the Moken children got the ability to see well under water?* (**Suggested answer:** perhaps a change in their genes)

**Exercise 6**

|                |             |              |
|----------------|-------------|--------------|
| 1 was studying | 2 suggested | 3 When       |
| 4 discovered   | 5 could     | 6 While      |
| 7 kept         | 8 caught    | 9 didn't get |

**7** • Before students start thinking about the puzzle by themselves, read it together.

- Elicit why the names **Romeo and Juliet** have been used. (They are two characters who die in Shakespeare's famous play *Romeo and Juliet*.)

**Exercise 7**

Romeo and Juliet were fish. The cat knocked the fishbowl on the floor. It broke and the fish died.

**Further practice**

- Grammar → Workbook p5
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

**Pronunciation p116 Exercise 2**

/d/: discovered, raised

/t/: worked, asked, helped, changed, stopped

/ɪd/: suggested, decided, encouraged, supported, ended

**Pronunciation p116 Exercise 3**

1 /d/: bored, determined, surprised

2 /t/: convinced, embarrassed, relaxed

3 /ɪd/: disappointed, excited, interested

**Homework** 

Ask students to write a description of an experience they had on holiday or at another time. They should describe the scene using the past continuous, at least two sentences with the past simple after *when* and at least two sentences with the past continuous after *while*.

## Vocabulary and Listening

**Student's Book p17**

**Lesson aims** Students learn about verb patterns and collocations and practise predicting what they will hear in a radio interview.

**Warmer**

Write these words and definitions on the board (or just write the words and read out the definitions):

*campaign petition award deaf*

1 a prize or reward that is given to someone who has achieved something

2 an event, thing or person that makes something happen

3 a document that people sign to ask someone in authority to do something

4 not able to hear

Ask students to choose the right word to match each definition. Then check their answers and elicit what students think the lesson is going to be about. (helping others)

(1 award 2 campaign 3 petition 4 deaf)

## Verb and noun collocations: helping others

1 • Students do the task.

• **Follow-up questions:**

*What type of people are the radio show looking for?* (inspiring people)

*Where can you find this type of text?* (in a magazine or newspaper or on the Internet)

2 • Students do the task.

**Exercise 2**

**Verb + noun:** start a campaign, sign an online petition, change the world, achieve their goals, gain knowledge, made a difference, win an award

**Verb + person:** helping others, encouraged a friend

**Collocations**

ABCD

- Point out to students that collocations are words that are frequently placed together.
- Tell students that collocations can help them sound more natural and they should always try to learn collocations as *chunks* or single blocks of language.
- Tell students to look at the examples then elicit other collocations students know.

3 • Write some prompts on the board, e.g. *Do you agree? I don't agree/I disagree/I agree because ...*

- After students have done the task, have a class vote to find out whether they agree with the



sentences or not and elicit some reasons for their answers. Encourage a class discussion.

### Exercise 3

- |            |            |             |
|------------|------------|-------------|
| 1 an award | 2 Starting | 3 achieve   |
| 4 make     | 5 support  | 6 knowledge |

## A radio interview

- 4 • Students do the task.

### Exercise 4

- The interview is about Jade Chapman and her sister Laura.
- They use sign language to communicate.
- Jade won an award for a campaign.

### Extra activity

In pairs, ask students to speak for 30 seconds about the photos without hesitation or repetition. They should answer the questions in this exercise and use as much language as they can from exercise 1. Their partner should time them and then they swap roles.

### ► Subskill: Predicting what you will hear

Remind students that identifying the key words in the questions will give them helpful clues, e.g.:

- the relationship between the speakers
- what they are talking about
- where they are
- what the speaker wants to achieve

Students can then predict vocabulary they expect to hear or predict answers.

- 5 • Encourage students to skim read the sentences in exercise 6. Do not check their answers at this stage, wait until they have listened to the audio in exercise 6.

### Exercise 5

- |        |         |        |
|--------|---------|--------|
| 1 True | 2 False | 3 True |
|--------|---------|--------|

- 6  See the audioscript on p130.

- Students do the task.

- **Challenge** Write some follow-up questions on the board for more confident students to answer:

*What was difficult for Jade's sister?* (shopping, talking to friends)

*What is the Bernard Matthews Youth Award?* (It's an award for young people who make a difference in their community.)

### Exercise 6

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

- 7 • When students have done the task, ask if they know anyone who is deaf and if they know any other facts about deafness and sign language.

### Exercise 7

- |          |        |      |          |      |      |
|----------|--------|------|----------|------|------|
| 1 87,000 | 2 2003 | 3 80 | 4 £1,000 | 5 13 | 6 20 |
|----------|--------|------|----------|------|------|

- 8 • When students have finished talking, elicit suggestions on how to make a difference.

### Further practice

- Vocabulary → Workbook p6
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p9
- Listening worksheet → Teacher's Resource Centre

### Homework

Ask students to go online and learn basic words in sign language, such as *Yes, No, Hello, Goodbye, Nice to meet you, Help, Mother, Father*, etc., using online tutorials.

## Grammar

### Student's Book p18

**Lesson aims** Students compare subject and object questions.

### Warmer

Write these sentences on the board:

1 *Jade wanted to support her sister.*

2 *She started an online petition.*

Ask students to say what the subject and object is in each statement.

Elicit what the subject of a sentence is (*the person or thing that performs the action*) and what the object is (*the person or thing that is acted upon or receives the action*).

(**Subjects:** Jade/She **Objects:** her sister/an online petition)

## Subject and object questions

- 1 • Students do the task.

### Exercise 1

- |           |          |
|-----------|----------|
| 1 subject | 2 object |
|-----------|----------|

### Extra activity

For less confident classes, write these sentences on the board:

1 *Who loves Romeo?*

2 *Who does Romeo love?*

Elicit the subject and object.

(1 Who (subject) loves Romeo (object)? 2 Who (object) does Romeo (subject) love?)

## Word order

ABCD

Point out that most questions in English are object questions – we want to know about the receiver of the actions. These questions follow the QuASM formula for word order: Question word, Auxiliary, Subject, Main verb.

*Who does Romeo love?* (Romeo loves Juliet)

Sometimes, however, the thing we want to know is the subject of the question, i.e. the person or the thing who performed the action. These are called subject questions because the question word is the subject of the sentence. Remind students that for subject questions there is no auxiliary verb and the word order is not inverted.

*Who loves Romeo?* (Juliet loves Romeo)

- 2** • Before they start, explain that four teenagers each helped one person.
- With less confident classes, write the pairs of names students will need for the four additional questions and answers on the board:  
*Luke/Emily, Luke/Grace, Oscar/Grace, Oscar/Emily*

### Exercise 2

1 b 2 c 3 a 4 d

Who did Luke help? He helped Emily. Who helped Luke? Grace helped Luke.

Who did Oscar help? He helped Grace. Who helped Oscar? Emily helped Oscar.

- 3**  <sup>6</sup> See the audioscript on p131.

- Ask students what they know about the singer Lorde, e.g. nationality, age, type of music.
- Students do the task.

### Exercise 3

- 1 Subject – What happened after Lorde released her song *Royals*? It went to number one in the United States.
- 2 Subject – Who encouraged her to read? Her mum.
- 3 Object – What did she do in 2017? She released her second album.
- 4 Subject – Who influenced her music style? Rihanna
- 5 Object – Who does she admire? She admires Lady Gaga.
- 6 Object – What did she do at the MTV Music Awards? She performed.

- 4** • If necessary, do the first two questions together.

### Fast finishers

Write two extra sentences on the board for fast finishers to write more subject or object questions:

1 *David Bowie inspired Lorde. Who ... ?*

2 *Jack Antonoff co-wrote one of her albums. Who did ... ? / Who co-wrote ... ?*

(1 Who inspired Lorde? 2 Who did Lorde co-write one of her albums with?/Who co-wrote one of Lorde's albums with her?)

### Exercise 4

- 1 Who do you admire?
- 2 Who admires Lorde?
- 3 What song did Lorde write?
- 4 Who wrote the song *Royals*?
- 5 What did she win?
- 6 Who did Lorde perform with on her international tour?/Who performed with Lorde on her international tour?

- 5** • Students do the task.
- 6** • Draw students' attention to the example questions.
- ▶ **Reinforcement** Tell students to write the questions for all five sentences in exercise 5 before they start working in pairs.

### GRAMMAR ROUND-UP

- 7** • Before they complete the text, ask students what they already know about Zoe Saldana. See the *Culture note* below for some information you can share with the class.

### Exercise 7

- 1 do you admire
- 2 When
- 3 studied
- 4 decided
- 5 was working
- 6 ago
- 7 married
- 8 have



### Culture note

**Zoe Saldana** is a famous Hollywood actress. She was born in Passaic, New Jersey, in 1978, but her father is from the Dominican Republic and her mother is Puerto Rican. She started her own media company, BESE, to help bring greater diversity to Hollywood.

### Further practice

- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

### Homework

Write these sentences on the board:

1 *Her mother inspired Zoe to become an actor.*

2 *She starred in Star Trek.*

3 *She likes eating salads for lunch.*

4 *Her dance training helped her get her first film role.*

Ask students to write a subject *and* an object question for each sentence.

(Suggested answers: 1 Who inspired Zoe? What did Zoe's mother inspire her to do? 2 Who starred in *Star Trek*? / What film did Zoe star in? 3 Who likes eating salads for lunch? What does Zoe like eating for lunch? 4 What helped her get her first film role?/What did her dance training help her get?)

# Real-world speaking

Student's Book p19

**Lesson aims** Students learn Key phrases and adjectives for asking and giving opinions and use them in a dialogue to talk about a visit or an experience.

## Warmer

Ask students to think of an awesome experience they have had or a visit to an amazing place. Tell them to write down some notes about it.

Elicit six key question words for asking for information (*What, Why, When, How, Where* and *Who*).

In pairs, ask students to use these words to ask each other questions about their experience or visit.

Ask a few more confident students to tell the class about their partner's experience or visit.

## Giving an opinion

- Draw students' attention to the photos and elicit what they know about the ArcelorMittal Orbit Slide and if they have been on a similar slide.
  - Ask students to think of opinion adjectives to describe an experience on the slide.



### Culture note

The **ArcelorMittal Orbit Slide** in London is the world's tallest and longest slide! It's 76 m high and 178 m long, and it takes 40 seconds to go down. You travel at about 24 km/hour!

- When checking answers, elicit why Logan didn't enjoy the experience (it was crowded, they waited for ages, it was over quickly, it was boring, he shut his eyes, and the ride was over very fast) and what bit he did enjoy (the views from the top).

### Exercise 2

Mae

- When checking answers, highlight how the speakers stress the intensifying adverbs and use rising intonation to help emphasise their point.
  - Ask students to work in pairs and practise the dialogue. Encourage them to try to use the intonation patterns they heard in the video. Students who finish early can swap roles.
  - Challenge** Ask students to think of other adjectives to describe experiences, both negative and positive.
  - Reinforcement** Ask students to make sentences with the opinion adjectives in the box to show that they have understood them.

### Exercise 3

- |             |            |                 |
|-------------|------------|-----------------|
| 1 brilliant | 2 exciting | 3 disappointing |
| 4 amazing   | 5 boring   |                 |

- Ask students to read the Key phrases and feed in information from the *Asking for and giving opinions* box on the right.
  - Then ask students to read the Real-world grammar phrases. Point out that these are examples of the grammar they have learnt in this unit.
  - Ask students to find other examples of the unit's grammar in the dialogue.

### Exercise 4

#### Asking for and giving opinions:

What did you think?, I reckon . . . , I thought . . . , If you ask me . . . , Didn't you think . . . , . . . in my opinion.

**Opinion adjectives:** amazing, awesome, boring, brilliant, disappointing, exciting, incredible

#### Asking for and giving opinions

ABCD

- Point out that all the Key phrases in this lesson are informal.
  - Remind students that adverbs can be used to enhance an opinion statement: *I really think . . . I strongly believe . . .*
  - Highlight that *I reckon* (= I think) is a very common phrase in the UK today. British people use the word *reckon* more often than *think* when speaking.
  - Typical mistakes to avoid: *I am agree* **How What** do you think about . . . ?
- THINK** In pairs, ask students to think of a place they have both visited or an experience they have both had and to make notes.
    - Give them some ideas, e.g. a visit to a local tourist attraction, a trip to another city, etc.
    - Tell students that they can talk about a place they would like to visit or an experience they would like to have if necessary.
    - PREPARE** Ask students to prepare their dialogue.
    - Challenge** Encourage them to look up more complex positive and negative adjectives in their dictionaries to describe their place or experience.
    - PRACTISE** Give students time to practise. Remind them to think about intonation.
    - PERFORM** Before students perform, ask them to read through the **Peer review** questions in exercise 6 and to check if they need to make any final changes to their dialogue.

- 6 • **Peer review** Remind students to consider the questions while their classmates perform. This will help them pay attention.
- After everyone has performed, nominate students to discuss, in general terms, whether their classmates used a variety of phrases and how they could improve their dialogues.

### Further practice

- Speaking → Workbook p9
- Phrasebook → Student's Book p122

### Homework

Ask students to write a short text giving their opinion about a boring experience or a visit to an amazing place. Remind them to use Key phrases from the lesson.

## Writing

Student's Book pp20–21

**Lesson aims** Students write a profile using conjunctions.

### Warmer

Read out or write some answers to questions about Cambodia on the board:

- 1 in Southeast Asia
- 2 Phnom Penh
- 3 Thailand, Laos and Vietnam
- 4 about 180,000 km<sup>2</sup>
- 5 16 million

Elicit or tell students what the words are all about Cambodia. Then ask them to think of the questions for these answers about Cambodia.

Elicit any other facts they know about this country.

(Suggested answers: 1 Where is Cambodia? 2 What's the capital? 3 What countries are next to Cambodia? 4 How big is it? 5 What's the population?)

## A profile

- 1 • Before students read the text, elicit the connection between soap, health and disease. (being clean reduces the spread of infection)
- Check their answers and elicit or explain that *bank* in the organisation's name refers to a place where things are stored, not a financial institution.
- Ask why the prefix *eco-* is appropriate in the name. (it helps the environment because it recycles soap that hotel guests do not use)

### Exercise 1

He started Eco-Soap Bank to help children in Cambodia. They had no soap to wash with and so became ill.

### Culture note

The **Kingdom of Cambodia** has a population of around 15 million and is one of the fastest growing economies in Asia.

- 2 • Before they start, check students understand the meaning of *social entrepreneur* (= someone who sets up an organisation with the aim of solving social problems) and *solar lighting* (= lighting which is powered by batteries charged during the day by converting sunlight to electricity).
- Follow-up questions:  
*How successful is Eco-Soap Bank?* (It has provided hygiene education and soap to over 650,000 people, employs 35 Cambodian women and has four recycling centres in Cambodia.)  
*What are Samir's future plans for Eco-Soap Bank?* (He plans to expand to seven more countries.)  
*What are his other projects?* (He is developing solar lighting projects in Cambodia, Nepal and Bangladesh and has worked on nutrition projects in Cambodia.)  
*Why does Josh admire Samir?* (He's generous, enthusiastic, creative and talented and shows anyone can change the world.)

### Exercise 2

a 2                      b 1                      c 4                      d 3

### ► Subskill: Using conjunctions – *because, so, although*

Point out that when the phrase with *although* comes at the beginning of the sentence, a comma is required after it:

*Although they wanted to, they couldn't wash their hands.*

- 3 • Students do the task.

### Exercise 3

1 a although    b so    c because    2 although

### Extra activity

Write prompts on the board:

*became ill – couldn't wash their hands*

Ask students to make two sentences with *so* and *because*.

Then write another prompt:

*it was raining – didn't bring an umbrella*

Ask students to make two sentences with *although*.

(They became ill because they couldn't wash their hands./ They couldn't wash their hands so they became ill.

Although it was raining, I didn't bring an umbrella./ I didn't bring an umbrella although it was raining.)

- 4 • Students do the task.
- Follow-up questions:  
*What was wrong with school libraries in poor areas?*  
 (They didn't have interesting books.)  
*How does the group involve the local community?*  
 (They ask students, parents and staff to help decorate the libraries.)

#### Exercise 4

- |           |            |      |
|-----------|------------|------|
| 1 so      | 2 because  | 3 so |
| 4 because | 5 Although | 6 so |

- 5 • Do the first sentence together as a class, then ask students to continue the task independently.
- Remind them to make any necessary changes.
  - Ask one or two students to read their answers out.

#### Exercise 5

- 1 **Although** Rebecca's organisation has provided over 1.5 million books, she wants to do more.
- 2 Her work certainly made me think **because** I didn't realise there was a problem.
- 3 In my opinion, Rebecca's work is making a difference **because** she has helped to improve literacy.
- 4 **Although** you might not know Rebecca's name, she is someone I admire and she inspires me.
- 5 Now, young people in these schools are more interested in reading **so** they do better at school.

- 6 • **THINK** Tell students that they don't have to copy the sentences. They can put these ideas into their own words.
- **PREPARE** With less confident classes, elicit from students which parts of exercises 4 and 5 should go in each of the paragraphs in the paragraph plan given.  
**Paragraph 1:** exercise 4 bullet point 2, exercise 5 sentence 4  
**Paragraph 2:** exercise 4 bullet points 1 and 5, exercise 5 sentences 1 and 5  
**Paragraph 3:** exercise 4 bullet points 3, 4 and 6  
**Paragraph 4:** exercise 5 notes 2, 3
  - ▶ **Challenge** Encourage students to go online to research more about Rebecca Constantino. Point out that they can expand on the suggested content in **PREPARE**.
  - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section to see what they should include.

- ▶ **Reinforcement** Give students a set amount of time to complete the first two stages. After the time is finished, ask students to share their ideas with a partner before they write their profile.
- **CHECK** Ask students to go through their profile and answer the questions. Ask them to make corrections if necessary.

#### Exercise 6

##### Suggested answer:

Although you might not know Rebecca's name, she is someone I admire and she inspires me. Rebecca set up the non-profit Access Books because she wanted to improve school libraries in poor areas.

While she was researching literacy, she discovered school libraries in poor areas were terrible. The books were old and in bad condition. Young people didn't have access to interesting books so they were doing worse at school. Access Books has provided over 1.5 million books. Now, because young people in these schools are more interested in reading, they do better at school.

Rebecca didn't stop there. Many of the libraries were in poor condition so the group decorated them together with students, parents and staff. Access Books also offers author visits because they want to interest young people in books and writing.

Rebecca's work certainly made me think because I didn't realise there was a problem. In my opinion, Rebecca's work is making a difference because she has helped to improve literacy and her work.

- 7 • **Peer review** Ask students to exchange profiles with another student and answer the questions.

##### Further practice

- Writing → Workbook p10
- Writing competence → Teacher's Resource Centre

##### Homework

Ask students to write three or four sentences about an environmental project or group using the information from the text and *because*, *so* and *although*.

##### Get online

Elicit if students know about any similar recycling projects around the world. Ask students to research further into Samir's work or similar projects. Some of the most interesting are in developing countries, so you could ask them to base their research on this.

Ask them to share their information in groups.

##### Culture note

NGOs such as Plastics for Change, WaterAid and WasteAid are backing community recycling projects to help developing countries manage their waste.

For the urban poor in developing countries, informal waste recycling is a common way to earn income. Waste recycling creates jobs, reduces poverty, saves money, conserves natural resources and protects the environment.

# Project

Student's Book pp22–23

**Lesson aims** Students create a video about an inspiring person and learn about verbal and non-verbal communication for effective presentations.

## Warmer

Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes for them to discuss with a partner what they learnt about inspiring people and what they have enjoyed most about the unit.

## WDYT? Who inspires you?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask them to reflect on how their thoughts have developed, and discuss the question.

Write some prompts on the board to help less confident students contribute to the discussion:

*be ambitious, aim high, never give up, positive, optimistic, challenge, enthusiasm, change people's lives*

Leave these phrases on the board for use during exercise 2.

## TASK

Read through the task and the learning outcomes with the class. Tell students that they will need to use the language from the Quick review on p21 to successfully complete their project.

Elicit the meaning of *non-verbal communication* (= conveying meaning without words). Ask students to think of examples of this. (facial expressions, body movements, eye contact, posture, how much space we put between us and others)

1  See the videoscrypt on p139.

- Read out the question. If necessary, revise the meaning of *inspire*.
- Students do the task.
- Ask students if they know the people that the students talk about.
- Ask students what they think of the presentations in the video. Ask: *Is there anything you would do differently when doing your own presentation?*

### Exercise 1

Zayn Malik, Jason Barnes, and Melati and Isabel Wijsen.

## STEP 1: THINK ●●●●

- Remind students of their discussion of the WDYT? question.
  - With less confident classes, you could make a list of inspiring people on the board and elicit Key phrases about each one. This will help students decide which person they are interested in.
- See the Model project on p23 and the Model project notes for further ideas.

### Exercise 3

Where the people were born and their complete life history

## STEP 2: PLAN ●●●●

- When choosing their inspiring person, remind students that it can be someone famous or someone they know.
- Refer students to the texts in the Model project to help them recognise the appropriate grammar and vocabulary for the task.
  - Remind students to use the language from the Quick review on p21 in their presentation where possible.

## STEP 3: CREATE ●●●●

- The Super skills focus is on verbal and non-verbal communication.
  - Remind students that they should use the tips to make their communication as effective as possible when they are putting the presentation together.
- Give students time to read the *How to ...* tips before dividing the class into pairs to practise their presentations.
  - Encourage pairs to use the Key phrases to feed back to one another. Remind them to offer positive feedback as well as negative.
  - Tell students when it is time to stop practising and move on to recording, to ensure that everyone has enough time to complete their video.

## STEP 4: PRESENT ●●●●

- Ask students to think of questions to ask their classmates, e.g.:
  - Why did you choose this person?*
  - What do you think we can learn from this person?*
  - Encourage them to also think of questions while watching.
  - Give students time to ask some of their questions in a short Q&A session after each presentation.



- 9 • **Peer review** As a class, discuss the review questions.
- Students raise their hands to vote for the most inspiring person and best video presentation.
  - Then elicit students' reasons for how they voted.

## Model project

**Content:** All three presentations include the information in exercise 3 (correctly excluding their complete life history).

Each speech is just six sentences long. Each one answers the questions in a logical way, without using many linking words, to provide brief answers and emphasise the most interesting points of their story.

Note the attention-grabbing direct question in the first speech: *Who inspires me?*

**Artwork:** Photos can demonstrate either what the person looks like or what they do. Sometimes an 'action' photo or a photo of an object is more relevant and interesting.

**Language:** The text uses the pronoun *I* when expressing opinions and *he/she/they* to talk about the inspiring people. The text uses vocabulary from the unit.

The present simple is used to talk about who inspires them and why, the past simple describes what they did to overcome difficulties in the past and the present continuous (and present simple) to say what they are doing now that is inspiring and *used to* to talk about things that were true for a while but not any more.

## Beyond the task

Ask students to reflect on the ideas that the inspiring people in the unit have had and the ways they achieved their goal.

## Further practice

- Super skills → Workbook p10

## Homework

Ask students to write a few sentences about how one person in the unit has inspired them to do something differently.

## End-of-unit further practice

- Social and emotional competence → Workbook pp68–69
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre



## FINAL REFLECTION

- Help students to think about why they would award themselves each face by eliciting what the faces could say for the three different areas, e.g.:
  - **The task:** *I've completed the task really well; I need to rehearse more and then record myself again.; I need to rewrite my presentation and record it again.*
  - **Super skills:** *I've used the Super skills really effectively.; I didn't do badly but I need to reflect on some aspects of Super skills, like working on my non-verbal communication. Practice makes perfect!; I need to practise more and work on my Super skills.*
  - **Language:** *I've included loads of language from the unit.; I've included some of the language but I need to use a wider range of vocabulary and all the structures I've learnt.; I need to do some consolidation exercises at home and revise the language in the unit to keep up with the course.*
- Ask students to give examples of language from the unit they used in their presentations.