

SCOPE AND SEQUENCE

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/VIDEO	SPEAKING	WRITING
LEAD-IN p6							
1 identity B B C VLOGS Who do you take after in your family?							
1A My ID p8	Present perfect simple and continuous	Personality adjectives; suffixes	Weak forms of <i>have</i> and <i>been</i>		Listen to a podcast about identity	Use a diagram to explain your identity	Write a blog post describing yourself
1B Memory p11	infinitive and <i>-ing</i> forms	Collocations about memory; idioms: memory	Connected speech: chunking; two-part collocations	Read an article about people who never forget		Describe a memory FUTURE SKILLS Communication	
1C I'd much rather ... p14	How to ... express personal preferences	Emotions and feelings	Word stress: dependent prepositions	Read a travel guide to Lagos		Agree on an itinerary for a day in a city FUTURE SKILLS Collaboration MEDIATION SKILLS create tourist recommendations for your town/area	
1D Personality p16	<i>while, whereas</i> and <i>whilst</i>				B B C Street Interviews about personality	Discuss personality traits	Write a letter of recommendation
UNIT 1 REVIEW p18							
2 different worlds B B C VLOGS What impact does social media have on your life?							
2A Real or virtual? p20	Future probability	Science and technology; word families	Connected speech: future probability	Read an article about the future of VR		Make predictions FUTURE SKILLS Critical thinking	
2B Closer to nature p23	Quantifiers	Nature	Connected speech: quantifiers		B B C Radio <i>Why we should listen to trees</i>	Suggest ways to encourage people to spend time in nature FUTURE SKILLS Leadership	Write a for-and-against essay on the pros and cons of living in the countryside
2C Amazing lives p26	How to ... speculate	Lifestyle adjectives	Stress to show certainty	Read an article about people with amazing lives	Listen to a conversation about unusual lifestyles	Speculate about the lives of famous people	MEDIATION SKILLS summarise an informal interview
2D The time traveller p28		Extreme adjectives			B B C Programme <i>Doctor Who</i>	Talk about an imaginary trip back in time	Write a competition entry
UNIT 2 REVIEW p30							
3 showtime B B C VLOGS What live events or performances do you enjoy and why?							
3A Festival p32	Relative clauses	Festivals; the environment	Pitch in non-defining relative clauses	Read three articles about eco festivals		Plan an eco-friendly festival FUTURE SKILLS Collaboration	Write a formal email proposing a new festival
3B Performers p35	Cleft sentences	Phrasal verbs: performing; phrasal verbs: communication	Emphatic stress		Listen to a podcast about stage fright	Practise speaking in public FUTURE SKILLS Self-management	
3C Binge-watch p38	How to ... use vague language	Film and TV	Linking and elision	Read an infographic about binge-watching	Listen to a conversation about binge-worthy TV shows	Describe your favourite film or TV series	MEDIATION SKILLS describe a film
3D Music lover? p40	<i>do and did</i> for emphasis				B B C Street Interviews about music	Ask and answer questions about the importance of music in your life	Write a forum comment
UNIT 3 REVIEW p42							
4 lifestyle B B C VLOGS Name one change you could make to your life to improve your health.							
4A Making changes p44	Future continuous and future perfect	Health and lifestyle; illness and treatment	Connected speech: future perfect	Read an article about people making changes to their lifestyles		Talk about how your life will be different in five years' time FUTURE SKILLS Communication	
4B Sleep p47	Passives	Sleep	Sentence stress: content and function words		B B C Radio <i>The science of sleep</i>	Discuss statements about sleep	Write an article about how to get a good night's sleep
4C Keep moving p50	How to ... express agreement and disagreement	Exercise; sport: motivation and benefits	Stress in phrases for partial agreement		Listen to a conversation about the benefits of exercise	Hold short debates on sports and exercise MEDIATION SKILLS decide how to contribute to an event	
4D Ancient traditions p52		Phrases related to time			B B C Programme <i>Earth from Space</i>	A discussion about traditional vs. modern lifestyles	Write a cause-and-effect essay
UNIT 4 REVIEW p54							

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING		LISTENING/VIDEO	SPEAKING	WRITING
5 work B B C VLOGS Which professions do you admire and why?								
5A First day! p56	Past perfect simple and continuous	Time expressions	Connected speech: past perfect continuous	Read an article about first days at work			Tell an anecdote about the first time you did something FUTURE SKILLS Communication	
5B Change of plan p59	Past plans and intentions	Work and careers; areas of work	Connected speech: intrusive /w/ sounds			B B C Radio <i>Is one career in your life enough?</i>	Discuss a time when your life plans changed	Write a report about broadening young people's career aspirations
5C You're on mute! p62	How to ... describe problems and suggest solutions	Video conference calls FUTURE SKILLS Social responsibility	Intonation to show degrees of certainty			Listen to three problematic video conference calls MEDIATION SKILLS agree on a course of action	Practise describing problems and suggesting solutions	
5D Are you a team player? p64	Non-defining relative clauses for comments					B B C Street Interviews about working in a team	A discussion about working alone vs. in a team	A thank-you message
UNIT 5 REVIEW p66								
6 psychology B B C VLOGS What things do you never find the time to get done?								
6A Pay attention! p68	Necessity, prohibition and permission	Prefixes	Word stress: prefixess	Read an article about avoiding distraction			Discuss your top three ways to avoid distraction FUTURE SKILLS Self-management	Edit notes to make them more concise
6B Quiet p71	Reported orders, requests and advice	Reporting verbs	Consonant clusters			Listen to a conversation about introverts	Take a quiz about introverts and extroverts	
6C Here's my advice p74	How to ... ask for advice and give advice tactfully	Collocations with <i>get</i> and <i>take</i>	Pitch for sounding tactful			Listen to someone asking for advice	Practise giving advice tactfully	MEDIATION SKILLS add to posts in a thread, building on the advice of other people
6D Would I lie to you? p76		Fillers				B B C Programme <i>Would I Lie to You?</i>	A true or false story	An email giving news
UNIT 6 REVIEW p78								
7 talent B B C VLOGS Do you have any hidden talents?								
7A An unexpected passion p80	Past modals of deduction	Compound adjectives; chance	Connected speech: past modals of deduction	Read an article about an unexpected source of inspiration FUTURE SKILLS Communication			Speculate about a series of chance events	
7B I wish! p83	<i>wish, if only, should have</i>	Idioms: regrets	Chunking in idioms			Listen to people talking about missed opportunities	Discuss your regrets	Write a personal essay
7C Let me explain p86	How to ... describe a process	Phrasal verbs: explaining	Stress in phrasal verbs			Listen to someone explaining a recipe	Explain your way of doing something FUTURE SKILLS Communication MEDIATION SKILLS make a concept easier for someone else to understand	
7D Hard work or talent? p88	adverbials of concession					B B C Street Interviews about talent and hard work	A discussion about talents	A social media post
UNIT 7 REVIEW p90								
8 community B B C VLOGS What does 'community' mean to you?								
8A A new way of living p92	Participle clauses	Collocations with <i>go, have</i> and <i>make</i> ; describing homes and living conditions	Pitch in participle clauses	Read an article about co-living			Discuss co-living spaces FUTURE SKILLS Collaboration	Write a job application letter/email
8B If the world ... p95	Conditionals with conjunctions	World issues	Stress in conditional sentences			Listen to a talk about world issues	Discuss hypothetical situations FUTURE SKILLS Creative and critical thinking	
8C Online communities p98	How to ... develop an argument	Prepositional phrases	Sounding persuasive			Listen to part of a debate about online communities	Hold a debate about online communities	MEDIATION SKILLS make a discursive argument on a topic
8D Second shot p100		Phrases with <i>get</i>				B B C Programme <i>Amazing Humans</i>	A presentation on a project	A mission statement
UNIT 8 REVIEW p102								
WRITING BANK p104 GRAMMAR BANK p108 VOCABULARY BANK p136 COMMUNICATION BANK p142 MEDIATION BANK p146 AUDIOSCRIPTS p158 VIDEOSCRIPTS p170 IRREGULAR VERBS TABLE p175								




different worlds

2



VLOGS

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

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



Global
Scale of
English

LEARNING OBJECTIVES

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

2A Real or virtual?

GRAMMAR | future probability
VOCABULARY | science and technology; word families
PRONUNCIATION | connected speech: future probability



Is virtual reality the future?

Many of us have experience of **virtual reality** in gaming, but does the technology have other, more serious uses? Many people in the **tech industry** certainly think so. Microsoft and Google have spent hundreds of millions of dollars developing VR projects, and when Facebook bought a company called Oculus VR for \$2.3 billion, Facebook's CEO, Mark Zuckerberg, **predicted** that VR is going to become a part of daily life for billions of people. So, is VR really the future? We hear two different views.



READING

1 A Work in pairs. Discuss the questions.

- 1 Have you ever used a virtual reality headset like the one in the photo? Would you like to?
- 2 What do you know about how VR is used now? How do you think it might be used in the future?

B Read the article. Which topics in the box do the people mention?

education gaming health shopping sport
 training for work travel

C Read the article again. Complete the table with the main points and supporting details it includes.

main point	supporting detail
People in the tech industry expect VR to be used more in the future.	¹ Microsoft and Google are spending a lot of money on it.
VR will be useful in schools.	²
³	Using VR can help reduce stress.
VR can help surgeons.	⁴
⁵	Firefighters need practice in real situations.
VR will never replace real travel.	⁶

D Work in pairs. Discuss the questions.

- 1 Which arguments in the article do you find the most convincing? Why?
- 2 Which uses of VR do you think will be the most useful? Why?
- 3 Which events in other countries would you most like to attend using VR? Why?

VOCABULARY

science and technology

2 A Scan the article again. Complete the sentences with the correct form of the words in bold.

- 1 I work as a **researcher**..... I find out information by reading and speaking to people.
- 2 When you play a video game with, you actually feel as if you are in the gaming world.
- 3 technology is controlled by computers and seems to make some decisions for itself.
- 4 After arranging scientific tests, we publish the so people can learn from them.
- 5 In 2020, two of the biggest brands in the were Facebook and Apple.
- 6 Many people now don't need to go into an office, but can work, from anywhere in the world.
- 7 We information: we read it, test it, and explain the results.
- 8 Technology helps us to many things, like tomorrow's weather or the future of financial markets.

B Work in pairs. Discuss the questions.

- 1 Do you have to analyse anything in your work or studies? What do you do with the findings?
- 2 Name one thing you have to predict or research in your daily life.
- 3 When's the last time you did something remotely? How did it go?
- 4 What's your favourite smart device? Why?
- 5 Do you think the tech industry has too much influence? Why/Why not?

C Learn and practise. Go to the Vocabulary Bank.

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



YES
 Yulia Ivanovich



VR has huge potential in education and training. Several studies have compared the performance of students taught traditionally to those taught using VR. The **findings** showed that students who used VR tended to perform better. It makes sense. Imagine you're learning about the Amazon rainforest. What's more effective: reading about it or going there? VR also helps in training for dangerous jobs like firefighting and mountain rescue, allowing people to practise dealing with difficult situations in a safe environment.

Another possible use for VR is in health. In one study that looked at using VR to relieve stress, participants spent time in a virtual forest. They reported feeling more positive afterwards, and the **researchers** concluded that spending time in a virtual forest can decrease stress as much as being in a real one. It could also help surgeons as they can practise their skills in a safe, virtual environment. This use is certain to become more common because it can save lives.

VR is also likely to be used more in the travel industry. People are becoming aware of the environmental costs of travel and tourism, so VR could provide a virtual alternative. Instead of flying halfway around the world to attend a festival or watch a sports event, people could experience it **remotely** without causing environmental damage.



NO
 Noor El-Basany

When it comes to education and training, everyone says VR has potential, but it probably won't be used widely in schools. Why not? Firstly, it's too expensive, and secondly, when you **analyse** the research in detail, you realise there isn't much evidence that it works. Similarly, VR has some applications in training, but it will never replace real-life training. If you're a firefighter, fighting a fire in a virtual environment just isn't the same – you need real practice.

In health, VR may be useful in a few situations, but it's unlikely to be used as a serious treatment. Does anyone really believe that putting on a VR headset and visiting a virtual world is any kind of long-term solution to anything? It sounds more like escapism to me, rather than a serious solution to a problem.

Some people have said VR might replace some kinds of tourism, but it'll never work. The whole point of going to a festival or sporting event is to be part of the crowd. And travelling is about having experiences: seeing new sights, getting to know other cultures, and trying different food. No **smart** machine can ever replace that. Travel is also about showing off your photos and bragging to your friends about the amazing things you have seen. You can't do that if your trip consists of you sitting in your living room wearing a headset!

GRAMMAR

future probability

- 3A** Read the sentences (1–8). Complete the uses (a–e) with the correct modal verbs and the phrases in bold.
- VR is **going to** become a part of daily life for billions of people.
 - Surgeons who **are due to** operate on patients could practise their skills.
 - This use is **certain to** become more common because it can save lives.
 - VR is **likely to** be used in the travel industry.
 - People **could** experience it remotely.
 - It **will** never replace real-life training.
 - VR is **unlikely to** be used as a serious treatment.
 - VR **might** replace some kinds of tourism.
- a We use **will** and to make general predictions.
- b We use to say we are sure something will happen.
- c We use to say we think something will probably happen. The opposite is
- d We use and to say we think something is possible.
- e We use to say something is scheduled to happen, e.g. a train to arrive.

B Learn and practise. Go to the Grammar Bank.

▶▶ page 112 **GRAMMAR BANK**

PRONUNCIATION

- 4A** **2.01** | **connected speech: future probability** | Listen and complete the sentences with the correct phrases.
- VR be used more in the future.
 - The new headsets go on sale next week.
 - This game be a big hit!
 - VR replace our summer holidays.
- B** **2.01** | Listen again. Notice how the phrases are pronounced in connected speech. Practise saying the full sentences.

C Work in pairs. Take turns completing the sentences with your own ideas.

- Video games are certain to ...
- New technology is going to ...
- In the future, people are unlikely to ...
- The next football World Cup is due to ...
- In future, medical professionals could ...
- Teachers of the future might ...
- By 2030, tourists are likely to ...
- In the future, firefighters might ...

SPEAKING

5A Work alone. Read the predictions. Decide which ones you agree with, and which you disagree with.

By 2040 ...

- offices will not exist. Former office workers will meet and socialise in virtual spaces.
- Virtual university professors will give virtual lectures in the environments they are teaching about.
- most people will go to virtual concerts and sporting events instead of real ones.
- doctors will use VR to predict health issues. They will analyse findings based on VR simulations.

B Read the Future Skills box and do the task.

FUTURE SKILLS

Critical thinking

Being accurate is an important part of critical thinking. For example, 'By 2040, nobody will eat meat.' is a big claim. It seems unlikely that every single person in the world will give up meat in the future. Something like, 'By 2040, the majority of people in the UK will have reduced the amount of meat in their diet.' is far more accurate and easier to evaluate.

Think again about your responses to the predictions in Ex 5A. Think about how you can express your opinions accurately, to show how sure you feel about each one.

C Work in groups. Discuss the predictions in Ex 5A and answer the questions.

- Which of the predictions:
 - will happen?
 - might happen?
 - is unlikely to happen?
 - definitely won't happen?
- What do you think of the predictions? How would they affect our day-to-day lives?
- What other uses do you think there will be for virtual reality in the future? What other predictions would you make about life in 2040?



2B Closer to nature

GRAMMAR | quantifiers

VOCABULARY | nature

PRONUNCIATION | connected speech: quantifiers

LISTENING

1A Work in pairs. Read the information about the BBC Radio programme and discuss the questions.

Why we should listen to trees **B B C**

Most of the world's population live in big, noisy cities, where we don't have many opportunities to get close to nature. For many of us, this means we miss out on some of the positive effects of spending time in nature. Alex Smalley explains.

- Do you spend time out in nature? Why/Why not?
- What kinds of natural places do you enjoy visiting?
- Why do you think spending time in nature is good for us?

B **2.02** | Listen to the programme. Tick the ideas that are mentioned.

- People have known for a long time that we benefit from spending time in nature.
- In the past, doctors didn't recognise the benefits of spending time in nature.
- In recent centuries, we seem to have forgotten the health benefits of being in nature.
- The excitement of city life brings health benefits.
- Spending time in or near nature helps restore balance.
- Studies have indicated that listening to the sounds of nature can improve your well-being.

C Work in pairs and answer the questions.

- According to the programme, how would most people describe their idea of paradise?
- What did doctors in the 1700s recommend for their patients?
- What has helped improve people's quality of life in the last 200 years?
- What problems does living in 'big, busy and noisy cities' cause us?
- How does spending time in a natural environment help us?
- Why did some hospital patients in the 1980s recover faster than others?

D **2.02** | Listen again and check your answers.

GRAMMAR

quantifiers

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



Rodrigo
07:56 | 13 June

Alex is right! **The majority of** the world's population now live in cities, and there is **a lack of** green public spaces where people can relax.



Fumi
08:20 | 13 June

I work in an office where most people spend **a good deal of** time stuck at a computer screen, and **very little** time outdoors. **Several of** us try to find time in the day to go out and enjoy nature, but we're definitely **in a minority**.



Alexis
10:47 | 13 June

I agree! There are ways to get closer to nature even if you live in a city, and have **no time to spare**. **Every day**, take **a few** moments to notice the nature around you. Sit outside with your morning coffee, grow **a handful of** plants on your desk, or take **a little** time to enjoy the view from your office window. **Each** time you do this, you'll feel more relaxed.

B Read the comments again. Match the quantifiers in bold with the meanings (1–4).

- | | |
|----------------------------------|----------------------------|
| 1 a large number or amount | 2 a small number or amount |
| 3 one individual person or thing | 4 none |

C Complete the rules with the type of noun: *singular, plural or uncountable*.

- Use *several, few, a few, a handful of* + nouns.
- Use *the majority of, a lack of, no* + nouns or nouns.
- Use *each, every* + nouns.
- Use *very little, a little, a good deal of* + nouns.

D Learn and practise. Go to the Grammar Bank.

▶▶ page 113 **GRAMMAR BANK**

PRONUNCIATION

3A **2.03** | **connected speech: quantifiers** | Listen to the sentence. Look at the quantifier in bold and draw (—) between any words that link together.

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

B **2.04** | Draw (—) to show connected speech in the quantifiers. Then listen and check.

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

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

- 1 A good deal of my time is spent ...
- 2 There's a lack of ...
- 3 Several of us ...
- 4 People who ... are definitely in a minority.

VOCABULARY

nature

4A Complete the article with the words and phrases in the box.

coastline deserted open space river bank
scenery sunlight track woodland

Did you know?

New research has found that spending just two hours a week in nature is enough to improve your health and well-being.

For some people, this might mean sitting by the sea on a ¹..... beach somewhere on a wild ²....., looking up at a clear blue sky and listening to the sound of the waves crashing onto the sand. Or perhaps enjoying a wide ³..... where the ⁴..... is spectacular. For others, it might be walking through ⁵..... near where they live and watching the morning ⁶..... through the trees. Or maybe walking along a narrow ⁷..... to a ⁸....., to sit and watch the water flowing past.

B Read the article again. Which word or phrase:

- 1 means that there is no one else around?
- 2 refers to the land by the side of a river?
- 3 refers to a rough path or road?
- 4 is the opposite of a small, contained area?
- 5 refers to an area with a lot of trees?
- 6 is another word for landscape?
- 7 refers to the area of land near the sea?
- 8 refers to light from the sun?

C Work in pairs. Describe a natural place that you know or enjoy spending time in.

SPEAKING

5A Work in groups. Imagine your school or college wants to encourage people to spend more time in nature to improve their well-being. Make notes about:

- green spaces nearby and how you could use them.
- changes you could make to the building (e.g. creating a rooftop garden).
- one-off events or activities you could do (e.g. a tree-planting event).
- changes you could make to ways of working or schedules.
- posters, leaflets, etc. you could create.

B Read the Future Skills box and answer the question.

FUTURE SKILLS

Leadership

When you are working in a group, a discussion can sometimes get stuck on one topic for too long. When this happens, it is important to refocus the group by suggesting what you should discuss next.

What expressions can you use to move the discussion on to a new topic?

C Work in your groups. Try to agree on five suggestions for your college or school. Remember to refocus the discussion if you get stuck on one topic for too long.

WRITING

a for-and-against essay

6A Work in pairs. Write down five advantages of living in a city and five advantages of living in the countryside.

B Read the essay. Does it mention your ideas? Do you agree with the writer's point of view?

C Read the essay again. Then choose the correct words to complete the sentences.

- 1 The introductory paragraph **explains what the topic is and why we might be interested / gives the writer's opinion on the topic.**
- 2 Paragraph two gives points **for / for and against** the idea.
- 3 Paragraph three gives points **against / for and against** the idea.
- 4 The conclusion **asks the reader's / gives the writer's** opinion.

7A Look at the sentences in bold in the essay. Find linkers which are used to show a contrasting idea. The first one has been done for you.

B Work in pairs and answer the questions.

- 1 What punctuation follows *However*?
- 2 Which verb form follows *despite*?
- 3 Which linker is used in the phrase '..... the fact that ...'?
- 4 Which linker is used to start a sentence which contrasts with the previous ideas?

C Connect the ideas in two different ways using the linkers in brackets.

- 1 Some young people love living in the city / others don't like it at all. (although / however)
Although some young people love living in the city, others don't like it at all.
Some young people love living in the city. However, others don't like it at all.
- 2 Public transport can be very overcrowded / people still use it (despite the fact / while)
- 3 Life in the city is exciting / it can be stressful (while / however)
- 4 Pollution and crime are problems / many young people prefer living in the city (although / despite)

D Write notes for the four paragraphs of a for-and-against essay on living in the countryside. Then write the essay (180–200 words).



City living – pros and cons

Rural and urban living have always held a different appeal for different people. ¹**While some people love living in the countryside, others find it boring and can't wait to get back to the excitement of the city. So, what are the pros and cons of living in the city?**

For many people the city offers plenty of advantages. Firstly, cities are much more exciting. There are lots of things to do, from shopping and eating out to going to the theatre or the cinema. In a city, all of these things are easy to access on public transport, which makes life a lot easier. Secondly, there are a great number of professional opportunities available in the city which are not available if you live in the countryside. Many big businesses have their headquarters in the city. Therefore, there are more businesses to choose from and more jobs available. Also, you're likely to get a higher salary. Lastly, when you live in a city, you get the opportunity to meet a huge number of diverse people. ²**Although you can build a network of friends and professional contacts anywhere you live, being in a city makes this easier.**

³**However, there are some downsides to living in the city.** It's a lot noisier and more crowded than the countryside. The pace of life is very busy and this can feel stressful. ⁴**Despite having efficient public transport, life in the city means you often have to spend a lot of your time commuting to work.** Also, the cost of living is often higher in the city. In addition to this, you have to consider that pollution and levels of crime are likely to be worse than in the countryside.

On balance, I think the advantages of being in a city outweigh the disadvantages, especially for younger people. ⁵**Despite the fact that there are benefits to living a peaceful life in the countryside, it's no surprise that so many people choose to give this up in order to find more excitement and opportunities in the city.**



2C Amazing lives

HOW TO ... | speculate
 VOCABULARY | lifestyle adjectives
 PRONUNCIATION | stress to show certainty



VOCABULARY

lifestyle adjectives

1 A Work in pairs. Look at the photos and answer the questions.

- Where are the people?
- What are they doing?
- What is unusual about their lives?

B Read the article. What do you think is the hardest thing about each lifestyle?

2 A Scan the article. Complete the sentences (1–7) with the adjectives in bold.

- My life is so busy and tiring – it's
- My job is so – I do exactly the same thing every day, so I'm always bored.
- My job gives me a lot of personal satisfaction, as well as a good income – it's very
- My life is very, like everyone else's. There's nothing unusual about it.
- I don't think anybody else lives like me. I have a(n) lifestyle.
- My lifestyle is very I don't spend a lot of money on myself.
- Life here is very, with very cold weather and a lot of snow in the winter.

B Work in pairs. Do any of the statements in Ex 2A apply to your life? Why/Why not?

Life at the extreme

This week, we continue our profiles of some of the world's most amazing people, by looking at three women with extreme lives.

Life at sea

Diana Botutihe's lifestyle is definitely **unique**. She has lived her entire life at sea. Born at sea, she has spent her whole life on boats that are typically 5 m long and 1.5 m wide. She visits land only to trade fish for other essentials such as rice and water. It's a simple, **modest** life. Her boat looks homely: filled with water cans, cooking pots, plastic utensils, a kerosene lamp and a couple of pot plants. Diana is one of the world's last marine nomads, a member of the Sama-Bajau ethnic group, a group of Malay people who have lived a traditional life at sea for centuries.

Life in space

Astronauts have been living on the International Space Station for more than a decade. Whilst floating in the air without gravity may sound like fun, there are plenty of challenges which make doing even **ordinary** things like washing your hair difficult. Karen Nyberg spent more than twenty years in a hugely fulfilling career working as an astronaut. While she was on the Space Station, Karen, who enjoys running and has run nine marathons, would typically spend at least two hours a day training on a running machine or an exercise bicycle. Life in space can be **tedious** at times, so as well as dealing with technical and practical problems on the Space Station, Karen also enjoyed creative pursuits like sewing and sketching.

Life around the world

Rosie Swale-Pope is the only person in history to have undertaken a solo, unsupported run around the world. Over nearly five years, she has travelled over 32,000 km, facing extreme danger, **harsh** Siberian winters, wolves and loneliness. Rosie runs pulling a trailer, which she then uses to camp inside. Life on the road can be **exhausting**, but also incredibly **rewarding**. She says she is happiest when sleeping alone in remote forests and meeting people as she runs by day, often starting before dawn to avoid the traffic.

How to ... speculate

3 A **2.05** | Listen to a conversation about a TV series. What factual information do you learn about Karen Nyberg and Rosie Swale-Pope?

B **2.05** | Read the sentences from the conversation. Are they talking about Karen (K) or Rosie (R)? Then listen again to check.

- I'd **guess** it must be so inspiring to see the world like that.
- I'd **have thought** it would be exhausting to live like that all the time.
- I'd **imagine** that was really hard.
- I **reckon** it must be pretty lonely at times.
- She's **clearly** the kind of person who just has to keep moving.
- I **suppose** they had video chats.
- There's **no way** I would ever consider doing that.
- She's **bound to** feel scared sometimes.

C Work in pairs. Look at the words and phrases in bold in Ex 3B. Which can you use:

- instead of saying 'I think ...'?
- to talk about what you think as a result of the evidence you see?
- to talk about something you think is not possible?

D Learn and practise. Go to the Grammar Bank.

▶ page 114 **GRAMMAR BANK**

PRONUNCIATION

4 A **2.06** | **stress to show certainty** | Listen to the sentences and underline the words with the main stress.

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

B Write sentences about the lives of the people in the article in Ex 1B using the phrases in Ex 3B. Write about the topics in the box or your own ideas.

entertainment food friends and family sleep

C Work in pairs. Take turns to read your sentences. Do you agree with each other's ideas? Why/Why not?

SPEAKING

5 A Work in groups. You are going to talk about the lives of some famous people. Agree on four people you all know about from the categories below.

actor businessperson fashion model
 influencer singer sports star

B Work alone. Think about the people you have chosen. Prepare to discuss the questions.

- What do they enjoy about their life?
- How do they feel about being famous?
- Why might they feel unhappy sometimes?

C Discuss your opinions and assumptions about the people you chose in Ex 5A. Which person do you think has the best life? Why?

MEDIATION SKILLS

note taking and summarising

summarise an informal interview

▶ page 147 **MEDIATION BANK**



2D BBC Entertainment

The time traveller

VOCABULARY | extreme adjectives

SPEAKING | an imaginary trip back in time

WRITING | a competition entry

BBC

PREVIEW

1 A Work in groups. Discuss the questions.

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

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



BBC

Doctor Who

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

VIEW

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

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

- Van Gogh talks about the wonders of the universe.
- Van Gogh hears a tour guide speaking about his work.
- Van Gogh takes the Doctor and Amy to his cluttered home.
- The Doctor and Amy go back in time and meet van Gogh in a café.
- A guide in a museum tells visitors about van Gogh.
- The Doctor has an idea.
- Van Gogh tries to give the Doctor a gift.
- The group go to a museum called the Musée d'Orsay.

C Work in groups. Discuss the questions.

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



VOCABULARY

extreme adjectives

3 A Read the sentences from the programme. Choose the correct meanings for the adjectives in bold.

- Those final months of his life were probably the most **astonishing** artistic outpouring in history.
 - sad and dark
 - very surprising or amazing
- That's **incredible**, don't you think, Amy?
 - extremely good or great
 - not believable
- You know, you should be careful with these [paintings]. They're **precious**.
 - valuable and important
 - very large
- This is the **mighty** Musée d'Orsay, home to many of the greatest paintings in history.
 - very large and important
 - extremely old
- Van Gogh is the **finest** painter of them all.
 - most famous
 - best
- His command of colour, the most **magnificent**.
 - extremely good
 - very bright or shiny

B Which of the adjectives in Ex 3A can you use with *very*? Which are extreme adjectives?

C Work in groups. Try to name the following:

- a magnificent work of art.
- an astonishing scientific achievement.
- a very fine film or piece of music.
- something precious in your country.
- a mighty person.
- an incredible time to be alive in history.

D Compare your ideas with other groups.

SPEAKING

an imaginary trip back in time

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

B Listen again. Tick the phrases that you hear.

KEY PHRASES

To start with, ...

So, what would I do?

With that in mind, I'd ...

What else?

Another possibility would be to ...

And last but not least, I'd ...

C Read the Key phrases again and answer the questions.

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

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

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

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

WRITING

a competition entry

6 A Work in pairs. Discuss the questions.

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

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

▶ page 104 **WRITING BANK**

GRAMMAR

future probability

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

A

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

B

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

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

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

quantifiers

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

LANGUAGE LEARNING SURVEY

Participants: 20 students, aged 18–52,
average age 26

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

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

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

VOCABULARY

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

coastline deserted findings predict scenery
smart sunlight track virtual reality

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

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

Another world: Finding solitude

Anyone looking for solitude ¹..... find it in a 21st-century city, but there are still ²..... of places one can be alone. In the 19th century, the American writer Henry Thoreau did an experiment in solitary living. He went to live on a patch of ³..... owned by his friend Ralph Waldo Emerson. Thoreau built a hut on the ⁴..... of Walden Pond. He spent over two years there and wrote a book, *Walden*, about his experiences.

More recently, the Italian writer Paolo Cognetti left Milan and rented a shepherd's hut near the mountains of Valle d'Aosta. There he lived for ⁵..... months, surrounded by ⁶..... scenery and ⁷..... noise besides the wind. While there, he took time to ⁸..... his life and think about what he ⁹..... do next. Like Thoreau, he wrote a book: *The Wild Boy*.

¹⁰..... people are able to escape like Thoreau and Cognetti. ¹¹..... of us are lucky if we get a few days on a ¹²..... beach. But there will always be quiet places for those with the desire and resources to find them.

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

B  R2.01 | Listen and check your answers.

Lesson 2A

GRAMMAR | future probability

VOCABULARY | science and technology; word families

PRONUNCIATION | connected speech: future probability

VOCABULARY

science and technology

1 Complete the sentences with the words in the box.

analyse findings predicted remotely
researchers smart tech industry virtual reality

- technology didn't exist when my parents were younger – they couldn't even access the internet on their phones!
- Could you help me the results of the experiment? It'll take me ages to review them on my own.
- In my role, I can work, so I don't need to go into the office every day.
- As, the tests were highly successful.
- Don't forget to include the of the study in your report.
- have discovered that VR can provide many of the same benefits as real-world experiences.
- My mum works in the as a software engineer. I hope to follow in her footsteps.
- I've been practising golf using, It's almost as good as being on the course.

word families

2 Choose the correct word to complete the sentences.

- The outcome of the board meeting was entirely, I knew I'd be forced to resign.
a remote **b** predictable **c** scientific
- Have you completed the chemical yet? We'll need the results of it fairly soon.
a analysis **b** science **c** prediction
- I'm planning to do some into VR in my postgraduate degree.
a analysis **b** predictions **c** research
- If you want to be a data scientist, you need a highly mind.
a analytical **b** virtual **c** predictable
- There is absolutely no evidence to back up your claim.
a remote **b** virtual **c** scientific
- It's incredible that vehicles on the Moon can be controlled, don't you think?
a scientifically **b** remotely **c** virtually

GRAMMAR

future probability

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

- Paulo says he **definitely won't** / **will definitely** / **won't definitely** stop trying to get into his first-choice university.
- Lisa thinks it's **likely** / **certain** / **unlikely** she'll win the photography competition because there were so many great entries.
- It's **won't** / **certain to** / **due to** rain the minute I get out of the car because I haven't brought my umbrella!
- Hurry up! Bryony's train is **won't** / **likely to** / **due to** arrive any minute now.
- Pasha says he **may not** / **definitely will** / **won't** be able to come tonight, but he'll do his best.
- They said I **could** / **will** / **might** work remotely, but I didn't want to. I prefer going into the office.

B Complete the second sentence so that it means the same as the first, using the correct form of the words in brackets.

- I don't think this experiment is going to work. This experiment (likely) work.
- Paula says she's about to start a new project involving VR. Paula says she (going) start a new a project involving VR.
- I don't think attending a gig virtually is something I'll ever do – I'd rather be there in person. I don't think (ever) a gig virtually – I'd much rather be there in person.
- I'm sure VR will be used in school classrooms eventually. VR (certain) be used in school classrooms eventually.
- You're handing in your report today, aren't you? You're (due) your report today, aren't you?
- I've thought about finding a job in the tech industry, but I haven't decided yet. I (might) a job in the tech industry, but I haven't decided yet.

PRONUNCIATION

4A 2.01 | connected speech: future probability | Listen and complete the sentences.

- VR is come down in price eventually.
- Robert's start his new job on Monday.
- Are you bring your headset with you?
- You're catch anything out in the open.
- Joseph study law at university.
- VR is be in every household by 2030.

B 2.01 | Listen again and repeat.

READING

5A Read the article and choose the main topic (a or b) of each paragraph (1–6).

Paragraph 1

- a checking how experiments have gone
- b making necessary changes to experiments

Paragraph 2

- a ensuring things are being done properly
- b carrying out daily tasks and duties

Paragraph 3

- a discussing work with seniors
- b writing up

Paragraph 4

- a motivating other people
- b teaching in a lab

Paragraph 5

- a gaining inspiration for work
- b chatting to others in the field

Paragraph 6

- a offering students useful advice
- b providing assistance to students

B Read the article again. Are the statements True (T) or False (F)?

- 1 Students are given regular support on the experiments they're doing.
- 2 Daniela refuses to do certain tasks outside of the lab.
- 3 Daniela does not especially enjoy one important part of her job.
- 4 Daniela says she is sometimes jealous of her students' ability to come up with ideas.
- 5 Daniela usually finds her conference talks go well.
- 6 Daniela thinks students should not work too hard in the lab.



A day in the life ...

research scientist Dr Daniela Brown

8.45 a.m.

¹Based at a university, I supervise research students as they carry out experiments in the lab. It's my role to keep them – the students *and* the experiments! – on track, so the first thing I do when I arrive is to take a look at the results of any experiments that were running overnight. If an experiment didn't go as predicted, I might adapt it and get the students to repeat it in a slightly different way.

9.30–10.30 a.m.

²After this, I head to my office to go through my emails. That can take some time! I could do it remotely, but when I go home in the evening, I prefer to switch off. My job can be pretty stressful and I think it's important to have some down-time. While I'm in my office, I might also do a bit of reading. I'll maybe look through scientific journals or reference books. I also like to make sure I'm doing all the technical stuff for the experiments right, so I'll double-check on techniques and report back to the students if need be.

10.35 a.m.–1.00 p.m.

³Then I'll grab a coffee and settle down to analyse the results of previous days' experiments, and I might spend some time reporting on my findings, too. Getting papers published for others to read is an essential part of any research job, though I prefer practical work, so writing up can seem a bit like hard work! Thankfully, I have my own supervisor who I can approach with any questions or ask for help if I get stuck. It's important for any researcher to be able to discuss ideas with other experts.

13.45–4.30 p.m.

⁴After lunch, I'll spend some time in the lab with the students. They will have questions of their own, though I can't always answer them! In science, there's always trial and error, but I encourage them to find solutions and new ways of doing things. I don't pretend to know it all because I certainly don't. What always amazes me is that someone will always come up with a way of doing something that I've never even thought about.

9.00 a.m.–5.00 p.m. (on occasion)

⁵Occasionally, my day will involve attending a scientific conference instead. I haven't presented at one yet, but it's fascinating to see what else is going on out there in the scientific community, and it often informs what I might decide to work on next.

6.00 p.m.

⁶Before my working day ends, I will go back to the lab after a bit more time in my office to see how the research students have got on during the day and to answer their questions. I'll also help out with setting up any experiments that will run overnight. I'll remind students not to work too late and to get some much-needed rest before I log off and head out of the lab myself.

Lesson 2B

GRAMMAR | quantifiers

VOCABULARY | nature

PRONUNCIATION | connected speech: quantifiers

VOCABULARY

nature

1 A Match the sentence beginnings (1–6) with the endings (a–f) to make sentences.

- 1 Look at the way the sunlight is
- 2 I love deserted beaches like this –
- 3 The coastline stretches for 3,000 km
- 4 This entire area is
- 5 You can cycle down this track
- 6 I just sat on the river bank,
 - a from one end of the country to another.
 - b creating a beautiful pattern on the ground.
 - c known for its amazing scenery.
 - d watching the boats go by.
 - e all the way into the city.
 - f no one around for miles and miles.

B Complete the text with nature words or phrases.



WILLOWS WELL-BEING RETREAT

Location

Surrounded by ¹..... the only thing interrupting the peace at the Willows Well-being Retreat is the sound of birdsong and leaves moving on the trees. Or if you find yourself standing on the ²....., the gentle sound of water rushing by.

Facilities

- World-class dining
- Freshwater swimming pool
- Large ³..... amongst the trees for yoga classes.

Activities

From forest bathing to hiking along ancient ⁴..... through the landscape, there is a wide variety of well-being activities to choose from during your stay. For those who prefer being less active, simply sit and enjoy the beautiful ⁵..... around you or bathe in the ⁶..... shining warmly through the trees.

We look forward to welcoming you at Willows!

GRAMMAR

quantifiers

2 A Choose the correct word or phrase to complete the sentences.

- 1 I suspect there are **few** / **a little** / **a few** rooftop gardens in this area because the houses don't have flat roofs.
- 2 **No** / **None** / **Not any** wildflowers should be taken from these woods as it will have a negative effect on the ecosystem.
- 3 Only a **little** / **majority** / **minority** of residents are in favour of the plans to change the shared lawn into a vegetable plot.
- 4 There's a **minority** / **a little** / **little** countryside left in the region – it's almost all been built on.
- 5 I found **a handful of** / **a lack of** / **plenty of** new cycling routes round here – not many, but it might be interesting to see where they go.
- 6 I know **a little** / **a few** / **few** people who really enjoy gardening, but it's not really my thing.

B Read the sentences and correct the quantifiers in bold.

- 1 There are only a **little** of vegan restaurants in the city where I live.
- 2 **Few** of my friends live in the countryside, but most live in urban areas.
- 3 **No** time I go to the beach I come back feeling refreshed and relaxed. It's awesome.
- 4 There are **a handful of** parks in my town at all, so we have to play football at the sports centre.
- 5 There's a definite **little** of green spaces in my local neighbourhood.
- 6 I see very **a little** wildlife in my garden because I live in the city.
- 7 I spend a good **majority** of time walking in the forest near my house.
- 8 There are **no** open spaces in my city, but the ones we do have are pleasant.


PRONUNCIATION

3 A 2.02 | connected speech: quantifiers | Draw a line between any words that link together in the phrases in bold. Then listen and check.


- 1 There's **a lack of** attractive green spaces in my town.
- 2 Only **a handful of** people I know live in the countryside.
- 3 I spend **a good deal of** time outdoors.
- 4 **Several of the** beaches nearby are quite good.
- 5 Young people who like gardening **are in a minority**.

B 2.02 | Listen and repeat.

LISTENING


4A  **2.03** | Listen to the introduction to a radio programme. Choose the correct topic (a–c).

- a The benefits of gardening as we get older
- b How people of all ages enjoy gardening together
- c Young people who enjoy gardening


B  **2.04** | Listen to the next part of the radio programme and answer the questions.

Which speaker ... ?

- a says how pleased they are that they have learned about plants?
- b became interested in gardening because of a local scheme?
- c noticed a difference in their mood after doing some gardening?
- d Is excited about something that is going to happen soon?
- e became suddenly more aware of their surroundings?
- f mentions one reason that gardening may have a particular benefit?

C  **2.04** | Listen again. Are the statements True (T) or False (F)?

- 1 Speaker 1 started gardening because she wanted to test a theory.
- 2 Speaker 1 is confident about why she had benefitted from time in the garden.
- 3 Speaker 2 likes getting away from her living accommodation for a while.
- 4 Speaker 2 quickly came to realise that gardening could be interesting.
- 5 Speaker 2 understands that different tasks should be done at different times of year.
- 6 Speaker 3 did not use to know exactly why seaside landscapes were so beautiful.
- 7 Speaker 3 has little idea of what she is really doing with the plants on her balcony.

D  **2.05** | Listen to the final speaker again and write what you hear. You will hear the sentence only once.

.....



WRITING

a for-and-against essay

5A Read the article and choose the main topic (a–c).

- a The benefits of walking in the rain.
- b Why people dislike walking in the rain.
- c How to enjoy walking in the rain.

B Complete the article with *although*, *despite*, *however* or *while*.

Wet weather walking

Cary Stuart | Thurs 12 Aug | 10.12 GMT

¹..... the fact that we're repeatedly told to spend more time in nature, few of us actually do.

²..... it's true that it's often raining and cold in the UK, there are ways to making walking in wet weather more appealing.

You may have heard the expression, 'There's no such thing as bad weather – only bad clothing'.

³..... it's easy enough to buy wet weather gear, it means making a bit more effort to get out of the house. ⁴....., if you take that extra step, you might just find it was worth it.

To avoid getting really wet on your walk, try taking a route through woodland, where the trees provide cover. ⁵....., remember that rain can still drip through the branches, so don't take off your raincoat just yet!

The best way to enjoy a walk in the rain is to set off with the right attitude. Then, ⁶..... the fact you're getting a little wet, you can really start to appreciate nature in all weathers.

C Correct the mistakes in the sentences.

- 1 Despite I love living in the city, I also like getting out into the countryside from time to time.
- 2 My apartment has got a fantastic view. Although, I'm starting to find it a little small.
- 3 Despite many people I know prefer renting, I've decided to save up and buy a house.
- 4 However there can be a great sense of community in villages, everyone knows your business, too!
- 5 Although the fact that public transport is so good in the city, many people still insist on driving.
- 6 I think there are very few downsides to living in the country. Despite, I'll admit it can be boring at times.

D You are going to write a for-and-against essay about whether spending time indoors or outdoors is better for our well-being. Make notes in each column.

for	against

E Write your essay using your notes to help you. Write 100–140 words.

Lesson 2C

HOW TO ... | speculate

VOCABULARY | lifestyle adjectives

PRONUNCIATION | stress to show certainty

VOCABULARY

lifestyle adjectives

- 1 Choose the correct word to complete the magazine article.

An interview with ...

a storm chaser

In this week's 'Interview with a ...', Zen Magazine talked to Micky Nguyen, who has the fascinating-sounding job of storm chaser.

Zen Magazine (ZM): Being a storm chaser sounds like a pretty ¹harsh / unique job! I've never even heard of it.

Micky Nguyen (MN): You're right! The work is far from ²ordinary / modest, and I never expected to do this for a living. More and more people are starting to do it, though.

ZM: So, tell us what it involves. Following storms around ... ?

MN: Yeah, I have to get up close to storms so that I can place sensors to record weather data. The conditions can be ³rewarding / harsh, particularly in winter when most storms occur.

ZM: Why is there a need for what you do?

MN: It helps weather forecasters be able to give better storm warnings. It's ⁴tedious / rewarding in that way because I know I'm helping people.

ZM: You drive all over the country – isn't that ⁵unique / exhausting?

MN: I do get tired, yes. And there are risks. I could get struck by lightning! I never have, though. That sense of danger is exciting but I'm very careful.

ZM: Well, it certainly doesn't sound boring!

MN: Never! I used to work in an office and the work was pretty ⁶tedious / rewarding. The days would stretch on forever. The salary was better – I'm on quite ⁷unique / modest pay now in comparison, but I wouldn't change a thing!



How to ...

speculate

- 2A 2.06 | Listen to three conversations between friends. What do they speculate about?

- B 2.06 | Match the sentence beginnings (1–8) with the endings (a–h). Then listen again and check.

- | | |
|--------------------------|-----------------------------------|
| 1 I suppose it depends | a easily get cut off though. |
| 2 I'd have thought it | b forget home so easily! |
| 3 I reckon you could | c on how remote it is. |
| 4 I bet we'll settle in | d farmers will stay ... |
| 5 I know for a fact that | e in no time! |
| 6 There's no way I'll | f anyone here in 100 years' time! |
| 7 I doubt there'll be | g we're going to meet ... |
| 8 I'd imagine the | h wouldn't feel so small. |

PRONUNCIATION

- 3 2.07 | stress to show certainty | Listen and underline the stressed word in each sentence.

- 1 There's no way I'd ever consider travelling solo round the world.
- 2 I know for a fact that I'd feel like I was in prison on a tiny boat.
- 3 He's obviously not happy where he is at the moment.
- 4 You're clearly not someone who wants a conventional lifestyle.
- 5 Tom's bound to live a life of adventure – he can't keep still!

SPEAKING

- 4A 2.08 | Complete the conversation with one word in each gap. Then listen and check.

Oli: I'd ¹..... Kwame's feeling nervous about the play tomorrow.

Cara: It's the first night, right? I get the ²..... he's feeling pretty confident, actually.

Oli: Oh, yeah?

Cara: Yes – I know for a ³..... that he's learned his lines off by heart.

Oli: Well, I'd guess you have to, really. There's no ⁴..... I could be an actor.

Cara: Why not? I'm 100% ⁵..... that you'd be brilliant at it!

Oli: No, I'd be ⁶..... to get stage fright!

- B 2.09 | You are Cara in the conversation in Ex 4A. Listen and speak after the beep. Record the conversation if you can.

- C Listen to your recording and compare it to Ex 4A.




Lesson 2D

VOCABULARY | extreme adjectives

READING | time travel

VOCABULARY

extreme adjectives

1  Choose the correct word to complete the sentences.

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

READING

2A Skim the article quickly and answer the questions.

Do scientists think it is possible to:

- travel forwards in time?
- travel backwards in time?

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

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

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

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

Is time travel actually possible?

Sofia Valdez | 20th Oct | 12.02 GMT

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

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

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

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

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

GRAMMAR

1 Choose the correct words to complete the sentences.

- How long have you **learned / been learning** Japanese?
- I've **emailed / been emailing** her three times today.
- How many times have you **been / been going** to India?
- Have you **had / been having** your hair cut? It's looks great!
- I'm so tired because I've **worked / been working** a lot today, and I still haven't finished.

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

Hey Alex!

How's life? Things are pretty much the same here, although I had a pretty terrible day yesterday! I tried ¹..... (repair) the washing machine myself – bad idea! It flooded the kitchen. I wanted ²..... (save) money by doing it myself but in the end, it cost me a fortune. Because I was messing about so long with that, I forgot ³..... (go) to my dentist's appointment for the third time, so they've taken me off their system. Then I stopped ⁴..... (get) some shopping on my way back from the gym – I got to the till and realised I didn't have my bank card with me. It was a nightmare!

What else? Oh, I know. Do you remember ⁵..... (go) to that festival where we met Andi and Niamh? I bumped into them the other week. I was in the park and they stopped ⁶..... (say) hello. They asked how you were.

The only other thing to report is that I'm thinking of looking for a new job. My idea is ⁷..... (retrain) as a physiotherapist. I just want ⁸..... (do) something more worthwhile with my life.

Anyway, I'm looking forward to ⁹..... (see) you in September for our holiday!

Speak again soon,

Chris

3 Use the prompts to write sentences using *while*, *whilst* or *whereas*.

- enjoy writing stories ✓
a brilliant imagination ✗
- actually quite shy ✓
love performing on stage ✓
- can organise other people ✓
organise myself ✗
- happy to listen to people's problems ✓
like giving advice ✗
- enjoy playing football ✗ (never)
enjoy watching it ✓ (always)

4 Complete the article with the correct future form of the words in brackets.

What next?

If you're due ¹..... (leave) university soon and feel a little overwhelmed about what's ²..... (happen), don't worry! With a little planning, it ³..... (might not be) quite as scary as it sounds.

If you know you definitely ⁴..... (not enjoy) a graduate job in a big firm, there are other options. You ⁵..... (be able) to apply for a postgraduate course as soon as you graduate, and you ⁶..... (also be) in a good place to start your own business. You certainly ⁷..... (not need) a ton of money if you're offering a service such as web design or social media influencing. But you may ⁸..... (able) to apply for a bank loan if you want to start, say, an online shop.

Another possibility is to take a gap year to consider your future. While you're travelling, you're likely ⁹..... (meet) new people and discover more about the world, which ¹⁰..... (give) you new ideas about your future.

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

- Only **a few / a little / a lack of** cheese on my spaghetti, please!
- The **minority of / lack of / majority of** affordable housing in this country is a real issue.
- There **are some / aren't any / are little** places left for the Escape Room event, I'm afraid.
- The **majority / minority / plenty** of people who live here have family in the area.
- Very few / Plenty of / Quite a few** people know the secret ingredient – just me and my father.

VOCABULARY

6 Match the personality adjectives in the box with the descriptions (1–5).

adventurous argumentative
curious rebellious stubborn

- He was an awful teenager. He refused to do what he was told and caused trouble instead.
- It doesn't matter what we're talking about, my brother always seems to disagree.
- My daughter just loves finding out new things. She's always asking questions.
- She's already climbed Mount Everest. Apparently, she's now planning to trek through the Amazon!
- It doesn't matter what you tell him – he won't change his mind.

7 Complete the sentences with the adjective form of the words in brackets.

- Sofia's quite an (experience) skater now and is entering her first major championship.
- I'm pretty (optimist) about the future of the planet – we're making great progress.
- Tonya isn't a (rely) employee and often turns up late or not at all.
- I'm feeling quite (emotion) after seeing my daughter graduate.
- I've never been very (practice). I can't even change a lightbulb!

8 Complete the text with the words in the box.

brought by heart childhood detail
memory recall short-term

We have near-perfect 1 when it comes to dangerous or threatening things that have happened to us, but it's impossible for us to remember every 2 Over time, we forget things, regardless of the fact we like to think we have a good 3 While our 4 memory might work pretty well soon after acquiring new information, if we don't make the effort to learn things 5 we won't remember them for long at all, especially if they aren't important for our survival.

9 Choose the correct words to complete the sentences.

- Oh, that name **slipped my mind** / **rings a bell!** Is she the one that used to work on reception?
- I can never remember things like dates. They just **go in one ear and out the other** / **refresh my memory**.
- Didn't I leave the keys on the table? My memory is **ringing a bell** / **playing tricks on me**.
- No, don't tell me. Hold on, it's **gone in one ear and out the other** / **on the tip of my tongue!**
- I know you've told me the story before but go on, **refresh my memory** / **slip my mind**.

10 Complete the phrasal verbs in the sentences with about, by, into, of, on or up.

- I'm really fed of living in this town – it's so boring. Nothing ever happens!
- I'm quite fond going to the cinema on Mondays, when it's quiet.
- My brother's really futsal. It's like football, but with a smaller ball.
- So, what are you passionate? Personally, I love music and fashion.
- Mum's not keen soup – let's make pasta for lunch instead.

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

- Further seems to confirm that VR can have a positive impact on recall.
a analysis b researchers c findings
- According to recent data, only twenty percent of people in the industry are women.
a smart b remote c tech

3 As, participants that played video games demonstrated better social skills.

- a findings b predicted c analysis
- 4 working on the project have said they expect to have results by the end of the year.
a Researchers b Findings c Tech industry
- 5 The company has said these will revolutionise the field of VR.
a analysis b tech c findings

12 Complete the conversation with the correct form of the words in brackets.

- A: How's the 1 (research) going?
B: Well, as 2 (predict), it's taking a long time. But I've done all the 3 (analyse) of the experiments, so I'll meet the deadline.
A: Good for you! Do you think you'll become a full-time 4 (research) after this?
B: I'm not sure. I definitely want to do some kind of 5 (science) work related to my studies, though. How's your job?
A: OK. I've been offered the opportunity to work 6 (remote) and just go into the office once a week, which would really suit me.

13 Complete the sentences with the words in the box.

deserted riverbank scenery sunlight woodland

- The is so bright, it's hurting my eyes!
- Fishing is so boring. You just sit on the all day, not talking.
- Ugh! I'm sick of work. I wish I were on a beach somewhere, lying in the sun.
- This area of is made up of hundreds of different types of trees.
- The around here is amazing. I could look at it for hours.

14 Choose the correct words to complete the sentences.

- This TV series is really **tedious** / **rewarding**. I don't think I'll finish it.
- I think you're **ordinary** / **unique** – there's no one else like you!
- I'm quite **modest** / **harsh**. I don't like to make my achievements seem better than they are.
- I'm going to tell you the truth. It might sound **harsh** / **exhausting**, but at least it will be honest.
- It's really **rewarding** / **ordinary** when I put the effort in, and achieve something at the end.

15 Choose the correct meanings for the adjectives.

- The royal palace is truly **magnificent**.
a very impressive b very expensive
- It's **astounding** how successful the blog has been.
a very exciting b very surprising
- Mm, this is the **finest** cheese I've ever tasted!
a the best b the softest
- I love your baby! She must be so **precious** to you.
a very important b very expensive
- What an **incredible** view! You're lucky to live here.
a completely impossible b extremely great

2 different worlds

Global Scale of English **LEARNING OBJECTIVES**

2A Real or virtual?

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

GSE INFORMATION

READING

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

VOCABULARY

59–75 Can use language related to scientific work.
49 Can form adjectives from verbs and nouns with common suffixes.

GRAMMAR

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

SPEAKING

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

2B Closer to nature

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

GSE INFORMATION

LISTENING

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

GRAMMAR

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

VOCABULARY

59–75 Can use language related to landscape features.

SPEAKING

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

WRITING

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

2C Amazing lives

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

GSE INFORMATION

VOCABULARY

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

HOW TO ...

64 Can speculate about causes, consequences or hypothetical situations.

SPEAKING

64 Can speculate about causes, consequences or hypothetical situations.

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

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

2D The time traveller

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

GSE INFORMATION

VIEW

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

VOCABULARY

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

SPEAKING

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

WRITING

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

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

BBC VLOGS

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

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

ANSWERS:

1 Speaker 1: great way to keep in touch with people in different countries; a little bit distracting; spend more time on it than I would like

Speaker 2: big impact on professional life; community of followers; they buy furniture or watch tutorials

Speaker 3: spends way too much time looking at photos

Speaker 4: loves social media; text and message friends, swap photos, arrange things, buy things

Speaker 5: not a very large impact

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

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

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

Additional Materials

For Teachers:

Presentation Tool Unit 2

Online Digital Resources

Videoscript Unit 2 Opener: BBC Vlogs

2A Real or virtual?

GRAMMAR | future probability

VOCABULARY | science and technology; word families

PRONUNCIATION | connected speech: future probability

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

Presentation Tool Lesson 2A

Photocopiable Activities 2A

Grammar Bank 2A

Vocabulary Bank 2A

For Students:

Online Practice 2A

Workbook 2A

TO START

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

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

READING

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

1 A Focus attention on the photo showing the VR headset and elicit what Ss can see. If you have used a VR headset, tell the class about your experience, e.g. 'I had a go at VR once with a friend, it was really fun and quite scary when it felt like we were walking along the top of a very high building!' Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share any experiences they've had with VR with the class. Elicit their ideas for question 2 and write them on the board. With online classes, you can share the photo and ask Ss to type their answers in the chat box.

B You may want to preteach or check *participants* (= people who take part in an event). Read the topics with the class, then ask Ss to read the article to find out which topics are mentioned. In feedback, check answers with the class, then refer back to their ideas on the board from Ex 1A to see if any of them were mentioned in the article.

ANSWERS:

education, health, sport, training for work, travel

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

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

ANSWERS:

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

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

VOCABULARY

science and technology

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

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

ANSWERS:

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

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

C Refer Ss to the Vocabulary Bank on page 137.

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

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

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

ANSWERS:

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

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

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

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

ANSWERS:

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

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

GRAMMAR**future probability**

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

ANSWERS:

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

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

▶ page 112 **GRAMMAR BANK**

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

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

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

ANSWERS:

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

GB

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

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

ANSWERS:

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


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

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

ANSWERS:

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


PRONUNCIATION**connected speech: future probability**

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

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

ANSWERS:

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

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

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

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

SPEAKING

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

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

FUTURE SKILLS | Critical thinking

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

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

TO FINISH

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

2B Closer to nature

GRAMMAR | quantifiers

VOCABULARY | nature

PRONUNCIATION | connected speech: quantifiers

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

Presentation Tool Lesson 2B

Photocopiable Activities 2B

Grammar Bank 2B

For Students:

Online Practice 2B

Workbook 2B

TO START

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


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

LISTENING

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

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

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

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

ANSWERS:

Ideas 1, 3, 5 and 6 are mentioned.

AUDIOSCRIPT 2.02

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

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

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

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

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

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

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

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

ANSWERS:

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

GRAMMAR**quantifiers**

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

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

GB ▶▶ page 113 **GRAMMAR BANK**

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

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

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

ANSWERS:

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

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

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

ANSWERS:

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


PRONUNCIATION**connected speech: quantifiers**

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

ANSWER:

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

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

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

ANSWERS:

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

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

VOCABULARY

nature

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

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

ANSWERS:

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

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

ANSWERS:


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

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

SPEAKING

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

FUTURE SKILLS | Leadership



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

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

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

WRITING

a for-and-against essay

6A Put Ss in pairs to come up with their lists. When they have finished, elicit Ss' ideas and write them on the board in two columns (or invite Ss to come up and do so). If you are teaching online, you can invite them to write their ideas in a collaborative document shared with the class.

B Ss read the essay and compare it with their ideas. When they have finished, tick any ideas on the board that are mentioned and ask a few Ss if they agree or disagree with the writer's point of view and why or why not. Also add to the list on the board (or the collaborative document if you are teaching online) any ideas mentioned in the essay that Ss didn't think of before, as these will be helpful when they come to write their own essays in Ex 7D.

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

- | | |
|--------------------|-----------|
| 1 a comma | 3 Despite |
| 2 <i>-ing</i> form | 4 However |

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

ANSWERS:

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

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

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

TO FINISH

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

2C Amazing lives

HOW TO ... | speculate

VOCABULARY | lifestyle adjectives

PRONUNCIATION | stress to show certainty

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

Presentation Tool Lesson 2C

Photocopiable Activity 2C

Grammar Bank 2C

Mediation Bank 2C

For Students:

Online Practice 2C

Workbook 2C

TO START

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

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

VOCABULARY

lifestyle adjectives

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

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

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

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


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

ANSWERS:

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

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

How to ... speculate

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

ANSWERS:


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

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

AUDIOSCRIPT 2.05

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

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

GB ▶ page 114 **GRAMMAR BANK**

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

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

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

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

ANSWERS:

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

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

ANSWERS:

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

PRONUNCIATION**stress to show certainty**

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

ANSWERS:

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

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

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

SPEAKING

5A Put Ss in small groups (in breakout rooms for online teaching) to think of and agree on four famous people. Putting Ss of a similar age and/or background together may help them identify four people more easily.

B Ask Ss to make notes to answer the questions about their chosen people alone. Monitor and help with ideas where necessary.

C When they are ready, ask Ss to work in the same groups as for Ex 5A (in breakout rooms for online teaching) to discuss the questions about the people. Monitor and encourage them to use the phrases from the lesson. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

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

TO FINISH

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

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

▶ page 147 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 185

2D BBC Entertainment

The time traveller

VOCABULARY | extreme adjectives

SPEAKING | an imaginary trip back in time

WRITING | a competition entry

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

Presentation Tool Lesson 2D

Online Digital Resources

Writing Bank 2D

Videoscript 2D: BBC Entertainment

For Students:

Online Practice 2D

Workbook 2D

TO START

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

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

PREVIEW

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

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

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

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

VIEW

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

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

ANSWER:

He learns that they have become extremely popular.

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

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

ANSWER:

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

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

VOCABULARY

extreme adjectives

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

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

ANSWERS:

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

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

ANSWERS:

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

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

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

SPEAKING

an imaginary trip back in time

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

ANSWER:

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

AUDIOSCRIPT 2.07

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

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

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

ANSWERS:

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

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

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

ANSWERS:

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

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

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

WRITING

a competition entry

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

B Refer Ss to the Writing Bank on page 104.

WB ▶ page 104 **WRITING BANK**

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

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

ANSWERS:

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

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

ANSWER:

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

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

ANSWER:

All of the tips are good, except 2.

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

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

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

TO FINISH

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

2 REVIEW

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

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

GRAMMAR

future probability

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

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

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

quantifiers

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

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

ANSWERS:

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

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

VOCABULARY

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

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


ANSWERS:

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

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

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

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

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

ANSWERS:

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

TO FINISH

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