

1 HIGH HOPES

Reading p6

Using a range of synonyms to describe challenges and achievement

Reading for gist and specific information; inferring the meaning of words from context

Warmer

Write *challenge* and *achievement* on the board. Ask the class to describe the difference in meaning between the two words and to give real-life examples of both ideas.

Possible answers

A *challenge* is something that is difficult to do but that you need or want to do. A challenge may refer to an act in the future or to something you have already done.
It will be a real challenge for me to run a marathon in under four hours.
An *achievement* is something difficult or exceptional that you manage to do.
Einstein's achievements in the field of physics are incredible.

Vocabulary in context

1 SPEAKING

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask the students to listen and repeat each word/phrase.
- After checking the students' answers, give the definitions in the answer key in random order. Ask students to match the definitions to the words in bold.

Possible answers

- 1 **feat** – something impressive and which often requires courage
- 2 **ordeal** – an extremely unpleasant experience, especially one that lasts for a long time
- 3 **obstacle** – a difficulty or problem that prevents progress or success
- 4 **exploit** – something unusual, brave or entertaining that someone does
- 5 **battle** – a situation in which someone is trying very hard to win an argument or deal with a difficult situation

2 SPEAKING

- Encourage students to explain *why* each of the statements is true or false for them.
- 3 Encourage students to use a dictionary to help them match the words and find any differences between them.

Answers

1 feat = accomplishment

Feat and *accomplishment* are very similar in meaning and can often be used interchangeably. However, we tend to use *feat* only to refer to one single act that is really exceptional or extremely difficult: *The Eiffel Tower is a remarkable feat of engineering.*

2 ordeal = trial

An *ordeal* is a very unpleasant experience in general.
Going to the dentist's is always an ordeal for me.

A *trial* is an unpleasant or difficult experience that tests you in some way (your patience, your stamina, etc.)

It's a real trial going on holiday with Mark. He never stops talking!

3 obstacle = hurdle

There is very little difference between these two words.

An *obstacle* is something that blocks progress. A *hurdle* is something that needs to be overcome in order to progress.

What's the biggest obstacle to your happiness?

Prejudice in the workplace is still a hurdle that many women have to overcome.

4 exploit = adventure

An *exploit* is a brave, impressive, or entertaining act.

Her amazing exploits include walking across Antarctica.

An *adventure* is an exciting, and possibly dangerous, experience, journey or event.

I decided I was ready for an adventure after college.

5 battle = struggle

Both *battle* and *struggle* describe a situation in which someone is trying very hard to deal with something difficult. However, we usually use *battle* only when we are fighting against something that is hurting or destroying us.

She has lost her battle against breast cancer.

I finally passed the exam but it was a real struggle.

4 Answers

1 **obstacle** – it can prevent success in life.

2 **ordeal** – it would be an unpleasant experience.

3 **accomplishment** – it would be something you are proud of.

4 **hurdle** – it will be a difficulty I have to overcome.

5 **adventure** – they see leaving home as something new and exciting.

Fast finishers

Ask fast finishers to write sentences using the new vocabulary in 4.

Use it ... don't lose it!

5 SPEAKING

+ Extra activity

Ask students to look at the new vocabulary on the page and to say if each of the words describes something positive or negative.

Answers

Positive: feat, exploit, accomplishment, adventure

Negative: ordeal, obstacle, battle, hurdle, struggle, trial

6 SPEAKING

- Follow up by asking: *What do you think your idea of a dream job says about your personality?*

- 7 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will read again for more detail in the next exercise.

Answer

a

8 01

- Before students do the task, remind them that they should identify the key information in each question.
- **Exam tip** Students are given a single continuous text with lettered paragraphs (e.g. A–D), or a number of shorter texts each identified by a letter (e.g. Expert A–Expert D). They then have to decide which paragraph or short text contains a particular piece of information.
- Students should first read the whole text quite quickly to get a general impression of the information and ideas that are presented.
- Students should make sure to read all parts of each paragraph/short text while looking for an answer as the relevant information will not necessarily be found in the first part of each paragraph or text.
- The wording in the questions and the text probably won't be the same, so students should look for synonyms or paraphrasing.
- If students are not certain that have found the correct section of text to answer a question, they should make a provisional answer and move on to the next item. They may find information relating to this answer while they are doing the subsequent questions.
- When checking answers, ask students to quote from the text to justify their answers.

Fast finishers

Fast finishers can rank the four jobs in terms of their personal preference and write some brief notes on the reasons for their ranking. After checking answers to the main activity, some of the fast finishers can present their ideas to the rest of the class.

Answers

- 1 B – ... *she learned last-minute that she'd also ... 'It wasn't until two days before I left that I realised that would mostly be on me.'*
- 2 C – *I made some extremely good friends I imagine I'll have for the rest of my life.*
- 3 A – *I was meeting all these people who were following their passions and doing what they really wanted with their lives ... it's something I would aspire to do – to live life on my own terms.*
- 4 D – *I've had to get my head around things I've never had to consider before ...*
- 5 B – *Yuan found ways to overcome any 'travel rage' and enjoy the small wins. 'Even if you were in a place where you weren't having the greatest time, you could always take a pause to watch the sunset.'*
- 6 A – *She never thought she'd see a whale or dolphin in real life, let alone learn to listen out for them on a hydrophone or have a job 'where you could walk up on deck and there'd be a whale 10 feet from you.'*
- 7 B – *I have flashbacks all the time.*
- 8 C – ... *'every hour of your day is defined by nature' ...*
- 9 D – *Many people assume that people who want to live on an island are escaping from something, but for us it was more about realising a dream.*
- 10 A – *'I just said: "I could do that," as you do when you're 19' ...*

- 9 Encourage students to use the context – what comes immediately before and after the words and phrases – to arrive at a possible meaning.

Possible answers

set foot on – enter or visit somewhere, often for the first time when there is something special or unusual about doing this
let alone – used for saying that something is even less likely to happen than another unlikely thing
turning point – a time when an important change takes place in a situation, especially one that makes it better
on [my] own terms – according to the conditions that I choose
embark on – start something big or important requiring time and effort
be on me – the expression it's on me/you means that I/you are responsible for something
trigger – cause something to happen, often a reaction or a series of events
favourable – showing that something good will be possible or likely to happen
go for it – try something that will be a challenge
get [my] head around – manage to understand something difficult or confusing

10 **Critical thinkers**

- Before students do the task, write the following table on the board.

| <i>Personal qualities and why</i> | <i>Practical skills and why</i> |
|-----------------------------------|---------------------------------|
| | |

- Students copy the table and then write their ideas for all four jobs mentioned in the article.

1 HIGH HOPES

Grammar in context 1 p8

Using the present perfect simple and continuous and the past simple

Warmer

- 1 Read these three sentences at near-natural speed. Ask the class to take notes:
She's been performing since she was a young girl.
Flamenco music has had a big influence on her style.
She had her first big hit in 2018 with El Mal Querer.
- 2 Ask the class who the person is. (*the singer, Rosalía*)
- 3 Ask the class to expand their notes to write the original three sentences. Write them on the board when you get the correct answers.
- 4 Ask the class which tense is used in each sentence and why. (1 *Present perfect continuous – action which began in the past and continues now.*
2 *Present perfect – an experience that happened at an unspecified time in the past and has a result in the present.* 3 *Past simple – a completed action at a specific time in the past.*)
- 5 Explain that in this lesson, they will study different uses of present perfect forms and the past simple.

1a SPEAKING

Answers

1, 4, 6 – present perfect simple; 2 – past simple; 3, 5, 7 – present perfect continuous

1b Answers

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

- 2 When checking answers, elicit *why* each tense is used in each case.

Answers

- 1 hunted – completed action in the past – no result in the present.
- 2 have/ve been working – continuous action which started in the past and is still in progress.
- 3 has/s lived/has/s been living – action which started in the past and is still in progress; has never been – an experience that has never happened.
- 4 has/s gone – an action that occurred at an unspecified time in the past and has a result in the present.
- 5 have/ve been growing – an activity that started in the past and is still in progress.
- 6 has/s been dreaming/has/s dreamt – an action which started in the past and is still in progress.

+ Extra activity

Write on the board: 1 *never* 2 *learn English* 3 *last summer*. Students write three sentences about their life using each of the words/expressions, choosing the present perfect or past simple, depending on the emphasis of the sentence. They then compare their sentences in pairs.

3 Answers

- 1 've/have been considering learning Chinese since
- 2 haven't/have not visited me for
- 3 have never/have not/haven't been here (before)
- 4 last time we saw each other
- 5 higher than it has ever been/the highest it's ever been

Culture exchange

- 4 Before students do the task, tell them to read the text straight through, without worrying about the gaps. Ask: *What is the text about?* (Possible answer: *Scottish Ballet made it possible for five members of the public to make their dreams a reality – designing costumes for the company, conducting the orchestra, etc.*)

Answers

- a Have ... ever made b decided c has/s been going
d has/s always had e invited f has/s been living g went
h worked

Culture notes

Scottish Ballet is Scotland's national dance company. Its base is in Glasgow, and the company performs throughout Scotland, both in rural areas and cities. In addition, it tours in the rest of the UK and abroad. In 2019, the company celebrated an important milestone – its 50th anniversary.

Use it ... don't lose it!

5 SPEAKING

- Before students do the task, give them a minute or two to think about and write down times when they've made a wish or hoped for something.

Developing vocabulary p9

Using a range of prefixes

Warmer

Write the following words on the board: *possible appear responsible legitimate likely*.

Elicit the negative of each of the words. (*impossible, disappear, irresponsible, illegitimate, unlikely*) Then explain to the class that in this lesson they'll be looking at how to correctly use a range of prefixes.

Language notes

Exercises 1 and 2 focus on the six most common negative prefixes in English (*dis-*, *il-*, *im-*, *in-*, *ir-*, *un-*). Although there are no exact rules about when to use each prefix, there are some patterns:

The prefix *dis-* is often added to verbs to denote a reversal of action (e.g. *disallow, disqualify*) or to adjectives ending in *-ed* (e.g. *disorganised, dissatisfied*). It usually conveys something negative or difficult.

The prefix *un-* is commonly attached to words ending in *-able* or *-ed* (e.g. *unable, unqualified, unlikeable*).

The prefix *in-* is used with Latin-derived words: *intolerant, informal, inarticulate*. Occasionally, it can be added to an adjective without it becoming negative, for example, *flammable/inflammable, habitable/inhabitable, valuable/invaluable*.

The prefix *im-* is often used before adjectives beginning with *m* (e.g. *immodest, immature*), *p* (e.g. *impossible, imperfect*) and *b* (e.g. *imbalance*).

The prefix *il-* is only used before words beginning in *l* (e.g. *illegal, illegible*) and *ir-* is only used before words beginning in *r* (e.g. *irrational, irrelevant*).

1 Answers

1 disapproving 2 inexperienced 3 illegal 4 impractical
5 unreliable 6 irrelevant

- 2 With less confident classes, if students have problems coming up with adjectives on their own (or in groups), write on the board some of the adjectives (without the negative prefix) in the answer key below.

Possible answers

dis- disadvantaged, disrespectful, dissimilar, disqualified
il- illogical, illegible, illiterate
im- immature, impolite, improbable
in- inadequate, ineffective, informal
ir- irreplaceable, irresponsible, irresistible
un- unbearable, unproductive, unsafe, unforeseen

3 Answers

1 over 2 anti 3 mis 4 re 5 under 6 co 7 sub 8 inter
9 super

4 Mixed ability

With less confident students, write on the board the words to be used for each question before they do the task. (1 rated, 2 paid, 3 discover, 4 behaving, 5 climax, 6 zero, 7 personal, 8 store.)

With more confident students, after checking answers, elicit one word extra for each of the prefixes in 3 (e.g. antibiotic, co-worker, interracial, misunderstand, overrated, review, substandard, superstar, underappreciate).

Answers

1 underrated 2 overpaid 3 rediscover 4 misbehaving
5 anticlimax 6 sub-zero 7 interpersonal 8 superstore

Use it ... don't lose it!

5 SPEAKING

- As there are a lot of items to discuss, tell students to change partners after they have discussed the first four questions.
- Exam tip** Explain that students should first read the whole text quite quickly to get a general idea. Tell them not to worry about the gaps or understanding every word at this stage.
- Students should now read the text more slowly. When they come to the first gap, they need to look carefully at the words before and after it. This will tell them what form of the word they need (noun, adjective, etc.). Point out that sometimes important clues might be a few words away from the gap, or even in another sentence.
- Students now need to create the appropriate form of the word given by using the right suffix or change its meaning by using an appropriate prefix, or they may have to do both. They should also bear in mind that sometimes they will need to change the spelling of the word given. For example, to make an adjective from 'benefit' the spelling changes to 'beneficial'.
- When students have completed all the gaps, they should check their answers. Is the meaning of the word they have written correct in the context of the text? Is the spelling correct? Emphasise that if students make a spelling error, their answer will be marked as incorrect.

Answers

a incredible b disadvantaged c uncomfortable
d unthinkable e unavailable f disagreed g discouraged
h undeniably i invaluable j unable

1 HIGH HOPES

GREAT LEARNERS GREAT THINKERS p10

Reflecting on different ways of finding the right career

Warmer

Write the following adjectives on the board, *overpaid, underrated, incredible, invaluable, unbearable, illegal*. In pairs, students think of possible jobs or occupations to fit each one. Then discuss with the whole class.

GREAT THINKERS



2 SPEAKING

- The *Generate-Sort-Connect-Elaborate* thinking routine helps students to think about and organise their understanding of a particular topic. First, students generate prior knowledge and classify their ideas, they then establish connections between them and explore what new directions their ideas might lead in.
- For stage 2, make clear that students should all write on the same sheet of paper. Emphasise that stage 2 is a *silent* activity, so students shouldn't speak about any of the ideas in the mind map. However, they can write comments. Discourage comments that are completely negative as they do not help to generate ideas.
- After stage 4, tell the groups to put their mind maps on the classroom wall. Students can then browse the different mind maps. If this is not logistically possible, groups can swap mind maps. They then read and discuss the map produced by a different group.

3 VIDEO

Possible answers

Nick and Alice are both teen entrepreneurs who had a creative idea about a personal interest, worked hard to develop it and ended up making their own career.

- 4 For the answers which are false, tell students, while they are watching, just to write a word or two to indicate why they are false. They can then write the complete reason why each answer is false when they have finished watching.

Answers

- 1 False – Nick did all of the coding and programming himself.
- 2 True – The app simplifies and summarises information from multiple websites and *makes it easier and faster for internet users to get the information they need*.
- 3 False – Alice started working at her mum's salon when she was 14 and opened her own salon when she was 17.
- 4 True – She sold pens and perfume when she was a child.
- 5 False – *Everybody was going to university. No one was really going into trades unless they'd failed at school ...*
- 6 False – *Obviously I didn't expect something to occur like this at 16 years of age, but he's worked at it, you know, he's worked hard at it... and enjoyed it.*

- 5 Before students do the task, tell them to read just the title. Then discuss with the class what the post might be about.
- Encourage students to answer in their own words rather than just repeat word for word what is in the blog post.

Possible answers

- 1 At first, she felt very nervous because she didn't even know what she wanted to do the following year.
- 2 The writer uses the example of her aunt to illustrate the point that we can't make rigid plans for the future when we're young because we don't know how we, or the world, will change. Her aunt has been successful because she *embraced new opportunities, developed new skills and acquired new interests along the way*.
- 3 The writer believes that the best way to achieve success is to live in the current moment, analyse what's going on in the world, take risks, and not be scared of failing.

6 SPEAKING

GREAT LEARNERS SEL



- Follow up by asking students: *Do you know anyone who is flexible and open to opportunities? How do they show these qualities in their life? What do you think of them and why?*

LEARNER PROFILE



- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how flexible they are (where 1 = needs improvement and 5 = very good). To help them, ask: *Are you prepared to change your mind or when you've decided something do you always stick to your decision regardless?*
- As a final activity, write on the board a paraphrased famous quote from martial artist Bruce Lee: *Bruce Lee once said that people should be like water. If things inside us are not rigid, our outward things disclose themselves*. Brainstorm with the class what they think the quote means.

Listening p12

Listening for specific information

Warmer

Write the following sentence on the board:
After losing a match Rafael Nadal (tennis champion) said that it wasn't the time to look for excuses.

Ask the class: *What do you think Rafael Nadal meant by this? What personal qualities does he demonstrate? Why?*

1 SPEAKING

- After students have discussed the question, follow up by asking: *What qualities are likely to ensure that a person is not successful? What can you do if you have these qualities?*
- Explain that students need to think in terms of grammatical categories to answer this question: verb, adjective, etc.
- Before students do the task, elicit or teach the meaning of: *pursue (follow); knockbacks (setbacks, disappointments); IQ (intelligence quotient, a measure of a person's intelligence); no matter what their background is (it doesn't matter where they come from).*

Answers

a a noun b a comparative adjective c a verb d a noun e a verb f a noun

3 02

- Before students listen, point out that they may not hear exactly the same words in the podcast as in the notes. So, students need to concentrate on meaning and not just listen for particular words.
- After students do the task, tell them to check the spelling of their answers and to try to complete any gaps they may have left blank.

Answers

a long-term goals b stronger mentally c give up
 d academic success e achieve their goals f self-control

4 03

- Tell students to look at the notes for the second half of the podcast and to decide what type of word fits in each gap. (*g a noun; h a noun; i a noun; j a verb; k a verb; l a noun*)
- Remind students to check the spelling of their answers once they have listened.

Answers

g scientist h psychology i book j develop grit
 k make you reflect l obstacles

+ Extra activity

Write on the board:

Do you agree? Why/Why not?

- 1 *Success at school depends more on grit than IQ.*
- 2 *There is a strong connection between grit and self-control.*
- 3 *You can learn to have more grit.*

Students discuss, first in pairs, and then as a whole class.

5 Critical thinkers

- Give students time to think about the question on their own before they share their ideas. Explain that they can use ideas from the text or their own ideas/experience to justify their opinion.

Possible answer

I think that some people naturally have a lot of grit. We all know individuals who are mentally tough and do not seem to be discouraged when they suffer setbacks. However, in my opinion, we can all develop grit if we set ourselves this goal. It isn't easy, but we can change lots of things about ourselves if we have enough willpower and determination.

- Follow up by asking: *Do you know any people that have a lot of grit? Who are they and how do they show grit? Where do you think you are on the 'grit scale' (high, medium or low)? Explain your answer with real-life examples.*
- You can find the grit scale questionnaire online. You may want to use it in class if students have online access or to set it for homework.

1 HIGH HOPES

Grammar in context 2 p12

Using modifiers with comparative and superlative forms

Warmer

Book closed. Write these two sentences on the board or say them aloud:

Chinese is more difficult than English.

Chinese is much more difficult than English.

Ask students what the role of *much* in the second sentence is. (*To modify the comparative.*)

Explain that in this lesson students will be looking at various expressions we can use to modify comparatives and superlatives.

- 6 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.
- Before students do the task, elicit or teach the meaning of a *great deal* in question 6 (*much*).
 - After checking answers, point out that:
 - With more confident classes you may want to mention that some of the modifiers that go with superlatives to mean *completely* or *entirely* (*altogether, without doubt, simply, easily*) can be used with comparatives too for emphasis, to mean *definitely*: *Stella is, without doubt, better at chess than me.*
 - Make clear that all these expressions can also be used to modify comparatives which function adverbally in a sentence, for example, *sentence 6*.

Answers

modifies comparatives: significantly, far, a great deal, by far

modifies superlatives: by far, simply, without (a) doubt

modifies as ... as: not nearly

- 7 Before students do the task, elicit or teach the meaning of the words in the box. The following items may need clarification: *altogether* (used for emphasis to confirm what is said: *He is altogether the best footballer in the world.*); *barely (any)* (= *only just* - used to emphasise how small an amount is); *by miles* (= *by far*); *hardly (any)* (= *almost not, almost none*); *not quite* (= *almost but not completely*), *nowhere near* (used to express a strong negative before *as ... as*: *This film is nowhere near as frightening as people say.*); *scarcely (any)* (= *only just*).
- To help students decide when we use each of the items in the box, write these three sentences on the board.

Max is taller than me.

Max is the tallest boy in my class.

Aidan isn't as tall as Max.

Tell students to decide in which sentences they can use each of the items in the box.

Answers

modifies comparatives: a bit, a little, barely (any), by miles, considerably, ever, hardly (any), much, (quite) a lot, scarcely (any), slightly

modifies superlatives: altogether, hardly, by miles, ever, much

modifies as ... as: by miles, not quite, nowhere near

Language notes

Note that in spoken English, it is common to answer a *yes/no* question with some of the modifiers from exercises 6 and 7 in place of *yes* or *no*. For example:

A: *Was your day better than yesterday?*

B: *Hardly – I got stuck in traffic and was late to work.*

A: *Was he the best in the class?*

B: *By miles!*

- 8 Before students do the task, you may want to write the first two columns of the table on the board, asking students to give you the words/expressions for both columns. The completed table should look like this:

| modifies comparatives | modifies superlatives |
|--|---|
| significantly, far, a great deal, by far, a bit, a little, barely (any), by miles, considerably, hardly (any), much, (quite) a lot, scarcely (any), slightly, ever | by far, simply, without (a) doubt, altogether, hardly, by miles, ever, much |

- To help students decide whether the modifiers go before or after the comparative/superlative, students can use the first two example sentences suggested for exercise 7 (*Max is taller than me. Max is the tallest boy in my class.*) and decide where each of the modifiers fits in the appropriate sentence.

Answers

Before comparatives: a bit, a great deal, a little, barely (any), considerably, far, hardly (any), much, (quite) a lot, scarcely (any), slightly, significantly

After comparatives: by far, by miles, ever

Before superlatives: altogether, by far, hardly, simply, without (a) doubt, much, altogether

After superlatives: ever, by far, by miles, without (a) doubt, ever

Use it ... don't lose it!

9 SPEAKING

+ Extra activity

Write on the board:

Jobs

astronaut, police officer

teacher, musician

Modifiers

a great deal, nowhere near

by miles, by far, considerably

Students write five sentences comparing the jobs. They must use a different adjective and a different modifier in each one. Tell them to use their dictionary if they don't know how to say a particular adjective in English.

Students then read their sentences to each other and discuss their opinions.

Developing speaking p13

Talking about yourself in a personal interview

Warmer

Ask students to talk about the last time they met someone new. Before students start talking, ask them to consider these questions: *Who was the person? What did they talk about? What questions did they ask each other?*

1a Answers

1 People 2 Your country 3 Work/studies 4 Free time

2 04

-  **Exam tip** The examiner asks each candidate general questions about their home, family, education, hobbies and interests. Each candidate should answer the examiner's questions when they are directed to them. Candidates shouldn't comment on their partner's answers. The interview lasts about two minutes.
- Although the topics which the examiner will ask about are fairly predictable, students shouldn't memorise their answers beforehand as they can't know exactly what questions the examiner will ask. However, point out that in general students should be prepared to talk about where they live, their family, friends and school and other areas of their personal experience.
- Students shouldn't give very short answers like 'yes' or 'no'. Emphasise that they need to give reasons for their answers or provide examples.
- If the examiner asks about a topic or hobby that students aren't very interested in (e.g. sport), they shouldn't be afraid to say this. However, they should try to explain why they aren't interested in that particular topic or hobby.
- Students shouldn't worry if they make a grammatical mistake. The examiner will be interested in many aspects of how they speak and not just in grammatical accuracy: for example, how fluent they are and how easy it is to understand them. The most important thing is that students try to interact naturally with the examiner, as if they were talking with someone they'd just met.
- To check answers, pause the question after each person has spoken and elicit the answers from the class.

Answers

- 1 Speaker 1: f
Speaker 2: a
Speaker 3: i
- 2 Speaker 1: He says 'What's the word?' while he is trying to think of it.
Speaker 2: She corrects herself
Speaker 3: He corrects himself
- 3 Yes, they all do.

3 04

- Students read all the items in the Speaking bank before listening. You may need to explain to *cut a long story short* (used for saying that you will tell the end or the main point of a story without giving all the details).
- When checking answers, pause the recording after students have heard the sentence containing each of the expressions and elicit the answer.

Answers

Structuring your response: I should begin by ...
Reporting something you believe to be true: They say that ...
Emphasising: in fact, ...
Repeating or paraphrasing information you've already given:
As I was saying, ...
Expressing your attitude to what you're saying: To be honest, ... ;
Basically, ...

- 4 Emphasise that students should write notes on their answers – they shouldn't write the complete answers.
- Remind students that they need to give a full answer. This will mean either giving a reason for their answer or providing one or two examples.
- Tell students to think about where they can use some of the expressions in the Speaking bank in their answers.

Practice makes perfect

5 SPEAKING

- Before students do the task, make clear that the person giving feedback should be honest and direct but not excessively negative.



Mixed ability

With less confident classes, provide extra time for students to write notes on their answers before doing the task.

With more confident classes, ask students to write one extra question for each of the topic areas in 1a (Free time, People, Work/studies, Your country). Students then ask and answer the questions in pairs. Nominate different pairs to report what they found out about their partner.



1 HIGH HOPES

Developing writing p14

Writing an informal email of advice

Warmer

Ask students to discuss the following questions in pairs:
Who do you ask for advice when you need it?
Why do you ask that person/those people?

- 3 After checking answers, elicit which of the expressions in bold for giving advice are followed by the gerund. (*Have you thought about ...?*, *Would you consider ...?*)

Answers

1 b 2 a 3 a 4 b

Language notes

You may want to elicit/teach the use of *had better* + infinitive without *to*, which has the implication that negative consequences will follow if the advice isn't taken, e.g. *You'd better apologise to Lisa (or she'll never forgive you).*

- 4 Students first read just the extract from Eva's email. Confirm with the class what she asks about. (*How to plan a revision timetable. Whether she should stop her gym membership. How should she organise her time? How can she focus better?*) They then do the rest of the task.

Answers

Yes, Gorka answers all her questions.
Revision timetable and organising time: do little and often; divide each subject into blocks and revise each block over a month; break up the time evenly.
Focusing better: find a quiet space to work; make sure there are no distractions and put your phone away; not study if you're feeling tired or hungry; have a snack after school and then start revising; take a break every hour.
Gym membership: don't give it up; try going to the gym after you've done your revision.

- 5 Have students do this question in pairs so that they can share their ideas and more confident students can help less confident ones.

Possible answers

- 1 The email is informal. Gorka uses an informal letter opening style (*Hi*); he addresses his friend by her first name; he uses contractions (*I'm happy ...*, etc.); he omits pronouns (e.g. *Great to hear from you*); he uses informal language (e.g. *great* and *Me, too!*); he uses exclamation marks; the email has a chatty tone, with informal phrases (e.g. *to be honest*, *having said that*).
- 2 I think you should; *Have you thought about*; *you could*; I don't think you should; *Maybe you could try*; *Why don't you*.
- 3 First things first, next, *To be honest*, *To start with*, *Apparently*, *Having said that*, *Talking about*, *Also*, *Finally*.

- 6 Students decide where they go in the Writing bank.

Answers

Introducing ideas and paragraphs: first things first; next; *To start with*; finally
Adding information: *Talking about*
Giving opinions: *To be honest*
Reporting: *Apparently*
Qualifying what has been said: *Having said that*

- 7

Answers

a be honest b First things c Next d Apparently e another thing f seems that g Having said h heard

- 8 **SPEAKING** 

- After students do the task, ask them to choose the three most useful study tips from their discussions. Pairs then tell the rest of the class their favourite study tips. You may want to write them on the board and tell students to copy them.

- 9  **Exam tip** Students should read the question carefully.

- Explain that one common mistake in writing exams is not reading the question properly and, therefore, not answering the question. In particular, students need to make sure they understand why the letter/email is being written, who the reader is and what information to include.
- It is important that students plan their email/letter and the paragraph structure they will use before they start writing.
 - Students should bear in mind that they need to connect with the person they are writing to on a personal level. Using the kind of informal expressions they have seen in this unit will help them to do this. Before students make notes, write these questions on the board and elicit answers from the class:
 - *Who are you writing to?*
 - *What is the situation?*
 - *What four questions do you need to answer?*
- (*They are writing to a British friend. Their friend is coming to their town to study for six weeks. What should I pack? What will the weather be like? Will I need a raincoat? Where should I go in your town and what can I do?*)

Practice makes perfect

- 10 Before students write their email, remind them that they need to prepare a paragraph plan first.

Test yourself p17

Grammar test

- 1** **Answers**
 1 ✓ 2 ✓ 3 I've been making a present 4 I lived in Germany when I was younger. 5 We've swum in the sea
 6 I've been reading that book you gave me. 7 ✓ 8 ✓
 9 You've been sitting in the sun all day! 10 She's opened all the windows in here.
- 2** **Answers**
 1 ever 2 by far 3 a little 4 not quite 5 by miles 6 barely
 7 nowhere near 8 significantly

Vocabulary test

- 1** **Answers**
 1 exploits 2 obstacles 3 struggle 4 ordeal 5 feat
- 2** **Answers**
 anti-social cooperate/co-sleep disapprove inexperienced
 interactive/overactive/reactive mislead oversleep/overestimate
 reconsider subconscious/subsonic supersonic
- 3** **Answers**
 1 underestimate 2 uncomfortable 3 reconsider 4 illegal
 5 impractical 6 invaluable 7 irrelevant

Reading p18

Using a range of lexis to describe trends

Reading for gist and detail; inferring the meaning of words from context

Warmer

Books closed. Write the letters *S N R E T D* on the board. Ask the class if they can form a word from these letters. (*trends*)

Elicit the meaning of *trend* (a gradual change or development in a particular area, e.g. *climate, music, etc.*) and discuss briefly the latest fashion trends.

Vocabulary in context

1a SPEAKING

Possible answers

- 1 *hashtag* – a word with the symbol # in front of it, used especially on social media to identify the general subject of a Tweet or other post
- 2 *fad* – a trend, style or activity that is popular for a very short time
- 3 *backlash* – a strong, negative feeling amongst people in reaction to an event, situation or behaviour they do not approve of
- 4 *in the know* – to have information about something – more than most other people do
- 5 *make a comeback* – become famous, important or commonplace again after a long time of not being famous, important or commonplace
- 6 *cultural phenomenon* – the situation or process where something or someone becomes very popular
- 7 *catch on* – become fashionable
- 8 *outdated* – old-fashioned
- 9 *a must-have* – something that many people desire or want to own
- 10 *iconic* – (*in this context*) very famous and well known, and believed to represent a particular idea

- After checking answers, you may want to include a brief pronunciation activity. Ask students to identify all the words and expressions that include the /æ/ sound (as in *cat*) and the /ʌ/ sound (as in *but*). Use the recording of the key vocabulary in the Check it section at the end of the unit on page 28, track 10 to check. (Answers: /æ/ *hashtags, fad, backlash, comeback, catch on, must-have*; /ʌ/ *comeback, cultural, must-have*)

Use it ... don't lose it!

1b SPEAKING

- Before answering the questions, ask students if they know of any successful hashtags, if so, which ones? Then, ask them to identify any fads that they have seen and to name things, styles or people that have made a comeback.
- Ask for volunteers to share some of their answers and check if the rest of the class agree with them.

Fast finishers >>

Fast finishers close their books and try to remember the ten words and expressions taught in this section. They then check in the Student's Book. If the rest of the class is still working on the main activity, fast finishers can then write sentences to show the meaning of five of the words/expressions. They then share them with the class after eliciting some of their answers to the main activity.

- 2 Before students do the task, elicit or pre-teach the following words: *dungarees* (a piece of clothing consisting of trousers and a square piece of cloth that fits over your chest, held up by narrow pieces of cloth over your shoulders); *personal grooming* (the process of making yourself clean and tidy).

Answer

C

3 07

-  **Exam tip** In summary completion exam questions, students are given a summary of the text with gaps. There is either a list of words to fill the gaps or students need to find the answers in the reading text. If students are given a list of words, there will be more words in the list than are needed to fill the gaps.
- All of the information in the summary is contained in the reading text. However, it will usually be expressed in different words than in the reading text. This means that students should look for synonyms and paraphrases in the text rather than for exactly the same words.
- Before students read the text, they should first read through the summary and think about the type of word that fit (e.g. a noun, verb, etc.). They should also think about specific words that fit in the gaps.

Mixed ability

For less confident students, write two options on the board for each gap. 1 *environmental impact/cyclical nature*, 2 *footwear trends/original ideas*, 3 *instant fame/mixed reactions*, 4 *social benefit/passing fads*, 5 *mixed reactions/passing fads*, 6 *social benefit/original ideas*, 7 *peer pressure/instant fame*, 8 *general stress/original ideas*

Challenge more confident students to rewrite the second paragraph using their own words as far as possible. They can then compare their versions in pairs.

Answers

- 1 cyclical nature. In the text the writer says that *fashions will often repeat themselves*. She gives examples of trends – dungarees, flowers in hair, and leopard print – that used to be fashionable and have become fashionable again.
- 2 footwear trends. In the text, the writer talks about sandals and white socks being ugly. However, ... *fashion has recently reclaimed the socks-and-sandals look as a hyper-trend ... 'Ugly' is suddenly chic*.
- 3 mixed reactions. The writer describes how in men's grooming styles would ... *be ridiculed and admired in equal measure*. In other words, some people loved them, and others thought they looked silly.
- 4 social benefit. The writer says that the challenges that followed on from the Ice Bucket Challenge *were not exactly designed to put an end to world hunger or inequality*. In other words, she doesn't think that they help people/society in any way.
- 5 passing fads. The writer says *I can't help but hope that soon, people will stop putting themselves at risk* [by taking selfies and using beautifying filters] *just for the likes, and move on to something altogether healthier ...*
- 6 original ideas. In the text, the writer says that most movie franchises are *well past their expiry date*. In other words, they are old and should be thrown away. She says *we've been revisiting those superheroes ... for the last forty years* – meaning that the same themes and ideas have been repeated too many times.
- 7 instant fame. The idea of 'instant fame' can be found in the sentence: *All these dancers suddenly found themselves in the spotlight and being sought out for interviews – for a brief time at least*.
- 8 general stress. The writer suggests that *the world around young people can cause concern and anxiety*. The phrases *environmental impact and peer pressure* are not used.

4 Answers

relic – an object from the past that still exists
fashion-forward – very interested in fashion and what will be fashionable soon
[be] consigned to – be put somewhere that has little importance, usually because you want to get rid of it
polarising – creating two completely opposite opinions between groups of people
jeopardy – danger/risk
in pursuit of – trying to achieve
avid – very keen, enthusiastic
[be] in the spotlight – receive media and/or public attention
bought into – started to believe in or accepted

5 SPEAKING 

- Before students do the task, elicit and write on the board the trends mentioned in the text - *accessories going out of fashion quickly, trends that come back (e.g. dungarees), ugly becoming chic (e.g. socks and sandals), personal grooming styles coming and going, the extreme selfie, beautifying filters, movie franchises (e.g. super-heroes, dinosaurs, battles in space), dance fashions, being organised*.

6  Critical thinkers

- Explain that students can use ideas from the text or their own ideas/experience to justify their opinions. Encourage students to share their ideas when they have thought about the questions.
- With less confident classes, students can make notes on both questions before sharing their ideas.
- Follow up by asking: *Why do people follow fashions? Are fashions a good or a bad thing?*

Possible answers

I think people decide something is fashionable when they see an 'influencer' they like who follows this fashion. Another factor is that companies spend a lot of money advertising new products in order to convince consumers that they must have them and this can make them seem trendy.

In my opinion, some individuals just love to criticise. Also, people often think a new fashion is ridiculous when it first comes out, but they then change their mind when they see more and more people adopting it.

Grammar in context 1 p20

Talking about present and past habits using different tenses

Warmer

Books closed. Write on the board:

Something I used to do but don't do now.

Something I didn't use to do but do now.

Ask students to individually think of two activities, one for each situation. They then share their ideas in pairs and comment on each other's habits. Finally, tell students that in this lesson they will be looking at different ways of talking about habits in the present and in the past.

1a Point out that the sentences are based on sentences from the reading on page 19. Explain that some of the answers refer to structures rather than tenses (e.g. *used to*, *will*, and *would*).

Answers

a present continuous **b** *used to* **c** present simple **d** *will*
e past continuous **f** *would* **g** *will* **h** *would*

1b Make clear that for some items, the answer consists of more than one sentence. So, students need to check all the sentences even if they have already found one that fits.

Answers

A 1 c, g 2 b, f 3 h 4 a, d 5 e

B d and h

C We don't need to use a time expression with *used to*; we do with *would*.

2 Answers

1, 4, 5, 7

Language notes

You might want to revise/ elicit the difference between *used to* followed by the base form of the verb (to express past habits and states) and *be/get used to* followed by the gerund (to become accustomed to).

My dad used to get up early for work but he doesn't now.

My dad's got used to getting up early for work but he found it difficult at first.

3 Students first read through the text to get a general idea of what it is about.

- Emphasise that students need to think about how each verb is being used before they complete the gaps (e.g. past or present? neutral or critical tone?).
- When checking answers, elicit why each tense is used in each case.

Answers

- a** used to drink/would drink/drank – past habit. *Would drink* is possible here because a time expression is used – *in the past*.
- b** are buying – present continuous for a current situation. *Buy* is also possible to describe a present habit in a factual, neutral way.
- c** 're/are constantly signing up – present continuous for a present habit expressed with criticism.
- d** forever buying – present continuous for a present habit expressed with criticism.
- e** used to keep/would keep/kept – past habit. *Would keep* is possible here because a time expression is used – *in the past*.
- f** wear/will wear – present habit. *Will wear* is a good option here because there is implied criticism.
- g** catch on – present simple for a generalisation.
- h** was wearing – continuous action in the recent past. We don't use *used to* or *would* for the recent past.
- i** choose/will choose – present habit.
- j** would buy/used to buy/bought – past habit. *Would buy* is possible here because a time expression is used – *in the past*.

Fast finishers

Students imagine life before the Internet and write five things that people used to do but they don't do now.

Use it ... don't lose it!

4 SPEAKING

- Before students discuss the topics elicit what verb forms they can use for each one. (*Shopping habits: present simple or will. An annoying habit: present simple; present continuous + always/forever/continually; will. A childhood memory about summer: past simple; used to; would; past continuous to provide context*)

Developing vocabulary p21

Using expressions related to fashions and trends

Warmer

Book closed. Revise some of the key vocabulary from the beginning of the unit by asking these questions:

Can you think of ...

... something that's a must-have for you and your friends?

... a style of music that you think might make a comeback?

... a sport that's catching on?

... a product or company there's been a backlash to?

... something that will be outdated in 10 years' time?

1 Answers

a fashion b trend c fashion d trend e fashions/trends
f trend g fashion/trend h trend

2 Answers

1 make a fashion statement 2 a passing trend 3 on trend
4 be back in fashion 5 started a new fashion/trend/been a trendsetter

Language notes

You might want to point out other words derived from *trend* and *fashion*: *trendy* (in fashion); *trending* (being talked about a lot online); *an uptrend/downtrend* (a steady increase or decrease, often on a graph); *old-fashioned*; *fashionable/unfashionable*.

Use it ... don't lose it!

3 Encourage students to give reasons to explain their answers.

Possible answers

- 1 very popular
- 2 make more people aware of your presence
- 3 the best person or thing to use to achieve or get something
- 4 have people's attention, be known about
- 5 popular or fashionable
- 6 a trend or a person that you think will soon be very fashionable

4 SPEAKING

- You may want students to do this activity in pairs, so they can share what they think the expressions mean.

5 Books closed. Write *Woodstock*, *Live Aid* and *Coachella* on the board. Ask: *What do these names have in common?* (They are all music festivals.) Then ask: *Do you know anything about them?* And: *Can you think of any other famous music festivals?*

- Tell students to read each paragraph to get a general idea of what the text is about before they try to complete the gaps.

Culture notes

The Woodstock Festival was held on a dairy farm in the small town of Bethel, about 120 km from New York. It lasted three days and attracted an audience of over 400,000 people. Woodstock is considered a major event in the history of the counterculture generation. Artists such as Jimi Hendrix, The Who and Janis Joplin performed.

Live Aid was a concert to raise money to help people affected by famine in Ethiopia and Sudan. It was organised by the singers Bob Geldorf and Midge Ure and was held simultaneously in London and Philadelphia. Concerts were also held in some other countries. Live Aid had an estimated TV audience of more than a billion people in 110 countries. The Coachella Valley Music and Arts Festival is held every year at the Empire Polo Club in the Colorado Desert, about 210 km east of Los Angeles. The event features musical artists from many different genres, as well as art installations and sculptures. There is live music simultaneously on several stages around the extensive grounds of the polo club.

Mixed ability

With less confident students, write the answers on the board for each paragraph, but in the wrong order:

Paragraph 1: *in fashion a new trend the trend the rage*

Paragraph 2: *passing in*

Paragraph 3: *fashion statement the profile with the latest fashions/trends go-to big thing radar trendsetter*

With more confident students, have students try to work out the meaning of the following words and expressions in the text when they finish:

stole the show (got more attention and praise than anyone else)

staple (a regular and important part or feature of something)

ultimate (used to describe something/someone that is better, more extreme, or more important than all others)

Answers

a the rage b a new trend c the trend d in fashion e in
f passing g with the latest fashions/trends h trendsetter
i the profile j big thing k fashion statement l radar m go-to

2 TRENDING NOW

GREAT LEARNERS GREAT THINKERS p22

Reflecting on changing consumer habits

Warmer

Books open. Say: *Look at the two pictures. What clothes do they show? What type of shops are they? Look at the title of the video. What do you think a swap shop is?*

1 SPEAKING

- You may want to write the following prompts on the board to help students: *in fashion, cheap, comfortable, does it suit me, environmentally friendly, good quality material, famous brand.*

2b VIDEO

- You may want to pre-teach or elicit the meaning of the following words that are heard in the video: *swap (exchange); overwhelming (producing a strong emotion); get rid of (throw or give away); junk (old, broken or useless things); a token (a piece of paper that you can exchange for goods of a particular value in a shop); a garment (a piece of clothing); a retailer (a person or company that sells goods directly to the public).*

Possible answers

The people are at a swap shop, exchanging and recycling clothes. They are doing this to protect the environment and not be wasteful.

- get rid of clothes they no longer want and swap them for other clothes.
- it has a serious environmental impact. / it is one of the world's worst polluters.
- it relies on mass consumerism, which seriously impacts the environment. So, it needs to become more sustainable but the industry will have 'profit problems' if it produces fewer clothes, and if people buy fewer clothes.

3 VIDEO

Answers

- 1 40; 70 2 junk 3 10,000 4 protesters; industry bosses
5 30

- 4a** Before students do the task, you may wish to elicit the meaning of: *sew (make or repair clothes using a needle and thread); spin (twist fibres of a material such as cotton or wool into thread in order to make cloth); and weave (make cloth by crossing long threads over and under each other on a machine called a loom).* You could also teach or elicit the past participles, which appear in the text (*sewn, spun, woven*).

4b

Fast finishers >>>

Students find words and expressions in the text with the following meanings:

Paragraph 1: not dangerous

Paragraph 2: very carefully, wealthy, fall rapidly

Paragraph 3: reduce

(Answers: *harmless, painstakingly, affluent, plummet, cut back on*)

Answers

- The environmental cost (the carbon footprint) and human cost (low wages earned by many clothing workers).
- Developments in technology and transport have made it possible for clothes to be mass produced and manufactured in countries where labour is cheap.
- More people have become more aware of the environmental and ethical issues surrounding fast fashion and have chosen to spend less money on clothes.

GREAT THINKERS

- 5** The *I used to think ... Now I think ...* thinking routine allows students to reflect on how their attitudes towards a particular subject have changed over time.
- In the first two steps students engage in individual reflection on how their attitudes to fashion and shopping for clothes may have changed.
 - SPEAKING**  In the final stage, when students share their ideas, make clear that students should not be judgemental about the attitudes of others in their group. The aim of the activity is to explore how attitudes have changed, and why.
- 6** **SPEAKING** 
- With less confident classes, have students brainstorm ideas about each question in pairs before they discuss them with new partner.

GREAT LEARNERS SEL

- Before students discuss the questions about habits, ask them to write down four habits they have. They then decide if these habits are good for them, bad for them, or neutral, and why. Finally, students share their ideas with a partner.
- After students do the task, ask them to write down one bad habit they have. Students reflect on *why* they have this habit. They then reflect on whether they want to change this habit, and why. Finally, students reflect on how they could change this habit (if they want to).

LEARNER PROFILE

- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 (= needs improvement) to 5 (= very good) for how aware they are of their habits and what drives them.
- As a final activity, write on the board this paraphrased quotation from an expert on habits.
- Discuss with the class what this says about the importance of our habits.

Listening p24

Listening for specific information

Warmer

Ask the class: *What famous artists do you know from the 20th or 21st century? What do you know about them and their work?* You may need to prompt students by offering some names of artists and the types of art they are associated with, e.g. Georgia O'Keeffe (modernism), Salvador Dalí (surrealism), Banksy (street art).

1 SPEAKING

- Be careful not to give the students too much information about Andy Warhol at this stage. The listening exercise is an interview about his life, so avoid revealing any of its contents.

2 08

- Remind students to follow the advice in the Exam tip. They should read each question carefully and underline the key information.
-  **Exam tip** Point out that in multiple-choice listening tasks the questions come in the same order as the information in the text.
- The wording in the questions and in the listening text may not be the same so, when students listen, they need to look out for synonyms or the ideas in the options expressed in different words.
- When checking answers, play the recording again and tell students to call out 'stop!' at the appropriate point for each question.

Answers

- 1 b – Interviewer: *So, he became famous because he rubbed shoulders with the rich and famous?* Jade: *Hmm, that certainly helped.*
- 2 a – *Warhol documented his personal life like an Instagrammer. He was always taking photos with his polaroid camera and recording himself on a tape recorder.*
- 3 c – *The magazine was like no other, as he got celebrities to interview other celebrities.*
- 4 a – *Warhol brought a new approach ... He pushed the boundaries so that almost anything could be considered art.*
- 5 b – Interviewer: *Can you tell me a little more about his fascination with celebrities?* Jade: *It was a life-long obsession really.*

Culture notes

Andy Warhol started his career in the 1940s, drawing art for advertisements. In the 1950s he created artistic designs for shoes for a while. Warhol produced most of his most iconic work in the 1960s, including his pictures of products such as Campbell's soup cans and Coca-Cola bottles and celebrities such as Marilyn Monroe and Elvis Presley. In the 1960s, Warhol also produced a famous series of 'static' films. One of the best-known, *Sleep*, shows the poet John Giorno sleeping for five hours. Warhol died in New York City in 1987 at the age of 58 following complications from surgery.

3 Critical thinkers

- Give students a couple of minutes to think about the question on their own. Remind them to use ideas from the audio and other information to justify their opinion. Then invite them to share their ideas.

Possible answer

I had never thought about this before, but, probably, anything can be considered art if it is done in a new, beautiful or striking way. For example, if someone designed a tap that was very beautiful or innovative, this could be considered art, even though a tap is an everyday object.

+ Extra activity

Students research pop art and write down five pieces of information about it. In the next class, students share their information with the rest of the class. At home, they can find example images online to illustrate their work.

2 TRENDING NOW

Grammar in context 2 p24

Using defining and non-defining relative clauses

Warmer

Books closed. Write on the board:

Relative pronouns

people

things

places

times

In pairs, students write the relative pronouns which can be used with each category.

Answers

people: who, that, whose

things: which, that, whose*

places: where

times: when

* Although it may seem strange to some students, it is possible to use *whose* to indicate possession for things as well as people. For example: *This building, whose name I don't remember, is very beautiful.*

4a You may have set the Flipped classroom video for homework, but if not watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the audio in the previous section.

Answers

a that/which = the programme

b who/that = Andy Warhol

c where = the gallery

d which = the act of hanging out

e that = the rock band

f who = Andy Warhol when he was young

4b Answers

1 defining relative clauses: a, c, e; non-defining relative clauses: b, d, f

2 at the beginning and end of a non-defining relative clause to separate the clause from the rest of the sentence

3 in defining relative clauses

4 in defining relative clauses when the pronoun is *who*, *which* or *that* and is the object of the verb in the clause

Language notes

In non-defining relative clauses the information given is extra and not essential to the meaning of the sentence. For this reason, non-defining relative clauses are always separated from the rest of the sentence by commas, unlike defining relative clauses. For example:

1 *The student, who lives far away, was late for class.*

2 *The student who lives far away was late for class.*

Sentence 1 contains a non-defining relative clause. In this sentence it is already known which student was late for class. The fact that he/she lives far away is just additional

information. Sentence 2 contains a defining relative clause. In this sentence, it wouldn't be possible to know which student was late for class if we didn't include the defining relative clause.

- In defining relative clauses, the pronoun *that* can replace *who*, *whom* or *which*.
- The relative pronoun can be omitted from defining relative clauses when it is the object of the clause. When the relative pronoun is the subject of the clause, it can't be omitted. For example:

1 *The person that helped me on the train was very friendly.*

2 *The person (that) I helped was on a train.*

In the first sentence the relative pronoun can't be omitted because it is part of the subject of the relative clause (*the person that helped*). In the second sentence, the pronoun can be omitted because *the person* is the object of the verb *helped* – it is followed by the subject (I) + helped.

5 Tell students that the first thing they need to decide for each gap is whether it is a defining or non-defining relative clause.

- When checking answers, make sure that students include the commas when they are needed.

Answers

1 who was born in 1928, grew up in

2 when Andy Warhol began painting iconic American

3 where Andy Warhol worked/used to work was called

4 Warhol created were hugely

Use it ... don't lose it!

6 SPEAKING

- Encourage students to use a mixture of defining and non-defining relative clauses.
- Allow students to go online if there is Internet access in class and they need to find out more information about the influential person.
- When students have written their sentences, ask them to read the sentences to a partner without saying who the person is. Their partner has to guess the person.

+ Extra activity

Read these five sentences to the class. Ask them to guess who each person is.

This person, who was born in Mallorca, is one of the greatest tennis players of all time. (Rafael Nadal)

The International Day of Non-violence is on the birthday of an Indian leader whose example has inspired millions. (Gandhi)

In 1761, when he was only five, this famous composer from Austria wrote his first piece of music. (Mozart)

1989, which was when this singer was born, was also the title of her fifth studio album. (Taylor Swift)

This is the man that was the first person to set foot on the moon. (Neil Armstrong)

Developing speaking p25

Justifying your opinion, agreeing and disagreeing

Warmer

Books closed. Write a *discussion* and an *argument* on the board. Elicit the difference between the two. (*In a discussion you exchange opinions with someone else on a particular topic. An argument is an angry conversation in which you strongly disagree about something or an individual point in a discussion.*)

Next, ask students in pairs, to try to remember the last time they discussed something. *Who did they discuss with? What was the topic? Did they reach a conclusion / an agreement?*

Finally, tell students that in this lesson they will learn some useful expressions for taking part in an extended discussion.

2 SPEAKING

- Remind students that when they give their opinion in a speaking exam, they should explain why they think what they think and/or give examples to justify their opinion. For this reason, encourage students to say at least three sentences when they answer each question.

Mixed ability

For less confident students, have the students discuss possible answers to each question in pairs. After students do the task, ask the class to share the ideas they discussed on each topic.

For more confident students, encourage students to ask and answer follow-up questions about each topic.

3b

- Before or after students do the task, you might want to elicit or teach the meanings of: *timeless classics* (things that will always be good); *scratchy* (the feeling when something you're wearing is uncomfortable and you want to rub it with your fingers/nails); *stiff* (firm and difficult to bend); *add a twist* (make something personal/distinctive); *endorsement of a product* (recommendation of a product by someone).

Possible answers

Question 2

Student A: Buying classic clothes is a greener choice than constantly buying into current trends, because you are more likely to wear the clothes for longer.

Student B: Classic clothes are boring and old-fashioned. Dressing fashionably is fun and a way of expressing yourself.

Question 6

Student A: Influencers and celebrities can generate a lot of money for clothing companies, but she doesn't think she is influenced by them.

Student B: Marketing strongly influences what consumers buy, and no one is immune to it.

- Before students do the task, check their understanding of each of the expressions by getting them to paraphrase each one. Possible problems might be: *to some extent* (in some ways); *go along with* (agree with); *back something up* (confirm).

Answers

Justifying your opinion: This is only anecdotal, but ...; There's evidence to show that ...; Quite a lot of research has been done to back this up.

Agreeing: I would go along with the idea that ...

Disagreeing: Perhaps to some extent, but ...; I'm not sure I agree with you on that.

5 SPEAKING

- Tell students not to prepare notes on questions 2 and 6 (as these were already discussed in the listening).
- Remind students that they need to justify their opinions, either with explanations or examples.
- Emphasise that students should just write brief notes with the key ideas. They shouldn't write complete answers.

Practice makes perfect

6 SPEAKING

- Exam tip** The examiner will ask both candidates follow-up questions about the topic that they discussed in the interactive and decision making task. The discussion between the two candidates lasts for about five minutes.
- In general, the examiner will direct the questions at both candidates. Students should discuss the question, expressing and justifying opinions, and agreeing/disagreeing with each other.
- Students should help each other to keep the conversation going by asking questions, challenging or disagreeing with each other. In general, the more students speak and the fewer questions the examiner needs to ask the better.
- Students shouldn't try to dominate the discussion or to 'win the argument'. They need to give their partner time to speak, too.
- There are no correct or incorrect answers in this kind of task. The examiner is not evaluating students' opinions. He/she is interested in the language they use and how they take part in the discussion.
- Tell students that they should discuss the first question they have prepared until you tell them to stop. Give them at least three minutes before you end the discussion. Emphasise that the student in the role of examiner should be taking notes on the performance of the other two students while they are speaking.
- After you instruct the students to stop, tell the student in the role of the examiner to give brief feedback to each student.
- Repeat this process for the other two questions, making it clear that each student in the group should take on the role of the examiner once.

2 TRENDING NOW

Developing writing p26

Writing an opinion essay 1

Using formal and informal language

Warmer

Books closed. Write the following questions on the board for students to discuss in pairs.

How often do you buy clothes?

Where do you normally buy your clothes?

Would you ever buy second-hand clothes? Why (not)?

2 SPEAKING

Answers

1 Two 2 No, but you can if you want to. 3 Students' own answers

- 3 Tell students to skim read the essay to answer the two questions, i.e. they don't need to read the essay in detail.

Answers

- The suggestions in bullet points 1 (discussed in the second paragraph) and 3 (discussed in the third paragraph).
- The suggestion in bullet point 1 (this is the suggestion which the writer repeats in the final paragraph – the conclusion).

- 4 After checking answers, ask students to classify the linkers into cause and result.

Answers

a because b That is why c For that reason, d therefore
e As a result, f since g Consequently, h which means that

- 5 To simplify answers, ask students to read the first paragraph to find the features, except for identifying the conclusion.

Possible answers

An introduction and a conclusion: The first paragraph provides the introduction and the final paragraph provides the conclusion.
Impersonal style: use of the passive – *The energy required to create the fabric... has been wasted.*

Complex sentence structure (two or more clauses): For example – *Excessive consumerism is adversely affecting the environment [clause 1] and creating a world [clause 2] that will become increasingly difficult to live in [clause 3].*

Fewer phrasal verbs: No phrasal verbs in the first paragraph.

Formal language: For example: *increasingly difficult* instead of *more and more difficult*; *purchasing* instead of *buying*.

No contractions, slang and idioms: No examples of this in the first paragraph.

Fast finishers

Write on the board: *look like, bit by bit, come up to, boss, again and again, really tired, a question, nasty.*

Explain that these are all informal words. Students write the formal equivalent, with the help of a dictionary if necessary.

Answers

resemble, gradually, approach, (line) manager, repeatedly, exhausted, a query, unpleasant

Vocabulary

6 Answers

- manufacture
- dispose of
- excessive
- ensuring
- adversely
- garments
- increasingly
- purchasing
- proposal
- initiative
- cease
- revolutionise
- penalises
- required

7 Answers

- purchasing
- garments
- excessive
- adversely
- revolutionise
- increasingly

8 SPEAKING

- Exam tip** Tell students that in this exam task students must adhere to the instructions given and not freely express what they think.
- Students may refer to the three opinions provided but they are not obliged to do so.
- Students should try to back up the points they make with evidence or examples. It is perfectly acceptable if they use examples from their own experience.
- The word count for guided essays is 220–260 words. This means that students will not have space to present detailed arguments.
- Guided essays should begin with a short introduction and end with a brief conclusion. These paragraphs are usually slightly shorter than the others. This allows students to develop the two bullet points they have chosen in the main paragraphs.
- While students read the exam task, write on the board:
Which two methods will you discuss in your essay?
Which of these methods do you prefer and why?
Will you use the opinion related to each of the methods?

When students have finished reading the task, they make notes on their answers to the questions and then discuss with a partner.

- While students are discussing, write on the board:

Methods for selecting the right products

Introduction

Method 1

Method 2

Conclusion

Students then make notes for each paragraph.

Practice makes perfect

- 9a Write the following reminders on the board:

- Keep to the question. Don't introduce any new methods for choosing products.
- Use four paragraphs.
- Write 220–260 words.
- Use your own words as far as possible.
- Use formal language.

Test yourself p29

Grammar test

1 Answers

1 I will always read (*will* for habitual action) 2 would take (*would* for annoying typical action) 3 's forever chatting (annoying present habit) 4 do homework (present simple for habitual action)

2 Answers

1 lived 2 did you go/did you use to go/would you go 3 used to stay/would stay/stayed 4 didn't use to eat 5 was always telling/always told/always used to tell/would always tell 6 Did you buy/purchase

3 Answers

1 where; D 2 whose; ND 3 O; D 4 which; ND 5 which/that; D

Vocabulary test

1 Answers

1 comeback 2 fad 3 outdated 4 backlash 5 must-have
6 know 7 iconic

2 Answers

1 in 2 make 3 up 4 on 5 raise 6 on 7 trend

3 Answers

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

Reading

1 Possible answer

Careers in the future will require extra skills beyond the core skills for the role.

2 Answers

- 1 **C** – None of the other options can be followed by *of*.
- 2 **B** – *Conduct* is the only correct collocation with *work*.
- 3 **D** – None of the other options can be preceded by *in* and followed by *for*.
- 4 **A** – The meaning needed is *an unpleasant experience*, so *ordeal* is correct.
- 5 **A** – We need a word that means the opposite of *facilitates*, so *obstacle*.
- 6 **B** – We need a word that extends the meaning of *using* in the text, so *exploiting*.
- 7 **D** – *Employable* is the correct adjective to describe the ability to find work.
- 8 **C** – The text refers to a process that is repeated every five years, so *cycle*.

Writing

4 After students read the task, ask them:

What is the essay about? (Why qualifications are important.)

How many of the bullet points should you discuss in your essay? (two)

Do you need to say which of the two bullet points is more important, in your opinion? (yes)

Do you need to mention the opinions expressed? (only if you want to)

Is it OK to copy the opinions expressed word for word in your essay? (no)

- Before students write their essay, write on the board:

Paragraph 1: Introduction

Paragraph 2: The main reason why qualifications are important.

Paragraph 3: Another reason why qualifications are important.

Paragraph 4: Conclusion

- Tell students to first write notes for each paragraph. Make clear that the second paragraph should be the longest of the four paragraphs.
- When students finish their notes, they should check to see if they think they have the right amount of material to produce 220–260 words. If necessary, they should either expand or reduce their notes before they start writing.
- If you wish, go to page 144 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 94 and 99, for more information and practice on these C1 Advanced tasks.

Events and festivals in your country

1 SPEAKING

Answers

The three festivals mentioned are Woodstock, Live Aid and Coachella.

The fashions mentioned in each festival are:

Woodstock – going barefoot, wearing flowers in hair, home-made clothes often using tie-dye, embroidery and crochet

Live Aid – Freddy Mercury's iconic white jeans

Coachella – fashion statements by leading stars

2 SPEAKING

- Organise the class into groups of three or four. You could let students choose their own groups or organise them yourself, putting together students with different levels of English.
- While students are reading the Project task and Research areas, write on the board:
Which festival or festivals are you going to write about?
Which research area or areas do you want to focus on?
What would be a good format to present this information?
Students discuss in their groups.

3 Ask individuals to read aloud the tips and discuss them with the class. Then write on the board:

Plan before you start!

Make sure each person knows what they have to do!

Think about visuals, not just text!

Do you need to give background information about the event, e.g. customs/traditions?

- Tell students to write these four points down. They will need to discuss them in their groups before they start work on their project.

4 SPEAKING

- Establish a schedule for the project, including any interim deadlines.
- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.
- Ideally, students who have prepared a leaflet should make enough copies so that everyone is able to read it.
- 5 Explain that *Presentation* here means the way in which a project has been created and shared, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.



Virtual Classroom Exchange

- Connect with teachers and students in other countries and encourage students to present their projects to each other.