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H MINDS

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TEACHER'S BOOK

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EDYCJA POLSKA



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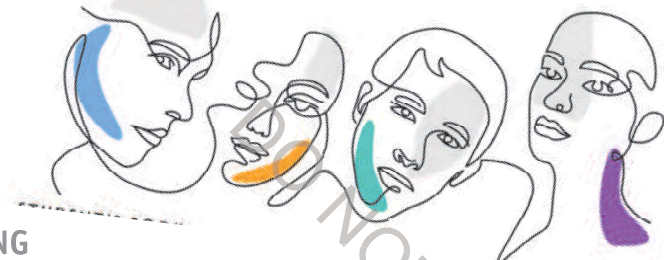
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monologues about alternative working lifestyles (multiple matching)	explaining/asking about purpose and use	a blog post giving news (Writing tip: expressing emotions)
dialogues about the Olympics (multiple choice)	<ul style="list-style-type: none"> putting forward ideas/showing approval for ideas discussing a question 	an article about a sportsperson (Writing tip: style of articles)
a radio interview about people living to a great age (T/F statements)	<ul style="list-style-type: none"> talking about causes & effects of behaviours/actions discussing things that play a part in children's lives 	an opinion essay (Writing tip: expressing opinions; organising paragraphs)
monologues on green technology innovations (multiple matching)	<ul style="list-style-type: none"> expressing certainty, possibility & doubt discussing how to make cities green 	an article providing solutions (Writing tip: referring back; punctuation)
an interview about an invasive species (sentence completion)	<ul style="list-style-type: none"> clarifying discussing a question 	an article making suggestions (Writing tip: engaging readers)
monologues about AI (multiple matching)	<ul style="list-style-type: none"> taking an opposing view discussing a question 	a for-and-against essay (Writing tip: balanced arguments; impersonal structures)
an interview about movie franchises & video games (multiple choice)	<ul style="list-style-type: none"> talking hypothetically making a choice based on pictures 	a review of a film website (Writing tip: providing context)
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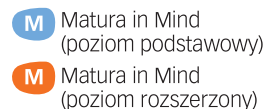
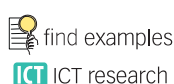
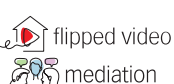
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Symbols





INTRODUCTION TO THE TEACHER

4Minds B2 is an engaging modular course for learners studying British English at CEFR Level B2. It allows flexibility of approach, which makes it suitable for classes of all kinds, including large or mixed-ability classes. The effective combination of print and digital resources allows teachers who wish to make use of Blended or Flipped learning frameworks to enhance student autonomy and boost the development of real-life skills.

A **flipped classroom** is a model of instruction in which students watch the presentation videos for homework and do their exercises and tests in class. This means that when students are in class, they can work through any gaps or misunderstandings around the content while the teacher acts as a “guide on the side” (Aaron Sams and Jonathan Bergmann). For those teachers who wish to adopt this model of instruction with *4Minds B2*, they can assign all the videos preceding texts and Grammar and Writing videos as homework. The videos can be found in the digital app. These videos, together with ICT tasks, provide a means of **mediation**, either **intralinguistic** (in the same language) or **interlinguistic** (between two different languages) and aim to develop students’ receptive, productive and interactive skills.

If teachers wish to use *4Minds B2* the **traditional way**, then all the videos can be done in class. Then, students can watch the Grammar & Writing videos as many times as they wish at home to reinforce their grammar and writing skills.

COURSE COMPONENTS

Student’s Book

The **Student’s Book** is the main component of the course. *4Minds B2* consists of a Welcome unit and ten units. Each unit consists of nine lessons ending with a Life Skills lesson or a Presentation Skills lesson. At the back of the book, there is a Review and Competences section, a Content and Language Integrated Learning (CLIL) section, a Matura in Mind section, a Grammar Reference section, a Word List section and supplementary sections (American English – British English Guide, Pronunciation, Punctuation, Irregular Verbs). Each unit is based on specific themes and the topics covered are of general interest. All units follow the same basic structure. (see **Elements of the Coursebook**)

Workbook & Grammar Book

The **Workbook & Grammar Book Student’s Book** is in full colour and contains three sections. The **Workbook** section contains units corresponding to those in the Student’s Book with practice in Reading, Vocabulary, Grammar, Listening, Everyday English and Writing. The **Grammar Book** presents and practises the grammar structures in the order they appear in the units in the Student’s Book. Each unit contains a **situational presentation** of the grammar structures that appear in the course, as well as clear and simple **theory tables** (presented in Polish for the convenience of students) and **graded exercises**. **Matura in Mind** tasks are included in both the Workbook and Grammar Book sections.

The **STEAM (Science, Technology, Engineering, Arts, Maths) activities** section contains one activity to be covered after Unit 5 in the Student’s book and one activity to be covered after Unit 10 and aims to encourage experiential and holistic learning.

The **Workbook & Grammar Book Teacher’s Book** contains overprinted answers to all the exercises and audioscripts for the

listening tasks as well as suggested models for the writing tasks. The **Grammar Book Teacher’s Book** contains overprinted answers to all the exercises.

Teacher’s Book

The **Teacher’s Book** contains step-by-step lesson plans and suggestions on how to present the material. It also includes overprinted answers to the exercises in the Student’s Book, the audioscripts of all the listening material, videoscripts for all the video tasks, suggested speaking and writing models as well as evaluation sheets.

Audios (downloadable)

The **Audios** contain all the recorded material which accompanies the course. They include the monologues/dialogues and texts in the Listening and Reading sections as well as the Pronunciation sections. They also include the material for all the listening tasks in the Workbook.

Digital Interactive Whiteboard (DIWB)

The **Digital Interactive Whiteboard (DIWB)** is a cross-platform application that can be used as interactive whiteboard software. It contains all the material in the Student’s Book, Teacher’s Book, Workbook & Grammar Book and audios and aims to facilitate lessons in the classroom. It also contains videos linked to the themes of the units/texts in the course, **Grammar Videos** of all the grammar structures as well as **Grammar owls** to help present the grammar structures and **Writing Videos** of the main writing tasks.

DigiBooks application

The **DigiBooks app** contains all the material in the Student’s Book, Workbook & Grammar Book, audios, videos linked to the themes of the units/texts in the course, Grammar videos of all the grammar structures and Writing videos of the main writing tasks. The **DigiBooks app** helps students monitor their progress and improve their scores, which are recorded and stored so that they can be accessed at any time.

Tests & Teacher’s Resource Activities (downloadable)

Ten **Unit Tests** can be used to assess the extent to which students have mastered the content of each unit in the Student’s Book. **Midterm** and **End Tests** are provided to verify students’ achievements for the semester and academic year. **Matura in Mind Cumulative Tests** enable teachers to assess student’s progress with exam-type tasks. Additionally, **Teacher’s Resource Activities** provide extra material that can be used, for instance, with fast finishers.

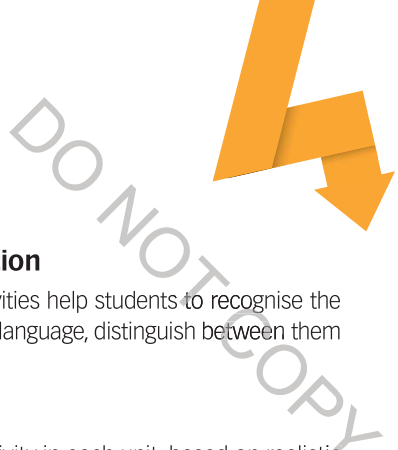
ELEMENTS OF THE COURSEBOOK

Each unit begins with a page that introduces students to the theme and topics of the unit, as well as a topic-related video.



Each unit contains the following sections:

Reading

The Student’s Book contains a variety of reading texts, such as articles, blogs, forum entries, etc followed by reading tasks such as T/F statements, sentence completion, missing sentences,



missing headings, multiple choice, matching, etc. Reading techniques are employed, such as skimming, scanning, reading for gist, reading for specific information, etc to help students develop their reading skills.

Each unit starts with a video  that introduces students to the theme of the text. For **flipped classrooms**, teachers are advised to assign the video as HW and check students' answers in the next lesson. Students can also read the text of each unit if they like (optional). For **traditional classrooms**, teachers are advised to show the video  to the students using the digital components and elicit answers in the class.

Vocabulary

New vocabulary is introduced in every **b** and **e** section of each unit through a variety of tasks. The new vocabulary is then practised through tasks such as picture-word association, completing sentences, etc in order to help students use the new language correctly. In every **e** section, students are introduced to Phrasal verbs, Prepositions, Words often confused and Idioms related to the theme of the unit. There is also a Word formation exercise linked to the theme of the unit.

Grammar in Use

The grammar items taught in each unit are presented in the grammar videos. Specific exercises and activities methodically reinforce students' understanding and mastery of each item.

For **flipped classrooms**, teachers are advised to assign the grammar video presentation as HW and elicit theory in class. Students then explore the structures in the text provided before doing the exercises. For **traditional classrooms**, teachers are advised to present the grammar structures using the digital components (**video** and/or **Grammar owls**), then do the exercises.

Further practice of grammar can be found in the Workbook and Grammar Book.

Listening

Students develop their listening skills through a variety of scaffolded tasks which employ the vocabulary and grammar practised in each unit in realistic contexts. This reinforces students' understanding of the language taught in the unit and familiarises students with exam-type listening tasks. **Preparing for the task** sections prepare learners for various listening tasks.

Speaking

Speaking activities have been carefully designed to allow students' guided practice before leading them to less structured or open speaking activities. Students can participate in pairwork or groupwork tasks, which can also be done online.

Spoken English

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues also present useful language and formulaic expressions so that students can practise everyday English.

Matura Speaking Tasks

Some units offer practice in speaking tasks that reflect the Matura exam. Language boxes and recorded sample answers are some of the features that are provided to assist students' performance.

Pronunciation/Intonation

Pronunciation/Intonation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Writing

There is one main writing activity in each unit, based on realistic types and styles of writing, such as articles, stories, reviews, essays, letters, blog posts and emails (Writing sections include all writing forms required in the Matura exam at both basic and extended levels). Models, Writing Tips, Useful Language boxes and plans help students do the writing tasks. All types of writing tasks in the course are presented in the writing videos to help students build up their Writing skills.

For **flipped classrooms**, teachers are advised to assign the Writing video presentation as HW and elicit theory and tips before students do the task in class or it is assigned as HW. For **traditional classrooms**, teachers are advised to present the theory and tips for each genre using the digital components before students do the task in class or it is assigned as HW.

Life Skills

The **Life Skills** sections, one every two units, aim to generate contexts within which students use ethical principles to resolve issues of common concern.

Public Speaking Skills

The **Public Speaking Skills** sections, one every two units, aim to help students develop their public speaking skills. They contain tips for effective presentations, model presentations and steps to help students prepare and give their own presentations.

Culture

Each unit contains a **Culture** snippet which provides students with cultural information about aspects of English-speaking countries that is thematically linked to the unit. Teachers are advised to have a student read the information and explain it to the class by translanguaging (if they explain it in L1) or mediation (if they use L2). Students are given the chance to process the information they have learnt and compare it to the culture of their own country.

Information and Communication Technology (ICT)

ICT tasks help students develop their research skills and serve as a means of **mediation**. They aim to develop interaction, collaboration and communication with other cultures, which is important in modern language teaching. Such tasks can be completed in the classroom during lesson time (by using school IT resources or students' smartphones) or, when this is not appropriate, as homework tasks for students.

Think!/Values

Think! tasks such as creating, classifying, prioritising, predicting, evaluating, inferring, etc in every module as well as **Values tasks** aim to help students to develop their thinking skills using the language presented.

Mediation

Mediation tasks promote an inclusive use of the language and help students develop self-awareness and empathy.

Review & Competences

This section appears at the end of the course, and aims to reinforce students' understanding of the topics, vocabulary, structures and functions that have been presented in each unit. A **Competences marking scheme** at the end of every Review section allows students to evaluate their own progress and identify their strengths and weaknesses. Students can go through the competences and evaluate themselves in each language skill.

Content and Language Integrated Learning (CLIL)

The course contains a **CLIL** section at the back of the book. Each lesson enables students to link the themes of the unit to a subject from their school curriculum, thus helping them contextualise the language they have learnt by relating it to their own personal frame of reference. Lively, creative tasks stimulate students and help them understand the content.

Matura in Mind

This section appears at the end of the course, and aims to give students oral and written practice in different exam skills in the areas of oral expression, Reading, Use of English and Listening that students might encounter in the Matura exams. The topics, grammar and vocabulary of the Matura in Mind section are cumulative.

Grammar Reference

This section offers full explanations (provided in Polish for the convenience of students) and a review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar being taught.

Word List

A complete **Word List** contains the new vocabulary presented in each module, listed alphabetically, with a phonetic transcription of each word, an English explanation and a Polish equivalent.

American English – British English Guide

An **American English – British English Guide** outlines and highlights differences between the two main international varieties of English.

Pronunciation

The **Pronunciation** section familiarises Ss with the phonetic transcriptions and pronunciation of vowels, consonants, diphthongs and double letters.

Punctuation

The **Punctuation** section presents the use of punctuation. It is important that students learn to make correct use of punctuation because it shows how well they can organise their thoughts and expressions.

Irregular Verbs

This provides students with a quick reference list of verb forms students might be unsure of at times. Polish equivalents are provided for the convenience of students.

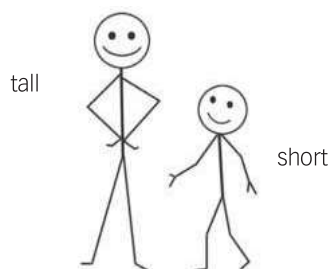
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

The key vocabulary in the course can be presented through various techniques.


Some of them include:

- **miming.** Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask students to guess the meaning of the word.
- **synonyms, opposites, paraphrasing and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: 'powerful'.
 - present the word **strong** by giving its opposite: 'weak'.
 - present the word **weekend** by paraphrasing it: 'Saturday and Sunday'.
 - present the word **well-known** by giving its definition: 'popular (person or thing)'.
- **example.** Use of examples places vocabulary into context and consequently makes understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the students' country: 'Kraków is a city, but Sandomierz is a town.'
- **sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **use of L1.** In a monolingual class, you may explain vocabulary in the students' native language. This method, though, should be employed in moderation.
- **use of a dictionary.** In a multilingual class, students could refer to a bilingual dictionary.

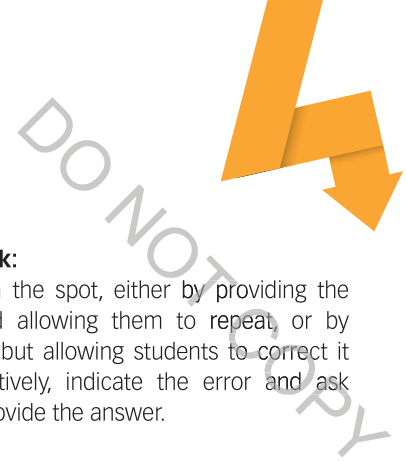
The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or a definition.

Note:  **Check these words** sections can be treated as follows: Go through the list of words after students have read the text and ask students to explain the words using the context they appear in. Students can give examples, mime/draw the meanings, or look up the meanings in their dictionaries.

B Listening & Reading

You may ask students to read and listen for a variety of purposes, e.g.:

- **Listening for detail:** Students listen for specific information. (See *Student's Book, Unit 1, p. 14, Ex. 5*)



- **Listening or reading for gist:** Ask students to read or listen to get the gist of the dialogue or text. (See *Student's Book, Unit 3, p. 39, Ex. 1. Tell students that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Reading for detail:** Ask students to read for specific information. (See *Student's Book, Unit 3, p. 33, Ex. 4. where students will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

C Speaking

- Speaking activities can be controlled, allowing for guided practice. (See *Student's Book, Unit 1, p. 12, Ex. 4 where students use the same structures to act out exchanges.*)
- Free speaking activities are also included. (See *Student's Book, Unit 1, p. 15, Ex. 3. Additionally, there are more open types of tasks to reinforce the new language, such as Student's Book Unit 1, p. 10, Ex. 3 or Student's Book Unit 1, p. 15, Exs 4 & 5.*)

D Writing

All writing tasks in the course have been carefully designed to closely guide students to produce a successful piece of writing. They are accompanied by **Writing videos** that present the theory, tips and useful plans.

- Make sure that students understand that they are writing for a **purpose**. Go through the writing task so that students are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book, Unit 1, p. 16, Ex. 1 where students are asked to write an informal email making suggestions.*)
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

E Assigning homework

When assigning writing tasks, prepare students as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

Copy – Students copy small chunks of texts to improve their handwriting;

Dictation – Students learn the spelling of particular words without memorising the text in which they appear;

Vocabulary – Students memorise the meaning of words and phrases or use the new words in sentences of their own;

Reading aloud – Assisted by the digital components, students practise at home in preparation for reading aloud in class;

Writing – After thorough preparation in class, students are asked to produce a complete piece of writing. With flipped classrooms, all writing videos in the course can be assigned as HW and the writing activities can be done in class.

F Correcting students' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on the purpose of the task. In some cases, teachers are advised to check for fluency instead of accuracy.

• Oral accuracy work:

Correct students on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing students to correct it themselves. Alternatively, indicate the error and ask other students to provide the answer.

• Oral fluency work:

Allow students to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

• Written work:

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising students is of great importance. Post good written work on a display board in your classroom or school, or give 'reward' stickers. Praise effort as well as success.

G Class organisation

• Open pairs

The class focuses its attention on two students doing the set task together. Use this technique when you want your students to offer an example of how a task is done. (See *Student's Book, Unit 1, p. 12, Ex. 4.*)

• Closed pairs

Pairs of students work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See *Student's Book, Unit 1, p. 15, Ex. 4.*)

• Stages of pairwork

- Put students in pairs.
- Explain the task and set a time limit.
- Rehearse the task in open pairs.
- In closed pairs, get students to do the task.
- Go around the class and help students.
- Open pairs report back to the class.

• Group work

Groups of three or more students work together on a task or activity. Class projects or role play are most easily done in groups. Again, give students a solid understanding of the task in advance.

• Rolling questions

Ask students one after the other to ask and answer questions based on the texts.

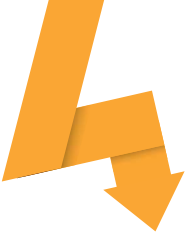
H Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's Book:

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc	Et cetera
Ex(s).	Exercise(s)	sb	Somebody
		sth	Something



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Key to symbols used in the Student's/Teacher's Books



theme/text-related videos for flipped use to introduce Ss to the specific topic



theme/text-related videos for in-class use (in-flipped), **Grammar** videos to present the grammar structures, **Writing** videos to present the various types of writing & tips to help Ss develop their writing skills



find examples



vocabulary from text



audio



pairwork



groupwork



words to be explained using the context each appears in



ICT Information and Communication Technology – tasks to help Ss develop their research skills



STRATEGIA Study Skills (learning and exam strategies) – suggestions to help learners become autonomous



DEBATE sections to develop Ss' debating skills



WRITING TIP suggestions to help learners develop their writing skills



sections to develop Ss' critical thinking skills (creativity, evaluation, analysis, application, comprehension)



mediation



CULTURE snippets to familiarise Ss with the culture of English-speaking countries, and develop cross-cultural awareness



VALUES sections to help Ss develop critical thinking skills & values



plan sections to help Ss structure their pieces of writing

CLIL Content and Language Integrated Learning sections that link the themes of the units to a subject from the core curriculum



the desired outcome of a task



Do not write on Student's Book



Matura in Mind (poziom podstawowy)



Matura in Mind (poziom rozszerzony)

UNIT 1

In this unit, Ss will explore the topics of types of holidays and airport security.

UNIT PAGE

p. 7

Lesson objectives: To present the content of the unit, to watch and listen for key & specific information, to discuss what attracts visitors to holiday destinations

1a READING

pp. 8-9

Lesson objectives: To watch and listen for specific information, to mediate (*discuss travel tips*), to predict content and read for gist, to read and listen for cohesion and coherence (*gapped text*), to present/practise prepositional phrases, to talk about holiday habits/plans, to learn vocabulary related to travel/holidays, to research and plan a trip, to discuss the value of being open to new people and cultures when travelling

Vocabulary: Nouns (*base, currency, upgrade, fare, option*); Verbs (*arise, streamline, access, fancy, reserve*); Adjectives (*growing, brand new, milestone, complimentary, entire, numerous, nasty*); Phrasal verbs (*fix on, give away, pack into, get back, get away, sign up, look after, open up*); Phrases (*one-way rental, growing trend, incredible experience, explore a route, exchange rate, value for money, bargain hunter, travel option, bear in mind*); Prepositional phrases (*in advance, for free, out of town, on holiday, in luck, as a rule, for a change, in demand*)

1b VOCABULARY

p. 10

Lesson objectives: To learn vocabulary for types of holidays and vocabulary related to travel, to talk about holiday experiences, to learn vocabulary related to airport security, to discuss and research permitted/forbidden items in hand luggage

Vocabulary: Types of holiday (*package holiday, wellness spa, luxury cruise, winter skiing, safari, sightseeing trip, backpacking holiday, road trip*); Travel (*go trekking/on an expedition/on a trip/off the beaten track/by air – visit a temple/historic monuments/unusual destinations – take a guided tour/a coach trip/a stroll/a break – soak up the sun – see wildlife/breathtaking views – travel far and wide/light – book a hotel room/a ticket/a flight – explore another country/another culture – suffer from jet lag/travel sickness – get away from it all/pampered/a massage*); Airport security (*hold luggage, screened, permitted, rules apply, electronic device, restrictions, ensure, on board, hand luggage, proof, confiscated, scissors, baby milk, 150 ml perfume, tablet device, knife, nail file, safety matches, musical instrument, fireworks, powerbank, check the guidance, security screening queue, essential item, manual check, boarding pass, wait in line, carry-on luggage, tray, belongings, notice, leave sth behind, locate*)

1c GRAMMAR IN USE

p. 11

Lesson objectives: To read for specific information, to learn/revise/practise countable/uncountable nouns and special plural nouns, to mediate (*convince*)

1d GRAMMAR IN USE

p. 12

Lesson objectives: To read for gist, to learn/revise/practise the definite/indefinite article, to practise transformations, to review the grammar of the unit

1e VOCABULARY

p. 13

Lesson objectives: To present/practise phrasal verbs related to travel, to talk about stages of a journey, to present/practise prepositional phrases, to present/practise phrases with way, to practise word formation (*person nouns*), to talk about jobs related to travel, to revise the grammar and vocabulary structures of the unit in context

Vocabulary: Phrasal verbs (*see off, head off, pass through, settle in, set out, stop off, turn back*); Prepositional phrases (*stop at, through the night, on the coach, get out of a seat, walk around, for (12) hours, in a deep sleep*); Phrases (*tell sb the way, make your own way, go the wrong way, out of the way, quite a way to go*); Word formation (*ski instructor, flight attendant, holiday representative, aircraft technician, hotel receptionist, hotel inspector, spa therapist*)

1f LISTENING SKILLS

p. 14

Lesson objectives: To prepare for a listening task, to expand vocabulary (*synonyms/hyponyms*), to listen for specific information (*sentence completion*), to mediate (*talk about the impact of tourism on Maya Beach*), to talk about popular tourist destinations

1g SPOKEN ENGLISH

p. 15

Lesson objectives: To read and listen for cohesion and coherence (*missing words*), to learn and practise everyday English for expressing preferences, to role-play a dialogue expressing preferences, to make and justify a choice based on pictures, to discuss specific preferences

1h WRITING SKILLS

pp. 16-17

Lesson objectives: To analyse a rubric, to analyse a model, to learn about opening remarks, to learn/practise useful language for opening/closing remarks/speculating/suggestions and advice, to read for gist, to learn about punctuation in informal emails, to write an informal email making suggestions

1i LIFE SKILLS

p. 18

Lesson objectives: To watch and listen for key information, to read for gist, to discuss a survey, to describe an annoying incident while travelling, to mediate (*how to be a more responsible traveller on public transport*)

Vocabulary: Nouns (*queue, delay*); Verb (*impact*)

UNIT 2

In this unit, Ss will explore the topics of business & work skills.

UNIT PAGE p. 19

Lesson objectives: To present the content of the unit, to watch and listen for specific information, to talk about running a start-up

2a READING pp. 20-21

Lesson objectives: To watch and listen for key information, to talk about start-up ideas, to listen and read for key information, to read for specific information (*multiple matching*), to rank companies by the amount of social good they do, to present/practise phrasal verbs, to research and present a start-up idea, to discuss the value of other things over money

Vocabulary: Nouns (*incentive, premises, sawdust, manual door, rating, crowdsourcing, confidence*); Verbs (*surge, launch, target, boast*); Adjectives (*significant, blossoming, scented, willing*); Phrasal verbs (*set up, come up with, help out, take on, start out, rack up, pick up on, set about, send out, give back to*)

2b VOCABULARY p. 22

Lesson objectives: To learn vocabulary related to business & work skills, to mediate (*explain icons*), to discuss the importance of work skills & requirements for different business departments, to mediate (*give advice*)

Vocabulary: Business & Work Skills (*PA, IT, R&D, HQ, PR, HR, W&L, M&S, QC, BD, build a reputation, manage stock levels, hire and fire, maintain a system, check products, design products, promote products, transport goods, follow leads, identify growth opportunities, communication skills, multitasking skills, teamwork skills, meet deadlines, negotiation skills, in-depth knowledge, problem-solving skills, have empathy towards, run a risk of, give sth a chance, get into trouble, be in danger of, do damage to, be under threat*)

2c GRAMMAR IN USE p. 23

Lesson objectives: To read for gist, to summarise the main idea of a text (*mediation*), to learn/revise/practise the present perfect and the present perfect continuous

2d GRAMMAR IN USE p. 24

Lesson objectives: To read for specific information, to learn/revise/practise the present perfect and the past simple, to practise translations, to review the grammar of the unit

2e VOCABULARY p. 25

Lesson objectives: To present/practise phrasal verbs related to business & products, to present/practise prepositional phrases, to practise word formation, to present/practise phrases with money, to revise the vocabulary and grammar structures of the unit

Vocabulary: Phrasal verbs (*pop up, catch on, sell out, pick up, close down, shop around, branch out, take over*); Prepositional phrases (*work at a place, on the sofa, in bed, in one's home, far away from, work in a place, work out of a space, work by a window, meet others in a space, sit at one's desk*); Word formation (*security, risky, valuable, confidential, dangerously, harmless, undamaged, employees, enable*); Phrases (*lose money, make money, have money, waste money*)

2f LISTENING SKILLS p. 26

Lesson objectives: To prepare for a listening task, to learn about word spotting, to listen for specific information (*multiple matching*), to describe a picture (*mediation*), to learn about teen rights in the UK, to talk about teen rights

2g SPOKEN ENGLISH p. 27

Lesson objectives: To read and listen for specific information (*comprehension questions*), to substitute phrases in a dialogue, to learn and practise everyday English for explaining/asking about purpose and use, to practise formulaic expressions, to mediate, to role-play a dialogue explaining and asking about purpose & use, to match suitable apps to different situations

2h WRITING SKILLS pp. 28-29

Lesson objectives: To analyse a rubric, to analyse a model, to learn/practise functional language in blog posts, to learn/practise punctuation in blog posts, to write a blog post giving news

2i PUBLIC SPEAKING SKILLS p. 30

Lesson objectives: To order steps for making a pitch, to analyse a model pitch, to research and prepare a pitch

UNIT 3

In this unit, Ss will explore the topics of sports & competition.

UNIT PAGE p. 31

Lesson objectives: To present the content of the unit, to watch and listen for specific information, to prepare T/F statements, to make notes, to discuss what makes the Olympic Games the greatest sporting event on Earth

3a READING pp. 32-33

Lesson objectives: To watch and listen for key information; to mediate sports/events (*speculate on pictures and explain*), to listen and read for gist, to read for specific information (*multiple choice*), to learn/practise synonyms, to discuss the value of Olympism, to talk about Olympic values

Vocabulary: Nouns (*obstacle, sergeant, grenade, relay, federation, track and field, spring, squad, appendix, operation, triumph, heat, blow, addition*); Verbs (*shatter, rage, retain, kneel, face, suffer, represent, allow, crash, trip, claim*); Adjectives (*tender, unique, determined*); Adverbs (*inevitably, obviously, heroically*)

3b VOCABULARY p. 34

Lesson objectives: To learn vocabulary for sports & competition, to mediate (*explain sports videos*)

Vocabulary: Sports & Competition (*squad, opponent, draw, trophy, quarter finals, extra time, physio, bench, foul, officials, contestant, scoreboard, represent, lap, setback, disqualified, track, judge, stay in lane, take a penalty, take a timeout, serve the ball, interpret music, dismount the high bar, aim at a target, strike your opponent, beach volleyball, gymnastics, football, basketball, artistic swimming, track and field, archery, fencing, flexible, competitive, daring, agile, steady, determined, cooperative, reach, achieve, fail, succeed, gain, defeat, score*)

3c GRAMMAR IN USE

p. 35

Lesson objectives: To read for key information, to learn/revise/practise modals, to mediate (*explain the rules of a strange sport*)

3d GRAMMAR IN USE

p. 36

Lesson objectives: To read for key information, to learn/revise/practise near modal expressions with 'be', to practise transformations, to review the grammar of the unit

3e VOCABULARY

p. 37

Lesson objectives: To present/practise phrasal verbs related to team sports, to present/practise prepositional phrases to present/practise words easily confused, to practise word formation, to present/practise phrases with *play*, to revise the vocabulary and grammar structures of the unit

Vocabulary: Phrasal verbs (*fit in, warm up, step up, keep up with, cheer on, knock out, hold on, switch off*); Prepositional phrases (*at stake, out of position, for good, in lane, in the lead, on a lap, at the back of sth, in pain*); Words easily confused (*audience, viewer, spectator, position, place, point, winner, champion, defender, contestant, rival, candidate, contest, match, event, group, league, tournament*); Word formation (*impressive, remarkable, revolutionise, competitor, carefully, injury, adventurous, disbelief, unknown, appearance*); Phrases with *play* (*play it cool, play fair, play it safe, play with fire, play into sb's hands*)

3f LISTENING SKILLS

p. 38

Lesson objectives: To prepare for a listening task, to listen for specific information (*multiple choice*), to talk about sports topics

3g SPOKEN ENGLISH

p. 39

Lesson objectives: To listen and read for specific information, to substitute phrases in a dialogue, to learn and practise everyday English for putting forward/showing approval for ideas, to practise formulaic expressions, to role-play a dialogue putting forward/showing approval for ideas, to discuss what makes the Olympics a special event, to talk about cities that have hosted either the Winter or Summer Olympics or any other international sporting event

3h WRITING SKILLS

pp. 40-41

Lesson objectives: To analyse a rubric, to analyse a model, to learn about style of articles, to practise rhetorical questions, to write an article about a sportsperson

3i LIFE SKILLS

p. 42

Lesson objectives: To listen for key information, to discuss what does/doesn't improve focus, to read for comprehension (*matching tips to advice*), to discuss tips to improve focus, to mediate (*describe a tip for staying focused in exam time*)

In this unit, Ss will explore the topics of relatives & family values, numbers & data.

UNIT PAGE

p. 43

Lesson objectives: To present the content of the unit, to watch and listen for specific information (*make notes – write questions – answer questions*), to discuss issues related to an ageing population

4a READING

pp. 44-45

Lesson objectives: To watch and listen for specific information and gist; to listen and read for gist (*matching headings to paragraphs*), to read for specific information (*multiple choice*), to learn and talk about the average age of first-time mothers, to discuss different types of parents, to mediate (*explain parenting styles*), to discuss the value of good parenting

Vocabulary: Nouns (*attitude, growth, smothering, adolescence, discipline, duty, neglect, priority, peers, self-image, confidence, independence*); Verbs (*impact, struggle, assess*); Phrases (*parental concern, intense effort, unstructured play, total surveillance, social skills, urban environment*)

4b VOCABULARY

p. 46

Lesson objectives: To learn vocabulary for relatives & family values and numbers & data, to mediate (*explain a graph*)
Vocabulary: Relatives & Family Values (*get-together, siblings, dad's side, stepbrother, sister-in-law, parents-in-law, great-grandfather, ancestors, nephew, loyalty, respect, generosity, kindness, patience, cooperation, courage, tight-knit, dysfunctional, insincere, strong, disciplined, senior citizen, frail body, walking stick, forgetful, confined to a bed, assisted living facility*); **Numbers & Data** (*majority of the data, decline in a number, growth in a number, exceed, a falling proportion, birth rate, extending lifespans, study a topic*)

4c GRAMMAR IN USE

p. 47

Lesson objectives: To read for key information, to learn/revise/practise comparisons (*adjectives & adverbs*)

4d GRAMMAR IN USE

p. 48

Lesson objectives: To mediate (*summarise an announcement*), to learn/revise/practise determiners/quantifiers, to practise translations, to review the grammar of the unit

4e VOCABULARY

p. 49

Lesson objectives: To present/practise phrasal verbs related to childhood, to present/practise prepositional phrases, to present/practise idioms with the word *old*, to practise word formation, to revise the vocabulary and grammar structures of the unit

Vocabulary: Phrasal verbs (*grow up, name after, take up, turn into, pick on, bring up, tell off, take after*); Prepositional phrases (*rising until the end of the decade, by (+ year)*), improve sth with sth, made by sb, communicate among themselves, over (*five*) times as many); Idioms (*the same old story, as tough as old boots, a ripe old age, up to one's old tricks, old habits die hard*); Word formation (*choice, researcher, behaviour, childhood, implications, inventor, performance*)



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4f LISTENING SKILLS

p. 50

Lesson objectives: To prepare for a listening task, to listen for specific information (*T/F/ statements*), to mediate (*analyse images*)

4g SPOKEN ENGLISH

p. 51

Lesson objectives: To read and listen for specific information, to substitute words/phrases in a dialogue, to learn and practise everyday English for talking about causes and effects of behaviours/actions, to practise formulaic expressions, to role-play a dialogue discussing causes and effects of behaviours/actions, to discuss things that play a part in children's lives and what benefits they have/problems they cause

4h WRITING SKILLS

pp. 52-53

Lesson objectives: To analyse a rubric, to analyse a model, to learn about organising an essay and the style of essays, to write an opinion essay

4i PUBLIC SPEAKING SKILLS

p. 54

Lesson objectives: To analyse graphs, to explain graphs (*mediation*), to research, prepare and give a presentation about the population of a country using charts & graphs

UNIT 5

In this unit, Ss will explore the topic of sustainability.

UNIT PAGE

p. 55

Lesson objectives: To present the content of the unit, to watch and listen for key information, to make notes, to discuss areas of food production/sourcing & food choices, to discuss a quotation

5a READING

pp. 56-57

Lesson objectives: To watch and listen for key information, to listen and read for key information, to read for specific information (*multiple matching*), to learn vocabulary related to the fishing crisis, to mediate (*discuss problems related to fishing practices*), to discuss the value of environmental responsibility

Vocabulary: Nouns (*trawler, fish stocks, food chain, seabed, seafood, seabird, fishmeal, toxic substance, marine mammal, ocean current, reef, predator, prey, parasite*); Verbs (*suspend, target, discard, boost, reproduce, deplete*); Adjectives (*vulnerable, tapered, destructive, careless, wasteful, shocking, pressing, developing, entangled, powerful, aquatic*)

5b VOCABULARY

p. 58

Lesson objectives: To learn vocabulary related to climate change, to mediate (*explain a process*)

Vocabulary: **Climate change** (*rising sea levels, severe storms, heatwaves, warming oceans, habitat destruction, water shortages, forest fires, melting glaciers, species extinction, soil erosion, human and animal migration, flash flooding, trapped,*

heat, atmosphere, sea ice, run off, soil, repel, sponge, absorb, topsoil, wash away, heavy rainfall, soil erosion, fertile land loss, protected species, forest loss, restore sth to its original condition, natural disaster, destroy acres of rainforest)

5c GRAMMAR IN USE

p. 59

Lesson objectives: To mediate (*make a mind map of a text*), to learn/revise/practise the (*to*)- infinitive/*-ing* form, to mediate (*to interpret a mime*)

5d GRAMMAR IN USE

p. 60

Lesson objectives: To read for key information, to learn/revise/practise linking words, to practise transformations, to review the grammar of the unit

5e VOCABULARY

p. 61

Lesson objectives: To present/practise phrasal verbs related to the environment, to practise word formation, to present/practise prepositional phrases, to present/practise words easily confused, to revise the vocabulary and grammar structures of the unit

Vocabulary: Phrasal verbs related to the environment (*cut down on, chop down, die out, throw away, run out of, sign up to, clean up, heat up*); Word formation (*renewable, popularity, residential, awareness, natural, movement, harmful, emissions, generators, locations*); Prepositional phrases (*involved in, excited about, known as, spend on, in which, one at a time, rely on, spread across, savings on costs, on a large scale*); Words easily confused (*eco-friendly, sustainable, climate, weather, resource, ecosystem, habitat*)

5f LISTENING SKILLS

p. 62

Lesson objectives: To prepare for a listening task, to listen for specific information (*multiple matching*), to learn about interpreting attitudes, to mediate (*rank devices*), to compare the fishing industry in the UK and in Ss' country

5g SPOKEN ENGLISH

p. 63

Lesson objectives: To read and listen for specific information, to learn and practise everyday English for expressing certainty, possibility and doubt, to role-play a dialogue expressing certainty, possibility and doubt, to discuss what changes could make a city green

5h WRITING SKILLS

pp. 64-65

Lesson objectives: To analyse a rubric, to analyse a model, to learn how to organise an article, to learn about/practise punctuation, to write an article providing solutions

5i LIFE SKILLS

p. 66

Lesson objectives: To discuss facing a moral dilemma, to learn the relationship between values and principles, to research life principles, to mediate (*explain principles*), to discuss moral dilemmas and the values and principles involved

UNIT 6

In this unit, Ss will explore the topics of animals and their habitats.

UNIT PAGE p. 67

Lesson objectives: To present the content of the unit, to watch and listen for key information, to list reasons, to watch and listen for specific information, to discuss how to encourage biodiversity

6a READING pp. 68-69

Lesson objectives: To watch and listen for specific information, to read for key information, to read for gist, to read for specific information (*multiple choice*), to learn vocabulary related to animal migration, to mediate (*give a presentation summarising an article*), to discuss how to value and protect wildlife

Vocabulary: Nouns (*migration, parasite, rodent, benefit*); Verbs (*breed, boost, thrive, lose, increase, emerge*); Adjectives (*temperate, reproductive, abundant, fewer, lower, nesting, main, hazardous, ultimate, traditional*); Phrases (*equatorial region, food resources, migratory pattern, breeding ground, ecological trap, overwintering site*)

6b VOCABULARY p. 70

Lesson objectives: To learn vocabulary related to habitats & animals, to mediate (*identify habitats, explain how animals live in their habitats*)

Vocabulary: Habitats & Animals (*tundra, desert, polar, steppe, forest, grassland, mountain, rainforest, pond/lake, wetland, bog, oceans and seas, coastline, shore, seaside, house, home, housing, pyramid, dune, hill, open, wide, far, sheltered, secure, steady, bump, crash, smash, stream, pool, puddle, screen, shield, shelter, level, tide, wave, swarm, flock, shoal, pack, colony, herd, cub, pup, foal, kid, calf, chick, hop, stomp, charge, outrun, bark, roar, predator, prey, defenceless, fierce, grumble, howl, crawl, dash, graze, roam, waddle, bounce, rest, rise*)

6c GRAMMAR IN USE p. 71

Lesson objectives: To explain an ecological disaster, to learn/revise/practise past tenses and future in the past (*would*), to mediate (*explain the use of past forms*), to practise the past simple and the past perfect through a speaking task

6d GRAMMAR IN USE p. 72

Lesson objectives: To read for specific information, to learn/revise/practise the future simple, be going to, future continuous, future perfect, future perfect continuous, time clauses, to practise translations, to revise the grammar of the unit

6e VOCABULARY p. 73

Lesson objectives: To present/practise phrasal verbs related to animal behaviour, to practise word formation, to present/practise prepositional phrases, to present/practise idioms about animals, to revise the vocabulary and grammar structures of the unit

Vocabulary: Phrasal verbs (*chase away, prey on, fend off, keep up with, get away from, track down, wipe out, break out, fall behind*); Word formation (*unusual, breeding, producing, behaviour, coastal, protection, hunting, location, natural,*

scientists); Prepositional phrases (*in their natural state, in captivity, keep as pets, for other reasons, in the wild, in a zoo/circus, on the agenda, in public performances, at a meeting, to be against the use of sth*); Idioms (*like a fish out of water, to have butterflies in one's stomach, wouldn't hurt a fly, let sleeping dogs lie, the lion's share*)

6f LISTENING SKILLS p. 74

Lesson objectives: To prepare for a listening task, to listen for gist, to listen for specific information (*sentence completion*), to mediate (*present invasive species*), to learn about migration in the UK, to talk about animal migration

6g SPOKEN ENGLISH p. 75

Lesson objectives: To listen and read for gist, to learn and practise everyday English for clarifying, to practise formulaic expressions, to act out a dialogue asking for/giving clarification, to discuss how to promote animal welfare

6h WRITING SKILLS pp. 76-77

Lesson objectives: To analyse a rubric, to analyse a model, to learn about opening techniques in articles, to practise useful language, to practise using sentence adverbs, to write an article making suggestions

6i PUBLIC SPEAKING SKILLS p. 78

Lesson objectives: To learn about style elements in charity appeals, to mediate (*interpret visual clues in photos*), to listen for key information, to research and give a presentation making a charity appeal

UNIT 7

In this unit, Ss will explore the topics of AI applications, security & surveillance.

UNIT PAGE p. 79

Lesson objectives: To present the content of the unit, to watch and listen for specific information, to discuss the good and the bad of AI technology

7a READING pp. 80-81

Lesson objectives: To watch and listen for specific information, to make notes, to discuss AI sense technologies, to read and listen for gist and author's purpose, to read for specific information (*multiple choice – numbered lines & global understanding questions*), to learn vocabulary related to AI applications, to discuss the importance of AI applications, to discuss the value of artificial intelligence

Vocabulary: Adjectives (*complex, potential, generative, factual, sophisticated*); Nouns (*algorithm, content, hallucinations*); Phrasal verbs (*go over, come up with, cut down, look into, get on with, pick up on, speed up*); Phrases (*fraud detection, data analysis, automated marking, digital assistant, text editing, virtual tutor, speech recognition, study tools*)



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7b VOCABULARY

p. 82

Lesson objectives: To learn vocabulary related to AI applications and security & surveillance, to mediate (*interpret sounds and explain how AI technology might identify them*)

Vocabulary: AI applications (*robot-assisted surgery, natural language processing, computer vision, precision farming, warehouse automation, environmental monitoring, object detection, eliminating time-consuming tasks, identifying pollution sources, improving crop production, complex medical procedures, text analysis, monitor a patient, record movements, propose a routine, update a map, identify traffic lights, follow traffic rules, replace people, collaborate, accomplish a task, computerise a process*) **Security & Surveillance** (*facial recognition cameras, human detection, noise change detection, database sweep, permit access, trigger an alert, restricted zone, notify security staff, detect movement, alarm system, unusual activity, presence, security personnel, incidents of specific behaviours, footage, map movements, facial recognition, fingerprint matching, footprint recognition, voice identification, noise detection, number plate identification*)

7c GRAMMAR IN USE

p. 83

Lesson objectives: To mediate (*write a short advert based on an email, explain a diagram*), to learn/revise/practise the passive

7d GRAMMAR IN USE

p. 84

Lesson objectives: To read for gist, to learn/revise/practise the causative, to practise transformations, to review the grammar of the unit

7e VOCABULARY

p. 85

Lesson objectives: To practise phrasal verbs related to AI and technology, to present/practise word formation (*Suffixes*), to present/practise prepositional phrases, to present/practise phrases with *track*, to revise the vocabulary and grammar structures of the unit

Vocabulary: Phrasal verbs (*click on, zoom in, filter out, scroll up/down, hack into, opt in/out, pop up, log on/log off*); Word formation (*powerful, successful, careful, endless, harmful, thoughtful, helpless, countless*); Prepositional phrases (*sympathetic to sb, say sth kind about sb, jealous of sb, suspicious of sth, capable of, in doing so, useful for sb, patient with sb, upset with sb, helpful to sb*); Phrases (*track down, keep track of, tracking device, lose track of, on the right track, on track*)

7f LISTENING SKILLS

p. 86

Lesson objectives: To prepare for a listening task, to listen for tone/attitude, to listen for specific information (*multiple matching*), to mediate (*explain an AI tool*), to express an opinion, to conduct a debate on AI

7g SPOKEN ENGLISH

p. 87

Lesson objectives: To listen and read for key information, to make notes, to substitute phrases in a dialogue, to practise everyday English for taking an opposing view, to practise formulaic expressions, to learn about self-driving cars in the UK, to talk about self-driving cars, to role-play a dialogue taking an opposing view, to discuss which AI application can have the most impact in our lives

7h WRITING SKILLS

pp. 88-89

Lesson objectives: To analyse a rubric, to analyse a model, to learn how to organise a for-and-against essay, to learn about/practise impersonal style, to write a for-and-against essay

7i LIFE SKILLS

p. 90

Lesson objectives: To discuss goal setting, to research mnemonics, to mediate (*explain the mnemonic SMART*), to discuss example goals in relation to SMART, to research an AI tool for language learning and write a SMART goal about it

UNIT 8

In this unit, Ss will explore the topic of the cinema and TV.

UNIT PAGE

p. 91

Lesson objectives: To present the content of the unit, to watch and listen for specific information, to discuss movie franchises and what makes them successful

8a READING

pp. 92-93

Lesson objectives: To watch and listen for specific information, to read for specific information, to read and listen for coherence & cohesion (*gapped text*), to order a sequence of events, to learn vocabulary related to movie franchises, to discuss factors that influence one to see a movie, to mediate (*explain quotes from films*), to learn about Comic-Con in the USA and discuss comic conventions, to discuss learning life lessons from films

Vocabulary: Nouns (*franchise, licence, manufacturer, retailer, stock, negotiation, policy*); Verbs (*licence, flop*); Phrases (*hit the big screen, production company, film soundtrack, at the box office, film merchandise, intellectual property, action figure, generate a buzz, initial release*)

8b VOCABULARY

p. 94

Lesson objectives: To learn vocabulary related to the cinema and TV, to discuss different film and TV genres, to talk about favourite films

Vocabulary: The cinema/TV (*trilogy, prequel, remake, reboot, sequel, two-part movie, spin-off, blockbuster, excitement, real, futuristic theme, chase scene, witness, principal character, computer-generated character, terrifying anticipation, screenplay, subtitles, stuntperson, soundtrack, box office, make-up artist, action-packed, second-rate, fast-paced, predictable, moving, hilarious, bizarre, depressing*)

8c GRAMMAR IN USE

p. 95

Lesson objectives: To read for gist, to learn/revise/practise conditionals (*type 0, 1, 2, 3*) and mixed conditionals

8d GRAMMAR IN USE

p. 96

Lesson objectives: To read for key information, to learn/revise/practise linking words with conditional meaning, to practise translations, to review the grammar of the unit

8e VOCABULARY

p. 97

Lesson objectives: To present/practise phrasal verbs related to entertainment, to present/practise prepositional phrases, to present/practise phrases with the word *show*, to practise word formation, to revise the vocabulary and grammar structures of the unit in context

Vocabulary: Phrasal verbs (*take on, queue up, put sth behind sb, make into, base on, sit through, break into, walk out*); Prepositional phrases (*on stage, in a TV series, at a point in one's career, playing in cinemas, at the box office, go on sale, on TV, on the big screen, in the newspapers, in a role*); Phrases with *show* (*get this show on the road, run the show, a show of nerves, a show of hands, steal the show*); Word formation (*development, production, director, casting, suitable, investment*)

8f LISTENING SKILLS

p. 98

Lesson objectives: To prepare for a listening task, to listen for specific information (*multiple choice – long interviews*), to learn about identifying the focus of questions, to mediate (*explain the impacts of AI on filmmaking, explain a picture*)

8g SPOKEN ENGLISH

p. 99

Lesson objectives: To listen and read for specific information, to substitute phrases in a dialogue, to learn and practise everyday English for talking hypothetically, to practise formulaic expressions, to role-play a dialogue for talking hypothetically, to mediate (*make and justify a choice based on pictures*); to discuss ways of watching movies

8h WRITING SKILLS

pp. 100-101

Lesson objectives: To analyse a rubric, to analyse a model, to learn about providing context when reviewing, to substitute phrases in a model, to practise descriptive adjectives, to write a review of a film website

8i PUBLIC SPEAKING SKILLS

p. 102

Lesson objectives: To learn about speaking to a camera and on-camera persona, to discuss tips on how to improve a video post, to make a short video post, to evaluate a video post

In this unit, Ss will explore the topics of crime and criminals.

UNIT PAGE

p. 103

Lesson objectives: To present the content of the unit, to watch and listen for key and specific information, to discuss the qualities of a good detective

9a READING

pp. 104-105

Lesson objectives: To watch and listen for specific information, to mediate (*explain information in a text*), to read for specific information (*multiple choice*), to discuss a play on words, to learn vocabulary related to crime & criminals, to learn topic-related vocabulary, to discuss actions to deter burglars, to discuss the value/purpose of criminal punishment, to debate the technology to prevent crimes

Vocabulary: Nouns (*set-up, marker, microchip, database, arrest, scene, conviction, series, incident, deterrent, detection, statistics, forensics, enforcement, household, trial, substance*); Verbs (*glow, collaborate, prove, apply, identify*); Adjectives (*unoccupied, water-resistant, trackable, traceable, comparable, boobytrapped, adopted*); Phrase (*synthetic code*)

9b VOCABULARY

p. 106

Lesson objectives: To learn vocabulary related to crime & criminals, to discuss how types of evidence link a suspect to a crime, to mediate (*describe police reports*)

Vocabulary: Crime & Criminals (*hijack, kidnap, fraud, assault, blackmail, smuggle, murder, arson, hijacker, kidnapper, fraudster, assailant, blackmailer, smuggler, murderer, arsonist, commit a crime, enforce the law, stand trial, face charges, serve time, confess to a crime, flee the scene, patrol the streets, take sb into custody, detention, jail, detection, capture, an enquiry into sth, defendant, suspect, prisoner, battery, invasion, attack, go on trial, case, hearing, appeal, admit, plead guilty, the jury's verdict, answer, report, convict, try, blame, fingerprints, tyre tracks, bloodstains, clothing fibres, bite marks, hair samples, fire debris, CCTV footage*)

9c GRAMMAR IN USE

p. 107

Lesson objectives: To read for specific information, learn/revise/practise modals of deduction, to speculate and make deductions

9d GRAMMAR IN USE

p. 108

Lesson objectives: To read for key information, to mediate (*explain information from a text*), to learn/revise/practise wishes and the unreal present/past, to practise transformations, to review the grammar of the unit



DO NOT COPY

9e VOCABULARY

p. 109

Lesson objectives: To present/practise phrasal verbs related to crime, to practise word formation, to present/practise phrases with *pay*, to present/practise prepositional phrases, to revise the vocabulary and grammar structures of the unit

Vocabulary: Phrasal verbs (*cover up, hold up, hand in, make off with, come forward, beat up, stick to*); Word formation (*disappearance, losses, investigation, discovery, infamous, valuables, prosecution*); Phrases with *pay* (*pay one's respects, pay attention to, pay a heavy price, pay a fine, pay one's debt, pay tribute to*); Prepositional phrases (*in an investigation, of importance, witness to a crime, in one's mind, be under stress, hours after an incident, accuracy of an account, for later reference, under suspicion of, behind bars*)

9f LISTENING SKILLS

p. 110

Lesson objectives: To prepare for a listening task, to listen for gist, to learn about understanding differences in similar answer options, to listen for specific information (*multiple choice*)

9g SPOKEN ENGLISH

p. 111

Lesson objectives: To listen and read for key information, to substitute phrases in a dialogue, to practise everyday English for speculating about the past, to practise formulaic expressions, to role-play a dialogue speculating about the past, to mediate (*speculate about a crime based on a headline*)

9h WRITING SKILLS

pp. 112-113

Lesson objectives: To analyse a rubric, to analyse a model, to learn about the content of reports, to identify and practise useful language, to practise formal language, to write a report about keeping a neighbourhood safe

9i LIFE SKILLS

p. 114

Lesson objectives: To discuss personal safety and crime-prevention tips, to discuss apps and gadgets that enhance personal safety, to discuss personal safety actions to take in a hypothetical situation, to mediate (*present a podcast on personal safety based on information collected in interviews*), to discuss the origins of police forces

UNIT 10

In this unit, Ss will explore the topics of social media & online life.

UNIT PAGE

p. 115

Lesson objectives: To present the content of the unit, to watch and listen for specific information (*make notes - complete a table*), to discuss what types of social media content one consumes most often and why

10a READING

pp. 116-117

Lesson objectives: To watch and listen for key/specific information, to listen and read for author's purpose, to read for specific information (*open-ended questions, T/F statements, multiple choice, matching synonyms & antonyms*), to learn vocabulary related to memes, to mediate (*discuss collocations using personal references*), to discuss using social media to impact people

Vocabulary: Noun (*symbol*); Verbs (*originate, characterise, define, illustrate*); Adjectives (*awkward, complex*); Phrasal verbs (*call for, date back, match up, take on, get in on, pop up, crack up, put across, keep up with*); Collocations (*shared experiences, cultural references, humorous concepts, social situations, trending topics, universal appeal, viral challenges, digital culture*); Phrases (*evolutionary biologist, in the context of*)

10b VOCABULARY

p. 118

Lesson objectives: To learn vocabulary related to social media & online life, to answer a survey, to explain how to protect oneself on social media

Vocabulary: Social media & Online life (*scroll, swipe, reminder, alert, influencer, vlogger, silent/flight mode, subscription, donation, filter, blocker, social media account, messaging app, social media platform, device, social media content, share a post, log in to a website, amount of time, on a scale of, browse virtual shops, access a database, conduct online banking, stream a movie, promote a good cause, generate content, build a social network, consult a doctor, block access, unfriend sb, remove offensive remarks, report an incident, close an account, use an online counselling service*)

10c GRAMMAR IN USE

p. 119

Lesson objectives: To read for gist, to mediate (*summarise a text - explain reported speech*), to learn/revise/practise reported speech

10d GRAMMAR IN USE

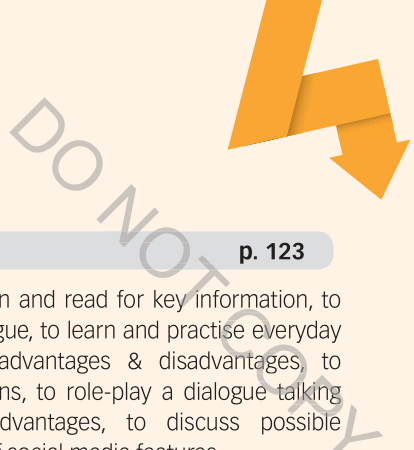
p. 120

Lesson objectives: To read for key information, to identify author's purpose, to learn/revise/practise reporting verbs, to learn about early social media in Australia, to practise translations, to discuss early social media sites, to review the grammar of the unit

10e VOCABULARY

p. 121

Lesson objectives: To present/practise phrasal verbs related to social media, to present/practise phrases with *say, talk, speak, tell*, to present/practise prepositional phrases, to practise word formation, to revise the vocabulary and grammar structures of the unit



Vocabulary: Phrasal verbs (*check out, tune in, check in, sign up to, reach out to, come across, hook up, get back to*); Phrases (*talk non-stop/rubbish/to himself – tell the truth/the difference/a joke – speak with an accent/for yourself/after the tone – say hello from me/sorry/something nice, talk nonsense, say goodbye, tell lies, say sth/not say anything, speak to sb, talk behind one's back, speak for others, tell sb's secrets*); Prepositional phrases (*concerned about, impact on, responsive to, learn from, do harm to, be aware of*); Word formation (*powerful, growth, swiftly, additions, popularity, viewers, length, playful*)

10f LISTENING SKILLS

p. 122

Lesson objectives: To prepare for a listening task, to learn about identifying implied information, to listen for key information and speaker's purpose, to listen for specific information (*multiple choice*), to mediate (*explain the benefits and drawbacks of various social media features*)

10g SPOKEN ENGLISH

p. 123

Lesson objectives: To listen and read for key information, to substitute phrases in a dialogue, to learn and practise everyday English for talking about advantages & disadvantages, to practise formulaic expressions, to role-play a dialogue talking about advantages & disadvantages, to discuss possible advantages/disadvantages of social media features

10h WRITING SKILLS

pp. 124-125

Lesson objectives: To analyse a rubric, to analyse a model, to identify main arguments and supporting points, to learn about writing a letter to the editor, to learn/practise linking words, to write a letter to the editor

10i PUBLIC SPEAKING SKILLS

p. 126


Lesson objectives: To discuss quotes, to watch and listen for specific information, to select quotations for a video post, to present a farewell/thank-you video

READING

HOME | ABOUT | BLOG | CONTACT




How many languages do you speak? What happens when you meet someone who doesn't speak a language you understand? Here are four people who are bridging the language gap in creative ways!



A I speak Bahasa, the official Indonesian language, and English. I'm actually bilingual because my mum is from Canada, and people often call on me to translate for tourists because English is a global language. Of course, not all tourists speak English well! I find it helps to speak slowly, but not more loudly! It's also a good idea to speak properly and use the right vocabulary and grammar. You might think it's easier for a language learner to understand if you speak in basic, broken English too, but you aren't really helping them – you're just making them make more mistakes.

Zaskia,
Indonesia




B My school is near the coast and we get a lot of children from other countries here. Some of them really struggle with the language when they first arrive. As a teacher, I want to help my students get the most out of school that they possibly can, so I give extra English lessons at lunchtime and after school. At the moment, I've got a lot of new children who don't understand the basics, so I'm mostly using visuals. People say "A picture paints a thousand words" and, while it might not be a thousand, it can certainly help you with one or two! If you find it difficult to communicate with someone because of the language, I suggest putting your smartphone to good use.

Paul,
UK



C It's scary finding yourself in a country where you can't understand or be understood. Imagine having a medical problem, or even going shopping, and not being able to understand a simple question like, 'Do you need a bag?'. That's what it's like for me in Italy at the moment – I've just moved here because my dad got a great job offer from an international company. People are being so patient with me, though. When they see I'm lost in a conversation, they mime what they are trying to say and use facial expressions. It's actually surprising how much you can communicate without words!

Jennifer,
Italy




D There's a new student in my class and he's a refugee. He can't understand us and we can't understand him, but I couldn't stand the sight of him sitting all alone in the playground, so I made an effort to start a conversation. And do you know what? He's a rugby fan like me! He doesn't know much English, but he recognises the names of the players and now we talk every day using a mixture of English and our own sort of sign language. He's actually coming to my house this weekend to watch a match. I think, when trying to communicate, it's important to look for the things we have in common, not the things that set us apart.

Mike,
Australia

1 **M** Read the text. Which title best matches it?
A Learning English **B** A Better Way to Communicate **C** Building Bridges

2 **M** Read the text again. Which person (A, B, C or D) ...

- | | | |
|---|--|----------|
| 1 | is struggling to learn a new language? | C |
| 2 | advises readers not to shout when they speak to foreigners? | A |
| 3 | is using a common interest to encourage communication? | D |
| 4 | is a native speaker of two languages? | A |
| 5 | spends their free time helping students develop their language skills? | B |

3  **Have you ever used any of the communication strategies in the text? When and why? What other ways can you think of to communicate with someone who doesn't speak your language?**

Topic: In this module, Ss will revise/practise simple vocabulary and grammar and key skills.

Lesson objectives: To read for gist and key information (*multiple matching*), to talk about communication, to revise/practise the present simple and present continuous, to practise stative verbs, to describe pictures, to talk about reasons for studying English, to revise/practise simple vocabulary, to test general knowledge relating to the English language.

VOCABULARY

1 To read for gist

- Have Ss read the title options A-C and then read through the text quickly and choose the title that best matches the text.
- Elicit answers from around the class.

Answer Key (See overprinted answers)

- As an extension ask Ss to give reasons for their answers.

Suggested Answer Key

The title matches the idea in the first paragraph. The text is about more than one way to communicate and it relates to learning different languages not just English.

2 To read for key information (multiple matching)

- Give Ss time to read the questions 1-5 and then read the text again and match the people in the text to the questions.
- Check Ss' answers.

Answer Key (See overprinted answers)

3 To develop thinking skills (creative thinking); to relate personal experience

- Read out the rubric and have Ss discuss in pairs any time they have used the communication strategies in the text and any other way they can think of to communicate with someone who doesn't speak the same language as them.
- Monitor the activity around the class.
- Then ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I have used a sort of sign language to communicate with people when I was on holiday in Spain last year. I was able to communicate quite well this way in shops and restaurants. I think another way to communicate with someone who doesn't speak your language is to use a translator app on your smartphone.

GRAMMAR

4 **Aim** To revise the present simple and the present continuous

- Ask Ss to read the uses of the present simple and continuous. Then give Ss time to read the forum posts and match the verb forms in bold with the uses in the list.
- Elicit answers from Ss around the class,

Answer Key (See overprinted answers)

5 **Aim** **M** To practise the present simple and the present continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers and elicit which are the stative verbs. Direct Ss to page 159 to review information on stative verbs.

Answer Key (See overprinted answers)

6 **Aim** To practise stative verbs

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key (See overprinted answers)

SPEAKING

7 **Aim** **M** To describe pictures

- Have Ss work in pairs and take turns describing one of the pictures to their partner and then give their opinion about the best way to learn a foreign language.
- Monitor the activity around the class and then ask some Ss to share their answers with the class.

Suggested Answer Key

A: In Picture A, I can see what looks like a classroom. There is a teacher and two students in the picture. The teacher and a female student are standing next to a whiteboard and a male student is sitting in front of them. He is taking notes. The classroom seems to be in a city in a tall building. It seems to be a formal lesson.

B: In Picture B, I can see a group of four young people walking on a bridge in a city. It may be in London. They may be students. Perhaps they are on a language exchange course, or they are studying English in the UK on a language course and exploring the city or country while they are there. They are all smiling and looking happy.

A: I think language lessons are a good way to learn a foreign language because you need to learn the grammar rules but it may be better to go and live in the country and learn to use the language every day in different situations.

B: I agree. I think that's the best way to learn a language and become fluent quickly.

8 **Aim** To personalise the topic: to talk about your reasons for learning English

Give Ss time to discuss the question in pairs and then ask some Ss to share their answers with the class.

Suggested Answer Key

I am studying English because I want to go to university, and it is required. Also, I am studying English because it is a useful language to learn because there are lots of books, films and songs in English and I want to understand them.

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GRAMMAR

Present simple – Present continuous
(pp. GR1-GR2)

4 **Read the forum posts. Identify the tenses in bold. Which expresses:**

- a permanent state?
- a temporary situation?
- a habit/routine?
- an action happening now?
- a fixed arrangement in the near future?
- a timetable?

- 1
- 3
- 6
- 5
- 2
- 4

@Jonah

I **1) live** in the UK, I'm English and I don't speak any other languages. I mean, I'm learning French at school, but I can't hold a conversation. However, I'm mad about Japan. Don't ask me why, but I'm super interested in the history, the culture and the food – and I love manga and anime! In fact, **2) I'm starting** a new anime series this evening with my brother, and I'm also thinking of learning Japanese. Does that sound crazy to you?

@Akiro

Hi @Jonah! It doesn't sound crazy at all! There are loads of people who are interested in learning Japanese. I know because I'm a Japanese teacher! **3) I'm holding** a six-week intensive course and it's all online. The first lesson **4) starts** tomorrow at 8 pm. GMT. **5) I'm sending** you the link to register in a DM right now.

@Jonah

Thanks @Akiro – I checked out your course and it's perfect for me! **6) get** home from basketball practice at 7:30 on Tuesdays and Thursdays, so I can attend the live lessons. See you in class!

5 **Put the verbs in brackets into the present simple or the present continuous. Which are stative verbs? See p. 159 for reference.**

- 1 Is Julia **staying (Julia/stay)** with her cousins in Germany for the summer?
- 2 Farouk's parents are from Egypt, aren't they? **Do they speak (they/speak)** Arabic at home?
- 3 I **don't like (stative) (not/like)** Indian food, but I love spending time in India.
- 4 We **are going (go)** to a French conversation class this afternoon.
- 5 **Do you know (stative) (you/know)** the Greek alphabet?
- 6 Jessica **thinks (stative) (think)** Spanish is the most beautiful language of all.
- 7 The bus to the city centre **departs (depart)** at ten minutes past the hour.
- 8 Robin **isn't using (not/use)** the computer for his Portuguese lessons now. He's got an app on his phone.

6 **Put the following verbs into the present simple or the present continuous.**

- 1 think
 - a They **are thinking** of learning Italian at a summer school.
 - b I **think** English is a difficult language to learn.
- 2 see
 - a Helen **is seeing** the teacher about her son's grades.
 - b I **see** what you mean; Arabic is more complicated than I thought.
- 3 smell
 - a Sarah **is smelling** the pine needles; she loves the scent of pine.
 - b That meal **smells** delicious! Is it a traditional recipe?
- 4 appear
 - a The language learning app **appears** to be very helpful to students.
 - b Ahmed **is appearing** in a documentary about immigration.
- 5 feel
 - a Liz **is feeling** her daughter's forehead to see if she has a temperature.
 - b These pyjamas **feel** like real silk. Are they expensive?
- 6 be
 - a Our dog **is being** really aggressive. What's wrong with him today?
 - b I **am** really tired after studying so hard for the exam.
- 7 look
 - a Mrs Jones **looks** much better, doesn't she? She was quite ill last week.
 - b We **are looking** for cheap flights to Paris. Which airline do you recommend?

SPEAKING

7 **Describe the pictures. What is the best way to learn a foreign language?**



8 **Why are you studying English? Discuss.**

QUIZ!

How much do you know about the English language? Take the quiz. Check your answers.

- 1 The English alphabet has 26 letters, but how many did it use to have?
A 27
B 28
C 29
- 2 Which is the most common letter in English?
A E
B I
C T
- 3 How many words are added to the English dictionary every year?
A about 1,000
B about 2,000
C about 4,000
- 4 There are over 270,000 words in the English language, but how many does the average native speaker know?
A 10,000 – 15,000
B 15,000 – 20,000
C 20,000 – 25,000
- 5 What is the most recently added letter in the English alphabet?
A J
B Z
C K
- 6 English is the official language of 67 countries around the world. Which country is it NOT the official language of?
A Canada
B New Zealand
C the USA
- 7 Which language has influenced English the most, giving us words such as **salad**, **beef** and **chair**?
A Spanish
B French
C German
- 8 What is the most common adjective in English?
A sad
B happy
C good
- 9 William Shakespeare was a famous playwright. How many words did he add to the English language?
A 1,700
B 700
C 70
- 10 The dots on top of the lower case **i** and **j** in English have a name. What is it?
A a byte
B a tittle
C a teeny
- 11 Which of the following countries has the largest population of English speakers?
A Nigeria
B Pakistan
C the United Kingdom
- 12 What is the most common noun in English?
A information
B truth
C time

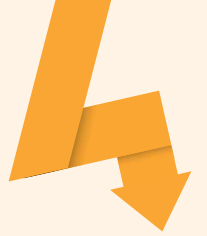
DID YOU KNOW?

The quick brown fox jumps over the lazy dog' contains all the letters in the English alphabet.

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

WELCOME

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QUIZ



To do a quiz; to practise simple English vocabulary

- Give Ss time to do the quiz and then check their answers. Have Ss compare their answers with their partner.
- Tell Ss to try and work out the meaning of any unknown words from the context.
- Read out the **DID YOU KNOW?** box and elicit how many Ss knew this fact through a show of hands.

Ss' own answers

1 THE TRAVEL BUG

FLIPPED CLASSROOM Since Ss have watched the video, elicit Ss' answers.

TRADITIONAL CLASSROOM Play the video for Ss to make notes and then elicit Ss' answers.



To introduce the topic of the unit; to watch and listen for key information (make notes).

Elicit answers from Ss.

Suggested Answer Key

France is the world's most visited country for a number of reasons. First, it's iconic fashionable capital is Paris. Second, it is very beautiful with massive mountain ranges, beautiful coastlines, rich agricultural landscapes and historic towns and villages. Third, its shape and geographical location make it attractive. It has land borders with Spain, Italy, Switzerland, Germany and Belgium. It's also very convenient to travel there by ferry from the UK and Ireland.



To watch and listen for specific information

- Play the video for Ss and then have Ss answer the question.
- Ask various Ss to tell the class.

Suggested Answer Key

People visit Spain and Italy for their popular coastal resorts, beautiful beaches, rich history, architectural culture and mouth-watering cuisine as well as winter sports. They visit the US for its cultural landmarks, iconic cities and diverse landscapes. They visit Mexico for its rich culture, stunning natural beauty and vibrant art and music traditions.



To develop critical thinking skills (analysis)

- Have Ss work in pairs to discuss the question.
- Ask various pairs to share their answers with the class.

Suggested Answer Key

A: *What do you think attracts visitors to holiday destinations?*

B: *Lots of things. Local landmarks, the history of a place, and cultural activities are some of the first things I can think of.*

A: *That's true. There are also landscapes and natural features, so people can do different kinds of outdoor activities, like skiing and mountaineering.*

B: *For sure! Also, people often choose their destinations based on climate and geography. For instance, my family and I often go to coastal towns with warm weather so that we can swim and relax on the beach.*

A: *Great point!*

Background information

Spain is a country in Southern Europe. The capital city is Madrid.

Italy is a country in Southern Europe. The capital city is Rome.

The USA is a country with 50 states in North America. Its capital city is Washington, DC.

Mexico is a country in North America. The capital city is Mexico City.

France is a country in northern Europe. The capital city is Paris.

THE TRAVEL BUG

OBJECTIVES

- Vocabulary:** types of holidays; airport security
Reading: an article about making holidays more affordable (missing sentences)
Grammar: countable/uncountable nouns/plural nouns; definite/indefinite articles
Listening: an interview about film tourism (sentence completion)
Spoken English: talking about preferences; justifying your choice
Writing: an informal email making suggestions
Culture: popular destinations for UK tourists
Mediation: pass on travel tips you find helpful
Values: being open to new people and cultures when travelling
Life Skills: How can we be responsible travellers?

1



Watch the video and make notes in your notebook. Then, list the reasons the presenter gives for the world's most visited country holding its No.1 spot. Present them to the class.



Watch the video. In your notebook, note down the reasons people visit the other four countries for their holidays.



Discuss what attracts visitors to holiday destinations.



1a READING

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Watch the video. In your notebook, make a note of all the different travel tips the video shows.

1 Watch the video. In your opinion, what were the best tips? Note them down in your notebook and then talk with your partner to see if you agree.

2 Work with your partner. Look at the subheadings in the text. Without reading the rest of the text, can you work out what each tip could be about? Read through quickly to see if you are right.

8

EASY ways to have a CHEAPER holiday



Book your holiday backwards

Forget the destination and start with the accommodation. Simple, but very effective. There are many accommodation websites that allow you to type in **entire** countries, even continents. (1) **C**



Pay nothing for your accommodation

No, it isn't too good to be true – it is possible to stay for free in houses all over the world thanks to home-swap holidays. Whether you're looking after a pet or simply keeping someone's plants watered, there are **numerous** websites that help match you up with owners who need someone to look after their home while they're out of town. As a rule, such sites charge a small annual joining fee. Once you've signed up though, you can go on as many trips as you like. Obviously, some destinations are much in demand, so be quick when an opportunity arises.



Experience 'van life' at almost no cost

Thanks to the growing trend of #vanlife, getting away in a camper van has never been more popular, but when customers only want a one-way rental, it leaves companies needing to get the van back to base. (2) **D** If you're just looking for a car, car rental companies have similar offers.



Explore Europe using the overnight train network

Want to holiday in Europe cheaply and don't **fancy** flying? Overnight trains are the answer. The most important thing is to get yourself to a train hub where these sleeper trains are ready and waiting to carry you away as you sleep from as little as €29.90. (3) **G** Paris, Brussels and Amsterdam are all good **options** near the UK and will provide connections to Germany, Austria, Switzerland and Italy. What's more, there are brand new routes this year, so why not take the slower travel option for a change?



CHECK THESE WORDS

arise, growing, base, brand new, currency, streamline, upgrade, milestone, complimentary, access, fare

Work for your stay

Working a few hours a day in exchange for accommodation isn't just for gap year students, and it can offer an incredible learning experience for those travelling with children. (4) **A** There are all sorts of opportunities out there including farm work, decorating, volunteering camps and even web development.



'Use data' to 'Do research' to find the best value destinations

There are two things to bear in mind if you're trying to get the best value for money on holiday: how strong your currency is compared to the local currency, and how much things cost when you get there. Before you fix on a destination, it can be worth checking the direction in which exchange rates are moving. As for day-to-day costs, there are websites that compare prices of everything from milk to fast food in over 11,000 cities worldwide. Doing your research before you go – especially for self-catering – can help you avoid **nasty** surprises when you get there.



Pack smart

With low-cost airlines charging up to €40 each way to take a large cabin bag on board, now is the time to streamline your packing. (5) **B** Finally, pack your things into a backpack, rather than a suitcase – even if you do find one small enough for your airline's dimensions, you're giving away much needed inside space to wheels, the handle and even the case itself!



Get a free room upgrade


Free room upgrades are not just **reserved** for those celebrating birthdays and milestone anniversaries. It's worth simply expressing how excited you are to stay at the hotel and asking if you could be considered for an upgrade if they have the availability. (6) **E** The key is to be kind, complimentary and to never expect anything for free. If you're in luck and the hotel can do something for you, it's the best feeling ever.



READING

FLIPPED CLASSROOM Since Ss have watched the video elicit Ss' answers.



TRADITIONAL CLASSROOM Play the video for Ss and then elicit Ss' answers.

Aim  **To introduce the topic; to watch and listen for specific information (make notes)**

Elicit Ss' answers.

Suggested Answer Key

- consider connecting flights
- be flexible about your destination
- book well in advance
- search closer to home
- take budget options (free city tours and public transport)

1 **Aim**   **To watch and listen for specific information; to mediate (discuss travel tips)**

Play the video. Give Ss time to discuss what they think the best tips are in pairs and then elicit Ss' answers.

Suggested Answer Key

- A: For me, the best tips are to book in advance and to use budget options. By making sure that you pay the cheapest price on travel and accommodation, you can go to places that might be too expensive otherwise.
- B: That's a good point. For me, the best tips are to be flexible and to consider connecting flights. I love

surprises, and being flexible about my travel arrangements and destination means I get to have amazing experiences that I didn't expect.

2 **Aim** **To predict content; to read for confirmation**

- Have Ss look at the subheadings and then discuss with their partner what they think the tips are about.
- Then give Ss time to read through the text quickly and check if their guesses were right.

Suggested Answer Key

Book your holiday backwards – Deciding where to stay before making travel plans.

Pay nothing for your accommodation – Try home swaps for accommodation.

Experience 'van life' at almost no cost – Get cheap deals by returning rental vans.

Explore Europe using the overnight train network – Sleep while you travel on night train services.

Work for your stay – Try working or volunteering to get a place to stay.

Use data to 'Do research' to find the best value destinations – Research the cost of living in your destination before booking.

Pack smart – Carefully choose which items to take so that you don't have to pay for extra luggage.

Get a free room upgrade – Ask if your hotel will give you a better room for no extra cost.

From p. 15(T)

5 **Aim** **To discuss preferences**

- Have Ss work in closed pairs and discuss the options and express their preferences giving reasons.
- Monitor the activity around the class.
- Ask pairs of Ss to share their answers with the class.

Suggested Answer Key

A: Would you prefer to go on a city break or spend the weekend camping?

B: I'd rather go on a city break because there's more to do in the city.

A: I totally agree.

A: Would you rather have a free trip to Sweden or a free trip to Thailand?

B: I'd choose Sweden because their culture is very interesting to me.

A: Not me. I'd go to Thailand for the lovely weather!

A: Would you prefer a self-catering trip or an all-inclusive one?

B: I'd go for an all-inclusive one. That way, I can completely relax.

A: I suppose, but I like making my own meals. I think self-catering would suit me better.

A: Would you prefer a sea view or a mountain view where you are staying?

B: I'd prefer a sea view. Being able to see the water makes me feel very relaxed on holiday.

A: Oh really? Being able to see the mountains has that effect on me!

A: Would you prefer to go on a road trip or go on a cruise?

B: Definitely a cruise! I'd get to visit lots of different cities and meet new people on the ship.

A: I guess so. Still, I like to have full control over where I go, so a road trip would be for me.

A: Would you rather go on holiday in your own country or go abroad?

B: Abroad, definitely. There is so much amazing culture to experience around the world.

A: That's a good point, but there's still so much that I haven't seen in my own country. I think I'd rather stay here.

FLIPPED CLASSROOM Assign the video in 1h from the digital component as HW.

3 a) **Aim** **M** To read for cohesion and coherence (gapped text)

- Go through the **Study Skills** box with Ss and explain that this tip will help them to complete the task successfully.
- Have Ss read the text and the sentences and complete the task.
- Give Ss time to look up the meanings of the words in the **Check These Words** box in their dictionaries.

b) **Aim** To listen for cohesion and coherence

- Play the recording for Ss to check their answers.
- Check Ss' answers. Ss should justify their answers.
- Give Ss time to look up the meanings of the highlighted words in their dictionaries. Check Ss' answers.


Answer Key (See overprinted answers)

Justifications

- 1 websites, filters
- 2 needing to get the van back, return journey
- 3 29.90, these fares
- 4 working, new skills, opportunities
- 5 streamline your packing, listing outfits, pack
- 6 birthdays, special occasion

Suggested Answer Key

entire – whole options – possible choices
 numerous – many nasty – unpleasant
 fancy – enjoy reserved – saved

4 **Aim**  To develop critical thinking skills (evaluation)

Give Ss time to consider the question and compare with their partner. Then elicit answers from Ss around the class.

Suggested Answer Key

A: I think using overnight trains and returning camper vans are good tips. Both can be very cheap and are good ways to get both travel and accommodation together.

B: For me, doing research to find the best destinations and booking your holiday backwards are the best tips. By planning ahead and building your holiday around the cost of living in your destination, you can have a much cheaper holiday. That means you can afford to go on more trips each year!

A: Good point!

VOCABULARY 

5 **Aim** To present/practise vocabulary (prepositional phrases) related to travel/holidays

- Ask Ss to read the phrases in the list and then read the sentence stems and complete them.
- Check Ss' answers.
- You can ask Ss to start a **Prepositions** section in their notebooks or on their computers and list all the prepositional phrases they come across in alphabetical order together with a definition, example sentence and/or drawing if they like. Ss can use this section to revise prepositions regularly.

Answer Key (See overprinted answers)

6 **Aim** To consolidate new vocabulary; to personalise the topic

- Have two Ss read out the example exchange.
- Then have Ss ask and answer questions in pairs using the phrases from Ex. 5 and following the example.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

Suggested Answer Key

A: Where do you usually spend your summer holidays?

B: As a rule, my family and I usually go to southern Spain.

A: What kind of holiday would you like to go on this year?

B: I think I'd like to try a skiing holiday for a change.

A: Are you going on a trip soon?

B: Yes, I'm going to Paris next weekend, so I will be out of town then.

A: How early do you book your accommodation?

B: It depends. If it's a popular place where rooms are in demand, I usually book a few months early.

7 **Aim** To learn/practise vocabulary (collocations) related to travel/holidays

- Explain the task and have Ss complete it in closed pairs using the words in the list. Have Ss look up the meanings of any unknown words in their dictionaries.
- Elicit answers from various Ss around the class.

Answer Key (See overprinted answers)

8 **Aim** To learn/practise vocabulary (phrasal verbs) related to travel/holidays

- Ask Ss to choose the correct options. Ss can compare their answers in closed pairs.
- Check Ss' answers.
- You can ask Ss to start a Phrasal Verbs section in their notebooks or on their computers and list all the phrasal verbs they come across in alphabetical order together with a definition, example sentence and/or drawing if they like. Ss can use this section to revise them regularly.

Answer Key (See overprinted answers)

SPEAKING

9 **Aim** **ICT** To develop research skills; to research and plan a trip

- Give Ss time to research online and plan a trip with travel and accommodation for two people to a city on the same continent for less than €500.
- Have Ss present their plan to the class.

Suggested Answer Key

Lisbon, Portugal, is a great choice for an affordable trip. You can often find round-trip flights from London for less than €50 per person. At budget-friendly hostels or guesthouses, it's possible to stay for about €40 per night too, adding up to roughly €160 for two people for two nights. This leaves you with enough money for meals, local transportation, and exploring Lisbon's culture, all within the €500 budget. Lisbon offers a mix of history and modern charm, making it a fantastic option for a budget-friendly European getaway.

VALUES See page 10(T)

Background information See page 10(T)



Rozpoznawanie związków pomiędzy częściami tekstu

Przeczytaj szybko tekst, aby zorientować się, o czym on jest. Spójrz na brakujące zdania i znajdź w nich słowa, które odnoszą się do jakiejś informacji w danym fragmencie tekstu. Mogą to być zaimki: *it, you, our* itp., wyrażenia rzeczownikowe: *such people, these problems* itp., słowa wskazujące na kolejność: *first, then, a little later* itp. albo inne wyrazy lub wyrażenia. Na podstawie wyselekcjonowanych słów dobierz zdanie do luki, a następnie sprawdź, czy uzupełniony tekst ma sens, czytając zdanie **przed** luką i **po** niej.

3 a) **M** Read through the text in Ex. 2 again. Six sentences are missing. Choose the sentence (A-G) which best fits each gap (1-6). There is one sentence you do not need to use.

- A From gaining new skills to learning about teamwork, this type of trip can be good for everyone.
- B Start by listing all the outfits you intend to wear with one or two pieces that can be worn several times.
- C You are then free to use the filters to find a dream place for the right price.
- D This opens up great deals for bargain hunters, as you can take one on a return journey for as little as €5.
- E Of course, if it is a special occasion, you should definitely throw that in there too.
- F Airlines are usually happy to help in such cases.
- G You just need to book months in advance to access these fares.

b) Listen and check. Then explain the highlighted words.

4 Which two tips in the text do you find the most useful? Why? Compare with your partner.

VOCABULARY

5 Complete each sentence with one of the prepositional phrases in the list.

- in advance • for free • out of town • on holiday
- in luck • as a rule • for a change • in demand

- 1 As a rule, the hotel isn't open in winter.
- 2 We like to make bookings well in advance.
- 3 We've just had a cancellation, so you're in luck.
- 4 I'd like a more relaxing vacation for a change.
- 5 We'll upgrade you to a bigger car for free.
- 6 The hotel is situated just out of town.
- 7 Holiday rental homes here are much in demand.
- 8 Half of our group fell ill on holiday.

6 Ask your partner four questions about his/her holiday habits/plans, using phrases from Ex. 5.

- A: How early do you book your accommodation?
- B: I usually make bookings well in advance.

7 Read the advert and fill in: trend, rates, rentals, hunter, option, routes, experiences, mind, value.

One-way 1) rentals are a growing 2) trend in modern travel, so why not take one of our vehicles on a journey across Asia? You can have incredible 3) experiences and explore 4) routes that allow you to go off the beaten track! Benefit from the best exchange 5) rates as you travel from country to country. And the best part? Return journeys can cost very little, so they're great 6) value for money! If you're a bargain 7) hunter with a sense of adventure, this is definitely one travel 8) option to bear in 9) mind for your next trip!



8 Choose the correct option.

- 1 We want to go abroad on holiday this year, but we haven't fixed on/up a country to visit yet.
- 2 Mike didn't need his map when he got a GPS app, so he decided to give it off/away.
- 3 Your bag looks so heavy! How many items of clothing did you pack through/into it?
- 4 How long did it take you to get off/back to your hotel after you visited the art museum?
- 5 After working hard all year, Mia needed to get out/away for a couple of weeks to relax.
- 6 Tom and Amanda signed in/up for a guided tour when they were in Rome.
- 7 Who's looking over/after your pets while you're away on holiday next week?
- 8 Travelling is great because it opens out/up opportunities for new cultural experiences.

SPEAKING

9 Choose a city in another country on your continent. Research information to find a way to get two people there (and return home) with accommodation for two nights for under €500. Present it to the rest of the class.

VALUES


'Wherever you go, go with all your heart.' Confucius

How is this relevant to modern travel and tourism? Discuss.

1b VOCABULARY

TYPES OF HOLIDAYS

- 1 **Complete the advert. Use:** *cruise, skiing, wellness, road, backpacking, sightseeing, safari, package.*



GLOBE TRAVEL
HOLIDAY OFFERS

If you're looking for the holiday of a lifetime, then why not visit Globe Travel? We've got something for everyone!

Fancy some well-deserved rest and relaxation? Then consider one of our all-inclusive **1) package** holidays. You can unwind with a healthy **2) wellness** spa holiday, or spend a week on the water with a luxury **3) cruise**.

Are activities more your thing? We have lots of winter **4) skiing** options, or you can book a **5) safari** and explore the wild in search of exotic animals!

If you love culture, we can plan a **6) sightseeing** trip for you in one of the world's most fascinating cities, complete with a guided tour of historic landmarks.

Perhaps you're the independent type? No problem! We can also help you find self-catering accommodation and plan walking routes for a **7) backpacking** holiday, or help you hire a car for your next big **8) road** trip.

Whatever your preferences, Globe Travel can help you arrange your ideal experience. Visit our website to find out more!

- 2 **Fill in:** *suffer, go, take, visit, travel, soak, explore, book, get, see.* **Check in your dictionary.**

- 1 **go** trekking, on an expedition/on a trip, off the beaten track, by air
- 2 **visit** a temple, historic monuments, unusual destinations
- 3 **take** a guided tour, a coach trip, a stroll, a break
- 4 **soak** up the sun
- 5 **see** wildlife, breathtaking views
- 6 **travel** far and wide, light
- 7 **book** a hotel room, a ticket, a flight
- 8 **explore** another country, another culture
- 9 **suffer** from jet lag, travel sickness
- 10 **get** away from it all, pampered, a massage

- 3 **Tell your partner about two different holiday/trip experiences you have had. Use words/phrases from Exs 1 and 2.**

I went on a sightseeing trip to Athens. I took a guided tour of the city and visited some historic monuments, such as the Parthenon. I booked a wonderful hotel just under the Acropolis.

AIRPORT SECURITY

- 4 **Fill in with:** *proof, devices, boot, screened, ensure, abroad, on board, hold, apply, permitted, warnings, restrictions, hand, confiscated, snatched.* **Four words are extra.**

All baggage items, including hand luggage and **1) hold** luggage, must be **2) screened** by airport security. Airport security staff won't let anything through if they consider it dangerous – even if it's normally **3) permitted**. Depending on the airport you're travelling to or from, different rules **4) apply** to electronic **5) devices** and electrical items you're allowed to take on a flight.

Some airlines also have different **6) restrictions** so check before you travel. Also **7) ensure** your electronic devices are charged before you travel. If you cannot switch one on when requested to do so, you will not be allowed to take it **8) on board** the aircraft. If you need to carry essential medicine of more than 100 ml in your **9) hand** luggage, including liquid dietary foodstuffs and inhalers, you'll need to have **10) proof** that the medicine is prescribed to you, otherwise they could be **11) confiscated**.



- 5 **ICT** **Decide which items are permitted in hand luggage (HA) or hold luggage (HO) or neither (NE). Check your answers online.**

- | | |
|----------------------------|---------------------------------|
| 1 scissors HO | 6 nail file HO |
| 2 baby milk HA | 7 safety matches HA |
| 3 150 ml perfume HO | 8 musical instruments HA |
| 4 tablet devices HA | 9 fireworks NE |
| 5 knives NE | 10 powerbank HA |

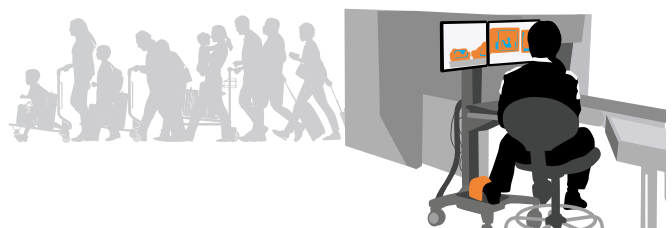
- 6 **Choose the correct option.**

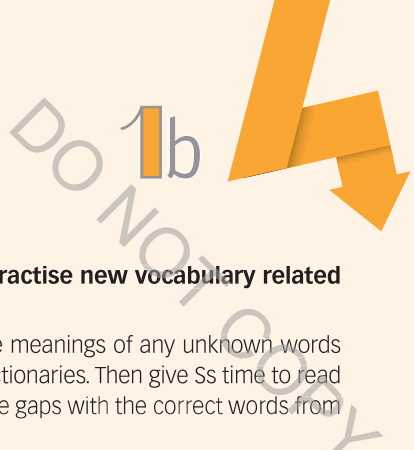
Be prepared for **AIRPORT** security

Passengers should check the **1) data/guidance/statistics** on hand luggage before they set off for the airport to help keep security **2) viewing/screening/searching** queues to a minimum. Passengers should only carry essential **3) items/pieces/units** in hand luggage to help reduce the need for lengthy **4) handy/manual/fingertip** checks at security.

As you enter the airport security-check area, you will usually be asked to scan your boarding **5) ticket/receipt/pass**. Take off your shoes and belts while waiting in **6) line/file/row**. If you have any large electrical items in **7) take-out/carry-on/fold-away** luggage, you may be asked to remove them and place them in a separate plastic **8) bucket/holder/tray**.

Once you have passed all security checks, remember to check that you have all your **9) belongings/essentials/goods**. If you do **10) notice/stare/examine** afterwards that you have left something **11) out/behind/off**, you can usually return and ask staff to help you **12) search/locate/track** it.





VOCABULARY

1 **Aim** To present/practise new vocabulary related to types of holidays

- Go through the list of types of holidays with Ss and elicit/explain the meanings of any unknown words.
- Then give Ss time to use them to complete the gaps in the advert.
- Check Ss' answers.

Answer Key (See overprinted answers)

2 **Aim** To practise verb phrases related to holidays

- Ask Ss to read the verbs in the list and elicit/explain their meanings.
- Then have Ss complete the task and check their answers in their dictionaries.
- Ask various Ss to share their answers with the class.

Answer Key (See overprinted answers)

3 **Aim** To talk about holiday experiences; to consolidate new vocabulary

- Have a S read out the example and then have Ss work in closed pairs and talk about two different holiday experiences they have had using the vocabulary in Exs 1 & 2.
- Monitor the activity around the class and then ask various Ss to share their answers with the class.

Suggested Answer Key

I went on a coach trip to Sicily. I took a guided tour and saw some breathtaking views. I really liked Taormina. The weather was great so I soaked up the sun and went for a stroll and got away from it all.

4 **Aim** To present/practise new vocabulary related to airport security

- Have Ss look up the meanings of any unknown words in the list in their dictionaries. Then give Ss time to read the text and fill in the gaps with the correct words from the list.
- Check Ss' answers around the class.

Answer Key (See overprinted answers)

5 **Aim** **ICT** To develop research skills; to research airport security

- Give Ss time to read the list of items and complete the task.
- Give Ss time to research online and check their answers.
- Check Ss' answers.

Answer Key (See overprinted answers)

6 **Aim** To present/practise vocabulary related to airport security

- Ask Ss to read the text and choose the correct options, using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key (See overprinted answers)

FLIPPED CLASSROOM Assign the video in 1c from the digital component as HW. If Ss want, they can read the text on p. 11 (optional).

From p. 9(T)

VALUES

Have Ss discuss the quotation in closed pairs or small groups. Then ask Ss to share their answers with the class.

Suggested Answer Key

A: *I think this quote is very relevant to modern travel. We are aware of so many different vibrant cultures in the world, so we should make a real effort to experience them fully when we visit.*

B: *I completely agree. I also think that since travel is so easy nowadays, people often forget to appreciate holiday experiences. When we go abroad, we should go with all our hearts so that we really appreciate the wonderful opportunities that travel can open up for us.*

Background information

Paris is the capital city of France. It has lots of famous landmarks including the Eiffel Tower.

Brussels is the capital city of Belgium. It has interesting architecture and lots of cultural events.

Amsterdam is the capital city of the Netherlands also called Holland. It has a beautiful canal system and rich history.

GRAMMAR IN USE

1 To read for key information; to express an opinion

- Give Ss time to read the text and in pairs say whether they have used any of these techniques before. Then Ss say which tip they think is the most useful.
- Elicit answers from Ss around the class.

Suggested Answer Key

I have used some of the techniques before. I always wear my heaviest items, for instance, and that has saved me a lot of space and weight in my luggage. Additionally, I also try to leave some space in my bag, because I like to buy a lot of souvenirs. I would say wearing my heaviest items is most useful because it helps me make room for souvenirs and helps me to stay within my baggage allowance so I can avoid paying for extra weight.

2 To learn/revise countable/uncountable nouns/special plural nouns

FLIPPED CLASSROOM Go through the table quickly or ask questions to elicit the theory. e.g. *What are countable nouns? (Countable nouns are nouns which we can count.) What are uncountable nouns? (Uncountable nouns are nouns which we can't count.) When are words like **space/room** countable? (When they refer to singular or plural things i.e. a place/places, a room/rooms.) When are words like **space/room** uncountable? (When they refer to abstract ideas, i.e. space or room for something.) Which nouns are always plural? (Nouns for certain types of clothing and tools that consist of two parts.), etc.*

TRADITIONAL CLASSROOM Present the theory using the video and/or **Grammar owls**.

- Explain the task. Refer Ss to the **Grammar Reference** section for further details.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 c 3 b 5 b 7 b 9 a 11 c
2 a 4 b 6 b 8 b 10 c 12 b

3 To practise partitive nouns

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key (See overprinted answers)

4 To practise uncountable/plural nouns

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key (See overprinted answers)

1 uncountable 6 uncountable
2 uncountable 7 plural
3 plural 8 plural
4 uncountable 9 uncountable
5 plural

5 To practise singular/plural verb forms

- Explain the task and then give Ss time to complete it.
- Ss can compare their answers in closed pairs.
- Check Ss' answers.

Answer Key (See overprinted answers)

6 To mediate (identify what is shown in a picture)

- Explain the task and ask Ss to work in closed pairs and convince their partner which of the items from Ex. 3 are shown in the pictures.
- Monitor the activity around the class. Elicit answers.

Suggested Answer Key

A: *Picture 1 is water. That's an easy one because we can see drops of water all around the picture. But what about picture 2?*

B: *Hmm ... is it a piece of equipment?*

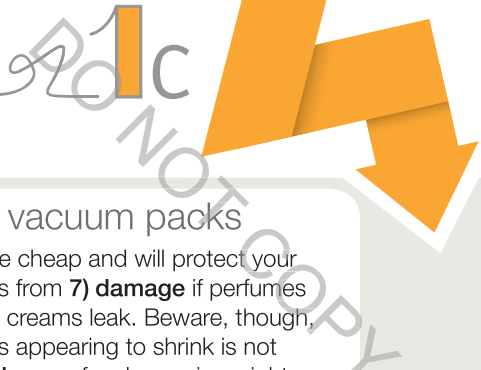
A: *I don't think so ... I know! It's a piece of jewellery! It's part of a bracelet.*

B: *Of course! And I think picture 3 is a bar of soap, right? You can see from the foam on it, that's the corner of a bar of soap.*

A: *That's true. I think picture 4 shows a pair of scissors. I can tell because we can see part of the handles.*

B: *Yeah.*

FLIPPED CLASSROOM Assign the video in 1d from the digital component as HW. If Ss want, they can read the text on p. 12 (optional).



Reduce by 33%

We've all done it – packed three pairs of **1) shorts**, then only worn one pair all holiday. To avoid overpacking, lay all your clothes on the bed and be ruthless – get rid of a **2) third**.

Towel on top

Here's some good **3) advice**: pack your towel last. It will cover any loose **4) stuff** in your case, and once you arrive, you can grab it and head straight for a sunbed without needing to unpack everything. Win-win!

Breathing room

This isn't a pre-flight exercise technique – we're talking about **5) luggage**. When you return, you'll probably have souvenirs for your friends and family, so leave some **6) room**!

Use vacuum packs

They're cheap and will protect your clothes from **7) damage** if perfumes or sun creams leak. Beware, though, clothes appearing to shrink is not **8) evidence** of a change in weight.

Clever accessorising

Well-chosen **9) accessories**, rather than extra outfits, will go a long way on holiday. **10) Sunglasses** are a perfect example, but you could also take a beautiful scarf or tie, or a smart belt.

Wear your heavy items

If certain **11) clothes** are making your case too heavy, wear them! Travel in your heaviest pair of boots to fly and pack your lightest flip-flops. You'll use less **12) space** and save on your baggage allowance.

1 Read the text. Tell your partner if you have used any of these techniques when packing before. Which one do you think is most useful for you?

2 Read the text again. Decide if each noun (1-12) in bold is:

- a a countable noun.
- b an uncountable noun.
- c a special plural noun like *trousers, jeans* for which there is no singular form.

4 Decide if you need an uncountable form or a plural form in each gap. Use just one word.

You have the legal right to claim some **1) compensation (compensation)** from an airline if any of your checked-in **2) luggage (luggage)** is delayed, lost or damaged. You only have the right to claim for **3) problems (problem)** with cabin **4) baggage (baggage)** if it's the airline's fault. Remember to always check the **5) deadlines (deadline)** though, as you may have to claim within 7 days of your flight. What you can claim from your airline is usually limited to **6) money (money)** for the **7) essentials (essential)** you need during a delay. Airlines are likely to ask you for **8) receipts (receipt)** for anything valuable in your lost luggage claim, like **9) jewellery (jewellery)**.

Some words like *space, room* are **countable with one meaning** and **uncountable with another**.

*There's not **much room** in the car – certainly not enough for all your luggage.* (U) *How **many rooms** have you booked?* (C)

Special plural nouns

Some nouns in English describing certain types of clothing: *trousers, shorts, jeans, pyjamas* and certain pieces of equipment: *headphones, scissors, glasses, binoculars, scales* are always plural. *My new **glasses** have orange frames.*

To talk about an individual item, we use the phrase **a pair of** or **a set of**. *I think I've left **a pair of pyjamas** and **a pair of red shorts** in the hotel. **A set of scales** is essential for accurately measuring ingredients in baking.*

5 Choose the correct option.

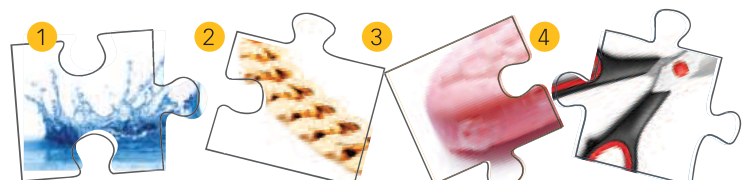
- 1 **Is/Are** travel experiences important to you?
- 2 Scissors **isn't/aren't** allowed in the cabin of a plane.
- 3 Time **is/are** a major concern for our connecting flight.
- 4 The trousers from the local market **was/were** just €10!
- 5 Ben doesn't know where his headphones **is/are**.

3 Match each partitive noun to words in the list.

- a a piece of b a pair of c a bar of d a drop of

- | | | |
|-----------------------------|-----------------------------|-------------------------------|
| 1 b scissors | 5 a advice | 9 a information |
| 2 d water | 6 b jeans | 10 a equipment |
| 3 a jewellery | 7 c chocolate | 11 b trunks |
| 4 d vinegar | 8 d blood | 12 c soap |

6 Which of the items in Ex. 3 is shown in which picture? Convince your partner.



1d GRAMMAR IN USE

DEFINITE/INDEFINITE ARTICLES (pp. GR3-GR5)

DO NOT COPY



The responsibility of **1) a** holiday rep is to be a point of contact between **2) –** travel agents and **3) the** customers who book package holidays with them. They help those holidaymakers to enjoy a stress-free holiday. That means that if **4) an** individual in their group is having a problem with their room, a flight, or the staff at their hotel, **5) the** holiday rep is usually the one who deals with the problem.

1 Read the text. What do holiday reps do?

2 Read the text again and look at the rules (a-e) below. Which words in bold (1-5) in the text are examples of:

- a **the** when it is clear exactly which thing or person we mean? 3
- b **the** when the noun is mentioned for a second time or is already known? 5
- c **a/an** with singular countable nouns mentioned for the first time? 4
- d **a/an** when we mention what kind of thing something is or what someone's job is? 1
- e **no article (-)** with plural or uncountable nouns when we talk about them in general? 2

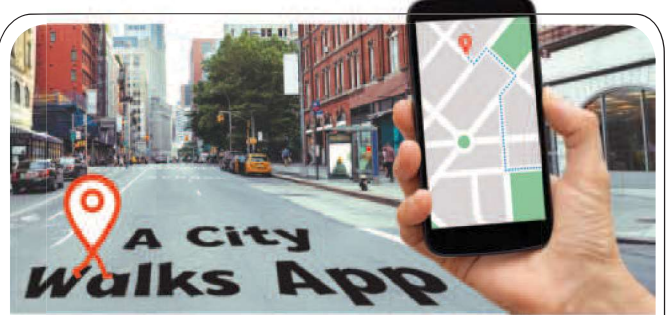
3 Complete the gaps with *a/an* or *the* where necessary.

- 1 **A:** Should I pack **a** hairdryer for our trip?
B: There's no need. Our hotel room will have one.
- 2 **A:** I've cut my foot on something in the sea.
B: Don't worry, I've got **a** plaster.
- 3 **A:** Where shall we go to eat?
B: How about **the** place we went to last night?
- 4 **A:** I prefer to travel light, so I usually just take my backpack on holiday.
B: Me too. I never take **–** luggage with me.
- 5 **A:** How shall we get to the beach?
B: Well, there are **–** different ways we can go.
- 6 **A:** I've been to lots of strange places.
B: Really? What was **the** strangest one of all?

4 Discuss these holiday alternatives.

- 1 bus / train
A: *If you had to travel a long way, would you get a bus or a train?*
B: *It would depend on the price. The bus is usually much cheaper.*
A: *I know, but I like that you can move around more on the train.*
- 2 package deal / book separately
- 3 direct flights / connecting flights
- 4 local cuisine / international food

5 Fill in *a, an, the* or **–**.



I am **1) an** independent traveller and love exploring **2) –** new places and finding **3) –** hidden gems as I stroll around **4) a** city for the first time. Of course, no one wants to be somewhere and miss out on any **5) –** unmissable sights and that's why **6) –** people often opt for **7) a** guided tour. But I much prefer **8) the** thrill and flexibility of exploring alone.

Recently, however, I discovered **9) an** app that gives me **10) the** best of both worlds. It's **11) a** tool that suggests **12) the** fastest routes between **13) –** must-see places and provides **14) –** background information on each one. It gives me **15) –** independence without having to worry about getting lost!

TRANSFORMATIONS (Review)

6 **M** Complete the second sentence using the word in bold. Use up to five words in each gap.

- 1 Where did you buy those shorts you're wearing? **OF**
Where did you buy that **pair of shorts** you're wearing?
- 2 Is this your first time visiting this city? **MANY**
How **many times** have you visited this city?
- 3 Would you like some Moroccan coffee? **CUP**
Would you like **a cup of** Moroccan coffee?
- 4 The waiter recommended a dish, so we ordered it. **DISH**
We ordered **the dish** that the waiter recommended.
- 5 You are allowed two small bags on the plane. **LUGGAGE**
You can take two small **pieces of luggage** on the plane.
- 6 It's a resort with some great beaches that you'll love. **THE**
You'll love **the great beaches** at this resort.

GRAMMAR IN USE

1 Aim To read for gist

Give Ss time to read the text and then elicit their answers to the question.

Suggested Answer Key

Holiday reps work for travel agents. They communicate with customers and help to solve any problems they have to make sure that holiday makers have the best holiday possible.

2 Aim To learn/revise definite/indefinite articles

FLIPPED CLASSROOM Since Ss have watched the video at home, ask questions to elicit the theory. e.g. *What articles do we use with singular countable nouns? (a/an) What article do we use with both singular and plural nouns? (the) When do we use **an** instead of **a** before a singular countable noun? (when the noun begins with a vowel), etc.*

TRADITIONAL CLASSROOM Present the theory using the video and/or **Grammar owls**.

- Explain the task and give Ss time to read the text again and read the list of rules.
- Give Ss time to decide which of the words in bold in the text are examples for each of the rules in the list.
- Refer Ss to the **Grammar Reference** for further details.
- Check Ss' answers.

Answer Key (See overprinted answers)

3 Aim To practise the definite/indefinite articles

Explain the task and give Ss time to complete it and then check their answers.

Answer Key (See overprinted answers)

4 Aim To discuss holiday alternatives

- Ask two Ss to act out the example exchange and then have Ss complete the task in pairs.
- Monitor the activity and invite various pairs to share their answers with the class.

Suggested Answer Key

- 2 A: *If you were going on holiday, would you choose a package deal or book things separately?*
 B: *I would book a package deal because it would be very convenient.*
 A: *That's true, but those cost more than booking separately.*
 B: *Good point. It depends on the price.*

- 3 A: *When going on holiday, would you prefer to take a direct flight or connecting flights?*
 B: *Well, connecting flights let you spend a little bit of time in different places on the way, which is interesting.*
 A: *True, but it's never very much time, and it makes your journey to your destination take much longer.*
 B: *You're right. I'd probably prefer to take a direct flight in most cases.*
- 4 A: *When you go abroad, do you prefer local cuisine or international food?*
 B: *I usually like to eat local food. Being abroad is a great opportunity to see what another culture's food is really like.*
 A: *Yes, but you might not always like the food wherever you go.*
 B: *You've got a point there. In places where the local food is not to my taste, then I'd prefer to eat something international.*
 A: *Me too.*

5 Aim To practise the definite/indefinite articles

Explain the task and give Ss time to read the text, complete the task and then check their answers.

Answer Key (See overprinted answers)

TRANSFORMATIONS (Review)

6 Aim M To review the grammar of the unit

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key (See overprinted answers)



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VOCABULARY

1 **Aim** To present/practise phrasal verbs related to travel

- Ask Ss to go through the phrasal verbs in the box.
- Give Ss time to use them to complete the sentences.
- Check Ss' answers.
- You can ask Ss to create a **Phrasal verbs** section in their notebooks/on their computers and list any phrasal verbs that they come across in alphabetical order together with definitions and example sentences/drawings, and to revise them regularly.
- As an extension, ask Ss to work in open pairs. One S says one of the phrasal verbs in the box. The other S gives a sentence using it.

Answer Key (See overprinted answers)

2 **Aim** To consolidate phrasal verbs

- Have Ss talk in pairs and decide which of the phrasal verbs in Ex. 1 they would use for the different stages of a journey.
- Ask various pairs to tell the class.

Suggested Answer Key

A: When we talk about starting a journey, I think we can use 'see off', 'head off' and 'set out'. What about something that happens on the way?

B: For that, we can use 'pass through', 'turn back' and 'stop off'. That means that we can use 'settle in' when we are arriving somewhere.

3 **Aim** To present/practise prepositional phrases

- Ask Ss to read the prepositions in the list and then give them time to read the text and complete the gaps with the correct prepositions.
- Refer Ss to the **Word List** at the back of their books to check their answers or they can check them in their dictionaries.
- Check Ss' answers.
- Remind Ss to add these to the **Prepositional phrases** section in their notebooks/on their computers, and to revise them regularly.

Answer Key (See overprinted answers)

4 **Aim** To present/practise phrases with way

- Ask Ss to read the sentences and then give them time to complete the gaps with a phrase including **way**.
- Have Ss check their answers in the **Word List**. Check Ss' answers.

Answer Key (See overprinted answers)

5 **Aim** To present/practise word formation (person nouns)

- Explain the task and give Ss time to complete the gaps with person nouns formed from the words in brackets.
- Have Ss check their answers in their dictionaries.

- You can ask Ss to start a **Word formation** section in their notebooks or on their computers and list words that they come across under the following headings in alphabetical order.

VERB, NOUN (PERSON), NOUN (ABSTRACT), ADJECTIVE, ADVERB

Ss can check in their dictionaries for more derivatives and add them. Ss can revise these words regularly. e.g.

VERB – instruct

NOUN (PERSON) – instructor

NOUN (ABSTRACT) – instruction

ADJECTIVE – instructive/instructional

ADVERB – instructively

Answer Key (See overprinted answers)

6 **Aim** To practise person nouns; to talk about jobs; to express preference

- Have Ss discuss the jobs in Ex. 5 in pairs and say which ones they would like to do the most/least and why.
- Ask various pairs to share their answers with the class.

Suggested Answer Key

A: I would most like to do the job of a flight attendant. I think it would be interesting to meet many different people at work, and I would have the chance to travel for work and experience new places and cultures. I would least like to do the job of an aircraft technician because I think it would be difficult and I am not interested in planes.

B: I would most like to be a ski instructor because I think it would be a lot of fun. I would enjoy meeting and teaching new people with different levels of experience, and I would also like being able to spend the day outdoors doing something active. I would least like to be a holiday representative because I've heard that some customers can be really difficult to deal with on holiday, complaining a lot and generally giving you a hard time.

SUMMING UP

Aim To revise the vocabulary and grammar structures of the unit (a-e)

- Explain the task and give Ss time to complete it.
- Check Ss' answers

Answer Key (See overprinted answers)

Background information

Paris is the capital city of France, a country in western Europe.



PHRASAL VERBS (related to travel)

- see off:** to go to the airport/station to say goodbye to someone
head off: to leave (in a certain direction)
pass through: to cross an area on the way somewhere
settle in: to become familiar with a new place
set out: to begin a journey
stop off: to visit a place for a short time on your way somewhere
turn back: to go back the way you came

1 Complete the gaps with a phrasal verb from the box in the correct form.

- The coach party **stopped off** at several service stations on the way.
- Let's relax and **settle in** at our hotel. I don't want to rush out this evening.
- Amy went to the airport to **see off** her brother, who was flying to New York.
- The weather was getting worse so we **turned back** and decided to go another day.
- We **set out** on our hiking trip at 6 am, just as the sun was rising.
- I saw him **head off** in the wrong direction but couldn't stop him.
- We **passed through** some lovely farming areas on our road trip.

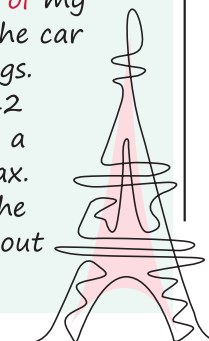
2 Which stage of a journey would you use the phrasal verbs in the box to describe? Discuss with your partner.

starting → on the way → arriving

PREPOSITIONS

3 Complete the text with *in, through, for, at, around, out of, on*.

It was early **1) at** a service station near Paris. We had travelled **2) through** the night to watch our team in the European Cup final and we were finally almost at our destination. Rather than staying **3) on** the coach, I got **4) out of** my seat and walked **5) around** the car park a little to stretch my legs. After travelling **6) for** over 12 hours, my friends were **7) in** a deep sleep, but I couldn't relax. All I could think about was the incredible match we were about to watch!



PHRASES WITH WAY

4 Complete the second sentence using the word *way*. Check in the Word List.

- Can you give us directions to Hyde Park, please? Could **you tell us the way** to Hyde Park, please?
- There isn't a shuttle bus. You have to get there on your own. You have to **make your own way** there, as there's no shuttle bus.
- I lost my way when I left the motorway. I went **the wrong way** after leaving the motorway.
- It's a pretty little town but it's not really near anything. The town is quite pretty but it's a bit **out of the way**.
- It's still quite a journey from here. There's still **quite a way** to go.

WORD FORMATION (person nouns)

5 Complete the gaps with words derived from the words in brackets. Check in your dictionary.

Jobs in tourism

- ski (**instruct**) **instructor**
- flight (**attend**) **attendant**
- holiday (**represent**) **representative**
- aircraft (**technical**) **technician**
- hotel (**reception**) **receptionist**
- hotel (**inspect**) **inspector**
- spa (**therapy**) **therapist**

6 Which job in Ex. 5 would you most like to do and which one least? Explain why.



SUMMING UP

Choose the correct option.

Planning the Perfect Trip

Thinking about going on holiday and want to have **1) a/the/-** best trip possible? It's all about planning!

Firstly, think about what kind of trip you'd like. Interested in skiing? Then you should find mountain accommodation with a ski **2) technician/instructor/inspector**. If you'd rather go **3) cruise/sight/road** seeing, then **4) room/a room/the rooms** at a city hotel may be a better option. **5) A/The/-** travel agent can help you find exactly what you need.

Secondly, packing properly is very important, too. Check the **6) data/guidance/statistics** online before flying to know which essential **7) items/units/pieces** you are allowed to put **8) in/on/at** your **9) take-out/carry-on/fold away** luggage. This way, you can get past **10) searching/viewing/screening** queues more quickly and get your holiday off to a smooth start.

Once you've passed security and are on the way to your ideal holiday destination, all that's left to do is enjoy yourself. So, remember, if you want to **11) get/take/visit** away and have amazing **12) experiences/an experience/experience** you'll never forget, planning is the key!

1 of 9 LISTENING SKILLS

SENTENCE COMPLETION

Preparing for the task

- 1 a) Read the sentence and predict the type of word that is missing.

Barcelona is a popular destination with tourists who are interested in learning about the _____ of the city's buildings.

- b) Read the sentence again. What word(s) could complete the gap?

- c) Read the extract taken from an audioscript. Which words in the script are possible answers? Which is the correct answer?



People from all over the world visit this city, and it's easy to understand why. The place has a rich history and lots of incredible cultural sites to visit. Many of the structures there are famous for their appearance, so there is plenty of unique and interesting architecture to discover. Visitors can also explore the stunning landscape by taking a short bus journey out of the city.



STRATEGIA

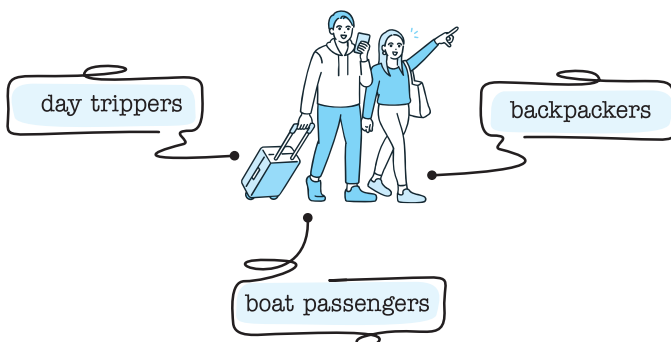
Wzbogacanie słownictwa – określanie zależności między wyrazami

Podczas słuchania rób notatki dotyczące słownictwa i zwracaj uwagę na zależności między angielskimi słowami.

Synonimy (synonyms) – np.: reach = get to
It's hard to get to / It's not easy to reach

Hiponimy (hyponyms) – słowa o węższym i podrzędnym znaczeniu w stosunku do innego wyrazu, np. samochód, pociąg, rower, to hiponimy słowa pojazd. Przeanalizuj poniższy przykład.

Tourists / Visitors



Zadania, które rozwijają umiejętność rozumienia ze słuchu i polegają na uzupełnianiu luk, w dużej mierze opierają się na zrozumieniu zależności między angielskimi słowami.

- 2 Read the words below. Think of a synonym or a hyponym.

- | | |
|--------------------|-------------------|
| 1 travellers _____ | 5 unspoilt _____ |
| 2 seaside _____ | 6 venue _____ |
| 3 dock (v) _____ | 7 producers _____ |
| 4 ship _____ | 8 earnings _____ |

- 3 You will hear an interview with a tour operator in Thailand. Listen to the recording and add synonyms or hyponyms for the words in Ex. 2. Were your guesses correct?

- 4 **M** Look at the sentences (1-10) below. What type of word is missing from each gap: a noun? a verb? an adjective?

- Tom says that Leonardo Di Caprio plays one of the beach-loving **backpackers** in the film *The Beach*.
- Tom explains that Phuket can attract millions of tourists a year because it is a large island with a(n) **airport**.
- Tom says that while tourists visit Maya Beach, the boats that bring them **anchor** in the bay.
- According to Tom, tourists to the island often leave their **plastic** waste behind.
- Tom says the coral **ecosystems** in the bay suffer due to the large number of visiting boats.
- Tom explains that beach closures mean major **recovery** efforts can take place.
- According to Tom, the pandemic greatly reduced the number of **boats** taking tourists to the island.
- Tom says people visit film locations so they can **relive** parts of their favourite movies.
- According to Tom, seeing the film locations from *The Lord of the Rings* is the main **motivation** for 6 percent of New Zealand's tourists to go there.
- Tom is in favour of some of the **profits** of a film being used to help the place it is made in.

- 5 **M** Listen to the interview again and complete the gaps in Ex. 4. Compare with your partner.

- 6 Your e-friend is planning to visit Thailand. Use the information in the recording to tell him/her about the impact of tourism on Maya Beach.



The five most popular destinations abroad for UK tourists are: Spain, the USA, France, Italy and Greece. What are the most popular destinations abroad in your country?

LISTENING SKILLS

- 1 a) **Aim** To prepare for a listening task; to predict a missing part of speech
- Ask Ss to read the sentence and elicit their guesses as to what type of word is missing.
 - Elicit answers from Ss around the class.

Answer Key

noun

- b) **Aim** To prepare for a listening task; to predict missing vocabulary
- Ask Ss to suggest words that could fit the gap in the sentence in Ex. 1a.
 - Elicit answers from Ss around the class.

Suggested Answer Key

look, style, design, architecture

- c) **Aim** To prepare for a listening task; to read for key information
- Give Ss time to read the extract and then elicit their answers to the questions.

Answer Key

possible answers – history, appearance, architecture

correct answer – architecture

- 2 **Aim** To expand vocabulary
- Go through the **Study Skills** with Ss and explain that this tip will help them to complete the task successfully.
 - Explain any points Ss are unsure of.
 - Then give Ss time to read the words in the list and then think of a synonym or hyponym for each one.
 - Check Ss' answers around the class.

Suggested Answer Key

- | | |
|--------------|-------------|
| 1 passengers | 5 undamaged |
| 2 coast | 6 location |
| 3 anchor | 7 creators |
| 4 boat | 8 income |

- 3 **Aim** To develop listening skills
- Play the recording and have Ss listen and add the synonyms or hyponyms for the words in Ex. 2 and check if their guesses were correct.

Answer Key

- | | |
|-------------------------------------|--------------|
| 1 backpackers/day trippers/tourists | 5 untouched |
| 2 beach | 6 location |
| 3 anchor | 7 filmmakers |
| 4 boat | 8 profits |

- 4 **Aim** M To prepare for a listening task; to predict missing parts of speech
- Give Ss time to read the sentences and elicit their guesses as to what type of word is missing.
 - Elicit answers from Ss around the class.

Suggested Answer Key

- | | | |
|-------------|-------------|---------|
| 1 noun | 5 noun | 9 noun |
| 2 noun | 6 adjective | 10 noun |
| 3 verb | 7 noun | |
| 4 adjective | 8 verb | |

- 5 **Aim** M To develop listening skills; to listen for specific information (sentence completion)

- Play the recording from Ex. 3 again and have Ss complete the gaps in the sentences in Ex. 4.
- Then have Ss compare their answers in pairs.
- You can play the recording again with pauses for Ss to check their answers.

Answer Key (See overprinted answers)

- 6 **Aim** To mediate (talk about the impact of tourism on a beach)

- Give Ss time to prepare their answers. Tell Ss they can use their answers in Ex. 5 to help them.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

Maya Beach in Thailand, made famous by the movie 'The Beach', has experienced a significant impact from tourism. After the film's release, it became a must-visit destination, drawing thousands of tourists daily. Up to 5,000 day trippers and over 200 boats now visit the beach every day during peak season, leading to some serious environmental problems. The overcrowding and litter from picnicking have affected local wildlife, and the boat traffic has harmed delicate coral ecosystems. The government took action by closing the beach from 2018 to 2022 for recovery efforts, including planting new coral reefs and trees. However, the negative impact of tourism can still be seen on Maya Beach.

CULTURE

- Aim** To present the most popular destinations abroad for UK tourists

Ask Ss to read the culture information. Then elicit what are the most popular destinations abroad for people from Ss' own country.

(Ss' own answers)

Background information

Leonardo Di Caprio is an American actor (1974 Los Angeles, California). He is also the founder of a production company and the Leonardo Di Caprio Foundation, an organisation that promotes environmental awareness.

Phuket is the biggest island of Thailand, a country in southeast Asia.

New Zealand is a country in the southwestern Pacific Ocean. Its capital city is Wellington.

Spain is a country in southwestern Europe. Its capital city is Madrid.

The US is a country of 50 states in North America. Its capital city is Washington D.C.

Italy is a country in southern Europe. Its capital city is Rome.

Greece is a country in southeast Europe. Its capital city is Athens.



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SPOKEN ENGLISH

1 **Aim** To read for cohesion and coherence (missing words); to listen for confirmation

- Give Ss time to read the dialogue and think of the correct preposition to fill each gap.
- Play the recording for Ss to listen and check their answers.

Answer Key (See overprinted answers)

2 **Aim** To revise/practise (to) infinitive and -ing forms for expressing preferences

- Ask Ss to read the language box and then look through the dialogue again and give them time to complete each structure with the correct form of the (to) infinitive or -ing form.
- Elicit answers from Ss around the class.

Answer Key (See overprinted answers)

3 **Aim** To role-play a dialogue talking about preferences

- Ask Ss to act out a dialogue similar to the one in Ex. 1 in pairs using the diagram and expressions from the language box in Ex. 2.
- Monitor the activity around the class and help as necessary.
- Then ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: *What would you prefer: a city break or a weekend in the mountains?*

B: *I'd prefer a city break because there's more to see and do.*

A: *What, like go shopping?*

B: *No. I can't stand shopping. I'd much rather go to a museum or visit an interesting and important landmark. There's nothing better than learning about the history and culture of a new place.*

A: *I'd prefer to go on a holiday where I can be active and enjoy the freedom of being in nature. Things like museums are not for me.*

B: *But what about when the weather is bad? It's not so pleasant to spend time in nature then.*

A: *That's true, but I'd still rather be outdoors doing something active.*

B: *I'm different. I always go for a more cultural experience.*

4 **Aim** **M** To develop speaking skills; to make a choice based on pictures and justify it

- Have Ss work in pairs and analyse the two sets of pictures (Student A should look at set 1 and Student B at set 2). Explain that for both sets, Ss must first choose the option they would prefer and justify their choice and then they should give reasons why they reject the other option.
- Make sure Ss understand the instruction; have Student A do the task first, then have Ss swap roles and repeat the task for the second set of pictures.
- Monitor the activity around the class.
- Ask pairs of Ss to share their answers with the class.

Suggested Answer Key

A: *Out of the two pictures shown in set 1, I would definitely choose the first option. I think that going camping for a week with my friends would be a much more interesting activity than lying on a busy beach. Choosing camping would give us an opportunity to select a spot we could all enjoy, for instance near a lake or in the mountains with a beautiful view. I also think the accommodation would be much cheaper if we choose the first option. I wouldn't like to spend a whole week lying on a beach, so option two is not for me. First of all, it seems from the picture that the beach can be really crowded, which would make me feel uncomfortable. Another problem is that it can get very hot at the beach, and I'm not a big fan of high temperatures. I prefer mild temperatures, which is why I would suggest going camping to my friends.*

B: *If I were to spend a week with my friends, I'd love to go skiing in the mountains, so I would choose the second picture from set 2. The mountain destination seems perfect because I love outdoor sports activities. The picture shows a resort on a snowy mountain, and I'm sure everyone could have fun in such a beautiful place, whether it's just relaxing in the sun or skiing down the slope. I wouldn't like to spend my holidays in a city, so picture 1 would not be my choice. It shows people on a tour bus in London, which could be a great activity for a city break, but not for a week-long holiday. Sightseeing isn't really for me, and while I know there are lots of interesting landmarks in London, I wouldn't choose this way of spending time with my friends.*

5 See page 8(T)

FLIPPED CLASSROOM See page 8(T)



Talking about preferences



Ann: So, which do you prefer: active holidays or holidays where you go somewhere just to relax?

Burt: I'd much rather go somewhere and do stuff than just sit around. I love exploring on holiday.

Ann: What, like **1) on** a guided tour?

Burt: No. I can't stand being part **2) of** an organised group. I prefer having my own itinerary to following somebody else's. Nothing beats heading off to a new place each day on a bike or **3) in** a rented car.

Ann: I'm the opposite. I'd always prefer to go somewhere **4) with** a nice pool or somewhere you just stroll **5) along** the beach. Tours and driving around are not **6) for me**.

Burt: And what about **7) in** winter? You can't sit around a pool then.

Ann: No, but I'd still rather go somewhere and chill than do winter sports.

Burt: Not me, I always go for somewhere **8) with** a bit more adventure.

1 Read the dialogue and complete the gaps (1-8) with the missing prepositions. Listen and check.

2 Look at the language box and the dialogue. Complete each structure with the verb from the dialogue that follows it using (to-) infinitive or -ing form.

Preferences

- I'd (much/still) rather go ... than **1) sit/do** ...
- I prefer having ... to **2) following** ...
- I'd prefer **3) to go** somewhere else.

Likes

- I love/adore **4) exploring** old cities.
- I always go for more adventurous things.
- Nothing beats **5) heading off** for long walks.

Dislikes

- Things like that **are not for me**.
- I **can't stand** **6) being** in a group.

3 Act out a similar dialogue about what type of holidays you prefer. Use expressions from the language box. Follow the diagram.

A

Ask about B's holiday preference.

Ask B for more information, name an activity.

React to B and state own holiday preference.

Respond to B and explain general preference.

B

Respond to A.

Disagree with A and explain preference further.

Mention a problem connected with A's preference.

Disagree with A and state own general preference.

4 **M** Work in pairs and take turns to do the task. Student A: look at pictures in set 1. Student B: look at pictures in set 2.

You plan to spend a week-long holiday with your English-speaking friends from different countries. You have two options to choose from.

- Choose the option which would be the best in your opinion and justify your choice.
- Explain why you reject the other option.

1



2



5

With your partner, discuss which you would prefer and why.

- city break or weekend camping
- free trip to Sweden or free trip to Thailand
- self-catering or all-inclusive
- sea view or mountain view
- road trip or cruise
- own country or abroad

1h WRITING SKILLS

AN INFORMAL EMAIL MAKING SUGGESTIONS

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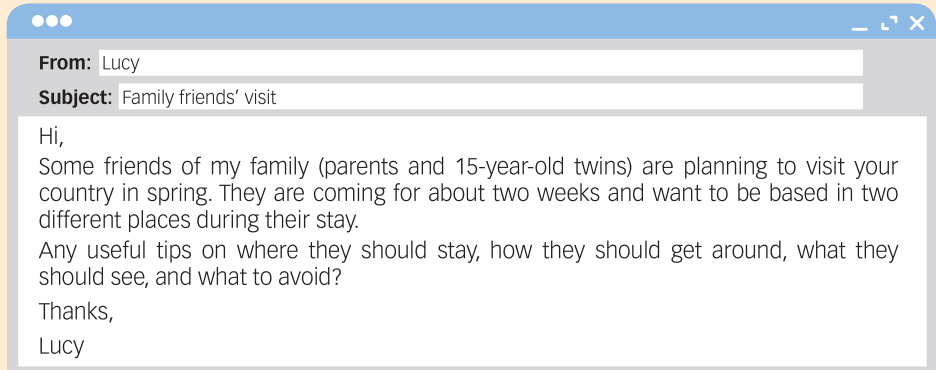
WRITING TIP

Opening remarks

In an email to a friend, you often begin by referring to your friend's email or your last contact with your friend.

1 Read the rubric and answer the questions (1-5).

You have received an email from an English-speaking friend asking for some suggestions about visiting your country. Read your friend's email and write a reply.



Your should write 100-150 words.

- 1 Who is your email to?
- 2 What is the purpose of your email?
- 3 What information in Lucy's email will help you write your email?
- 4 What details do you know about the holiday the family would like?
- 5 What could Lucy mean by 'things to avoid'?

MODEL ANALYSIS

2 Read the model. Replace the phrases in bold with similar ones from the Useful Language.



Hi Lucy,

A 1) **Lovely to hear from you** and 2) **I'm more than happy** to give your friends a few tips about where to go. 3) **It's good that you got in touch** because I've been travelling quite a bit myself lately.

B 4) **I'm guessing** your friends have chosen to visit Japan to experience the amazing culture and 5) **presumably** want to see different aspects of Japanese life in the two places they stay. Well, 6) **I'd suggest they** stay in Tokyo for a week and then go to the Kyoto region for their second week. Tokyo has all the thrills of a big city: fashion, museums, markets and nightlife whereas Kyoto is the centre of traditional Japanese culture (geisha and samurai) and has beautiful rural villages.

C 7) **If I were them, I'd** use the highspeed trains (Shinkansen) to get around. 8) **Encourage them to** research the Japan Rail Pass. It's a ticket that takes you all over the country – Oh, and 9) **they should definitely avoid** renting a car – everyone uses public transport here.

D 10) **Let me know** if they need any more information and 11) **I could always** show them a bit of Tokyo myself.

Love,
Akari

USEFUL LANGUAGE

Opening remarks

- I'd be delighted ...
- Your email came at (just) the right time ...
- So nice to get your email ...

Speculating

- I imagine ...
- I suppose ...
- Probably ...

Suggestions/Advice

- I wouldn't bother (+ *-ing*) ...
- My top tip is that they ...
- They really ought to ...
- They'd be best to ...

Closing remarks

- I wouldn't mind (+ *-ing*) ...
- I'd love/be happy to ...
- It would be nice to ...
- Just get in touch ...

3 Match the paragraphs (A-D) to their descriptions (1-4).

1 **D** offer of further help

3 **A** general reaction to Lucy's news

2 **C** tips about what to do/not to do

4 **B** speculating about friends' thinking and proposing a plan

WRITING SKILLS

FLIPPED CLASSROOM Since Ss have watched the video at home, elicit how to write an informal email making suggestions.

TRADITIONAL CLASSROOM Play the video. Ask questions to elicit how to write an informal email making suggestions.

1 To analyse a rubric

- Ask Ss to read the rubric and answer the questions.
- Check Ss' answers.

Answer Key

- 1 My email is to my English-speaking friend, Lucy.
- 2 My email is to give some suggestions about visiting my country.
- 3 Parents and 15-year-old twins, visit my country in spring, where they should stay, how they should get around, what they should see, things to avoid
- 4 They want a two-week holiday, based in two different places.
- 5 By 'things to avoid', Lucy means things that people should not do while visiting the country.

2 To analyse a model; to practise useful language

- Go through the **Writing Tip** with Ss and explain this will help them to complete the writing task successfully.
- Give Ss time to read the model and complete the task.
- Check Ss' answers

Suggested Answer Key

- 1 So nice to get your email
- 2 I'd be delighted
- 3 Your email came at (just) the right time
- 4 I imagine
- 5 probably
- 6 they really ought to
- 7 My top tip is that they
- 8 They'd be best to
- 9 I wouldn't bother
- 10 Just get in touch
- 11 I'd be happy to

3 To read for gist (matching paragraphs to descriptions)

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key (See overprinted answers)

Background information

Tokyo is the capital city of Japan, a country in East Asia.

Kyoto was once the capital city of Japan. It is on the island of Honshu.

From p. 18(T)

MINI DEBATE

- Read out the statement and divide the class into two groups, one supporting and one opposing the statement.
- Ask Ss to find arguments to support their side. Remind Ss that they will have to justify their opinions.
- Ask the two groups to have their debate.
- Monitor the activity.

Suggested Answer Key

Speaker 1 Group A: We strongly disagree with the statement that travelling is a waste of time. Travelling can make our lives richer allowing us to have new experiences, which contributes to personal growth.

Speaker 1 Group B: While we agree that travel can benefit our personal development, we argue that the time spent travelling could be better used to do something more productive, such as studying or learning new skills

for example. With the advancements in technology, we can see new places without the need for physical travel.

Speaker 2 Group A: It's true that technology can let us explore new locations, but it cannot recreate a fully-authentic travel experience. When we travel, we try new foods, participate in cultural events and celebrations, meet new people and sometimes even make lifelong friends. Travel brings people together in a way that nothing else truly can, and is certainly not a waste of time.

Refer Ss to the **Review** section for Unit 1. Ss can do this in class or as HW. Check Ss' answers.

FLIPPED CLASSROOM Assign the videos in Unit 2 (Unit page & 2a) from the digital component as HW. Ss can read the text on p. 20 if they like (optional).



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4 **Aim** To analyse a model; to read for specific information

- Give Ss time to read the email in Ex. 1 again and then read the model and elicit which specific things Akari mentions in her reply.
- Check Ss' answers around the class.

Suggested Answer Key

Akari picks up on the fact that Lucy's friends want to stay in two separate places and guesses that they must want to see different aspects of the culture. She also picks up on the fact that there are two 15-year-olds going on the trip with their parents, so she suggests places that could be interesting to both teens and adults.

5 a) **Aim** To further analyse a model; to study examples of special punctuation

- Go through the **Writing Tip** with Ss and explain this will help them to complete the writing task successfully.
- Give Ss time to read the points (1-8) and match them to their explanations (a-i).
- Tell Ss to look out for special punctuation that will help them in certain sentences.
- Check Ss' answers

Answer Key (See overprinted answers)

b) **Aim** To identify informal tone

- Give Ss time to read the model in Ex. 2 again and find examples of informal tone.
- Elicit answers from Ss around the class.

Suggested Answer Key

Tokyo has all the thrills of a big city: fashion, museums, markets and nightlife.
It's a ticket that takes you all over the country – Oh, and they should definitely avoid renting a car – everyone uses public transport here.

6 **Aim** **M** To prepare for a writing task; to brainstorm for ideas

- Ask Ss to read the rubric and then give them time to make notes about the four things they need to answer in their email in their notebooks.
- Ask various Ss to share their notes with the class.

Suggested Answer Key

NOTES:

- a place to relax for a week and enjoy the beaches
- a few things to do in the evenings
- a place just a short transfer from the airport
- would the resort you went to last year suit them

7 **Aim** To prepare for a writing task; to plan and organise notes

Give Ss time to organise their notes from Ex. 6 into the plan in Ex. 7 in their notebooks.

Suggested Answer Key

Hi George

Opening remarks: *So nice to get your email. ...*

Main body – propose a plan, suggest destination, elaborate on the four required points: • *relax on beach* • *a few things to do in the evenings* • *short transfer from airport* • *the resort I went to last year*

Closing remarks: *Just get in touch .../I wouldn't mind ...*

Bye for now,

XYZ

8 **Aim** **M** To develop writing skills; to write an informal email making suggestions

- Give Ss time to write an informal email making suggestions for the rubric in Ex. 6 using their answers in Exs 6 & 7 to help them. Ss should use phrases from the **Useful Language** to help them. Ask Ss to make sure that they have included all the information the rubric in Ex. 6 asks for and to follow the plan.
- Tell Ss to use the **CHECKLIST** to check their emails when they have finished writing them.
- This task can be assigned as HW.

Suggested Answer Key

Hi George,

So nice to get your email. It's great that you and your friends are considering a holiday, and I'm more than happy to help. I've been abroad a lot recently, so I've got some great recommendations.

You said you want a place to relax by the beach, with no outings or trips, just a few things to do in the evenings and an airport nearby – you probably want an island trip so I imagine you would love Bali. It's got everything: beautiful beaches, a peaceful, relaxing atmosphere, cultural performances, live music, and lots of beachside cafés.

The resort where I stayed last summer was called Island Paradise. It offers a variety of comfortable accommodation options – best to get one with an ocean view if possible. The resort also provides quick bus transfers to the island's airport – so there's the short transfer you wanted. I had a fantastic experience there, and I think you would too.

If you decide to go to the resort, just get in touch. I'd be happy to provide more details. Let me know what you think!

Bye for now,

XYZ

Background information

Tokyo is the capital city of Japan with a population of over 14 million people.

Kyoto is the former capital city of Japan. It has a population of around 1.4 million people.

FLIPPED CLASSROOM Assign the video in 1i from the digital component as HW.



WRITING TIP

In informal emails, writers often use special punctuation to give explanations of their points.

We use:

- a colon : to give emphasis, introduce lists or titles

- a dash – to give extra information

It helps give the writing a more informal tone than using discursive phrases like: *as a result, because of, this, for this reason, consequently.*

4 Read Lucy's email in Ex. 1 again. Which specific things does Akari pick up on in her reply?

5 a) Match the points (1-8) to their explanations (a-h).

- | | | | |
|------------|---|----------|--|
| 1 d | I'll ask friends from Kyoto about restaurants – | a | they won't want to miss the cherry blossoms. |
| 2 h | Trains are definitely the best alternative: | b | lots of fish and often served raw. |
| 3 a | They ought to arrive by mid-April: | c | stunning mountains, rivers, bamboo forests and more. |
| 4 g | They could try renting out a flat online – | d | local knowledge is always good. |
| 5 b | Japanese food is different to other cuisines: | e | great shopping, weird cafés and so much culture. |
| 6 c | There are many beautiful natural features around Kyoto: | f | one of the trendiest and liveliest areas. |
| 7 e | Tokyo has everything: | g | probably better and cheaper for family stays. |
| 8 f | I'd be glad to show them my bit of Tokyo – | h | regular and always punctual here. |

b) Look at the email in Ex. 2 again. Find similar examples of informal tone.

YOUR TURN

6 **Brainstorming:** You have received this email from an English-speaking friend asking for some information about a place you visited last year. Read your friend's email. What four things do you need to include in your answer? Make notes in your notebook.

From: George
Subject: Potential Holiday

Hi,
Some friends and I are just considering a few potential places for a holiday. We're looking for somewhere to relax for the week – no trips or outings – just somewhere to chill and enjoy the beaches. A few things to do in the evenings and a place just a short transfer from the airport would be nice too. I know you had a great time at the resort (remind me of the name) you went to last year but do you think it would suit us?
Best,
George

You should write 100-150 words.

CHECKLIST

When you have finished your email, check that you have:

- written it in a friendly, informal style
- picked up on all the prompts required in the rubric
- not repeated ideas and overused the same phrases
- expanded on all the points in the rubric
- used spelling and grammar correctly
- written the correct number of words.

7 Organise your notes from Ex. 6 into this plan.

Hi George,

Opening remarks: *So nice to get your email. ...*

-
-
-
-

Closing remarks: _____

Bye for now,
(your first name)

8 Use your answers in Exs 6 and 7 and the phrases from the Useful Language to write your email to George. Follow the plan.

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Watch the video and take notes in your notebook. Tell your classmates two things they can do to be responsible travellers.

1 Watch the video. Which description of responsible travel (A-C) is closest to that presented in the video?

A Responsible travel is about people being culturally, economically and environmentally aware when they travel. People should think about how their actions can impact a destination and try to ensure their visit has a positive impact.



B Responsible travel is all about the environment, making green choices about the way you travel, where you stay and the activities you choose to do.



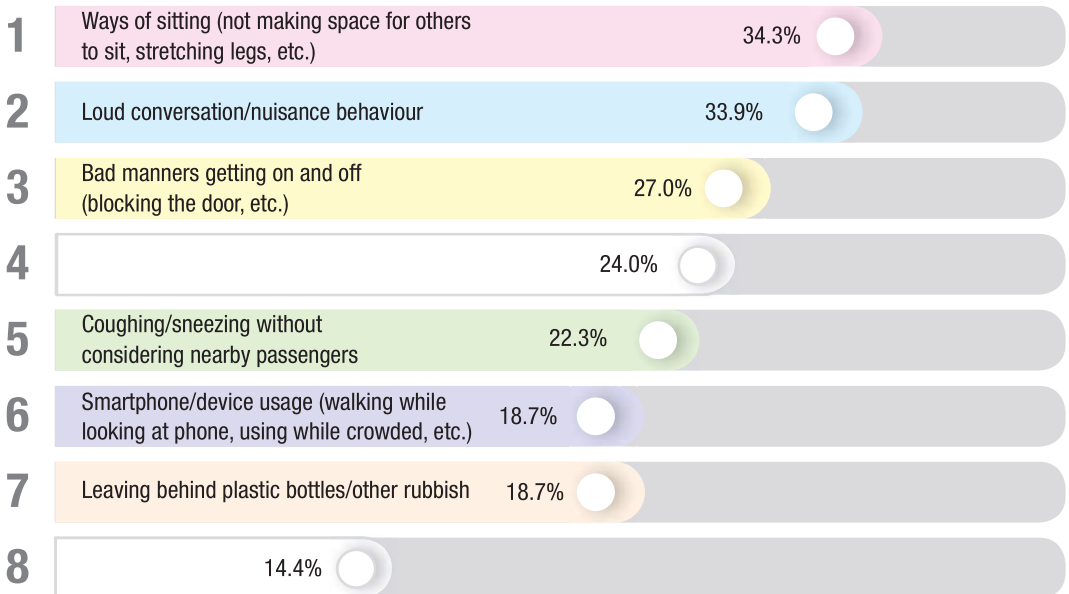
C Being a responsible traveller is about respecting other travellers. You should not hold up queues or cause delays and respect the space and comfort of others.



CHECK THESE WORDS

| impact, queue, delay |

2 Read this survey of things the Japanese find most annoying when on trains with other passengers. Look at the sketches below and answer the questions (a and b).



- What could missing items 4 and 8 be?
- What would you put in first and second place?



3 **M** Can you describe an incident that has annoyed you on a plane, train or bus? Tell your partner.

4 Interview your classmates and/or people that use public transport about ways that you could be more 'responsible' when using public transport. Choose the five most popular ideas and prepare a podcast about how to be responsible travellers on public transport. Present your podcast to the class.



Travelling is a waste of time. Discuss.

LIFE SKILLS

FLIPPED CLASSROOM Since Ss have watched the video, and taken notes on being responsible travellers, elicit Ss' answers.
TRADITIONAL CLASSROOM Play the video for Ss to take notes on being responsible travellers and then elicit Ss' answers.



To introduce the topic of the text; to watch and listen for key information (take notes)

Elicit Ss' answers.

Suggested Answer Key

To be a responsible traveller, you should think about the environment. Find places to stay where businesses have sustainable policies. You should think carefully about how you affect wildlife and avoid engaging in activities that could harm local species.

You should also consider the local culture and community in the place you visit. This means shopping locally and supporting local sellers to help develop communities.



To watch and listen for gist

- Play the video for Ss and give them time to read the texts (A-C).
- Elicit answers to the question from around the class.
- Give Ss time to look up the meaning of the words in the **Check These Words** in their dictionaries.

Answer Key (See overprinted answers)



To develop thinking skills (analysis); to rank annoying behaviour

- Give Ss time to read the survey and then ask Ss to look at the sketches.
- Then give Ss time to consider what they show and which position they might take in the survey. Ss work in closed pairs.
- Elicit pairs' answers and ask Ss to give reasons.
- Then give pairs time to consider which actions in the survey they find the most annoying and would put in first and second place.
- Ask various pairs to share their answers with the class.

Suggested Answer Key

A: *I think item 4 is listening to loud music through headphones because that can be very annoying to other people having to listen to music when they don't want to.*

B: *I agree and I think putting on makeup on public transport would be item 8 in the survey. It's not nice to watch someone do things in public that they should do in the bathroom at home.*

A: *I agree. What would you put in first and second place as the two most annoying things people do on trains?*

B: *In first place, I would put 'loud conversation and nuisance behaviour', as it makes the experience of travelling on trains quite uncomfortable. In second place, I would put 'leaving behind plastic bottles/other rubbish'. Trains are public spaces that everyone has to use, so it annoys me when people don't treat them with respect.*

A: *That's fair. For me, I would put loud conversation/ nuisance behaviour first like you but in second place I*

would put listening to loud music through headphones because there is nothing more annoying to me than that. It is so irritating to listen to someone else's music.



To describe an annoying incident on a means of transport; to personalise the topic

- Ask Ss to talk with their partner and describe an incident that annoyed them on a plane, train or bus.
- Then ask various Ss to share their answers with the class.

Suggested Answer Key

I was recently travelling on a bus with a group of teenagers who were making a lot of noise. They were playing music out loud from their phones, talking loudly, laughing and being very noisy in general. It was quite irritating to listen to, and I even had a headache from the noise by the end of the journey.



To mediate (prepare a podcast on how to be a responsible traveller on public transport)

- Explain the task and begin in class and then assign as HW. Give Ss time to interview their classmates and then tell them to also interview other friends and family members about ways to be more responsible when using public transport and use the top five answers to prepare a podcast.
- Have Ss present their podcasts in the next lesson.

Suggested Answer Key

NOTES:

Be quiet and don't disturb other passengers.

Pay attention to what's around you and avoid being in someone's way.

Don't take up two seats with your bag or by spreading your legs.

Give your seat to the elderly/injured/a parent with a very young child.

Don't have food or drink on public transport.

According to the people I interviewed, the top five ways people can be more responsible on public transport start with just being quiet and trying not to disturb other passengers. Secondly, they should not take up two seats with their bag or by stretching their legs. Thirdly, they should/ought to pay close attention to what's happening around them. They should notice if they are in someone's way, for instance, and move to make space. In fourth place, the people I interviewed thought that if there is someone who needs a seat more than others, such as an elderly person, an injured person or a parent with a very young child, they should get up and give them the seat. Finally, in fifth place, people think that we can be more responsible by not having food or drink on public transport. That way, they could avoid making smells and rubbish and help keep public transport vehicles clean.

These are just a few suggestions to try, but there are many different ways to be responsible on public transport. All in all, it's about respect. Treat public transport systems, and the other passengers who use them, with respect, and everyone will have a better experience while travelling.



MINI DEBATE See page 16(T)

FLIPPED CLASSROOM See page 16(T)

START-UPS

DO NOT COPY

FLIPPED CLASSROOM Since Ss have watched the video, elicit Ss' answers.

TRADITIONAL CLASSROOM Play the video for Ss and then elicit Ss' answers.



To introduce the topic of the unit; to watch and listen for key information

Elicit answers from Ss.

Answer Key

Start-ups typically use bedrooms, basements, garages or gardens at their founders' homes as their first premises.



To watch and listen for specific information

Play the video and elicit Ss' answers.

Suggested Answer Key

Industries relating to high tech, AI, biotechnology and green engineering are typically associated with start-ups.



To develop critical thinking skills (analysis); to personalise the topic

- Have Ss work in pairs to discuss the question.
- Ask various pairs to share their answers with the class.

Suggested Answer Key

A: *I've definitely thought about running my own start-up at some point in the future.*

B: *Me too. The idea of creating something useful and interesting that solves a real problem is exciting.*

A: *Specifically, I've thought about creating a new app that helps students organise their homework and study schedules more efficiently. It's something I struggle with personally, and I think it could be really useful for others like me.*

B: *Wow! That's great! I'd like to run a small restaurant that caters for a range of special diets, for example, serving food that is low in fat, salt or sugar. I think it would be great for people with restricted diets for health reasons.*

Background information

Silicon Valley is in the southern San Francisco Bay area of California in the USA. It is home to many start-ups in global technology.