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Jenny Dooley TEACHERS BOOK Published by Express Publishing

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PONTENDE



VOCABULARY: Appearance & Personality | Clothes & Patterns | Weather GRAMMAR: Present simple | Adverbs of frequency | Adjectives/Adverbs | Countable – Uncountable nouns & Quantifiers | Indefinite pronouns | Reflexive pronouns | the SPEAKING: describe family | talk about clothes | everyday English



Iffa Cools

VOCABULARY: Schools, School subjects &

Education | Jobs & Qualities | Work & Payment | Working life |



Values: learning Culture: special type of school in the UK & Australia Project: design your own company Public Speaking: present your dream job

(pp. 9-26)

Character adjectives | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: Degrees with a Difference | CLIL: Top Skills for the 21st Century | Any Advice? | Teen Jobs | Making it Happen | Part-time Jobs | 🎧 a voicemail | dialogues | a recorded message

GRAMMAR: Present simple/Present continuous/Stative verbs | Comparisons | Relative clauses

SPEAKING: talk about your school | ask for/give advice | talk about jobs | Mediation: tell your friend about a teen job that is suitable for them | describe a photo | Pronunciation in diphthongs $/a_I/$, $/e_I/$, $/a_U/$

WRITING: an email giving advice | an email applying for a post





Culture: most popular hobbies in Australia Project: organise a Fun Day & prepare a social media post

Public Speaking: present your favourite entertainer

(pp. 27-44)



VOCABULARY: Hobbies | Music & Festivals | Types & places of entertainment | Feelings | Descriptions | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: What's the Perfect Hobby for You? | CLIL: The Sound of Doctor Who | Did you Enjoy Yourself? | Follow the Clues | What's So Funny? | The Office Party | 🎧 a podcast | dialogues | monologues | a story

GRAMMAR: Past simple/Past continuous/used to/would | Present perfect/Present perfect continuous | Past perfect/Past perfect continuous

SPEAKING: discuss hobbies | ask about/describe an event | talk about your favourite type of entertainment | present your own escape room | talk about types of films and performances | Intonation: interjections expressing emotions

WRITING: an article describing an event | a story



(pp. 45-62)

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Values: balance

Culture: average screen time for teens in the US Project: prepare a video about how to deal with a common teen problem Public Speaking: present the importance of everyday health habits for teens

VOCABULARY: Healthy living | Sports | Healthy eating | Diets | Health problems | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: Are you a Mouse Potato? | CLIL: Ask Dr Anderson | Keeping Fit | To Snack ... or Not to Snack? | What's the Matter? | Eating Habits | 🕥 messages/announcements | an interview | a discussion

GRAMMAR: will/be going to | Present continuous – Present simple (future meaning) | Future continuous/ Future perfect | Conditionals | Wishes

SPEAKING: discuss teens' online time | make suggestions | interview a marathon runner | debate: healthy snacks at school canteens | explain what notices mean | Pronunciation: elision

WRITING: an email making suggestions | a for-and-against essay



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Natural disasters | Environmental threats | Thinking green | Problems &

VOCABULARY: Travel & Accommodation | Places in a city |

Values: travelling Culture: popular destinations for Brits Project: design the slogan for an environmental group Public Speaking: persuade people to join an environmental club

(pp. 63-80)

solutions | Words often confused | Phrasal verbs | Prepositions | Word formation READING & LISTENING: The Holiday of a Lifetime! | CLIL: Tropical Rainforests | Special Places | Environmental Problems | You Can Make a Difference! | How Can We Save Endangered Species? an interview | a discussion

GRAMMAR: (to-) infinitive/-ing form | Modals | Exclamations | Modals of deduction | Question tags

SPEAKING: talk about your next holiday | ask for/give information | talk about a special place in your country make deductions about environmental groups | Intonation: Exclamations

WRITING: an email giving information | an essay providing solutions to a problem



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VOCABULARY: Assistive technology | Space exploration | Amazing apps | AR uses | Cybersecurity |



Culture: special days for people with disabilities Project: a SMART poster for online safety Public Speaking: present your favourite mobile app

Technological achievements | Words often confused | Phrasal verbs | Prepositions | Word formation

READING & LISTENING: Be My Eyes | CLIL: The Boolean Search | The Leader of NASA | The Best of Both Worlds | Real Dangers in an Online World | Tech in Everyday Life | 🎧 a podcast | a presentation | an interview

GRAMMAR: The passive | Determiners | The causative

SPEAKING: discuss the advantages and disadvantages of assistive technology | Mediation: explain how to use Boolean expressions | explain a process | Mediation: talk about AR in various fields | discuss the progress of a project | Pronunciation: linking vowel to vowel

WRITING: an article about a person you admire | a letter to the editor expressing an opinion



VOCABULARY: Art forms | Special days & Celebrations | Ways to communicate | Body language | Media | Words often confused | Phrasal Verbs | Prepositions | Word Formation

Values: creativity Culture: the largest museum in the US Project: present body language people use in various countries

Public Speaking: present an award

READING & LISTENING: Weird Art | CLIL: When the Street Becomes a Canvas | Let's Celebrate | Gen Z Communication Style | Speaking Without Words | Stream and Enjoy! | 🗛 a monologue | sentences (notions & functions) | a discussion

GRAMMAR: Reported speech | Reported Speech: special introductory verbs | Indirect questions | Clauses of concession/purpose/reason/result

SPEAKING: present street art | present anamorphosis/anamorphic street art | make a recommendation | talk about special days | Mediation: explain a graph | talk about organising an event | talk about body language | Intonation: indirect questions

WRITING: an email inviting sb to an event | a review

B1 Skills Practice (pp. 117-122) Life Skills (pp. 123-125) Grammar Reference (pp. 126-145) Wordlist (pp. 146-156) Pronunciation (p. 157) American English - British English Guide (p. 158) Irregular Verbs (p. 159) Audioscripts (pp. A1-A2) Videoscripts (pp. V1-V8) Evaluations (pp. E1-E13)

Introduction to the Teacher

is an engaging modular course for learners studying British English at CEFR Level B1. 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).

Those teachers who wish to adopt this model of instruction with *# English 4* can assign all the videos preceding texts, Grammar and Writing videos as homework as well as the presentation of new words (Vocabulary sections). 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 *# English 4* the **traditional way**, then all the videos and presentation of new words 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. Students can also watch the presentation of new words to improve their pronunciation.

COURSE COMPONENTS

(Student's Book)

The **Student's Book** is the main component of the course. # English 4 consists of six modules. Each module consists of six lessons that contain Culture, CLIL, Projects and Values. Each module ends with a Cracking the Language Code section (with quizzes, *Did you Know?* sections, memes, riddles and Real English), a Public Speaking section, and a Review and Competences section). There is also a B1 Skills Practice Section at the back of the book, three Life Skills sections and a Grammar Reference section.

Each module is based on specific themes and the topics covered are of general interest. All modules follow the same basic structure. (see **Elements of the Coursebook**)

(Workbook)

The **Workbook Student's Book** is in full colour and contains modules corresponding to those in the Student's Book containing practice in Reading, Vocabulary, Grammar, Listening, Everyday English and Writing. There is a Review Section at the end of each module for students to revise the vocabulary and grammar taught.

The **Workbook Teacher's Book** contains overprinted answers to all the exercises and audioscripts for the listening tasks.

(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, suggested speaking and writing models as well as evaluation sheets.

(Audios (downloadable))

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

(IWB/DIWB)

The **IWB** software and the **DIWB** software contain all the material in the Student's Book, Teacher's Book, Workbook, Grammar Book and audios and aim to facilitate lessons in the classroom. They also contain presentation of new words, videos linked to the theme of the texts in the course, grammar videos and grammar owls of all the grammar structures, and writing videos of the writing tasks. There are also games for students to revise the vocabulary and grammar taught.

(Digibooks application)

The **Digibooks app** contains all the material in the Student's Book, Workbook, Grammar Book, audios as well as presentation of new words, videos linked to the theme of the texts in the course, grammar videos of all the grammar structures and writing videos of the 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.

Grammar Book

The Grammar Book Student's Book presents and practises the grammar structures in the order they appear in the modules in the Student's Book. Each unit contains a situational presentation of the grammar structure that appears in the course, clear, simple theory tables with discovery tasks and graded exercises. At the end of each unit, there is a Speaking task to activate the grammar structure presented. At the end of each module, there is a Review section with Reading and Writing tasks to revise the grammar structures within the module. There is also a Fun with Grammar section with fun and interesting tasks to revise the phrasal verbs, prepositions and word formation rules presented in the Student's Book. Finally, there is a Speaking section that helps students revise the grammar structures and themes of the module.

The Grammar Book Teacher's Book contains overprinted answers to all the exercises.

Tests & Teacher's Resource Pack (downloadable)

Six tests in three forms, one per module, test students' knowledge on Vocabulary, Grammar, Everyday English, Reading, Writing and Listening. Mid and exit tests are also provided. Teacher's Resource activities consolidate the content of each module.

ELEMENTS OF THE COURSEBOOK

Each module begins with a modular page that introduces students to the theme and topics of the module.

Each module contains the following sections:

Reading

Each module contains a variety of reading texts, such as blog entries, adverts, articles, emails, infographics, advice columns, etc followed by reading tasks such as T/F/DS statements, sentence completion, multiple choice, multiple matching, missing sentences, etc. Reading techniques are employed such as skimming, scanning, reading for gist, reading for detail, etc to help students develop their reading skills.

Each unit starts 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.

Vocabularu

>onor copy The new words in the Vocabulary sections are presented in the digital components of the course. They are then practised through a variety of exercises such as pictureword association and completing set phrases in order to help students use the new language correctly. All new words exist in the audio presentation for students' pronunciation awareness. If necessary, teachers can ask for individual or choral repetition of each new word.

For flipped classrooms, teachers are advised to assign the presentation as HW, then practise the new words in class using the exercises provided. For traditional classrooms, teachers are advised to present the new words using the digital components, then do the exercises.

Grammar

The grammar items taught in each module are presented in the grammar videos, then highlighted and displayed by means of clear, concise theory boxes. 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 the theory in class before students do the exercises designed. For traditional classrooms, teachers are advised to present the grammar structures using the digital components, then do the exercises. There is also a Grammar Reference section at the back of the book with full explanations and review of the grammar structures presented throughout the book. Further practice of grammar can be found both in the Workbook and Grammar Book.

Listenina

Students develop their listening skills through a variety of scaffolded tasks which employ the vocabulary and grammar practised in the units in realistic contexts. This reinforces students' understanding of the language taught in the module and familiarises them with examtype 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 on groupwork tasks, which can also be held online.

Everyday English

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

Pronunciation/Intonation

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

Intonation activities allow students to learn and practise various intonation patterns so as to use the appropriate intonation to convey meaning.

Writing

There are two main writing activities in each module, based on realistic types and styles of writing, such as emails, letters, articles, stories, essays and reviews. Model texts are presented and thoroughly analysed, and guided practice of the language to be used is provided for students. There are also writing tips, a detailed plan and a Useful Language box that help students do their writing tasks. All types of writing 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 in class before students do the task in class. 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.

CLIL

Each module contains a **CLIL** unit. The unit 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. Theme-related videos and lively, creative tasks stimulate students and help them understand the content.

Culture

Each module contains *Culture snippets* which provide students with cultural information about aspects of English-speaking countries that are thematically linked to the units. Teachers are advised to have a student read the information and explain it to the class using translanguage (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.

Public Speaking

The **Public Speaking** sections, one in each module, 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 presentations. Additionally, teachers will be able to find downloadable templates and models for the students' presentations on the EP website. https://www.teachers-corner.co.uk/freeresources/#EnglishSeries password: #EnglishTeachersAccess

Projects

Each module contains one Project related to the theme of the unit. It aims to develop students' creative skills, encourage teamwork and promote project-based learning.

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.

Think/Values

Think! tasks such as analysing, 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.

Writing tips

Brief tips, explanations and reminders, at various points throughout each module, help students to develop strategies which improve holistic learning skills and enable students to become autonomous learners of the English language.

Mediation

These tasks aim to help learners explain concepts and simplify messages in order to facilitate mutual understanding and transmit information.

Reflection

The personalised reflection sections aim to help students develop self-awareness which sets the foundations for mindfulness.

WOW!

These sections contain facts that aim to trigger students' curiosity about the topic areas of the units.

Cracking the Language Code

This section appears at the end of each module and contains quizzes and *Did you know*? sections that aim to present and practise words often confused, phrasal verbs, prepositional phrases and word formation in a fun and interesting way that sparks students' curiosity and love for learning while sharpening their way of thinking. Riddles review language in a fun and engaging way while memes provide humour and can be used as a tool for motivation and creativity. Students can create their own memes if they like (optional), thus using English in a creative and

imaginative way. Real English sections aim to improve students' communicative skills in spoken informal English and increase their vocabulary.

Review & Now I can

This section appears at the end of each module, and reinforces students' understanding of the topics, vocabulary, structures and functions that have been presented in the module. 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.

B1 Skills Practice

This section at the end of the book aims to give students practice in different exam skills in the areas of Listening, Speaking and Use of English. The topics in each section reflect the topics of the corresponding module.

Life Skills

The Life Skills sections aim to generate contexts within which students use ethical principles to resolve issues of common concern.

Grammar Reference section

This section offers full explanations and review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar of the course.

Word List & Pronunciation Sections

A complete Word List contains the new vocabulary presented in each module, listed alphabetically, with a phonetic transcription of each word and explanation. The Pronunciation Section familiarises Ss with the phonetic transcripts and pronunciation of vowels, consonants, diphthongs and double letters.

American English – British English Guide

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

Irregular Verbs

This provides students with a quick reference list for verb forms students might be unsure of at times.

SUGGESTED TEACHING TECHNIQUES

A) Presenting new vocabulary

The key vocabulary in the course is mainly presented through the digital components.

Further techniques that you may use to introduce new vocabulary 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: 'Rome is a city, but Siena 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 may occasionally 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: 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 meaning, or look up the meaning in their dictionaries.

(B) Listening & Reading

You may ask students to read and listen for a variety of purposes:

- Listening for detail. Students listen for specific information. (See Student's Book, Unit 2, p. 13, Ex. 6b)
- 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 2, p. 13, Ex. 7. In order to complete this task, students do not need to understand every single detail in the dialogue.)
- Reading for detail. Ask students to read for specific information. (See Student's Book, Unit 1, p. 11, Ex. 2. 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 2, p. 13, Ex. 8 Students use the same structures to act out a dialogue.)
- Free speaking activities are also included. (See Student's Book, Unit 1, p. 11, Ex. 7 where students are provided with the necessary lexical items and structures and are asked to talk about their schools or Student's Book Unit 4, p. 17, Ex. 9 where students are asked to recommend a suitable job to their friend.) Additionally, there are more open types of tasks to reinforce the new language, such as Unit 10, p. 35, Ex. 9 & Unit 16, p. 53, Ex. 6.

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 and tips and useful plans. They are all further analysed with model texts, writing tips, carefully graded exercises and plans that aim to help students improve their writing skills.

- 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 3, p. 15, Ex. 7. Students are asked to write an email giving advice.)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Students will then feel more confident with 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, Ss 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 the important errors afterwards. 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 Ss to offer an example of how a task is done. (See Student's Book Unit 8, p. 31, Ex. 7.)

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 7, p. 29, Ex. 6.)

• 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 Ss.
- 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

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

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

videos – these can be:

theme/text-related videos to introduce Ss to the specific topic.

Grammar videos to present the grammar structures. **Writing** videos to present the various types of writing & tips to help Ss develop their writing skills.



CALUES! sections to help Ss develop critical



thinking skills & values

plan sections to help Ss structure their pieces of writing



riddles related to the theme of the module



vi

#YOGABULARU

Appearance & Personality

1 Read Annie's blog entry and complete it with: hardworking, straight, curly, messy, noisy, selfish, blonde, long, glasses, beard, organised, patient, tall, polite, rude. **There are two extra words**.



Hi, I'm Annie. I'm 14 years old and I live in Cornwall with my family. You can see, my dad, Andrew, is very 1) tall. He's got 2) curly dark hair and a 3) beard. He's the manager of a big hotel and he is very 4) hardworking. He puts a lot of effort into his job. Everybody likes him because he's friendly and 5) polite - he has very good manners and he doesn't like it when people are 6) rude to each other. My mum is Megan. She is slim and has 7) long straight hair. She works as a nurse at the local hospital. She's always very calm and 8) patient with sick people. My brother, Oliver, is two years younger than me. He has short 9) straight brown hair and big brown eyes. My eyes are blue and I'm **10)** blonde like my mum. Oliver is very clever but he can be **11**) selfish at times. He sometimes takes my things and never gives them back. He's also really **12**) messy and hates tidying his room! I'm the opposite; I'm very 13) organised. My bedroom is tidy and I always plan what I'm going to do each day.

2 What about your family? What do they look like? What are they like? Tell the class.

HERAMMAR AI

Present simple

3 Read the text and put the verbs in brackets into the *present simple*.

<>> NEW MESSAGE

Hi! Colin here. What time 1) do you wake up (vou/wake up) in the morning? I'm up at 7. I 2) have (have) breakfast and a shower and then I 3) meet (meet) my friend Steve. We 4) ride (ride) our bikes to school together. We 5) don't come (not/come) back home together because Steve 6) has (have) acting lessons every afternoon. I 7) don't like (not/like) acting, but I love music. 8) Do you like (you/like) music? I play the guitar and I 9) practise (practise) every afternoon. Then, I 10) eat (eat) dinner with my family. Afterwards, my brother 11) does (do) the washing-up and I 12) clean (clean) the kitchen. Then, we 13) play (play) video games together. My brother is older than me and he 14) usually wins (usually/win), but sometimes I can beat him!

Adverbs of frequency

4 Look at Julia's weekend activities and write sentences using the key.

always ★★★★★★ usually★★★★★ often ★★★★



sometimes★★★ rarely★★ never ★





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4

WELCOME

1



OBJECTIVES

In this module, Ss will revise/practise previously taught vocabulary, grammar and everyday English.

Lesson objectives: To revise/practise vocabulary related to appearance & personality, clothes & patterns, and weather. They will also revise/practise the present simple, adverbs of frequency, order of adjectives, forming adverbs from adjectives, classifying adjectives/adverbs, countable/ uncountable nouns & quantifiers, indefinite pronouns, reflexive pronouns and the definite article (*the*).

Vocabulary: Appearance (*straight, curly, blonde, long, glasses, beard, tall*); Personality (*hardworking, messy, noisy, selfish, organised, patient, polite, rude*); Clothes (*skirt, top, T-shirt, shirt, jeans, trousers*); Patterns (*checked, plain, floral, spotted, striped, baggy, tight*); Weather (*thunderstorm, gales, sunshine, ice, breeze, showers, snowfall, rain*)

- To revise/practise vocabulary related to appearance & personality
 - Give Ss time to look at the picture and read the text and then complete the gaps with the words in the list.
 - Check Ss' answers.

Answer Key (See overprinted answers)

2 To practise/consolidate vocabulary related to appearance & personality; to personalise the topic

Ask various Ss around the class to describe their family members' appearance and personality to the class.

Suggested Answer Key

My mum is short and plump with brown curly hair. She is a teacher and she is very patient with her students. My dad is tall with short black hair. He is a taxi driver. He is hardworking but sometimes he is messy.

3 To revise/practise the present simple

- Quickly revise the present simple. Elicit the theory from the students (What do we use the present simple for? Habits, routines, permanent situations, etc. How do we form the present simple? Most verbs take -s in the third person singular. Verbs ending in -ss, -sh, -ch, -x and -o take -es. Verbs ending in a consonant + y drop the -y and take -ies. Verbs ending in a vowel + y take -s only. How do we form the negative and interrogative forms? With do/does. etc)
- Give Ss time to read the email and complete it with the correct form of the present simple of the verbs in brackets.
- Check Ss' answers around the class.

Answer Key (See overprinted answers)

4 To revise/practise adverbs of frequency

- Quickly revise the adverbs of frequency. Elicit the theory from the students (Why do we use adverbs of frequency? To say how often something happens.) Write them on the board and ask Ss to give an example using each of them justifying their use.
 e.g. S1: *I always do my homework as soon as I get home from school*. (We use *always* for things we do all the time or every time.) etc
- Ask Ss to look at the key and the pictures and write sentences using the correct adverbs of frequency.
- Check Ss' answers.

Answer Key

- 1 Julia often goes running at weekends.
- 2 She rarely goes rollerblading at weekends.
- 3 She usually listens to music at weekends.
- 4 She never plays video games at weekends.



5

To revise/practise adverbs of frequency

- Elicit from students where we use adverbs of • frequency in a sentence (before the main verb but after the auxiliary verbs be, have and do and the modal verbs can, will, must, etc). Elicit how we use the adverbs never, seldom, hardly ever and rarely (with an affirmative verb).
- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key (See overprinted answers)

To revise/practise vocabulary related to 6 clothes & patterns

- Give Ss time to look at the pictures and read the sentences and then complete them with the correct words
- Check Ss' answers.

Answer Key (See overprinted answers)

To practise/consolidate vocabulary related to 7 clothes & patterns; to personalise the topic

- Ask Ss to work in closed pairs and tell their partner what they like wearing in the different situations.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

- A: I like wearing tight jeans and a plain top or hoodie to school.
- B: Me too. At the weekend, I like wearing jeans and a T-shirt with a checked shirt on top.
- A: I like wearing baggy jumpers at the weekend.
- B: At parties, I like wearing a smart top or a shirt with trousers.
- A: I like wearing a dress to a party. etc

To revise/practise order of adjectives 8

- Ouickly revise the order of adjectives. Write on the board: opinion - size - age - shape - colour - origin material + noun and ask various students around the class to give examples. e.g. S1: I love wearing my new black leather jacket.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key (See overprinted answers)

To revise/practise forming adverbs from adjectives

- Quickly revise how we form adverbs from adjectives. (How do we form adverbs? We usually form an adverb by adding -ly to the adjective (quick-quickly). Adjectives ending in -le drop the -e and take -y (terrible-terribly). Adjectives ending in a consonant + y, drop the -y and take -ily (happy-happily). Adjectives ending in -I take -Iy (careful-carefully). Adjectives ending in -ic take -ally (drastic-drastically BUT publicpublicly) Which adverbs do not follow these rules? (good-well, fast-fast, hard-hard, early-early, late-late, etc)
- Give Ss time to write the correct adverbs.
- Check Ss' answers.

Answer Key (See overprinted answers)

To classify adjectives/adverbs 10

- Remind Ss that some adverbs have the same form as adjectives. Elicit some ideas from them (e.g. fast, late, left, right, hard, weekly).
- Ask Ss to read the words in the list and complete the Venn diagram.
- Check Ss' answers on the board.

Answer Key (See overprinted answers)



- 5 Rewrite the sentences and put the adverbs of frequency in the correct place as in the example. Make any necessary changes.
 - 1 Do you walk to school? (often) Do you often walk to school?
 - 2 Peter isn't late for school. (never) Peter is never late for school.
 - Pat doesn't go out on weekdays. (hardly ever)
 Pat hardly ever goes out on weekdays.
 - 4 John and Sam are noisy in class. (sometimes) John and Sam are sometimes noisy in class.
 - 5 Ms Peterson is friendly to everyone. (always) Ms Peterson is always friendly to everyone.
 - 6 We don't play cricket in the park. (seldom) We seldom play cricket in the park.

#VOCADULARU

Clothes & Patterns

6 Complete the descriptions of people with *checked, plain, floral, spotted, striped, baggy, tight.*



- 1 Anne is wearing a floral skirt and a black and white spotted top.
- 2 Pete is wearing a plain white T-shirt, a checked shirt and tight jeans.
- 3 Erica is wearing baggy yellow trousers and a striped T-shirt.
- What do you like wearing: to school? at the weekend? at parties? to the cinema? Tell your partner.

7



8 Put the adjectives in the correct order.

- 1 red/Italian/expensive It is a(n) expensive, red, Italian sports car.
- 2 leather/new/black They are new, black, leather shoes.
- 3 delicious/chocolate/round It's a delicious, round, chocolate cake.



4 grey/little/cute It's a cute, little, grey kitten.

9 Write the adverbs of the following adjectives.

- 1 careful carefully
- 2 easy easily
- 3 terrible terribly
- 4 early early
- 5 good well
- 6 basic basically
- 7 fast fast
- 8 public publicly

10 Put the words below into the correct place.

- awful daily friendly hard high late
- lively nearly recently sleepy very



Complete the sentences with an appropriate 11 adjective or adverb from the table in Ex. 10.

- 1 Sorry I'm late! The traffic is terrible.
- 2 Ew! This soup tastes awful.
- 3 Everyone likes her; she's always kind and friendly.
- 4 He worked very quietly all afternoon.
- 5 Have you seen any good films recently?
- 6 That was a(n) lively party last night! I had a great time.
- 7 Luke worked hard to finish the job on time.

#VOCADULARY

Weather

Fill in: thunderstorm, gales, sunshine, ice, breeze, 12 showers, snowfall, rain.



GRAMMAR

nor copy All rig. C/U nouns & Quantifiers

- **13** Fill in: some, a or an.
 - 1 A: There are some dark clouds in the sky. Do you have a raincoat?
 - B: No, but I've got an umbrella.
 - 2 A: Josh went hiking with some friends. B: Really? I heard there's going to be a thunderstorm!
 - **3** A: It's very hot today.
 - B: Would you like a glass of cola with some ice?
 - 4 A: Let's go outside and get some fresh air.
 - B: That's an excellent idea!
 - 5 A: That was an awful journey! The roads were very dangerous.
 - B: Yes, I heard there was some snow on the mountains.

Choose the correct option.





To practise adjectives/adverbs

- Give Ss time to read the sentences and complete the gaps with the correct adjective/adverb.
- Check Ss' answers.

Answer Key (See overprinted answers)

12 To revise/practise vocabulary related to weather

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

Answer Key (See overprinted answers)

13 To revise/practise countable/uncountable

nouns & quantifiers

- Quickly revise what countable/uncountable nouns are (countable: nouns we can count e.g. *cloud*; uncountable: nouns we cannot count e.g. *air*). Also revise when we use *a/an* and *some*. (We use *a/an* with singular countable nouns e.g. *a friend/an umbrella*. We use *some* with plural countable nouns, e.g. *some ideas* and uncountable nouns e.g. *some snow*).
- Give Ss time to read the exchanges and complete them.
- Check Ss' answers.

Answer Key (See overprinted answers)

14 To revise/practise countable/uncountable nouns & quantifiers

- Quickly revise the use of quantifiers. Write them on the board and ask Ss to give an example using each of them justifying their use. e.g. S1: *How many eggs do we need?* (*How many* with plural countable nouns) etc.
- Give Ss time to read the sentences and choose the correct answer.
- Check Ss' answers.

Answer Key (See overprinted answers)



Donor copy. All tights to solved.



15

To revise/practise indefinite pronouns

- Quickly revise when we use some any no every • and their compounds. Ask Ss to tell the class the compounds of each indefinite pronoun and explain when we use each. e.g. T: some S1: something (used for things) There's something on the floor. etc
- Give Ss time to read the sentences and choose the correct option.
- Check Ss' answers.

Answer Key (See overprinted answers)

16

To revise/practise reflexive pronouns

- Quickly revise reflexive pronouns. Elicit from students • how reflexive pronouns are formed (by adding -self or -selves).
- Give Ss time to complete the table.
- Check Ss' answers. •

Answer Key (See overprinted answers)

To revise/practise reflexive pronouns 17

- Elicit from students when we use reflexive pronouns (when the object is the same as the subject of the verb. e.g. I fell and hurt myself.) Also explain that we can use them in the expressions enjoy yourself (have a good time) and behave yourself (be good).
- Give Ss time to match the correct sentence halves.
- Check Ss' answers.

Answer Key (See overprinted answers)

To revise/practise everyday English 18

- Ask Ss to read the first part of the exchange and • choose the correct response.
- Check Ss' answers around the class. •

Answer Key (See overprinted answers)





Indefinite pronouns

15 Choose the correct option.

- 1 I've looked **somewhere**/<u>everywhere</u>, but I can't find my book.
- **2** Don't say <u>anything</u>/nothing to Jeremy about the surprise party.
- 3 There was <u>nobody</u>/somebody else on the bus – I was the only passenger.
- 4 I think there's **anyone**/<u>someone</u> at the door. Could you go and check?
- 5 I'm bored. There's nothing/anything to do.
- 6 The shop is closed. <u>Everyone</u>/Someone has gone home.
- 7 It's so dark; can you see something/anything?

Reflexive pronouns

16 Complete the table with the correct reflexive pronoun.



17 Match the sentence halves.

- 1 C Sarah, did you paint
- 2 Boys, please behave
- **3 G** I am teaching
- 4 F She introduced
- 5 A We really enjoyed
- 6 E This smart lamp can turn
- 7 D Those girls are always
- A ourselves at the party.
- B yourselves!
- C that picture yourself? It's great!
- D taking photos of themselves.
- E itself on and off.
- F herself to her new neighbour.
- **G** myself to play the piano.

Hellon yoley English

18 Choose the correct option.

- 1 A: How can I earn some money?
 - B: a Why don't you wash the car for £10?b Please can I have £10?
- 2 A: I've been reading *Treasure Island* by Robert Louis Stevenson. Have you read it?
 - B: **a** No. Why don't you?
 - **b** No, what's it about?
- 3 A: Can you help me connect to the Wi-Fi?
 - B: (a) OK, let's see.
 - **b** OK, you can help me set it up.
- 4 A: Did you enjoy your holiday in New Zealand?
 - B: (a) Yes, I did. It was great!
 - **b** Yes, I went to New Zealand.
- **5** A: *The Lord of the Rings* is very exciting. You should read it.
 - B: **a** I highly recommend it.
 - (b) I'm not keen on fantasy books.
- 6 A: How can I make my house greener?
 - B: a Can you give me some advice?
 - **(b)** How about installing solar panels?
- 7 A: My favourite painting was *The Starry Night*.
 - B: (a) Why did you find it impressive?
 - **b** How was your school trip to the art gallery?
- 8 A: What you can do is replace ordinary light bulbs with LED ones.
 - B: a You're welcome!
 - **b** Good thinking!
- **9** A: I can't figure out how this new smartwatch works.
 - B: a How do I change it? (b) Is it OK if I take a look?
- 10 A: When was the Statue of Liberty built?
 - B: a Between 1875 and 1886.b The French built it.



How much you know about our world? Do the general knowledge quiz to find out. Fill in *the* where necessary.



8 2 I 8 II 4 0 I 8 6 A 8 A 7 A 9 8 2 A 4 8 E A 2 8 I



- Elicit from Ss how we use the definite article *the*. (We use *the* before a noun when we are talking about something specific, with nouns which are unique, e.g. *the moon*, before the names of rivers, seas, oceans, deserts, mountain ranges, countries when they include the words 'state' or 'kingdom', groups of islands, musical instruments, hotels, theatres/cinemas, ships, newspapers, museums, nationalities, etc. We also use *the* with adjectives in the superlative form. We don't use *the* with plural nouns when we talk about them in general, before proper names, names of countries, cities, streets, parks, squares, mountains, islands, lakes, continents, meals, games, sports, etc.
- Give Ss time to read the quiz, fill in the definite article where necessary and then choose the correct answers.
- Check Ss' answers.
- Ss can check the key to the quiz at the bottom of the page.

Answer Key (See overprinted answers)





MODULEOBJECTIVES

In this module, Ss will explore the topics of school, school subjects & education, jobs & qualities, work & payment and working life.

UNIT2-EDUCATION pp. 10-11

Lesson objectives: To listen and read for gist and specific information (multiple choice), to design and present an unusual university degree, to learn/revise types of schools, school subjects and vocabulary relating to education, to talk about schools, school subjects and education

Culture: to learn about a type of school in English-speaking countries

Vocabulary: Schools (nursery school, primary school, secondary school, university, state school, boarding school); School subjects (chemistry, music, biology, maths); Phrases relating to education (pay attention, cheat in tests, hand in projects, get detention, fail a test, do homework, make mistakes); Nouns (prison, cyberattack, criminal, laboratory, industry); Verbs (deal with, sign up, run, harm); Adjective (advanced); Phrase (out of the ordinary)

UNIT2=SOFTSKILLS pp. 12-13

Lesson objectives: To read for gist (matching headings to paragraphs), to listen & read for cohesion and coherence (multiple choice cloze), to discuss how to attract more customers to a café, to learn/revise the present simple, present continuous and stative verbs, to listen for specific information (sentence completion), to listen and read for gist, to learn everyday English for asking for/giving advice, to role-play a dialogue asking for/giving advice

Vocabulary: Nouns (*hard skills, soft skills*); Verbs (*increase, value, develop, come up with*); Adjectives (*high-quality, original*)

UNITS-ANYADVICE pp. 14-15

Lesson Objectives: To listen & read for specific information, to identify key information, to learn/revise comparisons, to write an email giving advice

Vocabulary: Nouns (*issue*, *view*); Verb (*master*); Adjective (*balanced*)

UNIT - TIESN JOBS pp. 16-17

Lesson objectives: To read for gist, to listen & read for specific information (multiple matching), to learn vocabulary for jobs & qualities and work & payment, to listen for specific information (multiple choice), to learn the pronunciation of diphthongs /ai/, /ei/, /əʊ/, to describe and recommend two jobs to a friend via voicemail

Vocabulary: Jobs & Qualities (swimming instructor, social media editor, surf coach, referee, tutor, camp leader, experienced, reliable, sociable, pleasant, passionate, fair); Work & Payment (wage, salary, bonus, pay, pension, unemployment, retire, resign, quit, fire, apply, employ, hire); Nouns (lifeguard, communication, rate, certificate, CV, knowledge); Verbs (remain, seek); Adjectives (stressful, flexible, responsible, suitable, enthusiastic, skilled); Phrase (the life of the party)

UNITS=SUCCESSSTORY pp. 18-19

Lesson objectives: To read for key information, to listen and read for cohesion & coherence (missing sentences), to learn vocabulary relating to working life, to learn/revise relative clauses, to describe a photo, to design a company and present it to the class Vocabulary: Working life (full-time, part-time, sick leave, break, manual job, office job, wellpaid, low-paid, permanent, temporary, qualified, unskilled, employee, employer, reference, application form); Nouns: (success, price tag, influencer, investment, promotion); Verb (regret); Phrase (start-up costs)

UNITG=PART=TIMEJOBS pp. 20-21

Lesson objectives: To listen and read for gist, to read for key information (match descriptions to paragraphs), to learn/revise formal style, to learn/practise character adjectives, to listen for specific information (gap fill), to write an email applying for a post Vocabulary: Character adjectives (ambitious, punctual, outgoing, responsible, curious); Nouns (GCSE, reference letter); Adjective (current)

HIGRACKING THELANGUAGE CODE pp. 22-23

Lesson objectives: To learn/revise words often confused, to learn/revise phrasal verbs, to do a quiz, to learn/revise prepositional phrases, to learn/revise word formation (nouns referring to people/jobs), to make a meme, to review grammar, to learn a British saying

PUBLIC SPEAKING1 p. 24

Lesson objectives: to present your dream job

REVIEWA & NOWICAN

pp. 25-26

Lesson objectives: To test/consolidate vocabulary & grammar learnt throughout the module; to practise everyday English and complete a dialogue, to listen for specific information (multiple choice), to read for cohesion & coherence (multiple choice cloze) & specific information (answer questions), Ss' self-evaluation

MODULARPAGE

To introduce the topics of the module; to match questions to topics

- Ask Ss to look at the pictures and read the questions and then match them.
- Then give Ss time to look through the module and find the answers to the questions using the pictures as clues.

Answer Key (See overprinted answers)

- 1 The 4 am club is a club that many CEOs, athletes and artists belong to. They wake up at 4 am to do a workout and plan their day ahead!
- 2 a tutor
- 3 Amelia Richards
- 4 EcoGastronomy
- 5 All the lessons take place outside to develop students' love for nature.
- Read out the question and elicit answers from Ss.

Suggested Answer Key

A job that makes me happy is more important because people who love their jobs are better at it. / A job that pays well is more important because I can afford a more comfortable lifestyle.

schools, school subjects & education | jobs & qualities work & payment | working life | character adjectives present simple | present continuous | stative verbs Α

WHAT'S IN THIS MODUL

Match the questions to the pictures.

1

VOCABULARY

- 1 What is the 4 am club? D
- 2 Which job involves helping kids with their homework? C
- 3 Who would like to work at Inglenook Tours Limited? B
- 4 What can you study if you're interested in green eating? E
- 5 Why are Forest Schools special? A

Go through the units (1-5). Answer the questions.



#nature #learn #school



TGON



MODULE 1





9 hours ago

EDUCATION

Watch the video. Which school is best for someone: who wants a job that involves a lot of travelling? who prefers learning through experience? whose family moves around a lot?

READING

Work in groups of 3. Each student reads the introduction and one of the paragraphs. Talk together. What is the blog entry about? Who is it for? Read and listen to check.

Contact



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DEGREES WITH A DIFFERENCE

0

Do you dream of becoming a doctor or an architect? Then you need to go to university and get a degree. For other jobs, like a game tester or a personal trainer, a degree isn't necessary. Or are you perhaps looking for a degree that can help you develop unusual skills that very few people have? If you want a career that is out of the ordinary, check out these options at British and American universities.



A Computer hacking is a crime, and you can go to prison for it. It's a difficult crime to deal with because, with the Internet, anyone can hack a computer from anywhere. There's only one way to protect computer systems from cyberattacks, and that's to make sure hackers can't get in. So who checks the systems are strong enough? Ethical hackers! They need all the same skills as criminal hackers, but they're the good guys! You can join them with an Ethical Hacking degree from Abertay University, Scotland.



B Can we live in space? Be the first to find out with a degree in Astrobiology at Florida Tech in the USA! On this course, students study life in space, how space travel affects the human body, and how we can build cities on the Moon. With advanced equipment and access to NASA's Space Life Sciences Laboratory at the Kennedy Space Centre, you don't only learn from books, but by doing your own research.

• out of the ordinary • prison • deal with

• industry • sign up • run • harm

• cyberattack • criminal • advanced • laboratory





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C Are you interested in cooking? There are lots of courses that can teach you how to become a chef. But if you're worried about how the food industry affects the environment, and how the environment affects our food, sign up for a course in EcoGastronomy at the University of New Hampshire, USA. You can learn about growing and cooking healthy food, and running restaurants that don't harm our planet. Then, you can use your knowledge to make the future of eating out greener – and tastier!

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пЪ

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

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

Video Answer Key

A language school is best for someone who wants a job that involves a lot of travelling.

A vocational school is best for someone who prefers learning through experience. An international school is best for someone whose family moves around a lot.

1 4

To mediate; to listen and read for gist

- Ask Ss to work in groups of three. Each S reads the introduction and then one of the paragraphs.
- Give Ss time to talk together and explain to the other members of their group what the blog entry is about and who it is addressed to.
- Elicit Ss' answers from around the class.
- Play the recording. Ss listen with books closed or follow the text in their books and check.

Answer Key

The blog entry is about unusual degrees such as Ethical Hacking, Astrobiology and EcoGastronomy. It is for young people who are thinking about what to study at university.

Background information

Scotland is a country in the north of the United Kingdom. The capital city is Edinburgh and it is known for its beautiful scenery.

Florida is a state in the southern USA. The capital city is Tallahassee.

The Kennedy Space Centre is located on Merritt Island, Florida. It is one of ten NASA centres and the main centre for human spaceflight.

New Hampshire is a state in New England, in the northeastern United States.





2 To read for specific information (multiple choice)

- Explain to the Ss that in order to deal with this type of task, first, they need to read the text quickly to see what it is about. Then, they read the questions and possible options and underline the key words/ phrases. Ss then have to read the text again and find the part in the text that answers each question. Remind Ss that the questions follow the order of the text. Ss read the three options again and consider which one is the correct answer and why the other two are not correct. Remind Ss that all the options might be mentioned in the text, but there is only one correct answer.
- You can do question 1 with Ss if you like before they go on with the rest of the questions.
- Give Ss time to read the article again, the questions and answer choices and choose the correct answers.
- Check Ss' answers. Ask Ss to justify their answers.
- Give Ss time to look up the meanings of the words in the to box in their dictionaries.

Answer Key (See overprinted answers)

- 1 If you want a career that is out of the ordinary, check out these options at British and American universities.
- 2 anyone can hack a computer from anywhere
- 3 make sure hackers can't get in
- 4 access to NASA's Space Life Sciences Laboratory at the Kennedy Space Centre
- 5 if you're worried about how the food industry affects the environment
- 6 whole text

3

To practise critical thinking skills; to develop public speaking skills

- Give Ss time to design an unusual university degree in groups including all the points.
- Elicit answers from Ss around the class.

Suggested Answer Key

Subject: Animal Psychology

Special features: study the behaviour of animals, work with animals in the wild and in zoos

Jobs people can do: park ranger, zookeeper, pet care specialist

If you study animal psychology, you can study the behaviour of animals and work with animals in the wild and in zoos. This is the perfect degree for someone who loves animals and is interested in them. When you get your degree, you can become a park ranger, a zookeeper or a pet care specialist.

VALUES

Read out the quotation and have Ss discuss it in pairs or small groups.

Suggested Answer Key

- A: I agree with this phrase. I believe that when people have knowledge, they feel powerful, and they can deal with a lot of problems. So the more you learn, the more powerful you feel.
- B: I agree. Having knowledge can help you in many different areas of life at school, at work, etc.

To present/practise vocabulary related to schools and education

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

Answer Key (See overprinted answers)

- 5 To talk about types of schools; to personalise the topic
 - Have Ss talk in closed pairs about types of schools in their counrty using the vocabulary in Ex. 4.
 - Monitor the activity around the class and then ask some Ss to share their answers with the class.

Ss' own answers

- 6 To present/practise vocabulary related to school subjects/education
 - Explain/Elicit the meaning of new vocabulary. Alternatively, Ss check the meanings of any uknown words in the *Word List*.
 - Explain the task and give Ss time to complete it.
 - Ss can use their dictionaries (digital or physical) if necessary.
 - Check Ss' answers around the class.

Answer Key (See overprinted answers)

- 7 Consolidate vocabulary related to schools, school subjects and education; to personalise the topic
 - Ask Ss to talk about their schools in closed pairs.
 - Monitor the activity around the class and then ask some Ss to share their answers with the class.

Ss' own answers

CULTURE

Ask a S to read out the Culture box. Explain it to the class, preferably in L2. Elicit Ss' answers to the question.

Ss' own answers

FLIPPED CLASSROOM Assign the videos in Unit 2 from the digital component as HW. If Ss want, they can read the text on p. 12 (optional).





Read the article again. For each guestion (1-6), 2 choose the correct answer (A, B or C).

- 1 The writer says that
 - A everyone should go to university.
 - **B** people with degrees are better at their jobs.
 - (C) some universities offer unusual degrees.
- 2 Computer hacking is hard to prevent because
 - (A) hackers can work from anywhere.
 - **B** there are no laws against it.
 - **C** nobody checks the computer systems.
- 3 Ethical hackers are different from criminal hackers because they
 - A don't need a degree.
 - (**B**) stop cyberattacks.
 - C have different skills.
- 4 Students on the Astrobiology course have the chance to
 - A experience space travel.
 - **B** take part in missions to the Moon.
 - (C) use equipment at a real space centre.
- 5 The EcoGastronomy course is suitable for people who
 - **A** feel anxious about the food industry.
 - **B** already have a qualification in cooking.
 - C wish to eat a healthy diet.
- 6 The writer's general purpose in this article is to
 - A entertain.
 - (**B**) inform.
 - Č criticise.

3

Work in groups. Imagine you are a university curriculum designer. Design another unusual university degree. Think about: its subject – special features – the job(s) people can do with it, etc. Present it to the class.





AND CARLARY

Schools, School Subjects & Education

- Match the name of the UK school to its Δ TONIS TOSOTLOG description.
 - 1 (F) nursery school
 - 2 (C) primary school
 - **3** (E) secondary school
 - 4 (D) university
 - **5** (A) state school
 - **6 B** boarding school
 - A My school is free to attend.
 - **B** I live at my school during the school year.
 - C My school is for 5- to 11-year-olds.
 - **D** I study to get my degree there.
 - E My school is for students between the ages of 11 and 18.
 - F My brother goes to a school for young pupils under the age of 5.

What types of schools are there in your country? Discuss with a partner.

- Fill in: cheat, do, fail, get, hand, make, pay. 6
 - 1 We need to pay attention in chemistry class. It's a difficult subject.
 - 2 I think it's wrong to cheat in tests.
 - 3 We have to hand in our projects for music class on time.
 - 4 Some students get detention when they behave badly in class.
 - 5 We all study hard so we don't fail our biology test.
 - 6 I have lots of maths homework to do.
 - 7 We all make mistakes when we're not careful.

PEAKING

5



- school subjects what you like about your school
- what you'd like to change.



In the USA, the UK and Australia there are Forest Schools for kids

aged 3-11 years old. All the lessons take place outside to develop students' love for nature. Are there any outdoor schools in your country?

SOFT SKILLS

Watch the video. Which 21st-century skills are mentioned?

READING

Read the infographic quickly and label the paragraphs: creativity, organisation, communication, flexibility.

A organisation

You can be busy all day, but if you don't organise your tasks carefully, how much work do you actually do? Planning increases productivity, so you can produce a lot of highquality work!

There are a lot of free planner apps for students. Are you using one?

B creativity

3) companies value creativity and they're always looking for ways to develop and improve, so they need people who can **think outside the box** and come up with original ideas.

"An essential aspect of creativity is not being afraid to fail." – Edwin Land

C flexibility

Can you easily work from home or in an office, alone or as **4)** of a team? Then you've got just what companies are looking for: flexibility! Change doesn't worry or upset you – you can **go with the flow** and still do great work.

Based on research, the best team size is between 4 and 9 members.

D communication

There are lots of different ways to communicate in today's world: face-to-face meetings, presentations, emails, social media, video calls – the list **5**) on and on! But communication isn't just about talking – it's about knowing your **6**) and understanding

what they want too.

77% of employers believe that communication skills are essential.

• hard skills • soft skills • increase • high-quality
 • value • develop • come up with • original

Coult

Many CEOs, athletes and artists belong to the 4 am club. They wake up at 4 am to do a workout and plan their day ahead!



MODULE 1

- Read the infographic again. For each question (1-6), choose the correct answer (A, B, C or D). Listen and check. Then explain the phrases in bold.
- 1 A stages
- **2** (**A**) take
- 3 A Current
- 4 A bit
- 5 (A) goes
- 6 A watchers
- give
- B Present

B) steps

В

- B section
- B does
- **B** spectators
- C actionsC bring
- **C** Recent
- **C** part
- **C** runs
- **C** audience
- D movements
- D check
- D Modern
- **D** piece
- **D** lasts
- D viewers

Imagine you are working part-time at a café. Give examples of thinking outside the box to attract more customers.

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

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

Video Answer Key

digital literacy, teamwork, emotional intelligence, critical thinking

1 Corread for gist (match headings to paragraphs)

- Explain to Ss that in order to do this task they need to scan the texts; i.e. they need to read through the text quickly without focusing on details. This will help them get a general idea of what the text is about.
- Give Ss time to complete the task and check Ss' answers.

Answer Key (See overprinted answers)

2 To read for cohesion & coherence (multiple choice cloze)

- Explain to Ss how to deal with this task. After Ss have read the text quickly to get an idea of what it is about, they should look at the options and the words before and after each gap. They decide which option is correct for each gap and check that it also fits grammatically. Remind Ss that it's very important to read the text again to see if it makes sense.
- You can do the first item with Ss so as to demonstrate the technique.
- Ask Ss to complete the task and check their answers.

Answer Key (See overprinted answers)

• Give Ss time to look up the meanings of the phrases in bold in their dictionaries.

Suggested Answer Key

stand out from the crowd: be noticeable

think outside the box: come up with new ideas instead of traditional ones

go with the flow: to do what others are doing/agree with others because it's easier

 Give Ss time to look up the meaning of the words in the to box in their dictionaries.

3 To develop creative thinking (synthesis)

- Ask Ss to work in groups. Explain the situation and give them time to think of creative ideas.
- Ask various Ss to share their ideas with the class.

Suggested Answer Key

- A: We could put a chalkboard outside with an interesting phrase on every day.
- B: That's a good idea. We could have themed days like Milkshake Monday or Taco Tuesday. etc.

WOW!

Read out the information and ask if Ss knew this.





💽 Grammar

FLIPPED CLASSROOM Go through the table quickly or ask questions to elicit the theory e.g. What do we use the present simple for? (*habits/routines, facts, future timetables*), What do we use the present continuous for? (*actions happening now, temporary actions/ situations, and fixed arrangements in the near future*), What are stative verbs? (*verbs that don't have continuous forms because they describe a state*), etc. Then, elicit examples from the text.

TRADITIONAL CLASSROOM Present the theory using the video and then elicit examples from the text.

Refer Ss to the *Grammar Reference* section at the back of the book for more information.

Examples: present simple: we take, you don't organise, do you actually do, Planning increases, companies value, they need people, change doesn't worry, goes on;

present continuous: Are you using, they're always looking, companies are looking for;

stative verbs: they need people, employers believe

4 Continuous and stative verbs

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

Answer Key (See overprinted answers)

- 1 habit
- 2 action happening now
- 3 fixed arrangement in the near future
- 4 stative verb
- 5 future timetable
- 6 stative verb

5 To practise stative verbs

- Remind Ss that some stative verbs can be used in the present continuous but their meaning changes. Elicit examples from various Ss around the class e.g. *I think a teacher's job is interesting (I believe ...) BUT I'm thinking of becoming a doctor when I grow up. (I'm considering ...).*
- Give Ss time to complete the sentences.
- Check Ss' answers around the class and ask Ss to justify their answers.

Answer Key (See overprinted answers)

- 1 considering, have the opinion
- 2 going to be seen, seems as though
- 3 am going to take part in, possess
- 4 appears to be, is searching
- 5 am testing the flavour, has the flavour

6 a) A To predict content

Ask Ss to read the gapped sentences and elicit what they think the recording is about.

Answer Key

I think it is about a project Anna and Becky are working on.

- b) Composition To listen for specific information (sentence completion)
 - Explain to Ss that to do this task, first they need to read through the sentences to get an idea of what they will listen to. Before they listen to the recording, they should try to predict what kind of information is missing. Do the first item with Ss an as example.
 - Play the recording. Ss listen and complete the sentences.
 - Check Ss' answers.

Answer Key (See overprinted answers)

Audio script [See p. 14(T)]

7 To listen and read for gist

- Play the recording. Ss listen to and read the dialogue and answer the question.
- Elicit which skill Helen needs to develop.

Answer Key

organisation

8



- Explain that Ss will work in closed pairs to act out a dialogue for the situation provided.
- Draw the following diagram on the board to help Ss and have them follow it.



- Then have Ss work in pairs and act out a dialogue similar to the one in Ex. 7 using the phrases provided.
- Monitor the activity around the class.
- Ask some pairs to act out their dialogue in front of the class. Ask their classmates to assess their performance (intonation, pace, grammar/lexis).

Suggested Answer Key

- A: Hi Jane. I want to be more creative so I can do well in my art class. What's your advice?
- B: Why don't you visit art galleries? This way, you can get ideas from other artists.
- A: That's a good idea. What else do you advise me to do?
- B: It might be a good idea to look at famous works of art online. See how they use colours and different techniques and think how you can use them in your work.
- A: That's great! Thanks, Jane!

FLIPPED CLASSROOM: Assign the videos in Unit 3 from the digital component as HW. If Ss want, they can read the text on p. 14 (optional).



#GRAMMAR

Present simple/continuous/Stative verbs 🕨

Present simple

He **does** his homework every afternoon. (habit/routine) Doctors **study** for many years. (fact) The workshop **finishes** at 9:15. (future timetable)

Present continuous

Ken **is taking** a break now. (action happening now) He **is looking** for a job. (temporary action/situation) We'**re attending** a seminar tomorrow. (fixed arrangement in the near future)

Stative verbs

- Stative verbs describe a state and don't have continuous forms. I don't understand this. (NOT: I'm not understanding ...)
- Some stative verbs can be used in continuous tenses but there is a difference in meaning.
 I think this is a suitable job for me. (= believe)
 I'm thinking of changing jobs. (= considering)

*Find examples in the text on p. 12.

(GR pp. 126-127)

7

4 Put the verbs in brackets into the *present simple* or the *present continuous*. Which are stative verbs? Give reasons.

- 1 Sophia plans (plan) her week every Sunday evening.
- 2 Are you working (you/work) on the project right now?
- **3** We aren't attending (**not/attend**) the seminar tomorrow.
- 4 Does this laptop belong (this laptop/belong) to you?
- 5 The meeting begins (begin) at 9. Don't be late.
- 6 Tim loves (love) his new job.

5 Complete the sentences with: *think, have, look, appear, taste* **in the** *present simple* **or the** *present continuous.* **Give reasons.**

- I am thinking of attending the presentation about 21st-century skills.
 Do you think (you) it's a good idea?
- 2 Our new manager is appearing on TV tonight. It appears he's famous.
- 3 I am having an interview later today. I have the hard skills for the job, but I'm not sure about my soft skills.
- 4 A: Ellie looks upset. What's wrong?B: She is looking for a new job but she can't find one.
- 5 I am tasting the young chef's soup but I'm afraid it tastes very salty.

AUSTENING

a) A You are going to listen to a voicemail.
 Look at the notes below. What is the voicemail about? Listen and find out.

- 1 The project is for Mr Smith's class.
- 2 One of Anna's soft skills is that she is organised.
- 3 Anna is researching productivity, teamwork and critical thinking.
- 4 She wants to meet Becky on Wednesday.
- 5 The girls can work on their project at Anna's house.
- 6 Anna says they can use her new laptop to make a(n) digital presentation.

b) C Listen again and complete the notes with information from it.

HEVERUDAU ENGLISII

Asking for/giving advice

Listen to and read the dialogue. Which skill does Helen need to develop?



Helen:	Excuse me, Mr Harris. I need your advice. I have a problem organising my
Teacher:	homework; it's just too much. What do you suggest? Have you thought about breaking it
	down into smaller tasks? This way, your homework doesn't seem so difficult to deal with.
Helen:	
Teacher:	Yes. You should write a to-do list when you get home from school every day.
	Write your tasks in order and tick off each one when you complete it.
Helen:	

#SPEAKING

Your friend isn't doing very well in his/her Art class and wants your advice about how to be more creative. Act out a dialogue similar to the one in Ex. 7. Use the prompts and the phrases below.

- visit art galleries
- look at famous works of art online

What's your advice?
What (else) do you advise me to do?
Any (other) ideas on how to ...?

• Why don't you ...? • It might be a good idea to ... • You'd better/You ought to ...

ANY ADVICE

Watch the video. What skills does the careers expert give advice about?

READING

• What is Mary's problem? What advice does Daniel give her? Listen and read to find out.



a) Read the email again and complete the table.

ADVICEEXPECTED RESULTS1) read lots of books and online articleslearn more about the world; gain more
knowledge about subjects outside school2) participate in group projectslearn how others think; realise that different
people have different views and opinions

b) Which of the phrases in bold in the email: give advice? express a result?



2

Is Daniel's advice useful to Mary? Why?

Giving advice

When writing

advice, you need to mention **expected results** for each piece of

advice.

an email giving



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

TRADITIONAL CLASSROOM Play the video for Ss and then elicit an answer to the question.

Video Answer Key

critical thinking skills and leadership skills

To listen and read for specific information

- Play the recording. Ss listen to and read the email in their books.
- Elicit from various Ss around the class what Mary's problem is and what advice Daniel gives Mary.

Answer Key

Mary wants to develop her critical thinking skills. Daniel advises her to read more and participate in group projects at school.

2 a) **Contraction** To identify key information

- Give Ss time to read through the text quickly to locate the specific information.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the key box in their dictionaries.

Answer Key (See overprinted answers)

- b) To identify phrases for giving advice/ expressing a result
 - Read out the description of the box and explain that this information will help Ss when they write an email giving advice.
 - Ask Ss to look at the bold phrases in the email and elicit which ones give advice and which ones express a result.

Answer Key

give advice: you could, another idea is to express a result: that way, by doing this

3 👫

To develop thinking skills (evaluation)

Ask Ss to consider the question and then elicit answers from Ss around the class.

Suggested Answer Key

I think Daniel's advice is useful to Mary. Although critical thinking is a hard skill to develop, if she follows his advice, her critical thinking skills will improve. She will be able to think more deeply and evaluate people's opinions and ideas logically.

From Exs 6a & b p. 13(T)

Audio script

Hi Becky, it's Anna. I'm thinking about our project for Mr Smith's class. I know it isn't due until Friday, but I like to be organised! I don't know much about 21st-century skills, so I'm doing some research. I'm making some notes about productivity, teamwork and critical thinking. Why don't you research some other skills, and we can put our notes together and create a presentation? Let's meet after school on Wednesday. We can catch the bus together and go back to my house. We can work on the project there. Both my parents work until 5 o'clock, so we can have the house to ourselves. I've just got a new laptop too, so we can create a cool digital presentation on it. Mr Smith likes us to use technology, so hopefully we can get a good grade! What do you think? Call me when you get this. Bye!

MODULE 1



🕑 Grammar

FLIPPED CLASSROOM Go through the table guickly or ask questions to elicit the theory e.g. What do we use the comparative for? (To compare one person or thing with another), What do we use the superlative for? (To compare one person or thing with others of the same group), How do we form the comparative/superlative? (Adjectives of one syllable take -er/-est, adjectives of one syllable that end in a single vowel and a single consonant double the last consonant and add -er/-est, adjectives of one or two syllables that end in -y or -ly drop the -y and add -ier/-iest, adjectives of two or more syllables take more/most, etc) What other types of comparison are there? (so/as ... as, even/much/a lot/far/a little/a bit/ slightly + comparative, comparative and comparative, the + comparative ..., the + comparative, by far + superlative, too/enough), etc. Then elicit examples from the email on p. 14.

TRADITIONAL CLASSROOM Present the theory using the video and then elicit examples from the email.

Refer Ss to the *Grammar Reference* section for more information.

Examples: *comparative: learn more, gain more knowledge, the more information you have, the more deeply, far more balanced;*

superlative: one of the hardest skills

4 To revise/practise comparisons

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

Answer Key (See overprinted answers)

5 To practise types of comparisons

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

Answer Key (See overprinted answers)

6 L

- To practise/consolidate comparisons
 Ask Ss to make comparisons using the table and
- following the example.
- Monitor the activity around the class and then elicit answers from various Ss.

Suggested Answer Key

Mike is more flexible than Brad but Joy is by far the most flexible of all.

Brad is more creative than Joy but Mike is by far the most creative of all.

Mike is more communicative than Joy but Brad is by far the most communicative of all.

Writing

FLIPPED CLASSROOM Since Ss have watched the video, go through the rubric and ask questions to elicit how to write an email giving advice.

TRADITIONAL CLASSROOM Play the video. Ask questions to elicit how to write an email giving advice.

To analyse a rubric

- Ask Ss to read the rubric and underline the key words. Then give them time to answer the questions.
- Elicit Ss' answers.

Answer Key

7

Key words: English-speaking friend Harry, improve leadership skills, email giving advice (100-120 words)

- an email for my English-speaking friend Harry
- 2 informal

1

3 Dear Harry, Best wishes + my first name

8 a) ATTO prepare for a writing task

- Play the video again and have Ss take notes under the headings.
- Encourage them to add their own ideas.

Suggested Answer Key

Advice: run for class president, create a school blog, join a school club, (volunteer)

Expected results: learn to take on new responsibilities, take charge and become a better leader, learn new things and maybe become a leader, (learn leadership skills – good communication and responsibility)

b) To develop writing skills; to write an email giving advice

- Give Ss time to write their email for the rubric in Ex. 7 using their answers in Exs 7 and 8a. Tell them to include phrases from the *Useful Language* box and to follow the plan.
- Remind Ss that it's a good idea to check their piece of writing after they've finished writing. Write this list on the board and ask them to copy it into their notebooks.

CHECKLIST

- use an appropriate greeting/ending
- ✓ use the appropriate informal style
- give pieces of advice supported by expected results
- ✓ write the correct number of words
- / check for spelling, grammar or punctuation mistakes
- This task may be assigned as HW.
- Check Ss' answers in the next lesson.

Suggested Answer Key

Hi Harry,

Thanks for your email. Leadership skills are very important, but they are hard to master. I think I can help you, though. First, it would be a good idea to run for class president. This way, you can take on new responsibilities and learn to take charge and become a better leader.

Another idea would be to volunteer. If you do this, you can meet new people and learn new things. This means that you can learn leadership skills such as good communication and responsibility.

I hope my advice helps you. Let me know how it goes. Write back soon,

Katie

FLIPPED CLASSROOM: Assign the video in Unit 4 from the digital component as HW. If Ss want, they can read the texts on p. 16 (optional).



#GRAMMAR

Comparisons					
adjective	comparative	superlative			
strong	strong <mark>er</mark> (than)	the strong est (of/in)			
brave	brav <mark>er</mark> (than)	the brav est (of/in)			
easy	eas <mark>ier</mark> (than)	the eas iest (of/in)			
difficult	more difficult (than)	the most difficult (of/in)			
adverb	comparative	superlative			
hard	hard <mark>er</mark> (than)	the hard est (of/in)			
early	earl ier (than)	the earl iest (of/in)			

Irregular forms: good/well – better – the best, bad/badly – worse – the worst, much/many/a lot of – more – the most, little – less – the least, far – farther/further – the farthest/furthest, old – older/elder – the oldest/eldest

Types of comparisons

- > I think that listening is **as important as** speaking.
- > I am not **so/as confident as** my sister.
- > The students are even/much/a lot/far/a little/a bit/ slightly more focused on their work now.
- > His leadership skills are getting **better and better**.
- > The more I practise public speaking, the more I enjoy it.
- > Flexibility is **by far the most difficult** skill to master.
- > You're creative enough to run a business, but you're too disorganised.

*Find examples in the email on p. 14.

(GR pp. 127-128)

4 Put the adjectives/adverbs into the correct form.

- 1 Colin usually finishes his work earlier (early) than the others.
- 2 Cora works the hardest (hard) of all the kids.
- **3** Sam's public speaking skills are better (good) than mine.
- 4 What is the most useful (useful) skill of all?
- 5 If you need further (far) information about soft skills, let me know.

5 Choose the correct option.

- 1 That's **by far/far/much** the best project of all.
- 2 I'm not a lot/so/than creative as Tom.
- 3 The more careful you are, the **few**/**fewer**/**fewest** mistake you make.
- 4 My new part-time job comes with **very/lot**/ <u>even</u> more responsibilities than my old one.
- 5 Olivia doesn't feel confident too/<u>enough</u>/far to give a speech.

Use the appropriate structures to compare the three students.

~~~~~	organised	~flexible	creative	communicative
Joy	11	<i>」」」</i>	5%	1
Mike	1	<i>√ √</i>	138/	11
Brad	<i>」</i>	1	11	5,111

Joy is more organised than Mike but Brad is by faither most organised of all.

WRITING (an email giving advice)

Read the rubric and underline the key words. Then answer the questions.

Your English-speaking friend, Harry, wants to improve his leadership skills, but he isn't sure how to do it. Write an **email** to Harry giving him **advice** (100-120 words).

- 1 What are you going to write? Who for?
- 2 What style are you going to write it in?
- 3 How should you start/finish your email?
- 8 a) Watch the video on p. 14 again and take notes under the headings: *advice – expected results*. Add your own ideas.

b) Use your answers from Ex. 7 and your notes from Ex. 8a to write your email to Harry. Use phrases from the Useful Language box and follow the plan below. Use the email in Ex. 1 as a model.

#### Hi Harry,

Para 1: sympathise with Harry's problem & offer to help

- Para 2:give advice and say expected resultsPara 3:express hope that things will go
  - well; closing remarks

#### Write back soon,

(your first name)

#### Giving advice

- Why don't you ...? It would/could be a good idea to ...
- You should (also) ... I (strongly) advise you to ...
- Another idea would be to ... If I were you, I would ...

#### Expected results

- If you do this, you'll ... This means that ...
- If you follow my/this advice, ...
- ... would be better because ...

Watch the video. Take notes and give a summary to the class.

TANJOBS

#### READING



not copy. All rights Work in groups of 4. Each student reads one advert. Tell the others in your group what the advert is about.

HOUSE

В

Α

## IFEGUARI

Are you a good swimmer? Can you remain calm in stressful situations? Do you have good communication skills? Can you work weekends? Are you between the ages of 16 and 19?

If you answered YES to the above, we would like to hear from you.

- starting rate of £9.60 per hour
- free uniform
   flexible working hours
- lifeguard certificate is necessary

#### **Extreme Water Park**

Send your CV to: careers@extremewp.com

#### С INK YOUTH MAGAZINE

#### Writers Wanted!

Ink Youth Magazine is seeking writers for its website. Pay is based on the number of people who read your articles and you may also receive free tickets to events.

A good knowledge of computers is necessary. This is a great opportunity to earn some extra cash while you are working on your PC at home. We want people who are enthusiastic, skilled writers.

Does this sound like you? Send your CV to: info@inkyouth.com

> Listen to and read the texts. Which job (A, B, C or D) 2

- 1 lasts for a short time? B
- 2 requires special training? A
- 3 involves working at various locations? D
- 4 provides you with work clothes? A



3



If you could do one of the jobs in the adverts, which would you choose and why? Which would you definitely not choose? Why?

TER Bristol City Centre We are looking for a responsible young person to take care of our house while we are away on holiday. You will work 40 hours a week, Monday to Saturday in August. Your daily chores will include watering plants, receiving packages and mail, feeding the goldfish and keeping the house tidy at all times. No previous experience is necessary, but you must be at least 17 years old. If you think you are suitable for the job, please apply NOW! lillian@jmail.com WORK FOR D

Britain's number one team of kids' party entertainers, WAHOO PARTIES is looking for young people who like being the life of the party, and are good at organising activities for 3- to 10-year-olds. Start your career at WAHOO PARTIES today • earn up to £40 per hour

- choose the hours you work
- free training and transport to events
- Applicants must be 16 or over. Visit our offices in Leicester Square for more information and to fill in an application form (9 am to 5 pm, Monday to Friday).
  - lifeguard remain stressful
  - communication
     rate
     flexible
  - certificate CV responsible
  - suitable seek knowledge
  - enthusiastic skilled
  - the life of the party
  - 5 might offer you things for free? C
  - 6 is not suitable for 16-year-olds? B
  - 7 allows you to work from home? C
  - 8 requires you to apply in person? D


reserved.

**FLIPPED CLASSROOM:** Since Ss have watched the video, ask various Ss to give a summary to the class.

**TRADITIONAL CLASSROOM** Play the video and have Ss take notes. Then ask various Ss to give a summary to the class.

## Video Answer Key

1

There are lots of jobs you can do online. For example, you can test products, write reviews of products, watch adverts, play video games and complete surveys.

## To mediate; to read for gist

- Ask Ss to work in groups of four. Each S reads one of the adverts and then uses their own words to tell the rest of the group what the advert is about.
- Monitor the activity around the class.
- Then ask a couple of groups to share their answers with the rest of the class.

## Suggested Answer Key

Advert A asks for a lifeguard, advert B is about a housesitter, advert C requests writers for a youth magazine and advert D asks for entertainers for kids' parties.

- 2 Com To listen and read for specific information (multiple matching)
  - Explain to Ss how to deal with this specific text. First, they need to read through the four texts quickly to

## From Ex. 7 p. 17(T)

## Audio script

- 1 Narrator: You hear two teenagers talking.
  - M: Hi, Annie! What are you looking at?
  - F: Adverts for part-time jobs. I want to save up for university, but I'm worried about my schoolwork. I'm not sure I have time to work and still do all my homework, and I don't want to quit hockey or swimming.
  - M: I agree. Don't quit your sports. They look great on your university application form, and you really enjoy them. Why don't you look for a job in the school holidays only? Supermarkets always want extra staff then.
  - F: That's an idea! There are three in town that I can apply to. Thanks, Steve!
- 2 Narrator: You hear two friends talking.
  - F: I'm so sorry you're leaving, Gary.
  - M: Don't be I'm not! Sitting in front of a screen all day just isn't for me. That's why I'm changing my career.
  - F: Really?
  - M: Yes! I'm a personal trainer now. The salary is lower than here, of course, but for me it isn't about the money. I want to enjoy what I do.
  - F: Yes, but it's a shame to leave a high-paying job like this and right after your pay rise too!
  - M: It doesn't matter. In a few years, once people know me, I can open my own business, earn more money and have more freedom.
- 3 Narrator: You hear two young people talking.
  - *F:* My parents want me to get a part-time job, but I'm not sure about it.
  - *M*: *Really?* The extra money can be pretty useful!

F: Yes, but I think I need to focus on activities that impress universities and employers, like sports and after-school clubs.

get the gist. Then Ss read questions 1-8 carefully and

underline the key words. They scan through the texts to find the parts related to the questions. Then they

Give Ss time to complete the task and check Ss'

Give Ss time to look up the meanings of the words in

To develop thinking skills (application)

Give Ss time to consider their answers to the questions

and then ask Ss around the class to share their answers

I wouldn't choose to be a lifequard because I can't swim very

read the questions again and answer them.

answers. Ss should justify their answers.

while you are working on your PC at home

I would choose to be a writer because I love writing.

the 💥 box in their dictionaries.

Answer Key (See overprinted answers)

lifequard certificate is necessary

1

2 3

4

5

6

7

8

well.

3

in Auaust

free uniform free tickets to events

visit our offices

with the rest of the class.

Suggested Answer Key

transport to events

be at least 17 years old

- M: I don't know ... Those things are valuable, but I think showing your professors and interviewers that you can succeed in a working environment is valuable too.
- *F:* I suppose you're right. There are a lot of skills I can develop while working part-time.
- M: Exactly!
- Narrator: You hear two teenagers talking.
- M: I want to open my own business one day.
- F: Really? I think that sounds stressful!
- M: Well, what do you want to do, then? Be a Science teacher? You're always top of the class.
- F: Well, I study really hard. I need good grades in Maths and Science to get on to the course I want at university. Then, after a degree and probably some more study, I hope to work on a space programme.
- *M:* Wow! That's pretty exciting! But I think building spacecraft sounds more stressful than running a business!
- 5 Narrator: You hear two friends talking.
  - M: Do teenagers work a lot where you live, Beth?
  - *F:* Some do. A lot of my friends have jobs in diners in the evenings and at the weekends. They serve food and coffee. I just do babysitting, though. What about in the UK?
  - M: Yeah, some people do babysitting here, but a lot of my friends work in shops. I help my dad out, though. He's got a gardening business. It's hard work, but I'm learning a lot!
     F: Good for you. It's great to help out with the family business.
    - dood for you. It's great to help out with the family busine

16(1



## 4 a) Comparesent vocabulary related to jobs

- Explain/Elicit the meanings of the different jobs. Alternatively, Ss can check the meanings of any unknown words in the *Word List*.
- Ask Ss to look at the pictures and then match them to the jobs.
- Check Ss' answers.

## Answer Key (See overprinted answers)

# b) Cfin To present/practise vocabulary related to job qualities

- Ask Ss to read the sentences. Explain/Elicit the meanings of any unknown words and then ask Ss to choose the correct words to complete the sentences.
- Check Ss' answers and then have Ss match them to the jobs in Ex. 4a. Elicit Ss' answers.

**Answer Key** (See overprinted answers)

- 1 referee
- 4 camp leader
- 2 social media editor
- 3 swimming instructor
- 5 surf coach 6 tutor
- 5 Control To present/practise vocabulary related to work and payment
  - Explain/Elicit the meanings of the words in Ex. 5. Alternatively, Ss can check the meanings of any unknown words in the *Word List*.
  - Explain the task and give Ss time to complete it.
  - Check Ss' answers.

Answer Key (See overprinted answers)

## 6 To predict content

- Give Ss time to read through the questions and the possible answers. Elicit what each recording is about.
- Play the recording for Ss to check their answers.

## Answer Key

- 1 a girl wants to do something
- 2 a boy wants to change jobs
- 3 a girl doesn't want a job
- 4 two teens talking about their future jobs
- 5 a girl's part-time job

# 7 Control To listen for specific information (multiple choice)

- Explain to Ss that before they listen, they need to read through the rubric, the questions and possible answers and underline the key words. These give them information about the situation and what to listen for.
- Play the recording twice. Ss listen and complete the task.
- Check Ss' answers.
- You can play the recording again with pauses for Ss to listen and check their answers.

Answer Key (See overprinted answers)

Audio script [See p. 16(T)]

8 Chin To learn/practise the pronunciation of diphthongs

- Give Ss time to complete the task and then play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually. Check Ss' pronunciation.

Answer Key (See overprinted answers)

9 To mediate; to describe and recommend two jobs to a friend via voicemail

- Explain the task and give Ss time to prepare their answers. Ss may record themselves.
- Then ask various Ss around the class to share their voicemails with the rest of the class.

## Suggested Answer Key

Hi Jane. I heard you're looking for a part-time job and I saw a couple of adverts that I think are perfect for you. The first one is a house-sitter. It's only 40 hours a week in August and all you have to do is water the plants, receive packages and mail, feed the goldfish and keep the house tidy. It's perfect because it's in Bristol city centre near where you live. The other job is as a writer for a magazine for young people. It's perfect for you because you are such a skilled writer. The articles you write for the school newspaper are all very interesting. And the good thing is that you can do this job from home. Let me know what you think and I'll send you the details.

## FLIPPED CLASSROOM: Assign the videos in Unit 5 from

the digital component as HW. If Ss want, they can read the text on p. 18 (optional).

## **Background information**

**Bristol** is a city in the southwest of England. It is a centre for creative media, electronics and aerospace industries. **Leicester Square** is a large square in the West End of London. It is a centre for entertainment with lots of theatres, shops and cinemas.



# 

## Jobs & Qualities

**4** a) Which jobs can you see in the pictures?

- A swimming instructor D referee
- B social media editor E tutor
- **C** surf coach
- camp leader





F

b) Fill in: experienced, reliable, sociable, pleasant, passionate, fair. Then match the statements 1-6 to the jobs in Ex. 4a.

- 1 I need to be fair so as to make the correct decisions about the game.
- 2 I'm experienced in creating content and I often help my dad with posts for his company.
- **3** Parents consider me a(n) reliable person and they trust me to teach their kids this specific skill.
- 4 It's important to be sociable in this job because you meet lots of new kids every week.
- 5 I'm very passionate about my job and I try to pass my love for the ocean on to my students.
- 6 To do this job, you need to have a(n) pleasant personality so as to make students feel comfortable during the lesson.

## Work & Payment

- 5 Choose the correct option. Then fill in: wage, salary, bonus, pay, pension, unemployment.
  - 1 Jim is 66 in March, so he plans to <u>retire</u>/resign and spend his <u>pension</u> on travelling.
  - 2 If Fred's manager quits/<u>fires</u> him, he can claim unemployment benefit while he's looking for a new job.
  - 3 Are you sure you want to <u>apply</u>/employ for a job at that department store? The hourly wage is very low.
  - 4 Joe is planning to **resign/<u>quit</u>** her job if she doesn't get a pay rise.
  - 5 After his huge mistake, we don't believe the CEO deserves his high salary and we expect him to fire/resign.
  - 6 Victoria helped to <u>hire</u>/apply 20 new staff and her boss is so happy she's giving her a bonus!

# **SALKERGUR**

A You are going to listen to five short dialogues. Look at the questions and the options. What is each about? Listen and check.

- 1 You hear two teenagers talking. What does Annie want to do?
  - A sign up for sports
  - **B** earn some money
  - C apply for university
- 2 You hear two friends talking. Gary is getting a new job because he wants
  - A a higher salary.
  - **B** another pay rise.
  - **(C)** to do a different type of work.
- 3 You hear two young people talking. Why doesn't the girl want a job?
  - A She thinks other activities are more important.
  - **B** She wants to go to university first.
  - **C** She doesn't think she has the right skills.
- 4 You hear two teenagers talking. The girl wantsA to teach at a university.
  - **B** to run a business.
  - **(C)** to work on space travel.
- 5 You hear two friends talking. The girl works part-time
  - **A** at a diner.
  - (**B**) as a babysitter.
  - **C** for her family's business.
- 7 On Listen again. For each question, choose the correct answer (A, B or C).

## #PRONUNCIATION

in diphthongs /aɪ/, /eɪ/, /əu/

- 8 OPut the words in the correct box. Listen and check, then repeat.
  - day know fight shape home life

/aɪ/	fight, life
/eɪ/	day, shape
/ວບ/	know, home

## #SPEAKING

g

Your best friend is looking for a parttime job that he/she can do over the summer. You have seen the job adverts on p. 16. Choose TWO of these jobs and send your friend a voicemail to describe them and say why you think they would be suitable for him/her.

# SUCCESS STORY

Watch the video. Why did these teenagers decide to become entrepreneurs?

An entrepreneur is someone who has an idea which they turn into a business.

This to,

## READING

BEAU1

Read the article. What makes Destiny Snow's company successful?

**Destiny Snow** is an American secondary school student from Atlanta, Georgia. But that's not all. She's also the CEO of a company that makes half a million dollars a year!

Destiny's company, which is called SnowGlam, sells beauty products online. With start-up costs of just \$600, Destiny's story is certainly one of success. **1** F) You have to work hard to **make your mark** in today's world of online shopping. Luckily, Destiny isn't a person who starts something without a

plan and she's constantly studying business management. Like most teenagers, Destiny also knows about the power of social media – and she uses it. 2 D She also understands that to make money, we sometimes have to spend it. For example, there's a high price tag on paying influencer Ari Fletcher to mention one of SnowGlam's products, but it's an investment which Destiny doesn't regret. The result? **3** H That's definitely worth it!

Destiny runs SnowGlam as a part-time job. After all, she's still at school! **4**C This is the only career for her. She already knows a lot about starting and running a business, and she doesn't want to **keep it to herself**! She writes ebooks for other ambitious teenagers who want to **follow in her footsteps**.

So, what is Destiny's number one tip? "Believe in yourself, and don't wait for opportunities to come to you. Create them." **5**A Entrepreneurs need to believe in their ideas, work hard and make things happen!

start-up costs • success • price tag • influencer
 investment • regret • promotion

Hillary Yip is one of the youngest CEOs in the world. She set up MinorMynas, a language learning app, at the age of 15!

COSMETICS

Read the article again. Five sentences have been removed from it. For each gap, choose the correct sentence. There are three extra sentences which you do not need to use.

- A This is what being an entrepreneur is all about and this is why Destiny Snow is so good at it.
- B A lot of entrepreneurs start out on social media.
- C But she doesn't think of being an entrepreneur as a temporary job.
- D She runs promotions and makes money from every post.
- E It's not easy to make decisions about the future at such a young age.
- **F** But success doesn't just happen!
- **G** These days, more and more businesses are moving online.
- H \$65,000 and 3,000 new followers in one day.

Listen and check. Then explain the phrases in bold.



8) MODULE 1



Read out the speech bubble that explains what an entrepreneur is.

FLIPPED CLASSROOM Since Ss have watched the video, elicit an answer to the question.

**TRADITIONAL CLASSROOM** Play the video for Ss and then elicit an answer to the question.

## Video Answer Key

RJ Duarte decided to be an entrepreneur because he doesn't mind working hard.

Riya Karumanchi decided to become an entrepreneur because she wanted to help people who can't see. Kenan Pala decided to become an entrepreneur to help young people find volunteer work.

## To read for key information

Ask Ss to read the text and answer the question.

## Answer Key

1

Destiny's company is successful because she works hard, she has a plan and she is constantly studying business management.

# 2 Contract To read for coherence and cohesion (missing sentences)

- Explain to Ss that in order to deal with this type of task, first they need to read the text quickly to see what it is about and then read the missing sentences. They need to look closely at the sentences before and after each gap, and look for links between these sentences and the options, e.g. reference words (*we*, *they*, etc) or linking words. They also need to check that the sentences fit grammatically. When they complete the task, they should read the whole text again to make sure it makes sense.
- Give Ss time to complete the task.
- Play the recording for Ss to listen and check their answers.

Answer Key (See overprinted answers)

 Give Ss time to look up the meanings of the words in the box in their dictionaries as well as the phrases in bold.

## Suggested Answer Key

make your mark: have an impact keep it to herself: keep something secret follow in her footsteps: do what she did

Read out the question and elicit answers from Ss.

## Suggested Answer Key

Yes, I would. I would like to be my own boss./No, Iwouldn't. It's a big risk.

## WOW!

Ask a S to read out the information. As an extension, you can ask Ss to work in groups and collect more facts about young entrepreneurs.

## From Ex. 4 p. 26(T)

## Audio script

Hello. My name is Eric. I follow a lot of famous people on social media. I sometimes look at their jobs – actors, singers, influencers and models – and wonder if I want to be famous too. But I'm pretty sure the answer is 'no'! Fame brings a lot of pressure. My dream job is to make a difference without being the centre of attention all the time.

My dream job is to be a firefighter. Firefighters respond to emergency calls at any hour of the day or night. Their job is all about protecting people. They also teach children and adults about fire safety. It's a steady job, and that's a good thing. Firefighters also do lots of training, so they always stay

_____

fit and healthy. However, they often work long hours, and of course, it can be a very dangerous job. Despite the danger, I still want to do this job. I want to save lives and make the world a better place, and that's exactly what firefighters do. They aren't rich or famous, but they're heroes. I think I can be a firefighter. I'm not afraid to follow my dream, and I don't think any of you should be either. Let's all start working towards getting our dream jobs now! As Oprah Winfrey says, "Create the highest, grandest vision possible for your life, because you become what you believe." Are there any questions? ... Thank you for listening.

MODULE 1



# 3 Comparison of the second sec

- Explain/Elicit the meanings of the vocabulary items in Ex. 3. Alternatively, Ss can check the meanings of any unknown words in the *Word List*.
- Give Ss time to read the texts and choose the correct words.
- Have Ss check their answers in their dictionaries.

Answer Key (See overprinted answers)

# 4 Control To practise new vocabulary related to working life

- Give Ss time to make sentences with the other words and then elicit answers from Ss around the class.
- This task may be assigned as HW.

## Suggested Answer Key

*My dad works full-time in an office. The employees take a coffee break at 10:30 in the office* 

canteen. Mary has an **office job**; she works as a secretary in a big company.

Unfortunately, being a teacher is a **low-paid** job. I'm looking for a **permanent** job in the field of IT. He's got a university degree, a master's degree and speaks three languages; he is very **qualified** for the job they're advertising.

The telecommunications company is the largest **employer** in the area.

I'd like to ask for a **reference** for a summer job I want to apply for.

## Grammar

FLIPPED CLASSROOM Go through the table quickly or ask questions to elicit the theory, e.g. What are relative pronouns and when do we use them? (We use who/ that for people, which/that for animals/objects/ideas, whose for possession), What are relative adverbs and when do we use them? (We use where for places, when for time, and why for reasons). What is a defining relative clause? (It is a clause that gives necessary information and is essential to the meaning of the sentence.) When can the relative pronoun be omitted in a defining relative clause? (When it is the object of the relative clause.), What is a non-defining relative clause? (It is a clause that gives extra information and is not essential to the meaning of the sentence. We put the clause in commas. We cannot omit the relative pronoun/adverb.), etc. Then elicit examples from the article on p. 18.

**TRADITIONAL CLASSROOM** Present the theory using the video and then elicit examples from the article.

**Example:** She's also the CEO of a company **that** makes; Destiny's company, **which** is called SnowGlam, sells beauty products online; Luckily, Destiny isn't a person **who** starts something without a plan; it's an investment **which** Destiny doesn't regret; She writes ebooks for other ambitious teenagers **who** want to follow in her footsteps. 5

## To revise/practise relative clauses

- Give Ss time to match the phrases to form sentences and use the correct relative pronoun/adverb.
- Check Ss' answers.

Answer Key (See overprinted answers)

- 6 China To practise defining and non-defining relative clauses
  - Explain the task and read out the example.
    - Give Ss time to complete the task.
  - Check Ss' answers.

Answer Key (See overprinted answers)

7

- To describe a photo; to practise relative clauses
- Ask Ss to work in closed pairs and describe the photo to their partner using relative clauses where possible.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.

## Suggested Answer Key

I can see a young girl who is smiling. She's wearing an apron and she's probably at work. The place where she is working seems to be a café. The job which she does is probably a waitress or a barista. etc.

## Project

# 8 Affine To develop creative skills; to develop public speaking skills

- Ask Ss to work in small groups. Give them time to think of ideas for a company and ideas for the product/service, their market, the company name/ logo and the roles of each person.
- Then one person from each group should present the company to the class.
- The class can vote for the best company.
- This task may be assigned as HW.

Ss' own answers

FLIPPED CLASSROOM: Assign the videos in Unit 6 from the digital component as HW. If Ss want, they can read the text on p. 20 (optional).

## **Background information**

Atlanta is the capital city of Georgia in the southeast of the USA.

**Windermere** is a small town in Cumbria in the northwest of the UK. It's located near lake Windermere, where it take its name from.

9(T) MODULE 1



# Working life

3 Choose the correct word. Check in your dictionary.

Helen, you won't believe it! I just got a 1) fulltime/part-time job at Coffee Hub as a barista for the next month (weekends only) to fill in for a colleague who is on sick 2) leave/break. You know I don't like sitting at a desk, so this 3) manual/office job is great for me. It's not very 4) well-paid/low-paid, but I don't work long hours and I can meet new people. Why don't you come by the café on Sunday morning?



## **CAMP WINDERMERE**

is looking for an enthusiastic young person to join their team. This is a **5) permanent/ temporary** job as a camp leader for six weeks this summer. It doesn't matter if you

are 6) qualified/<u>unskilled</u> because we provide new 7) <u>employees</u>/employers with all the training they need. To apply, click here and fill out the 8) reference/application form.

# 4 Now make sentences with the words you didn't use.

## #GRAMMAR

## **Relative clauses**

We use the relative pronouns *who/that* (people), *which/that* (animals/objects/ideas), *whose* (possession) and the relative adverbs *where* (places), *when* (time) and *why* (reason) to introduce relative clauses.

A defining relative clause gives necessary information and is essential to the meaning of the main sentence. We do not put the clause in commas, and it is introduced with who, which, that, whose, where, when and the reason (why). The relative pronoun can be omitted when it is the object of the relative clause. These are the clothes (which) I wear to work.

A non-defining relative clause gives extra information and is not essential to the meaning of the main sentence. The clause is put in commas, and it is introduced with who, which, whose, where and when. We cannot omit the relative pronoun or adverb. We cannot use that instead of who or which. These clothes, which I wear to work, belong to the company.

*Find examples in the article on p. 18.

GR pp. 128-129

Match the phrases (1-6) to the phrases (A-F) to form sentences and fill in the correct relative pronoun or adverb.

- 1 E That is the shop
- 2 D That is the boy

5

6

- 3 F This is the application form
- **4 A** 2025 is the year
- **5 B** Gaining experience is the reason
- 6 C Those are the girls
- A when I finish school.
- **B** why I want to work as an intern.
- **C** who/that work part-time at the restaurant.
- D whose parents own the café.
- **E** where my sister works.
- F which I want to fill out.
- Complete the sentences with the appropriate relative pronoun/adverb. Add commas where necessary. Write *D* for defining, *ND* for nondefining and if the relative can be omitted or not, as in the example.
  - 1 My mum's office, which is on Markham Street, is on the seventh floor. ND not omitted
  - 2 Mrs Jones, who coaches the basketball team, is my aunt. ND not omitted
  - 3 The shop where I work part-time at the weekends is in the city centre. D cannot be omitted
  - 4 Adam, whose parents are social media editors, wants to be an influencer. ND not omitted
  - 5 What is the reason why you want to be an entrepreneur? D can be omitted
  - 6 2030 is the year when I expect to graduate. D – can be omitted

## SPEAKING

Describe the photo to your partner. Talk about: the person – the place they work – the job they do. Use relative clauses.



# PROJECT

Design your own company. Decide on: the product/service – your market – the name of your company – your logo – the roles of each person, etc. Give a speech to present your company to the class. Vote for the best company idea.

# PARI-TIME JOBS

Watch the video. What skills should tour guides have?

## READING

-

Listen to and read the email. What is it about?



2

3

4

5

## 🖂 New message

To Angela.Farrier@zahoo.com Subject Job application

## Dear Ms Farrier,

**A** I am writing to apply for the position of tour guide which is advertised in College News. I think I am suitable for this job.

**B** I am 19 years old and I am studying History, French and Spanish. I have got GCSEs in both languages. In addition, I work part-time at a café. I am good with customers because I am friendly and sociable. I work hard and I am a fast learner.

"CODY. 7/1

**C** I think I would really enjoy working at Inglenook Tours Limited. Please find attached my CV and a reference letter from my current employer. I am available for an interview any day of the week after 3:30 pm. I look forward to hearing from you.

Yours sincerely,

Amelia Richards

send A 😳 ½ 🛛 🖙 🏠 👕

• GCSE • reference letter • current

## Read the email again and match the descriptions (1-3) to the paragraphs (A-C).

- 1 B age, studies/qualifications/work experience/personal characteristics
- 2 CV attached/when available for interview/closing remarks
- **3** A reason for writing
  - Is Amelia the right person for the job? Why (not)?

## Find examples of formal style in the email in Ex. 3.

- Replace the informal phrases in bold in the sentences with formal ones from the list.
  - I look forward to hearing Please find attached I am interested in doing
  - I am fluent in I am writing with regards to the advertisement
  - 1 This is about the advert for part-time waiters on your website.
- 2 I want to do this job.
- 3 I can speak French, German and Spanish very well.
- 4 I'm sending you a copy of my CV.
- 5 Can't wait to get a reply from you.

impersonal

language

Formal stylefull verb forms

vocabulary and expressions

 formal linking words and

• formal greeting/

phrases

sign off • polite,

formal



**FLIPPED CLASSROOM** Since Ss have watched the video, elicit answers to the question.

**TRADITIONAL CLASSROOM** Play the video for Ss and then elicit answers to the question.

## Video Answer Key

Tour guides should be able to remember important facts, have strong communication skills and be talented storytellers. They should also be very organised.

## 1 To listen and read for gist

Play the recording and ask Ss to listen and read through the email quickly. Elicit what it is about.

## Answer Key

The email is an application for a job as a tour guide.

# 2 Control To read for key information (matching descriptions to paragraphs)

- Give Ss time to read the text again and then read the descriptions and match them to the paragraphs.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the to box in their dictionaries.

Answer Key (See overprinted answers)

# 3 Am To practise critical thinking skills (evaluation)

- Give Ss time to consider the question.
- Ask various Ss to share their opinions with the class.

## Suggested Answer Key

I think Amelia is the right person for the job because she speaks French and Spanish. She is also sociable and friendly. Amelia is hardworking and a fast learner, which are both important skills for a tour guide.

## From Review p. 26(T)

### Audio script

- Narrator: You hear two friends talking about a university course.
  - *M*: I'm thinking of applying for this summer course at Radley College. What do you think?
  - F: Let's have a look. ... Well, the price is good. The other summer schools in the area are very expensive.
  - M: You're right, but I'm not sure about the length. Two weeks isn't a lot of time, and lessons are only for two hours a day.
  - *F:* That's a good point. How much can you learn in such a short time?
  - M: Exactly.
  - *F:* Why don't we look for something else? There are lots of other options here.
- 2 Narrator: You hear two teenagers talking about part-time jobs.
  - M: How is your new job at the café, Rachel?
  - F: Oh, it's great! The people I work with are loads of fun.

M: Lucky you. My job at the warehouse isn't so great. I have to work hard, and that's fine, but my boss ...

To identify formal style

# Read out the box and explain the elements of formal style.

• Elicit examples of formal style in the email from Ss around the class.

## Suggested Answer Key

formal greeting/sign off – Dear Ms Farrier/Yours sincerely full verb forms – I am, I have got

**formal vocabulary and expressions** – I am writing to apply for the position of, I am available for an interview, I look forward to hearing from you

polite impersonal language – I think I would enjoy working at Inglenook Tours Limited

## 5 To practise formal style

- Explain the task and give Ss time to replace the informal phrases with the appropriate formal ones.
- Check Ss' answers around the class.

#### Answer Key

- 1 I am writing with regards to the advertisement
- 2 I am interested in doing
- 3 I am fluent in
- 4 Please find attached
- 5 I look forward to hearing

- F: What? Your boss is really nice!
- M: Yes, but she's on leave now. She's having a baby. Another employee is doing her job, and he's awful! He shouts all the time for no reason.
- *F:* Oh, dear. Why don't you quit? They're hiring at the café. We can work together!
- 3 Narrator: You hear two friends talking about earning money.
  - M: How is your job at the supermarket, Tracy?
  - *F*: To be honest, I'm thinking of quitting.
  - M: I'm not surprised. I'm struggling with all the homework and I don't even have a job! Plus, you're on the hockey team and you have practice – what? Twice a week?
  - F: Three times, actually, but that's not the reason I want to quit. I'm just earning a lot with my YouTube channel, and I want to focus more on that.
  - *M*: That's great, Tracy! Maybe you can give me a few tips. I can never find the time to make videos for my channel.



## 6 a) Am To present/practise character adjectives

- Elicit/Explain the meanings of the adjectives. Alternatively, Ss can check the meanings of any unkown words in the *Word List*.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key (See overprinted answers)

# b) To talk about character qualities; to personalise the topic

Ask various Ss to tell the rest of the class which of these character qualities they and their friends have.

#### Suggested Answer Key

I'm always punctual. I like being on time. My friend Paul is ambitious. He wants to own his own business one day. etc

- 7 To listen for specific information (gap fill)
  - Give Ss time to read through the CV and think about what type of word is missing from each gap.
  - Play the recording. Ss listen and fill the gaps.
  - Check Ss' answers. You can play the recording again with pauses for Ss to listen and check their answers.

Answer Key (See overprinted answers)

## Audio script

Hello! I'm calling about the position of camp leader at Greenvale Camp. My name is Jennifer Miles. That's M-I-L-E-S. I'm 17 years old. You can contact me by email at jen underscore m 2006 at mail dot com. I've got 10 GCSEs from Middletown Secondary School

and I'm currently studying Childcare at Middletown College. I've also got excellent ICT skills and good communication skills. I know sign language too, and I often use it when I'm working at my part-time job. I help at an after-school club for children with disabilities on weekdays after college. I love working with kids. Of course, I need to be patient and kind, but those are two of my best qualities. I'm sociable too and I love meeting new people. I find it easy to have fun with children of all ages and I can always make them laugh!

In my free time, I enjoy doing extreme sports and I really like cooking, which I find very relaxing. I often go cycling too. I enjoy being outside.

I can send you references from my Childcare teacher at college and the owner of the after-school club. Just let me know by email if you require them. I hope to hear from you soon. Goodbye!

## Writing

**FLIPPED CLASSROOM** Since Ss have watched the video, go through the rubric and ask questions to elicit how to write an email applying for a post.

**TRADITIONAL CLASSROOM** Play the video. Ask questions to elicit how to write an email applying for a post.

- To prepare for a writing task; to analyse a rubric
- Have Ss read the rubric, underline the key words and answer the questions.
- Elicit Ss' answers.

#### Answer Key

8

*Key words:* camp leader, part-time summer job for teens, sociable, fun, experience with children, advantage, apply, email, Greenvale Camp, (100-120 words)

- 1 A person at Greenvale Camp
- 2 Formal
- Para 1: reason for writing;
   Para 2: age, studies/qualifications, experience and character;
   Para 3: CV, when available and closing remarks
- 4 A

# 9 Compared to the second se

- Give Ss time to write their email using their answers from Ex. 8, the ideas from Ex. 7 as well as their own ideas, the *Useful Language* box and the plan to help them. Remind Ss that they can use the email in Ex. 1 as a model.
- Remind Ss to check their email after they finish writing it. You can write the following checklist on the board and ask Ss to copy it into their notebooks.

## CHECKLIST

- ✓ use an appropriate greeting/ending
- use an appropriate style and opening/closing remarks
- ✓ write well-structured paragraphs with appropriate content
- write the correct number of words
- ✓ check for spelling, grammar or punctuation mistakes
- Ask various Ss to read their email to the class.
- This task may be assigned as HW.

## Suggested Answer Key

## Dear Sir/Madam,

I am writing with regards to the position of camp leader which is advertised online. I think I am suitable for this job. I am 18 years old and I am currently studying Business and Geography. In addition, I work part-time as a babysitter. I am good with children because I am sociable and fun. I am also outgoing and enjoy meeting new people. I think I would really enjoy working at Greenvale Camp. Please find attached my CV and a reference letter from my current employer. I am available for an interview Monday to Thursday after 4 pm. I look forward to hearing from you. Yours faithfully,

Phoebe Bell

## #VOCADULARU

## **Character adjectives**

- **a)** Fill in: ambitious, punctual, outgoing, responsible, curious.
  - 1 I'm curious by nature and I love learning about new things.
  - 2 I consider myself to be ambitious and I try hard to be successful.
  - **3** I'm a(n) responsible person and I can make decisions on my own.
  - **4** Being punctual is very important for me; I am never late for work.
  - **5** I have a(n) outgoing personality and I enjoy meeting new people.

b) Which of these qualities have you/ your friends got?

## HUSTENING

7 Children to the recorded message from Jennifer applying for a job and complete her CV with a word, number or short phrase.



# CV

Name: Jennifer 1) Miles Age: 2) 17 Contact details: jen m 3) 2006@mail.com

## **Education:**

10 GCSEs from Middletown Secondary School Currently studying **4)** childcare at Middletown College

Skills and achievements: Advanced ICT skills, good 5) communication skills, excellent knowledge of sign language

Work experience: Help at a(n) 6) after-school club for children with disabilities

**Personal characteristics: 7**) **patient**, kind, sociable and fun

Interests: doing extreme sports, 8) cooking and cycling

References: available upon request

# HANDING (an email applying for a post)

8 Read the rubric and underline the key words. Then answer the questions.

You have seen this online job advert and would like to apply.

## WANTED: Camp leader

(part-time summer job for teens) Must be sociable and fun Experience working with children an advantage Apply by email to Greenvale Camp

Write an **email** applying for the post (100-120 words).

- 1 Who is going to read your email?
- 2 What style are you going to write it in?
- **3** What information are you going to include in each paragraph?
- 4 How should you begin/end the email?
  - A Dear Sir/Madam,/Yours faithfully, (full name)
  - **B** Dear Greenvale Camp,/Yours sincerely, (full name)
- Use your answers from Exs 7 and 8 as well as your own ideas and suitable phrases from the Useful Language box to write your email. Follow the plan. Use the email in Ex. 1 as a model.



## Dear Sir/Madam,

Para 1: reason for writing Para 2: age, studies/qualifications, work experience, personal characteristics Para 3: CV attached, when available for interview, closing remarks Yours faithfully + (full name)

## Opening remarks

- I am writing with regards to the advertisement for ... . I would like to apply ...
- With reference to your advertisement in the ... on the ..., I am interested in applying for the position of .... I think I am a good candidate for this job.

# Qualifications/Skills/Work experience/Personal characteristics

- I am ... years old and I am currently studying ...
- I am taking a degree in ... I work as a (part-time) ...
- I consider myself to be (hardworking, etc).

## **Closing remarks**

- Please find attached a copy of my CV/a letter from my previous employer.
- I am available for an interview on weekday afternoons.
- I look forward to your reply.

# Cracking the Code

## #FWORDS OFFIEN CONFUSED



# 

## • job • work

- During their life, the average person spends about 90,000 hours at work.
- 2 Over 40% of workers believe that to do a good job, they need to have an organised desk.

## • wage • salary

- 3 In Ghana, the average daily wage of a 14-yearold child who works on a cocoa farm is less than \$1 – not enough to buy a bar of chocolate.
- 4 The word salary comes from the Latin word for salt (sal), because in ancient Rome, soldiers received salt as part of their pay.

## • win • earn

- 5 Ryan Kaji and his twin sisters have a popular YouTube channel for kids' toys, with 33.8 million subscribers. Together, they earn about \$27 million a year.
- 6 Anna Paquin is one of the youngest actresses to win an Oscar at the age of 11.

## • teach • learn

7 Soborno Isaac Bari, born in 2012, is the youngest professor in the world. He is qualified to teach college students maths and science.

B The University of Wisconsin-Madison offers courses on Elvish to those who want to learn how to speak the languages created by J.R.R. Tolkien.

Why does the IT department want to employ several spiders? Hint: What do spiders do?

They are excellent web designers.

# #PIRASAL VERBS

# 2 a) Study the phrasal verbs and use them to complete the questions in the quiz.

- carry out: do/complete a task/job
- get along (with): be friendly to others
- keep up with: learn about the latest news, trends, etc
- put off: decide to do something at a later time/date
- set up: create or start (a business)
- write down: make a note on a piece of paper

b) Do the quiz to find out which type of job is best for you! Ss' own answers

# YES NO Do you like to write down on paper what you need to do each day? Do you try to keep up with new technologies? Can you carry out difficult tasks on your own? Do you often put off decisions until the last moment? Do you get along well with most of your classmates? Would you like to set up your own business one day?

## Score

Mostly YES: You have a good mind for business and technology. You would do well as a manager, website designer or computer engineer.
Mostly NO: You're active and adventurous. You could become a pilot, tour guide, coach or photographer.





F

F

**I** Fill in the correct preposition. Check in your dictionary. Then say whether the statements are T (true) or F (false). Check online.

PREPOSITIONS

- 1 According to research, students in Greece get the most homework in the world. China, 14 hours per week
- 2 In Central Africa, at least one-third of 12-to 14-year-olds do not attend school. 40%
- **3** On average, 35% of US teens with a part-time summer job work in the food industry.
- 4 Shishi High School in China is the world's oldest school. It's 1,150 years old, but its equipment and teaching methods are up to date.
- 5 Students in Chile are on summer holidays from June until September. December to February



a) Match the words in column A to the suffixes Δ in column B to create nouns referring to jobs.



- b) What is each person's job?
- 1 I work in a shop and help people choose what to buy. (shop) assistant
- 2 I'm a member of an orchestra; I play the piano. musician
- 3 I write articles for newspapers, television or online news sites. journalist.
- 4 I make drawings of clothes and furniture. designer
- 5 I perform in plays, films and on television. actor



# GRAMMAR REVIEW

## Choose the correct option.

- 1 The young man who is waiting for the interview ... to be very nervous. C appears A appear
  - appearing Ď is appearing B
- 2 Ken is ... as Thomas. (A) as friendly **C** friendliest
  - **B** friendlier **D** friendly
- 3 My boss, ... office is next to mine, works late every evening.
  - A who (C) whose R
    - who's D which
- 4 The flight from Brussels ... at 10:35 am. (A) arrives **C** arriving **B** is arriving **D** arrive
- 5 ... of accepting their job offer? A You think **C** You are thinking
  - (**D**) Are you thinking **B** Do you think
- 6 The harder he works, ... successful he becomes. A the most C most (**B**) the more **D** more

Complete the second sentence so that it means 6 the same as the first. Use two to five words including the word in bold.

- 1 Steve is considering finding a part-time job for the summer. OF Steve is thinking of finding a part-time job for the summer.
- 2 Mr Collins doesn't often arrive late for work. RARELY Mr Collins rarely arrives late/is rarely late for

work.

- 3 Greg is a medical student. His dream is to become a doctor. DREAM Greg is a medical student whose dream is to become a doctor.
- 4 No other student is as smart as Paula. FAR Paula is by far the smartest student of all.
- 5 My sister works in this café. WORKS This is the café where my sister works.



PUBLIC SPEAKING

## HERESENT YOUR DREAM JOB Beginning

You can start your presentation with a funny or interesting personal story to make the audience more interested in listening to you.

- Which beginning uses a personal anecdote?
  - A I follow famous people online and I look at their jobs – actors, influencers and models – and wonder if I want to be famous too. Well, not really! Fame brings a lot of pressure. My dream job is to make a difference without being the centre of attention.
  - B "What do you want to be when you grow up?" We hear this question a lot as kids, but as a teenager, how often do you think about the answer? There's a lot of pressure on teens to choose a career, but that doesn't mean you have to forget your dreams. I want to make my dream job my real job.

## **Organising ideas**

2 Put the notes under the correct heading.

**Responsibilities** Pros Cons I want to do this job because ... • dangerous job • respond to emergency calls • save lives • stay fit and healthy teach children and adults fire safety • make the world a better place • have a steady job • work long hours Ending You can end your presentation with a quotation from a well-known person. Make sure the quotation is short and relevant to the point you are making. 3 Which quotation is appropriate for the topic? **A** "Create the highest, **B** "If you can't fly, run. If grandest vision possible

grandest vision possible for your life, because you become what you believe." "If you can't fly, run. If you can't run, walk. If you can't walk, crawl. But by all means, keep moving." Martin Luther King, Jr.

Oprah Winfrey

Listen to Eric's presentation. How does he begin and end his presentation?

Think of your dream job. What is it? Now give more information about your dream job. What does this job involve/What responsibilities do you have in your dream job? What are the pros of this job? What about cons? Why do you want to do this job? Use your notes to prepare your presentation. Practise in front of a mirror. Present your dream job to the class. Which of your classmates' presentations did you like best? What are its/their strongest points?

MODULE 1

## #YOCADULARU

Fill in: university, state, secondary, primary, nursery.

# The 🖤 school system

- Kids aged 3-5 can attend 1) nursery school.
- At the age of 5, children start 2) primary school. They attend for free if it is a 3) state school.
- When kids turn 11, they go to a 4) secondary school.
- Students who want to continue their education can go to a 5) university or college.

## 2 Choose the correct option.

- 1 She's very **organised**/<u>**experienced**</u>/**ambitious** in teaching students of all levels.
- 2 Paul's a <u>reliable</u>/communicative/curious person – you can trust him to do a good job.
- 3 Cathy enjoys chatting with customers she's very suitable/sociable/responsible.
- 4 The staff are always very friendly and creative/ punctual/pleasant with everyone.
- 5 He is very fair/skilled/outgoing at web design.

...... /5

...../5

- **3** Fill in: *retire*, *quit*, *fire*, *apply*, *hire*. Then choose the correct option.
  - 1 They plan to fire Adam; he is always late for work/job.
  - 2 Tanya wants to apply for a new job that offers a good monthly wage/salary.
  - 3 Julia plans to quit her job because of the low pay/bonus and long hours.
  - 4 When candidates have the right <u>qualifications</u>/ certificates, we hire them at once.
  - 5 Harry hopes to retire when he turns 67 and live on a promotion/pension.

..... /10

## **4** Choose the correct option.

- 1 Eric doesn't get **along/up** with the new manager.
- 2 Emily is planning to set <u>up</u>/on a new company.
- 3 We need to carry **off**/**out** more research.
- 4 On/At average, she studies two hours a day.
- 5 According for/to research, doctors earn a lot.

..... /5

## GRAMMAR

- Put the verbs in brackets into the present simple or the present continuous.
  - 1 Are we having (we/have) a meeting later today?
  - 2 My plane leaves (leave) at 8 tonight.
  - 3 I don't believe (not/believe) the perfect job exists.
  - 4 My dad doesn't work (not/work) in a bank.
  - 5 Jobs are getting (get) harder to find these days.

....../10

## 6 Choose the correct option.

- 1 I'm always busy, but today I'm even <u>busier</u>/ busiest.
- 2 Alex earns twice as much than/as I do.
- 3 The more you practise, the <u>better</u>/best you become.
- 4 Of all the staff, Ryan is less/<u>the least</u> experienced.
- 5 This is by far the worse/worst idea.

...... /5

- 7 Complete with the correct relative pronoun or adverb.
  - 1 This is the shop in which Mark works.
  - 2 That's the boy who works at the café.
  - 3 Two o'clock is when the meeting starts.
  - 4 This is Eve, whose blog is very popular.
  - 5 That's the reason why he left his job.

...... /5

# 8 Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 Alex is busy with his homework now. **DOING** Alex is doing his homework now.
- 2 I can't afford to buy a new tablet. NOT
   I do not have enough money to buy a new tablet.
- 3 He works faster than everyone else. **THE** He is the fastest worker of all.
- 4 Liam is the kindest person I know. AS No other person I know is as kind as Liam.
- 5 My best friend is David. He works at the library. NAME

My best friend, whose name is David, works at the library.

...... /10



## HEVERUDAU ENGLISH

Fill in: Do you have any other advice? - You ought to join a school sports team. - What's the problem? - Why don't you help me organise the clean-up in the park? – Any ideas on how I can do that?

Daniel: Hi, Jessica. Can I talk to you? Jessica: Sure, Daniel. 1) What's the problem?

**Daniel:** Well, Mr Sparks says I need to improve my teamwork skills. 2) Any ideas on how I can do that?

Jessica: 3) You ought to join a school sports team. You're really good at PE. Why don't you join the hockey team?

- **Daniel:** That's a good idea I can get fit at the same time! 4) Do you have any other advice?
- Jessica: Yes. 5) Why don't you help me organise the clean-up in the park? You can improve your teamwork and organisation skills.
- Daniel: OK! Thanks, Jessica! When do we start?

# HUSTENING

...../10

- 10 🗛 Listen and for questions (1-3), choose the correct answer (A, B or C).
  - 1 You hear two friends talking about a university course. They think the course
    - A costs too much money.
    - **B** lasts a very long time.
    - (C) has very few teaching hours.
  - 2 You hear two teenagers talking about part-time jobs. Why does the boy dislike his job?
    - A The work is too hard.
    - (B) His new manager is unkind.
    - C The other employees are awful.
  - 3 You hear two friends talking about earning money. Why does the girl want to quit her job?
    - A) She can make money another way.
    - She is too busy with sports. She wants to focus on her schoolwork.

## Vocabulary

- talk about schools, school subjects & education
- talk about jobs & qualities
- talk about work & payment 1
- talk about working life
- talk about people's characters

## Reading

- understand an article about unusual degrees (read for specific information – multiple choice)
- understand an infographic of 21st century skills (read for coherence/cohesion – multiplechoice cloze)

 understand an email giving advice (identify key information)

...../15

- understand job adverts (read for specific Speaking information – multiple matching)
- understand an article about a teen entrepreneur (read for cohesion/ coherence – missing sentences)
- understand an email (read for key information - match paragraphs to ideas)

## Listening

- Iisten to a voicemail (listen for gist/ detail – gap fill)
- listen to dialogues (listen for gist/detail - multiple choice)

# READING & WRITING

Do not col

a) Read the text. For each question (1-5), choose the correct answer (A, B, C or D).

#### AT WORK AROUND THE WORLD

Work satisfaction is very important. Studies show that happy workers actually do 1) ..... and better work! So let's find out what companies around the world are doing to keep their employees happy.

Workers in France have the 'right to disconnect'. There's actually a law from 2016 2) ..... says no one has to reply to a work email when they're not at 3) ...... This is great for work-life balance!

Do you know that taking a break often 4) ..... productivity? In Sweden, they take this information seriously! Fika is their name for a coffee 5) ...... and most companies have one at 10 am and 3 pm. Everyone steps away from their desks to have a drink, a snack and a chat with their colleagues before getting back to work.

#### C most 1 A much **B** more D many C when (**D**) which 2 A who B why (C) work D job 3 A company В career 4 (A) increases C expands D В rises grows Α club (C) break leave 5 В stop D

## b) Answer the questions.

- 1 According to the text, who produces more work?
- 2 What does the 'right to disconnect' mean?
- 3 What does the 'right to disconnect' improve?
- 4 What is fika?
- 5 When do *fika* usually take place?

...../10 TOTAL ....../100

...../10

✓ listen to a message (listen for detail – gap fill)

- ✓ talk about my school
- ✓ ask for/give advice
- ✓ talk about part-time jobs for teens
- ✓ describe a photo
  - design/present your own company
- ✓ present your dream job

## Writing

- write an email giving advice
- write an email applying for a post



Now

20ID 000



## CRACKING THE LANGUAGE CODE (pp 22-23)

Ss do the exercises for this section. Check Ss' answers.

Answer Keys (See overprinted answers)

## PUBLIC SPEAKING (p. 24)

- To develop public speaking skills; to practise a technique for beginning a presentation
  - Go through the theory with Ss and explain how we can start a presentation. You can elicit other ways to start a presentation (ask a question, use a quotation, etc)
  - Then ask Ss to read the beginnings and elicit which one uses a personal anecdote.

Answer Key

Α

1

## 2 To organise ideas

- Ask Ss to copy the headings into their notebooks.
- Give Ss time to go through the list of notes and write them under the correct headings. Ss can work in closed pairs if you like.
- Check Ss' answers on the board.

## Answer Key

**Responsibilities:** respond to emergency calls, teach children and adults fire safety **Pros:** stay fit and healthy, have a steady job **Cons:** dangerous job, work long hours **I want to do this job because ...:** save lives, make the world a better place

# 3 To develop public speaking skills; to practise a technique for ending a presentation

- Go through the theory with Ss and explain how we can end a presentation. You can elicit other ways to end a presentation (ask a question, make a bold statement, etc).
- Then ask Ss to read the quotations and elicit which one is the most appropriate for the topic.

Answer Key

Α

# 4 To develop public speaking skills; to identify techniques for beginning/ending a presentation

Play the recording for Ss to listen and identify which techniques Eric uses to begin and end his presentation.

## Answer Key

He uses a personal anecdote to begin and a quotation to end his presentation.

Audio script [See p. 18(T)]

## Your turn

- Then have Ss work their way through the steps 1-5 and present their dream job to the class.
- The preparation of this task may be assigned as HW.

## Suggested Answer Key

Hello. My name is Angelica. "What do you want to be when you grow up?" We hear this question a lot as kids, but as a teenager, how often do you think about the answer? There's a lot of pressure on teens to choose a career, but that doesn't mean you have to forget your dreams. I want to make my dream job my real job.

My dream job is to be a musician. Musicians play at concerts and different events. Their job is all about entertaining people. They also provide the music for films and TV and theatre performances. It's a varied job and that's a good thing. Musicians get to travel around the country and around the world. However, they often work long hours in the evenings or at weekends. Despite this, I still want to do this job. I want to entertain people and that's exactly what musicians do. They don't all become rich and famous, although some of them do, but they bring joy to other people.

I think I can be a musician. I'm not afraid to follow my dream and I don't think any of you should be either. Let's all start working towards getting our dream jobs now! As Ray Bradbury says, "Love what you do and do what you love. Don't listen to anyone else who tells you not to do it. You do what you want, what you love."

Are there any questions for me? ... Thank you all for listening.



## To develop thinking skills (evaluation)

Ask various Ss to tell the class which presentation they liked best and what its strongest points were.

Ss' own answers

## REVIEW (pp 25-26)

Ss do the exercises for the Review Section. Check Ss' answers. Then Ss evaluate themselves.

Answer Keys (See overprinted answers)

Audio script [See p. 20(T)]

## 11 b) Answer Key

- 1 happy workers
- 2 no one has to reply to a work email when not at work
- *3* work-life balance
- 4 a coffee break in Swedish
- 5 10 am and 3 pm

**FLIPPED CLASSROOM:** Assign the videos in Unit 7 from the digital component as HW. Ss can also read the texts on p. 28 if they like (optional).