



CAMBRIDGE



Shining Lights

Teacher's Book
with Digital Pack

3

B1+

Laura Peco

Shining Lights

Teacher's Book

3

B1+

Laura Peco

CONTENTS

WELCOME TO <i>SHINING LIGHTS</i>	page 4
USING <i>SHINING LIGHTS</i>	page 12
DIGITAL STARTER UNIT	page 25
UNIT 1: The right fit	page 27
UNIT 2: Free time	page 37
UNIT 3: The natural world	page 47
UNIT 4: Healthy and happy	page 57
UNIT 5: Too much travel?	page 67
DIGITAL REVIEW 1	page 77
UNIT 6: Home and away	page 85
UNIT 7: Education	page 95
UNIT 8: The best weather	page 105
UNIT 9: A great job	page 115
UNIT 10: Dreams and ambitions	page 125
DIGITAL REVIEW 2	page 135
STEAM INVESTIGATIONS	page 141
GRAMMAR PRACTICE ANSWER KEY	page 149
WORKBOOK ANSWER KEY	page 150
STUDENT'S BOOK AUDIOSCRIPT	page 159
WORKBOOK AUDIOSCRIPT	page 170

Welcome to *Shining Lights*

Official
Cambridge
Exam
Preparation

Welcome to *Shining Lights*, a dynamic new blended course for secondary school students, which offers not only thorough **preparation for Cambridge English Qualifications**, but also engaging and communicative materials. *Shining Lights* is underpinned by four pillars:

Integrated Learning
and Assessment

Problem-Based
Learning

Life Competencies
(Employability Skills)

Oracy

How assessment and learning work together in *Shining Lights* to help teachers and students get the most out of every moment of learning.

Shining Lights is an innovative course combining the use of teaching, learning and assessment methods to plan, measure and improve outcomes.

It is the latest evolution in courses from Cambridge with an exam preparation journey at its core. It empowers students and teachers to understand and unlock the learning process by:

- building lifelong learning habits
- empowering learners through personal development
- providing the solid platform they need to succeed as global citizens
- developing their exam readiness through a unique exam preparation journey.

As the teacher, you are the coordinator and facilitator of the student's learning environment. This course provides you with the tools and insights you need to maximise each student's performance. Learning requires multiple interactions, involving a variety of assessment steps, each in turn prompting a teacher response. The table opposite shows a selection of 'moments' throughout the course to assess, feed back and guide your learners.

Through a unique combination of the traditional and the new, you now have a learning environment offering a wealth of opportunities to assess student progress, to provide evidence of that progress and incorporate actionable feedback. *Shining Lights* combines learning and assessment as a seamless journey with a firm focus on exam success, building life-long learning habits and developing the skills your students need to be future-ready, confident world citizens.

DIGITAL CLASSROOM

PERSONALISED LEARNING



Direct the student to **Cambridge One** where you can activate targeted skills practice at the individual student's level. These powerful, innovative exercises provide new benefits to teachers and students alike.

The *Digital Classroom* Personalised Learning ensures the best possible environment for student improvement and provides additional data-driven insights for you to manage their development.

With technology, we can now combine pedagogically tested approaches with the power of rapid insights from data. This course benefits from an innovative solution to support teachers and learners. In the **Student's Book**, on the Self-Evaluation pages, look for the PERSONALISED LEARNING icon and direct your students to **Cambridge One**.*

*Teacher needs to activate in **Cambridge One**

Benefits to students:

- Skills practice at each student's precise level within the group
- Individual exercises target the individual's needs
- Reinforcement in challenging areas provides timely support
- Extension exercises maintain motivation and challenge stronger students

Benefits to teachers:

- Target individual student needs in mixed ability classes and save time
- Rich visual data across classes and groups
- Confirmation of individual and group progress
- Early warnings of possible areas requiring reinforcement
- Ensuring challenge when needed to maintain motivation

How assessment and learning work together in *Shining Lights*

Gain deep insights into learners' strengths and areas for improvement through the unique combination of assessment touchpoint and learning opportunities in this course. The table below shows a selection, for a more in depth overview **visit the website by scanning the QR code**.



Example	Purpose	Action/Outcomes	
DIGITAL STARTER UNIT PERFECT SOUVENIR	Assess class knowledge and gaps	Target areas for improvement Understand the mix of knowledge across the group	Presentation Plus
Test&Train²	Assess exam readiness and guided practice	Develop exam technique and target areas requiring reinforcement and practice	Cambridge One
DIGITAL CLASSROOM PERSONALISED LEARNING	Personalised skills practice through data-driven recommendations	Self-levelling automated activities targeting individual requirements	Cambridge One
7 Read your report again and revise your work. Use these questions to help you. 1 How many phrases from Exercise 6 are in your	Peer feedback and self-assessment	Develop learning skills and self-awareness to improve analytical thinking. Learners take responsibility for their own learning.	Student's Book
EXAM CHECK 1 Match the questions about Reading Part 1 (1-5) to the answers (a-g). There are two answers which you don't need. 1 How many questions are there in this part? a. There are three. b. Yes, but the maximum is 15 words.	Practise a complete exam to check progress and exam readiness	Preparation for exam-day experience allowing for test scenarios tailored to the students' needs	Resource Bank

Problem-Based Learning

When asked what makes a successful lesson, teachers around the world consistently answer, ‘students are engaged.’ Problem-Based Learning goes to the heart of what activates and holds students’ attention: the real issues and challenges they face in their own world.

In Problem-Based Learning, students work together to find solutions for an open-ended problem. This builds collaborative- as well as independent-learning skills, and develops both critical and creative thinking. It also helps students learn to present a convincing argument by making sure the argument really matters to them. When they are truly engaged with their subject, they will want to make others care, too.

Shining Lights includes challenges throughout the course. In higher levels the challenges are focused around exploring sustainability. The Challenge is an issue related to the theme of the unit. For example, in a unit about city life, the challenge relates to how cities could be better places for teenagers. In a unit about shopping, the challenge relates to more sustainable consumption. What exactly the challenge is, however, is decided by the students. Letting them define the issue is key to true engagement.

The Challenge is an optional feature, and the unit will work even if you decide that it does not fit in your teaching context. If you use it, you will find its components in five boxes and extra material in the **Teacher’s Resource Bank**, which offers templates to help students complete their projects. Additionally, there is material in the **Workbook** where students are able to make notes about each of the challenges in the **Student’s Book** supplying them with tips and space to make notes for each of the stages of the challenge.

Challenge box

At the start of the unit, the main issue is stated. It is kept as wide as possible, so that students can choose what aspect of the issue they want to focus on.

Think

Students think about and discuss the challenge. They look at various possible problems arising from the issue and start considering how they could find out more.

Prepare / Explore (at higher levels)

Students form groups and make a decision on the problem to be solved. They make a research plan, assigning roles within the group, and start their independent research.

Develop

Students share the information they have gathered and decide what material they want to use. They then draft a document: a letter, a presentation, a debate ... something they will present to the class in the next stage.

Present

At the end of the unit, students are asked to present their response to the Challenge, in a way most often chosen or designed by themselves.

Finally, the Challenge worksheets that students find in their **Workbooks** are also available in the **Teacher’s Resource Bank**. Like everything else here, they are downloadable and photocopiable so you can use them as handouts for your class.

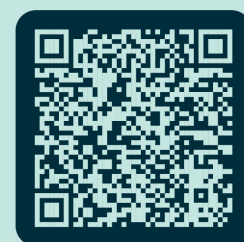
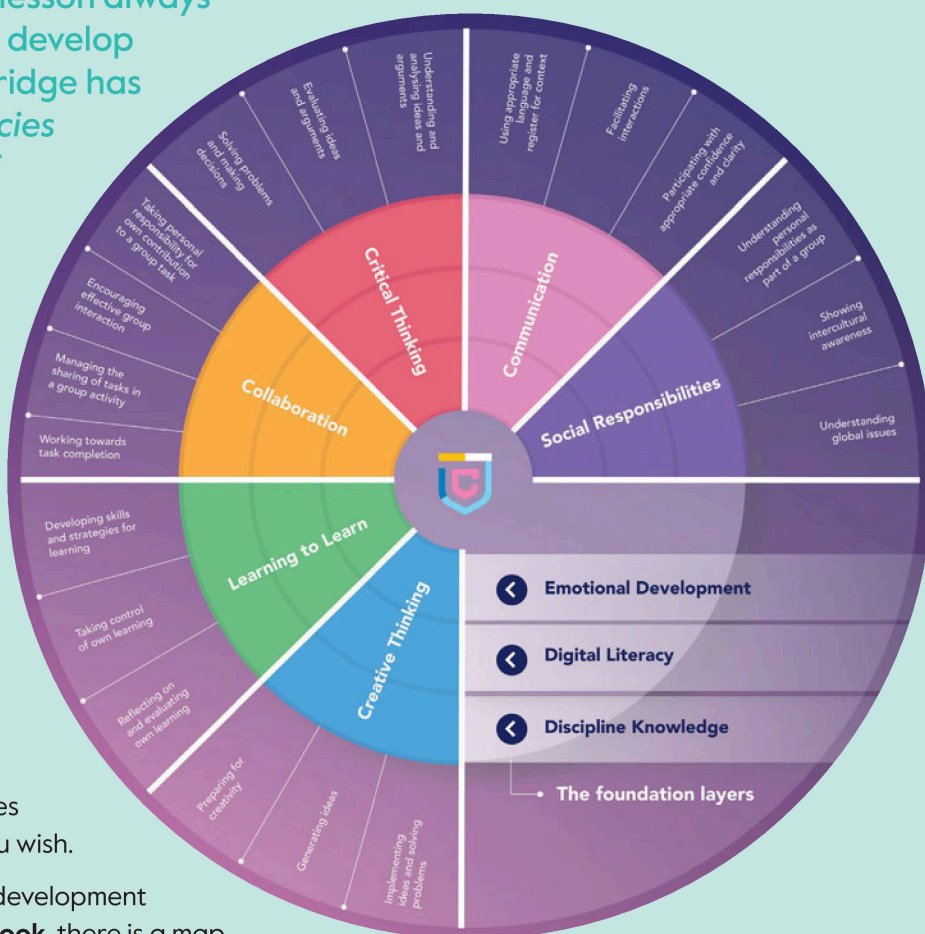
Life Competencies

Life Competencies are the skills students need in order to play an active role in society, and to fulfil their own potential. They are not strictly language skills, but a student-centred language lesson always integrates opportunities to develop these competencies. Cambridge has created the *Life Competencies Framework* to map some of the important life skills that students can develop as they learn a language.

Shining Lights uses this framework to define and build life skills in every unit. All the competencies in the framework are developed in this highly communicative course, but there is a more specific focus on tasks that build **critical thinking**, **creative thinking**, **collaboration**, and **learning to learn**. These are highlighted in the units so that you can be more systematic in the development of certain competencies and can refer to the framework if you wish.

To keep track of Life Competencies development as you work through the **Student's Book**, there is a map of which competencies are addressed where in the **Teacher's Resource Bank**. You'll also find suggestions for where to use the Life Competency Activity Cards that Cambridge offers along with the Life Competencies Framework.

You can visit cambridge.org/clcf to explore the Life Competencies Framework and download detailed booklets for each competency. Activity Cards for teenage learners are also available for downloading to use with the Life Competencies throughout the course.



Employability Skills*

Employability Skills are developed in the higher levels of *Shining Lights*, designed to prepare students for the workplace and career success. Employability Skills are the qualities that make us suitable for paid work. This often brings to mind a specific body of knowledge, technical skills or qualifications that are appropriate for a particular position. However, there is an increasing demand from businesses for their employees to demonstrate effective core skills or soft skills. These include social skills, such as the ability to collaborate and communicate effectively with other people, higher-level thinking skills and more personal emotional skills, such as personal development and self-awareness. You can find the Employability Skills Framework on cambridge.org

*Levels C1 and C1+ only

Oracy

What is oracy?

Oracy refers to the skills and behaviours involved in using spoken language to communicate and collaborate effectively. These are not only linguistic skills, but the physical, cognitive, social and emotional skills we use when listening, speaking and working together.

Oracy is important because we all need to know how to use talk to think effectively together. For example, active listening to the opinion of others, turn taking and the use of ground rules ensure that group work is effective and truly collaborative.

Oracy skills are not specific to any language or culture. Once acquired, they should easily transfer to other languages and situations across the curriculum.

The Cambridge approach to oracy

The unique Cambridge approach to oracy across our pre-primary, primary and secondary courses has been developed in collaboration with Professor Neil Mercer and Lyn Dawes at the University of Cambridge. The University's **Oracy Cambridge* centre serves to promote oracy in schools and in wider society by providing training and consultancy, writing government papers, organising conferences and publishing handbooks and papers.

How is oracy taught?

It is useful to think of oracy having two aspects:

- The first concerns a teacher's use of talk in the classroom to enable the interactive process of teaching and learning. In other words, the teacher's talk provides a model for learners to follow. This is called **dialogic** teaching.
- The second concerns the explicit teaching of spoken language skills to learners, helping them learn how to talk and listen actively. For instance, teachers can show learners how to ask effective questions, or how to give their opinion. This is called **oracy education**.

*oracycambridge.org

You can also see the Oracy Framework at the link above.

Learning through talk

Using talk effectively for teaching and learning

Dialogic teaching

Learning through talk

Learning how to talk

Learning how to talk

Developing children's spoken language skills

Oracy education

What are the benefits of oracy?

Life skills

We need oracy at all ages in all aspects of our lives: at school, at home, at work and in our communities. Different oracy skills are needed in different situations including public speaking and face-to-face interactions, for example.

We need skills such as:

- listening actively
- recognising key messages
- responding appropriately
- interpreting what someone is saying
- communicating through speech or through body language

All of these skills prepare us for what life offers us.

Educational goals

If learners know how to work in a group and collaborate, well-designed talk activities in all subjects encourage active learning:

- Listening actively to the ideas of others helps learners gain knowledge to build on their own ideas.
- Opportunities for questions or debating encourage learners to think critically.
- Developing ideas through talk provides opportunities for learners to add more into their written answers.
- Using vocabulary and terminology out loud develops learners' confidence to use it in their written work.
- Trying to put their thoughts into words can help learners clarify their own understanding.

Well-being

Research has shown that:

- Learners who are regularly and actively involved in whole-class dialogues have more positive attitudes to school.
- Learners who are offered more opportunities to engage in discussion will improve their social and emotional awareness, leading to better human connections.
- Learners who can express themselves will be better equipped to identify their emotions or perhaps have the confidence to reach out to a trusted adult when they need support.
- Learners who understand how to listen out for and express their own emotional needs, can help to form healthier and more respectful relationships in which each person has a voice, and each person is prepared to listen with compassion.



Aside from these four pillars, a number of lively features keep students active and engaged.

Video

Every unit begins with a documentary video introducing the main topic. There is always something new for students to learn here, and they should also be left with some questions they would like to answer for themselves. Later in the unit there are grammar videos. These can be used in class but are also ideal for the flipped classroom.

To learn best, students need a range of input modes, and video provides memorable and enjoyable input. As well as offering the documentary and grammar videos, *Shining Lights* builds the extended oracy activities around video, and some speaking exam tasks have video models, too. In higher levels, students will watch writing videos to learn tips and tricks to improve their writing.

The **Teacher's Resource Bank** provides ideas on how to exploit each of the video strands in the course. There are useful ideas for things to do before, while and after watching them.

Blended learning


After being presented in the videos, **Grammar** is explored and practised in a mix of print and **digital** formats. After a grammar box and discovery task on the page, students find more practice in digital exercises. These can be completed on the students' devices, or you can use the **interactive whiteboard**. For more practice, students can use Practice Extra on their phones.

The **interactive whiteboard** (IWB) also plays a role in **vocabulary** building. Both of the two vocabulary pages include language presentation via the IWB, keeping heads up and everyone together, and making for an active, lively classroom.

Digital learning is a key feature in this blended course. Besides the activities above, there are also three full **digital units**: a short starter unit and two complete units, in the middle and at the end of the book. The two full units review language from the preceding five units. If local conditions mean that you can't use these digital components, however, *Shining Lights* still offers everything you need for your English lessons.

Sustainability

Shining Lights seeks to consciously bring **sustainability** into the language classroom. Faced with an endangered environment and unequal societies, students need to feel confident that they can help ensure a better future. Cambridge understands sustainability to have environmental, economic and social aspects, and has developed the *Sustainability Framework for ELT* to make it easier to integrate relevant skills development in language lessons.

You can find the framework here:  along with activity cards to use in the classroom. Sustainability is at the heart of many of the *Shining Lights Student's Book* activities, particularly the Challenges. Care has been taken to avoid triggering fear in students, with the focus remaining on possibilities and positive change. There is always an explicit reference to sustainability on the wrap up pages. A short exercise helps generate ideas and also make clear that much of what the students have done in the unit has been about creating a more sustainable future. In higher levels, students explore sustainability in more depth.

You will see icons throughout the units, where there is a particular focus on sustainability. Extra ideas are given in the teacher's notes on how you can exploit these aspects of sustainability further.

The **Teacher's Resource Bank** provides five sustainability projects on topics related to those in the **Student's Book**. They are preceded by two pages of sustainability notes. These give information on what we mean by sustainability, how it can be brought into English lessons and why it should be.

For use with the sustainability projects and other project work, you can choose from a selection of Project Templates in the **Teacher's Resource Bank**, which include a learning diary, a time-management plan and templates for peer or teacher evaluation.

STEAM

After the final unit in the **Student's Book**, you will find STEAM (Science, Technology, Engineering, Arts and Maths) investigations. And in the digital units, you will find a further two STEAM investigations. These are two-page projects where students activate and build on their knowledge of STEAM subjects. After discussion and research, they work together to present findings in a poster, a comic or a slide presentation. Like the main units in *Shining Lights*, the STEAM pages help students get to grips with their own future in a challenging but exciting world.

STEAM worksheets are provided in the **Teacher's Resource Bank** for a step-by-step approach to completing the STEAM Investigations in the **Student's Book**. They offer tips, language, diagrams and template space to help students manage and make the most of the investigations.

Mediation

The Common European Framework of Reference for Languages (CEFR) describes mediation as 'When a learner acts as a social agent who creates bridges and helps to construct or convey meaning'. When, for example, at some point, there is a communication gap which needs to be filled, a learner/one can mediate by conveying the same or a similar content using different language in order to bridge that gap. There are many examples of where mediation practice can take place throughout *Shining Lights* and these are marked within the **Student's Book**, and are accompanied by mediation practice worksheets for each unit. These worksheets are available in the **Teacher's Resource Bank** and work with one of the unit's reading or listening texts. Students use key Life Competencies to analyse ideas, opinions and attitudes in the text. They might work in pairs to look at two sides of an argument, or in groups to generate creative ideas, always active in their interaction with input, never just passive consumers.



Using Shining Lights

Shining Lights has ten units plus three fully interactive **Extra Digital Units**. You will find these digital units in **Presentation Plus** and you can assign tasks to students in the same way as in the **Student's Book** and **Workbook**.

DIGITAL STARTER UNIT PERFECT SOUVENIR

VOCABULARY
HOLIDAY ACTIVITIES

1 Look at the photos. Complete the conversation with the correct form of verbs from the vocabulary list.

Emily: Hello! My name is Emily. I had a great summer holiday. I went to a music camp and ... in a concert. What about you?
Andy: Hi! I'm Andy. This summer I stayed at home and ... with my friends a lot, and I ... swimming on the nearest dog. And you?

2 What did the people do on holiday? Choose the correct option to complete the sentences.

1. Harriet: We didn't travel far, but I went jogging / camping / paddleboarding on two weekends with my friends because it's good to get away from home sometimes.
2. Mark: My cousin from Canada came to visit, so I went backpacking / swimming / sightseeing in my own city.
3. Noah: I was at home a lot and played sports / computer games / the saxophone online with my friends.
4. Eve: I had a very sportsy summer. I wanted to get fit so I went jogging / sightseeing / competing three times a week.
5. Connor: There was a big festival in our town and I took part in activities / competitions / celebrations like cooking together and dancing in traditional costumes.
6. Halima: We stayed near the beach. In a tent, we made a video / campfire / music every evening and sat around it singing songs.

3 Look at the photos and complete the sentences with the words.

competition festival paddleboarding play saxophone sightseeing video

1. Fiona went to a ...
2. Tobias went to a ...
3. Helene went to a ...
4. Ahmed made ...
5. Phuong performed in a ...
6. Martin played his ...
7. Sam took part in a ...

4 Work in small groups. Introduce yourself to the group and say what you did on holiday.

Use my name ... This summer ...

READING

5 Look at the pictures and say which city you think the people visited on holiday.

London New York Paris Rome

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...

6 Read this page from Lisa's travel blog and complete it with the headings. There are three extra headings.

A guitar for everyone Perfect city souvenirs Souvenirs that aren't allowed The problem The solution Too many photos

7 Read the travel blog again and choose true, false or not given.

1 Lisa went to London on her first ever holiday. true / false / not given
2 She found it hard to choose a souvenir of the holiday. true / false / not given
3 One of her friends took flowers home. true / false / not given
4 It may be illegal to take things you find in nature. true / false / not given
5 Everyone was enthusiastic about the photo album idea. true / false / not given
6 All Lisa's friends have good phones. true / false / not given
7 They made a video of everyone singing the song. true / false / not given

8 Which of these things would you most like to take home after a holiday? Rank the ideas and then compare your ranking with a partner's.

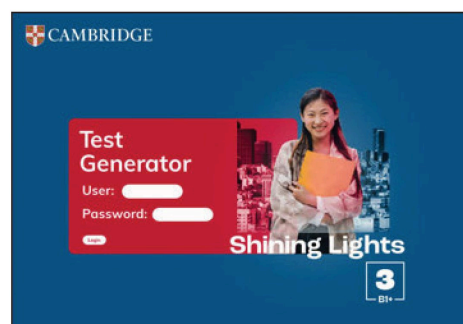
a model of a famous sight
clothes or jewellery
something to eat or drink
something handmade by a local artist
something you made yourself

FIND A HOLIDAY DEALS TRAVEL TIPS

The perfect souvenir

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

Begin the year with the **Digital Starter Unit** which activates what students already know and sets them up for a new level.



Continue by checking your students' level with the **placement test** available in the **Test Generator**.

In all the even-numbered units ...

Learning Aims

showcase the skills and language that students will learn in the unit.

Documentary videos

showcase the skills and language that students will learn in the unit.

UNIT 10 DREAMS AND AMBITIONS

LEARNING AIMS

Skills: discuss and create texts about dreams and ambitions
Grammar: learn and practise the second conditional and third conditional
Vocabulary: learn and practise adjectives of feeling and verb-noun collocations
Oracy: participate in an interview
Exam practice: Reading Part 3, Speaking Part 4, Writing Part 1

ORACY

Interviewing

- listening actively
- asking open questions
- asking follow-up questions

1 Look at the photo. Discuss the questions in small groups.

1 Why are the girls happy?
2 What might they be thinking right now?
3 Can you guess what they would like to achieve in the future?

2 Watch the video and answer the questions.

1 What is the 'American dream'?
2 How can one person's dream help other people?
3 What do you think of the dreams of the two famous people mentioned in the video?

3 Work in pairs. You are going to interview a person who has a big dream or ambition. Write down some questions you could ask.

4 Student A, you are someone with a big dream (you can choose someone you know, a celebrity or you can make up the information). Student B, interview this person about their dream. Then swap roles.

5 Think about your interview in Exercise 4. Did you use any of the skills in the Oracy box? Which ones? Compare your answers.

Documentary Grammar Grammar Oracy

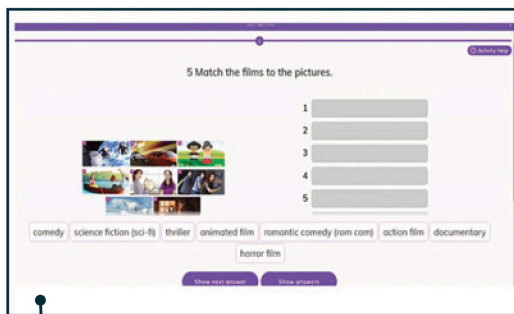
Striking images

to introduce the unit topic.

Oracy skills

are clearly set out at the top of every even-numbered unit and the learning starts right here in a group discussion to activate students' prior knowledge and encourage them to develop linguistic, cognitive, physical and social-emotional skills.

All even-numbered units conclude with **Oracy** activities, giving students the opportunity to practise and build on the skills they have developed in a guided, communicative oracy task.



Stretch activities

throughout the unit encourage students to think further about the topic and offer an opportunity for guided practice for fast-finishers.

VOCABULARY

ADJECTIVES OF FEELING

- 1 10.1 Go to the digital activity and match the words to the photos. Listen, check and repeat.

amazed / amazing amused / amusing
 annoyed / annoying confused / confusing
 disappointed / disappointing
 embarrassed / embarrassing
 frightened / frightening relaxed / relaxing

▶ Vocabulary reference page 106

- 2 Make two short sentences about each picture. Use a pair of adjectives from Exercise 1.

The boy is amazed. He is looking at an amazing fish.

- 3 Complete the conversation with adjectives from Exercise 1.

What kind of career do you want? I want to do something ¹ _____, like going on missions to Mars.

Really? I find that idea ² _____ because it's so dangerous! I don't know what I want to do. I sometimes get ³ _____ by all the different job and career options that exist. I just want a normal job with lots of time off to take ⁴ _____ holidays.

Yes, holidays are important. Anyway, you're so clever, you can have any job!

Oh, stop! I don't like it when mum tells everyone I will one day be president. It's ⁵ _____ and always makes my face go red! Although, she was ⁶ _____ by my exam results because they weren't the best in the class.

My parents are very different. I get ⁷ _____ because they don't expect me to be the best. When I tell them my astronaut ambitions, they're ⁸ _____. Really, they laugh! But I'm going to show them that I can achieve anything I want!

- 4 Work in pairs and think of examples of these things.

an amazing sight an amusing film
 an annoying sound a confusing situation
 a disappointing day an embarrassing situation
 a frightening book a relaxing activity

- 5 Discuss how these things would make you feel. Use adjectives from Exercise 1.

- You are watching a horror film.
- Your exam results are not very good.
- You are on a busy, lively and loud beach.

▶ STRETCH ▶ Adjectives often end in -ing and -ed. Other common adjective endings are: -ful, -able/-ible and -ic. Write down some adjectives you can think of with these endings.



READING

AN ARTICLE

- 1 Look at the photo and read the title of the article. What do you think it is about?
 2 Read the article. Which of the people do you respect the most? Why?

EXAM TASK READING PART 3

- 3 For each question, choose the correct answer. Remember to find the relevant information first and write the question number next to it.

- What is the purpose of Salma's article?
 A to prevent other young people from being disappointed
 B to encourage other young people to keep on trying
 C to warn other young people against working for a newspaper
 D to advise other young people on their future career
- What does Salma say about Claire and her brother?
 A Claire would be embarrassed to work with her brother.
 B Claire's brother taught her not to be afraid of anything.
 C Claire has the greatest respect for her brother.
 D Claire's brother was annoyed when Claire got the job.
- We learn from the text that Salma is
 A amused that Luna wanted to help insects.
 B confused that Luna had to pay to study.
 C annoyed that Luna was the only student to help animals.
 D amazed that Luna could pay her own rent.
- Salma dreams that Omar will
 A win an important competition.
 B take up more sports.
 C learn to compete alone.
 D become a member of the local team.
- What would Salma say to a friend?
 A It's a shame about Claire. She regrets spending so much time at the fire station and not hanging out with her friends.
 B It was stupid not to follow my childhood dream. Like most other people, I decided to do something different.
 C Luna was born to be a vet and she did everything she could to achieve her goal. Nothing could ever stop her!
 D Although Omar is a talented athlete, I would be surprised if he took up other sports.

- 4 Now go back and check your choice for each answer carefully against the text.

- 5 Salma would like to include another person in her article. Who would you include? Why? What would you say about them?

EXAM TIP

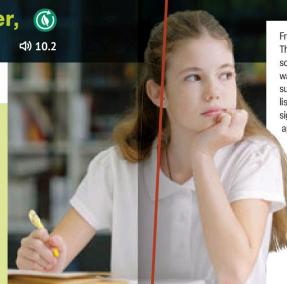
Read each question carefully. Then find the information in the text which answers it. Underline the answer and write the question number next to it as this will make it easier for you to check your work at the end.

When I was younger, I wanted to be ...

10.2

Seventeen-year-old Salma Aboul writes about powerful dreams.

I've always wanted to be a journalist! But how can I make sure this childhood dream comes true? By being clear about my goal! If I want to work for an international newspaper, I need to focus on one area, possibly sport. Next, I should create an action plan with some 'easy to achieve' steps. I know I can do this. Just look at these three incredible people who are following their dreams!



From an early age, Claire used to visit her local fire station. The large fire trucks, heavy equipment and loud noises scared her, but her big brother was working there. She wanted to grow up to be like him! At school, she made sure she passed everything with good grades. She had listened to her brother and knew it would be useful to learn sign language, too. As soon as she was old enough, she applied to work there. Nobody was surprised when she was offered a job. Now Claire is a firefighter who can think clearly in an emergency, and she doesn't find the station frightening anymore.

Luna was one of many children who dreamed of being a vet. She was the typical child who used to open the window to let flies out, rescue birds and other small animals and take them to the local animal centre. In

other words, if Luna was able to save an animal, she would! She lived in a small apartment with her mum and grandma and they couldn't afford to keep a pet. Luna was creative and began to offer a dog-walking service so she could spend time with animals. After several years, she had not only saved enough money for the fees for vet school, but she also had some left for her accommodation, too.

Omar is an amazing athlete with huge ambitions. Omar was born with cerebral palsy. He has difficulty in moving and keeping his balance so he gets around in a wheelchair. However, with the help of his three-wheeled frame runner, Omar can take part in sports competitions on his own. If Omar continues to break records, he may be asked to join the national team. And if that happened, he could become an Olympic champion.

UNIT 10 DREAMS AND AMBITIONS | 99

Digital interactive whiteboard activities

on **Presentation Plus** allow you to present the new **vocabulary** in a heads-up interactive activity.

Exam Tasks

provide guided practice of Cambridge English Qualifications tasks. Exam Tips give useful and practical advice.

EXAM TIP

Read each question carefully. Then find the information in the text which answers it. Underline the answer and write the question number next to it as this will make it easier for you to check your work at the end.

Grammar

is presented through two dynamic and teen-centred videos per unit, a **grammar vlog** and a **grammar animation**.



Scaffolded discovery grammar tasks and **extra digital activities** provide ample opportunities for both classroom presentation and heads-down or individual practice.

Think Outside the Box

reading and listening texts turn the unit topic on its head to develop students' critical and creative thinking skills.

GRAMMAR

SECOND CONDITIONAL

1 Watch the video. Would Alex like to change anything about himself? Why? / Why not?

2 Choose the correct words to complete the grammar rules.

Second conditional

1 We use the second conditional to talk about likely / unlikely situations. We can use it to talk about the past or present / present or future.

2 We form the second conditional with *If + past simple / present simple, had / would + infinitive*.
(I had a lot of money, I'd buy a faster computer for gaming.)

3 When we talk about future plans / give advice, we often say *If I was (or were) you, I'd ...*

► Grammar reference and practice page 123

3 Go to the digital activities.

4 **Critical Thinking** Work in pairs and read the situations. What would you do? Try to imagine at least two alternatives and possibilities for each situation.

1 You'd like to appear on TV but don't know how.

2 Your bedroom looks rather dull but you don't have much money to spend on it.

3 Your sports team is at the bottom of the league.

4 You've been offered a scholarship to go to university. Which one would you choose?

EXERCISES Choose two of the situations in Exercise 4 and find out what members of your family would do. Report back to the class.

GRAMMAR

THIRD CONDITIONAL

Possible situation (if clause)

Result (main clause)

If I had lived in the 18th century, I'd (would) have played the violin with Mozart.

► We use the third conditional to talk about an unreal situation in the past and its results.
(I had known I was your birthday, I would have bought you a present.)
(I didn't know it was your birthday, so I couldn't have bought you a present.)

3 Choose the correct words to complete the third conditional sentences.

1 She had caught / would have caught the bus if she had woken up / would have woken up earlier.

2 If I had known I was your birthday, I would have bought you a present. / I didn't know it was your birthday, so I couldn't have bought you a present.

3 My friends hadn't known / wouldn't have known about the concert if I hadn't told / wouldn't have told them.

4 If you had arrived / would have arrived five minutes earlier, you could have / could have had some cake.

4 Rewrite the second sentence so that it means the same as the first. Use the third conditional.

1 The bus was late so they missed the film. / If the bus hadn't been late, they wouldn't have missed the film.

2 She wanted to take photos of the view but she didn't have a camera. / If she had had her camera, she would have taken photos of the view.

3 We didn't win the match because we played badly. / If we had played better, we would have won the match.

4 His friends didn't go skateboarding because it was raining. / If it hadn't rained, his friends would have gone skateboarding.

GRAMMAR

FOURTH CONDITIONAL

Possible situation (if clause)

Result (main clause)

If I had more time, I'd (would) set up my own video channel.

► We use the fourth conditional to talk about an unlikely or impossible situation in the present or future, and its results.

3 Choose the correct words to complete the fourth conditional sentences.

1 We sometimes use *I were* instead of *I was* in the conditional clause.
(If I were a journalist, I would meet lots of famous people.)

2 When we give advice, we often say *If I was (or were) you, I'd ...*

3 If I were you, I'd consider doing a course in video making.

4 We often use the second conditional to ask questions.
(If you had the chance, would you visit California?)

5 We answer the questions with the conditional tense.
(I would visit California if I got the chance.)

1 Complete the sentences with the correct second conditional form of the verbs in brackets.

1 If I _____ (win) an important prize, I _____ (buy) a better laptop if he _____ (have) enough money.

2 My brother _____ (not live) so far away, I _____ (hang out) with them more often.

3 If my cousin _____ (be) you, I _____ (go) to bed much earlier.

4 My friends didn't go skateboarding because it was raining. / If it _____ (not rain), they _____ (go) skateboarding.

5 What _____ (be) a celebrity?

2 Answer the questions with complete sentences.

1 What would you do if you lost your phone?

2 If I lost my phone, _____

3 If you could live anywhere in the world, where would you live?

4 If I could live anywhere in the world, _____

5 What would you do if you saw a classmate cheating in an exam?

6 I don't want to go to my best friend's party. What should I do?

GRAMMAR

FOURTH CONDITIONAL

Possible situation (if clause)

Result (main clause)

If I had more time, I'd (would) set up my own video channel.

► We use the fourth conditional to talk about an unlikely or impossible situation in the present or future, and its results.

3 Choose the correct words to complete the fourth conditional sentences.

1 We sometimes use *I were* instead of *I was* in the conditional clause.
(If I were a journalist, I would meet lots of famous people.)

2 When we give advice, we often say *If I was (or were) you, I'd ...*

3 If I were you, I'd consider doing a course in video making.

4 We often use the second conditional to ask questions.
(If you had the chance, would you visit California?)

5 We answer the questions with the conditional tense.
(I would visit California if I got the chance.)

1 Complete the sentences with the correct second conditional form of the verbs in brackets.

1 If I _____ (win) an important prize, I _____ (buy) a better laptop if he _____ (have) enough money.

2 My brother _____ (not live) so far away, I _____ (hang out) with them more often.

3 If my cousin _____ (be) you, I _____ (go) to bed much earlier.

4 My friends didn't go skateboarding because it was raining. / If it _____ (not rain), they _____ (go) skateboarding.

5 What _____ (be) a celebrity?

2 Answer the questions with complete sentences.

1 What would you do if you lost your phone?

2 If I lost my phone, _____

3 If you could live anywhere in the world, where would you live?

4 If I could live anywhere in the world, _____

5 What would you do if you saw a classmate cheating in an exam?

6 I don't want to go to my best friend's party. What should I do?

Life Competencies provide students with the opportunity to develop these important skills.

Around halfway through the unit students can pause and reflect on how they are doing so far.

A second **Vocabulary** set is presented and practised with our blended learning digital-led approach. Vocabulary sets are informed by **English Vocabulary Profile** to ensure all words are useful and appropriate for the level.

UNIT 10

SECOND CONDITIONAL

We use the second conditional to talk about an unlikely or impossible situation in the present or future, and its results.

Possible situation (if clause)

Result (main clause)

If I had more time, I'd (would) set up my own video channel.

► We use the second conditional to talk about an unlikely or impossible situation in the present or future, and its results.

3 Choose the correct words to complete the second conditional sentences.

1 We sometimes use *I were* instead of *I was* in the conditional clause.
(If I were a journalist, I would meet lots of famous people.)

2 When we give advice, we often say *If I was (or were) you, I'd ...*

3 If I were you, I'd consider doing a course in video making.

4 We often use the second conditional to ask questions.
(If you had the chance, would you visit California?)

5 We answer the questions with the conditional tense.
(I would visit California if I got the chance.)

1 Complete the sentences with the correct second conditional form of the verbs in brackets.

1 If I _____ (win) an important prize, I _____ (buy) a better laptop if he _____ (have) enough money.

2 My brother _____ (not live) so far away, I _____ (hang out) with them more often.

3 If my cousin _____ (be) you, I _____ (go) to bed much earlier.

4 My friends didn't go skateboarding because it was raining. / If it _____ (not rain), they _____ (go) skateboarding.

5 What _____ (be) a celebrity?

2 Answer the questions with complete sentences.

1 What would you do if you lost your phone?

2 If I lost my phone, _____

3 If you could live anywhere in the world, where would you live?

4 If I could live anywhere in the world, _____

5 What would you do if you saw a classmate cheating in an exam?

6 I don't want to go to my best friend's party. What should I do?

UNIT 10 MY VOCABULARY

DREAMS AND AMBITIONS

On this page you will find a list of words related to dreams and ambitions. Use the words to complete the exercises.

Adjectives of feeling

1 I was _____ when I heard the news.

2 I was _____ when I saw the results.

3 I was _____ when I found out I had won the competition.

4 I was _____ when I saw the results.

5 I was _____ when I found out I had won the competition.

6 I was _____ when I saw the results.

7 I was _____ when I found out I had won the competition.

8 I was _____ when I saw the results.

9 I was _____ when I found out I had won the competition.

10 I was _____ when I saw the results.

Verbs of feeling

1 I _____ when I heard the news.

2 I _____ when I saw the results.

3 I _____ when I found out I had won the competition.

4 I _____ when I saw the results.

5 I _____ when I found out I had won the competition.

6 I _____ when I saw the results.

7 I _____ when I found out I had won the competition.

8 I _____ when I saw the results.

9 I _____ when I found out I had won the competition.

10 I _____ when I saw the results.

Adjectives of feeling

1 I was _____ when I heard the news.

2 I was _____ when I saw the results.

3 I was _____ when I found out I had won the competition.

4 I was _____ when I saw the results.

5 I was _____ when I found out I had won the competition.

6 I was _____ when I saw the results.

7 I was _____ when I found out I had won the competition.

8 I was _____ when I saw the results.

9 I was _____ when I found out I had won the competition.

10 I was _____ when I saw the results.

Verbs of feeling

1 I _____ when I heard the news.

2 I _____ when I saw the results.

3 I _____ when I found out I had won the competition.

4 I _____ when I saw the results.

5 I _____ when I found out I had won the competition.

6 I _____ when I saw the results.

7 I _____ when I found out I had won the competition.

8 I _____ when I saw the results.

9 I _____ when I found out I had won the competition.

10 I _____ when I saw the results.

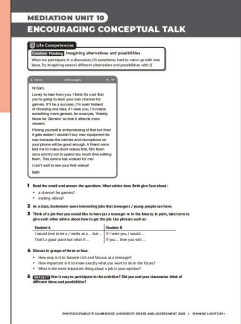
Go to the **Grammar Reference and Practice** at the end of the **Student's Book** for more complete grammar explanations and even more practice activities.

The vocabulary builder pages in the **Workbook** offer both consolidation and extension. Some new vocabulary is offered, and students also find new words that they themselves find important

Writing

Each **Writing** page focuses on a different text genre. Writing tasks are presented with scaffolded activities and a model text.

Activities from the **Student's Book** with a focus on **mediation** are highlighted and you can find extra worksheets to work on mediation skills in the **Teacher's Resource Bank**.



GRAMMAR

THIRD CONDITIONAL

1 Look at the pictures. Do you know who the people are? Watch the grammar animation and find out.

2 Look at the sentence from the grammar animation and complete the grammar rules with the words.

If we had been poor children back then, we would have worked hard in factories.

past past participle past perfect

3 Third conditional

1 To make the third conditional, we use **if + past** in one clause and **would have + past** in the other clause.

2 We use the third conditional to talk about unreal situations in the past.

▶ Grammar reference and practice page 123

4 Go to the digital activities.

5 Choose the correct words to complete the text.

My childhood dream has come true: I'm a racing driver! If my dad / hadn't given / wouldn't have given me toy cars for my birthday, I / hadn't had / wouldn't have had the idea I played with them all the time. When I got a bike, I always cycled too fast. My mum / had been / would have been happier if I / had cycled / would have cycled more slowly, but I love going fast. She wanted me to be a teacher. I / hadn't been / wouldn't have been happy if I / had done / would have done that. I know my job is dangerous, but I love it!

6 PRONUNCIATION Go to the digital pronunciation activity.

WRITING

AN EMAIL

1 Read this email from an English friend and the notes. How would you answer Sam's questions?

2 Now read this email. Does it answer all Sam's questions in Exercise 1? How is the information organised?

3 Look at the underlined expressions in the email in Exercise 2 and the phrases below. Do we use them to suggest, explain or tell something?

For that reason, I would ... It's amazing!
How/What about ...? Why don't you ...?
One of the best things to do is ... as ...
There's so much you can do.

EXAM TASK (WRITING PART 1)

Try to write around 100 words. If you write less, you may have left out some important information. If you write a lot more, then some of the information may not be relevant.

4 Read this email from an English friend and the notes you have made. Write your email to Ezra using all the notes.

5 Read your email again and revise your work. Use these questions to help you.

1 Does the email answer all four points in the notes? Is it well organised?
2 Does the email open and close properly?
3 Does it include expressions in Exercise 4?

6 Now work in pairs. Read each other's emails and give feedback. Use the questions in Exercise 5. Make notes and write a second draft.

7 Read the model answer.

Extra **Writing Worksheets** which expand on the skills needed for different writing genres are available in the **Teacher's Resource Bank**.

Digital Pronunciation activities on Presentation Plus give students the opportunity to practise different areas of pronunciation.

Peer review

activities encourage students to support each other in their learning and approach the writing task activities in a thoughtful way.

Digital Classroom

Assign extra grammar activities at your class's CEFR level in our mobile-friendly language practice application, Practice Extra on Cambridge One. The correct answers are included so students can learn and understand from their mistakes. Students can also access Practice Extra themselves for self-study.

For even more grammar and vocabulary practice, go to the **Teacher's Resource Bank** and the **Workbook**.

GRAMMAR STANDARD

Second Conditional

Third Conditional

1 Match the sentence halves, and mark them zero (0) or first (1) conditional.

1 When a sea turtle sees a plastic bag, it dies.
2 If we cut down the Amazon rainforest, we will lose many species.
3 If hunting becomes illegal, the number of animals will decrease.
4 If we don't protect endangered species today, they will disappear.
5 When animals are born in captivity, they are often kept in zoos.
6 If the planet keeps getting hotter, the sea levels will rise.
7 If elephants and lions will be safer, they will be protected from poachers.
8 Tomorrow they will disappear forever, because many animals will lose their homes.
9 It breaks it's a pollution and waste, if animals in the Arctic will suffer.

2 Complete the sentences with if or unless.

1 Unless the zoo gets more money, it will have to close.
2 Unless habitats are protected, animals will lose food.
3 Unless tigers won't survive, they learn to hunt quickly.
4 Unless I lived in the rainforest, I'd be worried.
5 The polar ice caps will melt, unless we continue polluting the atmosphere.
6 Unless we act now, wildlife populations will go down by 67% in a few years.

3 Add a word from the box to the sentences to make them correct.

give give had if unless will would

1 If I more time, I would help you. I had more.
2 Be happy if you visited me. if.
3 Unless you are an answer, I'll decide without you.
4 She call on when she gets home. if.
5 The surface on the beach will happen if it rains. if.
6 Would you be happy we went later? if.
7 If somebody me a ticket to the zoo, I would go. if.
8 I think they're small. if.

4 Complete the questions.

1 What would you do if you lose a snake?
(lost)
2 What will you do if the weather be good at the weekend?
(be)
3 What would you do if you lose the lottery?
(win)
4 What will you do if you be hungry during the night?
(be)
5 If you be famous, what things would you do?
(be)
6 If you could eat only one food for a year, what would you eat?
(eat)
7 Answer the questions from Exercise 4.

5 Answer the questions from Exercise 4.

1 I'd become.
2 I'd become.
3 I'd become.
4 I'd become.
5 I'd become.
6 I'd become.
7 I'd become.

6 Complete the text using zero, first or second conditional forms.

Now everyone, if you lose (lose) in this tank, you lose (lose) a very dangerous animal. Does anyone know what it is? That's right, it's a king cobra. In the wild, if the cobra lose (lose) a predator like a mongoose, it lose (lose) to escape, but if it lose (lose) it lose (lose) to escape. It lose (lose) to escape by making the cobra hood and hissing. Now here's a question. What would you do if you lose (lose) a cobra in the middle of the jungle? Try to tell it! No, that's a bad idea. The best thing to do is take it off your hat or shirt and drop it where you move away. If this snake lose (lose) you, you lose (lose) it. It's a big trouble. The venom of a king cobra can even kill an elephant.

UNIT 10 DREAMS AND AMBITIONS

VOCABULARY

ADJECTIVES OF FEELING

1 Match the pairs of adjectives in the box to the photos.

amazed / amazing / amused / annoyed / annoying / confused / confused / disappointed / disappointing / embarrassed / embarrassing / frightened / frightening / relaxed / relaxing

2 Complete the conversation with an adjective from Exercise 1.

Steph: What did you want to be when you were younger?
Paul: I wanted to be a clown. I'd never forget my first trip to the circus. When we walked into the place, I remember thinking 'Wow! The lights were ...'. Then the clowns came out and started chatting with the audience. My brother was ... and tried to run away. They made me laugh; they were so ...

Steph: I think I wanted to be an astronaut. How do you get ideas about your future?
Paul: Now that's a ... question. It makes me a little angry that people keep asking me that because I'm still quite ... about what I want to do. However, I really like drawing cartoons. I find it really ... after a long day at school - it makes me feel very calm. I wonder if I could find a job in an animation studio.

3 DISCUSS Complete the sentences with *with*, *of* and *by* and your own ideas.

1 I used to be frightened of the dark.
2 I was disappointed with the result.
3 I sometimes get confused by the questions.
4 I'm very amused at the jokes.
5 I'm often embarrassed by my mistakes.

WRITING UNIT 10

AN EMAIL

WARMER

1 Read the email. What advice does Jenny want?

I love the photos you posted online of working at an animal sanctuary. I love animals so would really like to do something similar. How did you get the opportunity? I was thinking of trying to get some work at an animal sanctuary or zoo near my home, but I really don't know how to start. I've finished school and was never very good at biology, so I'm not sure if I have the right qualifications. And do you have any other useful advice? Let me know what you think. Jenny

2 Read Tina's reply and answer the questions.

Hi Jenny!
It's lovely to hear from you and I'm happy you like the photos. I think it's great you want to work with animals, you won't be disappointed. I believe it's important to try and follow your dreams. You asked me how to get the job. I'd like to tell you about different places. If you make an effort, it's possible to achieve your goals. And do you have any other useful advice? Let me know what you think. Jack

3 Read Jack's email and write a reply using the notes.

WRITING TASK

I often watch your vlogs and I'm always dreamed of vlogging, but don't know where to start. How did you first get into vlogging? What were your first vlogs about? Do I need to take any courses to help me at the start? Also, what kind of equipment would I need? I don't have a lot of money so might that be a problem? And do you have any other useful advice? Let me know what you think. Jack

Useful Language

It's lovely to hear from you. If I were you ...
I'm sorry to hear that. Why don't you ...?
It's great that you ... I would ...

Checklist

- Does your email include all the information?
- Is your email well organised?
- Is the language used in your email appropriate?
- Did you start and finish your email appropriately?

1 How did Tina get the job?
2 What kind of job did she have at the start?
3 How did she feel at the start?
4 What does she say to Jenny about biology?

Listening

activities provide both exam type and standard listening practice.

Oracy skills

The oracy skills focus is clearly stated at the top of the page in each even-numbered unit.

LISTENING
SHORT MONOLOGUES

1 Work in pairs and answer the questions.

- How often do you watch reality shows?
- Why do people enjoy watching them?
- Why do people enjoy taking part in them?

2 (3) 10.7 Listen to three young people talking about reality shows. Match them to their feeling about the show (a-e). There are two extra feelings.

- Lise
- Jakub
- Zeynep

- disappointed
- amused
- frightened
- embarrassed
- annoyed

3 (3) 10.7 Now listen again. Match the young people (1-3) with what they say (a-e). There are two extra sentences.

- I know someone who follows their dreams.
- Jakub I'd love to appear on this show.
- Zeynep I didn't like the way the programme ended.

- I have an ambition to become great at something.
- It's not always easy to watch my favourite programme when it's on.

4 If you could appear on any reality show, what would it be? Why? Use your imagination: you can make up a show!

ORACY
Asking follow-up questions
For a lively discussion, listen to what people say and react with follow-up questions, like 'Why do you say...?', 'What was that like?', etc.

5 (3) 10.8 Listen to this extract from an interview. Which of the three questions you hear is a follow-up question?

ORACY
INTERVIEWING

- listening actively
- asking open questions
- asking follow-up questions

1 If you could be any person in history, who would you be? Why? Work in pairs and discuss.

2 Watch some students planning an interview with a historical figure. Answer the questions.

- What person from history will they interview?
- How will the interviewee prepare for the interview?
- How will the others prepare?
- What problem do they think they might have?

3 (3) 10.4 Work in pairs. Watch the video again and check your answers.

4 (3) 10.5 Now watch a video of the students doing the interview. Find at least one example of each of these things.

- Danny showing that he is listening actively to the interviewers' questions
- open questions
- follow-up questions

SELF-ASSESSMENT: UNIT 10

How confident do you feel about:

- reading a longer article for gist and for detail?
- understanding a radio or podcast interview?
- understanding short monologues about people's feelings?
- giving advice in an email?
- using the second and third conditionals?
- using collocations about dreams and ambitions?
- using adjectives to describe feelings?
- asking and answering questions in an interview?
- What was your favourite part of Unit 10? Tell your partner.

DIGITAL CLASSROOM
PERSONALISED LEARNING

UNIT 10 DREAMS AND AMBITIONS | 105

Oracy tasks are practical and relevant to students' own lives, ensuring they are motivated and engaged in the topics.

In the final video students watch the group discussing how they carried out the task, providing a model for self and peer-evaluation.

Students are encouraged to notice things about how the group in the video perform, which in turn will influence how they will carry out the task themselves.

Engaging **oracy videos** provide a model of the oracy task that students will do in class.

Students are guided through the task by watching three short videos, in which the group **Plan**, **Present** and then **Discuss** how they did in the task afterwards.



Students access activities which adapt to their personal comprehension level, providing a personalised learning experience and helping deal with mixed abilities. Our innovative technology means your students receive level-appropriate tasks to provide reinforcement or extension, as appropriate.

In the **Workbook** an attractive spread at the end of every odd-numbered unit provides a space for students to record useful language, plan and evaluate their work as a group on the oracy task.

INTERVIEWING

I'm working with:

The skills:

- listening actively
- asking open questions
- asking follow-up questions

1 **LISTENING ACTIVELY**

To show I'm listening to the interviewer's questions

Body language: *Placard*

Look at the person. Make eye contact. Nod your head. Smile.

Go on, I'm listening.

Look back at your Student's Book for more ideas.

2 **ASKING OPEN QUESTIONS**

We're going to interview...
...going to play the part of this famous person.

Remember it's easier to get more information if the questions are open.

What was your ambition?

What it only your ambition to...?

Did you first... in...?

Did you go to...?

Was it amazing?

Did you feel frightened?

Did you feel disappointed?

Interviewers: plan your questions for your famous person.

- Rewrite these questions to make them more open.
- Add at least three of your own.

My notes:

Interviewee: do some research into your famous person and make some notes here.

ORACY 5

3 **ASKING FOLLOW-UP QUESTIONS**

Follow-up questions

WHY? Why do you think that?

WHERE?

HOW?

WHEN?

WHAT... WITH?

Think of at least one follow-up question for each question word.

CHECKLIST

Listening activity to the interviewer's questions:

Body language:

- Look at the person.
-
-
-

Process:

- Go on, I'm listening.
-
-
-


Asking follow-up questions:

Why do you think that?

UNIT 10 DREAMS AND AMBITIONS | 11

CRACY

GROUND RULES



1 Look at the photos and discuss these questions with a partner.

- What do you think the people in the photos are doing and thinking you think they feel?
- Can you remember being in a situation like this? If so, describe how you felt?
- Do you think they're following any class or 'no touch' rules?

2 We use different kinds of lines in different situations. Write down three situations where lines are important. Working with a partner, discuss each one for each situation.

- People standing in a line at a bus stop
- Students on a field day
- People riding a bus or a train

3 Look at the rules you chose. Discuss why they are important. What would happen if people did not follow the rules? What is the difference between rules and advice?

4 Write your partner's rule at three places: how to handle discussions and debates. Add at least three more rules or pieces of advice you think help you in a good discussion or debate.

Discussions:

- *Add someone to repeat what they said if you didn't understand it.*
- *Encourage people politely.*
- _____
- _____
- _____

Debates:

- *What will the presenter finish by speaking before asking your question.*
- *Keep focused on the subject.*
- _____
- _____
- _____

5 Make a group with other pairs. Compare your rules and advice. Add any rules you think are useful for your pair.

6 In your group, write at least ten rules and ten pieces of advice for these situations.

- Giving a presentation
- Giving a tour
- Interviewing someone

PHOTOCOPIABLE © CAMBRIDGE UNIVERSITY PRESS AND ASSIGNMENT 2020 | SHANNING LINES BY

BRACY UNIT INTERVIEW

1 Look at the extract from a personal account of Learning Logs. Discuss with a partner what you think about when you talk to the class about your work.

2 Read the questions from Alan and Alex. Write your personal opinion about when it is better to share. Then reflect on the importance of each of these factors for learning.

How do you feel about class projects?

And what do you like best?

What kind of things?

How do you see people about it?

How did you feel about this interview?

And what do you learn from this experience?

3 Open questions usually ask for more information. They are open questions. Change these questions into open questions. Then compare with another pair of students.

Was your pen hard?

Did you finish your job?

Did you have a cat?

4 Read questions 1–4 and discuss with a partner. Practice saying the conversations with a partner. Use your notes to allow yourself to answer the important words.

1. What was the work like?

2. How did you feel about it?

3. How did you see people about it?

4. How did you feel about this interview?

5. What was the work like?

6. How did you feel about it?

7. How did you see people about it?

8. How did you feel about this interview?

9. What was the work like?

10. How did you feel about it?

11. How did you see people about it?

12. How did you feel about this interview?

13. What was the work like?

14. How did you feel about it?

15. How did you see people about it?

16. How did you feel about this interview?

17. What was the work like?

18. How did you feel about it?

19. How did you see people about it?

20. How did you feel about this interview?

21. What was the work like?

22. How did you feel about it?

23. How did you see people about it?

24. How did you feel about this interview?

25. What was the work like?

26. How did you feel about it?

27. How did you see people about it?

28. How did you feel about this interview?

29. What was the work like?

30. How did you feel about it?

31. How did you see people about it?

32. How did you feel about this interview?

PHOTOGRAPHY: CAROL MCKAY; COURTESY OF THE UNIVERSITY OF CALIFORNIA, BERKELEY. PHOTOGRAPHY: CAROL MCKAY; COURTESY OF THE UNIVERSITY OF CALIFORNIA, BERKELEY. PHOTOGRAPHY: CAROL MCKAY; COURTESY OF THE UNIVERSITY OF CALIFORNIA, BERKELEY.

You will also find useful support on oracy in the **Teacher's Resource Bank**: Oracy Ground Rules worksheets, a detailed Oracy Phrase Bank, and a worksheet dedicated to each oracy section in the **Student's Book**.

Go to the **Test Generator** for editable or ready-made tests to check your students' progress after each unit.

[illegible][illegible]

Self-assessment

features towards the end of every unit. This is presented in an easily accessible way, encouraging students to think not only about how they are doing and where they can improve, but also how they feel about their English learning.

You can also go to the **Workbook** after every two units, where you will find a cumulative review, with vocabulary and grammar exercises focusing especially on what has been covered in the previous two units, and building on what has been done in the book up to now.