



CAMBRIDGE



# Shining Lights

**Student's Book**  
with Interactive eBook

**4**

B2

David Petrie   Daniel Vincent
































































# Shining Lights

Student's Book **4**  
— **B2** —

David Petrie

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Unit	Grammar	Vocabulary	Skills	Pronunciation	
<b>DIGITAL STARTER UNIT</b> 					
<b>UNIT 1</b> All together now  page 7	Present simple and present continuous Present participle clauses  Modifying comparatives and superlatives	Where we live Community and connection	Reading: An article: Who'd live in a house like this? Reading: Think outside the box: The metaverse is coming together   Speaking Part 2  Writing Part 2  Listening Part 3	word stress	
<b>UNIT 2</b> Money matters  page 17	 Past tense review Countable and uncountable nouns Conjunctions	Our relationship with money Shopping	 Reading and Use of English Part 6 Reading: Think outside the box: Is swapping on the rise? Writing: An essay  Listening Part 2   Speaking Part 3	unstressed syllables /ə/ or /ɪ/	
<b>UNIT 3</b> There's no Planet B  page 27	 will and going to Comparative and superlative adverbs	Environmental issues Describing animals	 Reading and Use of English Part 5 Reading: Think outside the box: Is extinction ever a good thing?  Reading and Use of English Part 2  Writing Part 2  Listening Part 1	plural nouns /s/ and /z/	
<b>UNIT 4</b> Dress to express  page 37	 used to and be / get used to Adjective order	Adjective suffixes Fashion	 Reading and Use of English Part 3 Reading: An article: Clothes for kids: A colourful history  Reading and Use of English Part 4 Reading: Think outside the box: One outfit is all I need  Writing Part 1  Listening Part 4	used to	
<b>UNIT 5</b> Food for the future  page 47	 Zero and first conditionals Verbs followed by gerund or to + infinitive	Food and health Nutrition	 Reading and Use of English Part 7   Speaking Part 4 Listening: Think outside the box: A podcast  Reading and Use of English Part 1  Reading and Use of English Part 4 Writing: A review    Listening: A presentation	verbs followed by gerund or to + infinitive: /tə/ and /ɪ/	
<b>DIGITAL REVIEW 1</b> 					
<b>UNIT 6</b> What's next?  page 57	 Modals of ability Adverbs of degree	Phrasal verbs and technology Negative prefixes	Reading: An article: Focus on: Biohacking  Reading and Use of English Part 2 Reading: Think outside the box: Unplugging   Speaking Part 1  Writing Part 2  Listening Part 4	sentence stress: adverbs of degree	
<b>UNIT 7</b> Holiday mode  page 67	 Defining and non-defining relative clauses Conjunctions: addition and contrast	Holidays and travel Collocations with travel, trip and journey	 Reading and Use of English Part 6  Speaking Part 2 Reading: Think outside the box: Will virtual travel ever replace the real thing?  Writing Part 2  Listening Part 1	/æ/	
<b>UNIT 8</b> Sport for all  page 77	 Present perfect with ever, never, for, since, still, already, yet and just Present perfect simple and continuous Present perfect and past simple	Competition and challenge Suffixes for personal nouns	 Reading and Use of English Part 5 Reading: Think outside the box: Are e-sports real sports? Let's see who's winning the argument!  Reading and Use of English Part 1 Writing: A blog post Listening: A podcast  Speaking Part 3  Speaking Part 4	Have you ever, Has he ever, Has she ever ... ?	
<b>UNIT 9</b> Future Learning  page 87	 Modals of obligation, prohibition, permission, necessity and advice Past perfect simple and continuous	Learning and study Expressions with brain and mind	 Reading and Use of English Part 7 Reading: Think outside the box: Should we learn facts at school?  Writing Part 1  Listening Part 2	sentence stress: reinforcing important points	
<b>UNIT 10</b> Same but different  page 97	 Passive Reported statements Reported requests	Noun suffixes Culture and cultural differences	 Reading and Use of English Part 3 Reading: A blog post  Reading and Use of English Part 4 Reading: Think outside the box: Should we let languages die out?  Writing Part 2  Listening Part 4	noun suffixes: /ʒən/ and /ʃən/	
<b>DIGITAL REVIEW 2</b> 					
Grammar reference and practice page 114    Pair work page 124    Irregular verbs page 128					

	Oracy	Challenge	Life competencies	STEAM
	Using modifiers for different purposes Giving reasons to support your ideas	People say we are losing our sense of community	<b>Learning to learn:</b> using effective strategies for comprehension and production tasks <b>Critical thinking:</b> identifying and classifying information <b>Learning to learn:</b> evaluating learning and progress	
	 <b>Agreeing and disagreeing</b> Using appropriate gestures and body language Expressing your opinion respectfully Making constructive comments on other people's ideas or views		<b>Creative thinking:</b> generating multiple ideas <b>Creative thinking:</b> elaborating on and combining ideas <b>Learning to learn:</b> setting goals and planning for learning	<b>Chemistry, Maths</b> What is the environmental impact of the devices we use?
	Taking turns Structuring a talk to convey meaning	We all have a responsibility to look after the natural world	<b>Critical thinking:</b> identifying and classifying information <b>Learning to learn:</b> using feedback to improve learning <b>Collaboration:</b> taking on different roles	
	 <b>Managing conflict</b> Suggesting and applying ground rules Listening actively and responding confidently Adapting the volume of your voice		<b>Learning to learn:</b> using effective strategies for learning and retaining information <b>Communication:</b> adapting language use according to different cultures and social groups	<b>Physics, Maths</b> Does the mass of a shoe affect the force needed to move it?
	Expressing your opinion confidently Engaging your audience	The food choices we make have an effect on the planet, as well as our health	<b>Social responsibilities:</b> recognising personal impact on global issues	
<b>Biology, Maths</b>				
	 <b>Being persuasive</b> Using appropriate gestures and body language when speaking to others Using vocabulary and phrases to persuade others Using evidence to support an argument		<b>Critical thinking:</b> identifying and classifying information <b>Creative thinking:</b> imagining alternatives and possibilities <b>Creative thinking:</b> generating multiple ideas	
	Asking follow-up questions Asking rhetorical questions	Travel and tourism can have a negative impact on places	<b>Critical thinking:</b> evaluating options and recommendations to come to a decision <b>Learning to learn:</b> keeping track of progress	<b>Chemistry, Technology</b> What substances work best as sunscreen?
	 <b>Involving other people in discussions</b> Using appropriate gestures and body language to encourage participation Participating in a discussion, asking questions and encouraging contributions from others Making positive comments about other people's ideas		<b>Learning to learn:</b> using effective strategies for learning and retaining information <b>Critical thinking:</b> evaluating arguments as a whole	
	Adapting speed and emphasis Deciding what to include in a presentation and how to structure it	The world is changing quickly, and our education needs to be relevant for an unpredictable future	<b>Learning to learn:</b> taking initiative to improve own learning; managing the learning environment <b>Critical thinking:</b> drawing appropriate conclusions <b>Digital literacy:</b> selecting and using appropriate digital tools for specific purposes	
	 <b>Checking understanding and listening actively</b> Asking clarifying questions to check understanding Listening actively and responding confidently Using formal or informal language depending on the context		<b>Social responsibilities:</b> understanding aspects of other cultures <b>Critical thinking:</b> evaluating arguments as a whole	
<b>Arts</b>				
<b>Digital classroom:</b> Practice Extra				



# UNIT 1 ALL TOGETHER NOW

## LEARNING AIMS

- **Skills:** locate specific information in a text
- **Grammar:** learn and practise the present simple and the present continuous, present participle clauses and ways to modify comparatives and superlatives
- **Vocabulary:** learn and practise words and phrases to talk about where you live, and community and connection
- **Critical thinking:** analyse arguments, and understand opinions and attitudes
- **Exam practice:** Speaking Part 2, Writing Part 2, Listening Part 3

## THE CHALLENGE

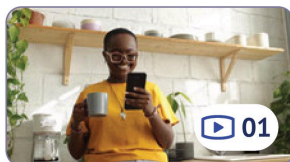
People say we are losing our sense of community. You will:

- **Stage 1 Think:** identify issues people have in forming and maintaining communities.
- **Stage 2 Prepare:** research one specific community that faces issues.
- **Stage 3 Develop:** suggest and evaluate possible solutions for that community.
- **Stage 4 Present:** present your solutions to the class.

### 1 Look at the photo. In pairs, discuss the questions.

- 1 What type of community does it show?
- 2 What other types of community can you think of?

### 2 Watch the video. Does it mention any of the types of community you thought of in Exercise 1?



### 3 Watch the video again and answer the questions.

- 1 What different types of community are mentioned?
- 2 Why do people think communities are changing?
- 3 What different types of community are you part of?

## CHALLENGE 1 2 3 4

### Think

Discuss the questions with a partner.

- 1 What do you think 'a sense of community' is?
- 2 Why do people form communities? How does modern life influence different communities?
- 3 What things cause problems for communities?



Documentary



Grammar



Speaking



# VOCABULARY

## WHERE WE LIVE

- 1**  **1.1** Go to the digital activity. Match the words to the photos. Listen, check and repeat.

culturally diverse   local facilities   outskirts  
overcrowded   pedestrian zone   residential  
rural   suburbs   transport links   urban

► Vocabulary reference page 16

- 2**  **PRONUNCIATION** Go to the digital pronunciation activity.

- 3** Choose two words or phrases from Exercise 1 to match each of the descriptions 1–5.

- 1 I like where I live because there are people from all over the world. However, the town centre is always too busy and it can be difficult to move around.
- 2 There are only houses in the part of town where we live; there are no offices. We live about 20 minutes from the city centre, so my parents drive in every day for work.
- 3 There aren't many public buildings where I live, and it takes me 20 minutes to cycle to the library or the doctor's. But that's because we live on the edge of town, I guess.
- 4 I don't mind living in a city because everything is really close. One good thing is that the council has just created a car-free area on the main shopping street, where vehicles are banned.
- 5 Our house is in the country, and we don't have any neighbours, apart from the sheep! It's nice here, but there are no buses or trains, so if you want to go anywhere, you really need a car.



- 4** Rewrite the sentences in Exercise 3 to include the words in Exercise 1.

- 5** Write about an area you know, but do not name the place. Use as many words from Exercise 1 as possible. Read your description to a partner and ask them to guess the place.

- 6** Read the statements and decide how much you agree with them. Rank them from 1 (completely disagree) to 5 (completely agree).

- Towns and cities should increase the number of pedestrian zones.
- There should be more parks and green spaces in urban areas.
- Urban areas should receive more government money than rural areas because more people live there.
- More housing should be built in rural areas to reduce overcrowding in towns and cities.
- Good transport links cost a lot of money and are not needed when everybody can use cars instead.

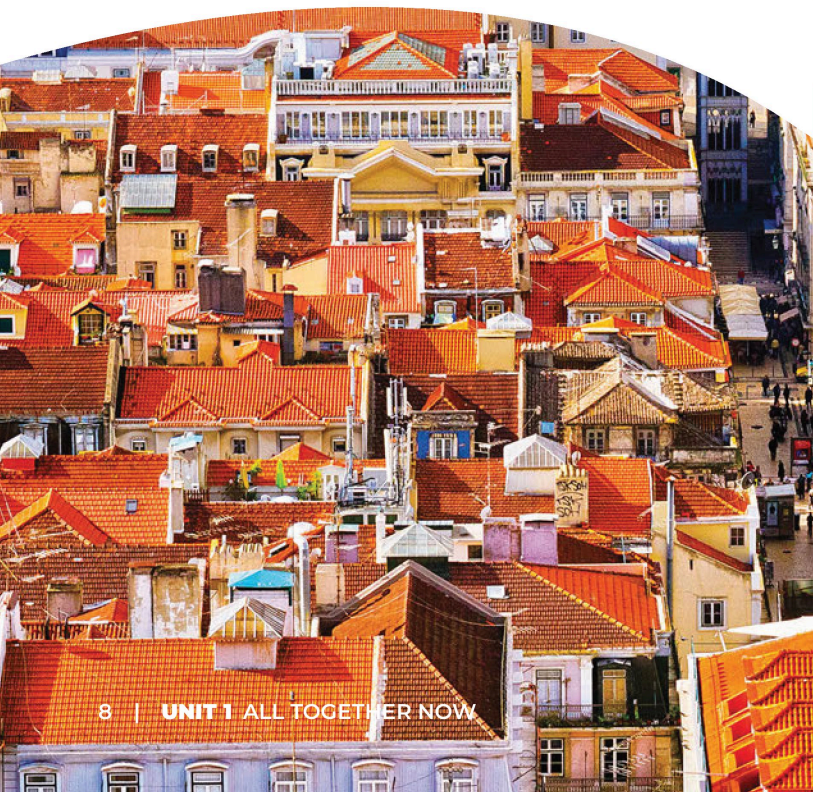
- 7** Work in small groups. Discuss whether you agree or disagree with the statements in Exercise 6.

## CHALLENGE

1 2 3 4

### Prepare

- 1 Form groups of three or four people.
- 2 Choose a group of people who face issues around forming and/or maintaining a community.
- 3 Plan how you will learn more about the issues faced by the people you have chosen, and how you will look for solutions.





# Who'd live in a **HOUSE** like this?



Check out these four weird and wonderful places to live from around the world!

## THE TOILET HOUSE

In Suwon, South Korea, there is a house that looks like a toilet! When he built it, the owner Sim Jae-deok was the Chairman of the World Toilet Association, and he wanted to increase awareness of proper hygiene and sanitation. The design for the house was modern, spacious and elegant, and had three deluxe bathrooms! When the owner died, the house became a museum dedicated to toilets, and now thousands of people visit every year.

## THE MATMATA BERBER HOUSE

The town of Matmata, in southern Tunisia, is on the outskirts of the Sahara Desert. To escape the heat in the summer and the cold in the winter, the Berber people who live there created underground houses. They dug a big pit in the ground and then made rooms by digging into the rock around the edge. While the houses can look a bit shabby, they are very unique and have been used in films like *Star Wars*. As a result, they are a popular destination for tourists.



## THE EGG HOUSE

In a crowded and hectic city of millions of people like Beijing, finding a place to live can be expensive. For Dai Haifei, the solution was simple. Being an architect, Dai decided to see what could be done with the idea of space and created an egg house – a tiny one-person solar-powered apartment that can be moved easily around the city. Although the house went unnoticed by people living nearby, the local authorities decided it was an illegal construction and Dai had to remove it.

## THE FLINTSTONE HOUSE

The Flintstone House in California was designed to look like the old animated series about a family living in the Stone Age. It was built using huge balloons, so every surface is rounded. The designer even added plastic dinosaurs to the garden! The neighbours are not keen, though; they are critical of the house because too many tourists are visiting the area, which is a residential suburb.



## READING

### AN ARTICLE

**1** What would your dream house be like? Discuss with a partner.

**2** **1.2** Read and listen to the article and answer the questions.

Which of these places would you:

- most like to go to see?
- most like to stay in for a night or two?
- most like to live in?

**3** Compare your ideas from Exercise 2 with a partner and say why.

**4** **Learning to Learn** Choose five words you don't know in the text. Follow the steps below to work out the meaning.

- Decide if the word is a noun, an adjective, a verb, etc.
- Look at the wider context. Does the sentence give you any clues?

**5** Read the article again and answer the questions.

Which house:

- 1 was created because of a common problem?
- 2 makes people think about an important issue?
- 3 doesn't get any visitors?
- 4 protects people from extreme temperatures?
- 5 is unpopular with local residents?

**6** Write down five categories that you can use to evaluate a house, e.g. cost, comfort, practicality.

**7** In pairs, discuss the questions.

- 1 Are there any homes in your neighbourhood that you think are unusual? Why?
- 2 Is it more important for a home to look attractive or be practical to live in? Why?
- 3 Do you think homes will still be the same 100 years from now? Why? / Why not?



# GRAMMAR

## PRESENT SIMPLE AND PRESENT CONTINUOUS



**1** **1.3 Listen to the conversation. Is Kate's experience positive or negative?**

**2 Match the sentences to the rules in the grammar box.**

- 1 Everybody is very friendly and helpful.
- 2 We're meeting up for breakfast tomorrow morning.
- 3 We have classes about Chinese history and culture, too.
- 4 My dad is calling me.

### Present simple and present continuous

- a We use the present simple for habits and routines.
- b We use the present continuous for events happening now, and temporary or changing situations.
- c We use the present simple for permanent situations and facts.
- d We use the present continuous for future arrangements.

► Grammar reference and practice page 114

**3** **Go to the digital activities.**

**4 Complete the sentences with the correct form of the verbs in brackets.**

- 1 We're on holiday here for a few weeks. We \_\_\_\_\_ (not live) here.
- 2 More and more people \_\_\_\_\_ (join) specialist interest groups online.
- 3 Excuse me, \_\_\_\_\_ (you / wait) for the train to Wuhan?
- 4 \_\_\_\_\_ (you / know) where the local theatre is?
- 5 We \_\_\_\_\_ (meet) friends for some online gaming tomorrow evening.

**5 Work in pairs. Tell your partner about the following using either the present simple or the present continuous.**

- a future arrangement you have
- a habit or routine you have
- a temporary or changing situation in your life
- a permanent situation in your life

## PRESENT PARTICIPLE CLAUSES

**6 Look at these sentences about Kate. Which sentence contains a present participle clause?**

- 1 Wanting to improve her Chinese, Kate went to Beijing for a year.
- 2 Because she wanted to improve her Chinese, Kate went to Beijing for a year.

**7 Look at the sentences in Exercise 6. Choose the correct answers to complete the rules in the grammar box.**

### Present participle clauses

We use participle clauses to give information in a <sup>1</sup> *more / less* economical way.

We can use participle clauses when the participle and the verb in the main clause have <sup>2</sup> *a different / the same* subject.

► Grammar reference and practice page 114

**8** **Go to the digital activities.**

**9 Combine the sentences with a present participle clause.**

- 1 I know that John likes reading. I gave him a book for his birthday.
- 2 The man is buying a burger. He plays football for Benfica.
- 3 Alfonso fell off a ladder. He broke his leg.
- 4 Maria is on the bus. The bus arrives at 4 pm.
- 5 Sara lives in Mexico. She can speak some Spanish.
- 6 Claire went for a run in the park. She found someone's wallet.

**10 Use the words in the box to make your own sentences using present participle clauses.**

eating feeling tired looking for  
singing sitting walking

**11 Write three sentences that are true for you and three that are false using the grammar from this page. Work in small groups and share your sentences. Try to guess which sentences are true and which are false.**

## HOW IS UNIT 1 SO FAR?

☆☆☆ I understand

☆☆ I'm getting there

☆ I don't understand



# THE METAVERSE IS COMING TOGETHER

1 \_\_\_\_\_

Imagine this – you're sitting at home, looking through your social media. Suddenly, you see a photo that a friend posted a few minutes ago. She and a lot of people you know are gathering for a birthday party. You like the photo, and the friend immediately sends you a message, inviting you to join them. She lives in a different country to you, but that's not a problem because the party's online, taking place in a virtual house where everyone and everything is a hologram. You accept the invitation, put on your virtual reality headset, and two seconds later, you're there.

2 \_\_\_\_\_

Welcome to the metaverse. And welcome to the future of community – although it's not completely new. Online communities, popular with millions of people

worldwide, have been with us for decades – from chatrooms in the 1990s and virtual worlds like *The Sims* or *Second Life* in the 2000s, to games like *Fortnite* and *Roblox* today. In the metaverse, however, people won't just go online to do particular things at particular times, such as find information, join classes or play games. All that will still be a part of it, but instead, we'll be fully integrated into the online world, using virtual reality and other technologies to study, work, shop, travel and hang out with our friends digitally – just like at that imaginary birthday party – as a normal part of everyday life.

3 \_\_\_\_\_

The people building the technology to make all this possible say it will bring us closer together. It will strengthen the bonds we already have with people in the real world, and, as the experience will be so realistic, we will be able to create genuine, meaningful relationships with people we meet online. It's hard to disagree. In the age of social media and video calls, the idea that members of a community need to be physically close to one another or live together is already old-fashioned. With the metaverse, it might finally disappear altogether.

## READING

### AN ARTICLE

1 1.4 Read and listen to the article. Match the headings (a–c) to the paragraphs (1–3).

- a A new way to think about community
- b You don't need to be there to be there
- c Always online

2 Read the article again. Are these sentences true, false or not mentioned?

- 1 The writer asks us to imagine a party taking place in a particular country.
- 2 The metaverse will not completely change what we do online.
- 3 Some of our friends in the metaverse will not be real human beings.
- 4 We already have the technology necessary to build the metaverse.
- 5 People's idea of community is not the same as it was before.

3 **Critical Thinking** Work in pairs. Read the article again and discuss the questions.

- 1 Do you think the author of the blog believes the metaverse will be good or bad for the community? Why?
- 2 What do you think of the metaverse?

## VOCABULARY

### COMMUNITY AND CONNECTION

1 1.5 Go to the digital activity and match the words to the definitions. Listen, check and repeat.

- belong bond gather genuine
- identify with interact meaningful
- network obligation participate in

► Vocabulary reference page 16

2 Complete the sentences with the correct form of the words in Exercise 1.

- 1 What can you learn from \_\_\_\_\_ after-school clubs and teams?
- 2 How important is it for families to \_\_\_\_\_ to celebrate events?
- 3 How necessary is it for friends to have \_\_\_\_\_ conversations?
- 4 Are the \_\_\_\_\_ between generations stronger or weaker than in the past?
- 5 Do people \_\_\_\_\_ with one another honestly online?
- 6 Do you \_\_\_\_\_ young people from other cultures in any way?

3 Discuss the questions in Exercise 2 with a partner. Give reasons for your answers.



## GRAMMAR

### MODIFYING COMPARATIVES AND SUPERLATIVES

- 1 Watch the grammar vlog. Which place do you think is more unusual? Why?



- 2 Look at the examples from the grammar vlog and complete the rules in the grammar box.
- The Shetland pony population is **a great deal bigger** than the human population.
  - The population has been getting **smaller and smaller** for years.
  - I guess **the colder** it gets, **the more difficult** it is to go outside.

#### Modifying comparatives and superlatives

We use:

- the + comparative ..., the + comparative ...** to show that as one thing changes, another thing <sup>1</sup> *changes / does not change* with it.
- comparative + and + comparative** to say that something changes <sup>2</sup> *immediately / over time*.
- phrases like **a lot, a great deal, slightly, by far** to make comparatives and superlatives <sup>3</sup> *stronger / weaker / stronger or weaker*.

► Grammar reference and practice page 114

- 3 Go to the digital activities.
- 4 Complete the sentences with comparative and superlative phrases. Use the correct form of the words in brackets.
- Life in the city is \_\_\_\_\_ than life in the countryside. (deal, exciting)
  - \_\_\_\_\_ place to make friends is online. (far, bad)
  - Online gaming communities are getting \_\_\_\_\_ every year. (friendly, friendly)

#### ORACY

##### Using modifiers for different purposes

You can use modifiers to express your opinion both more directly and less directly.

- I think ... is slightly better than ...*
- If you ask me, ... is by far the worst ...*

- 5 In pairs, discuss the statements in Exercise 4. Do you agree? Why? / Why not? Use the modifiers from the oracy box to express your opinion.

## SPEAKING

### TALKING ABOUT A PHOTO

- 1 Work in pairs. Look at the photos on page 124 and discuss the questions.

- What are the similarities and differences between the two photos?
- Why might people choose to live in each of these places?
- Which place would you prefer to live in? Why?

- 2 Watch two candidates comparing the photos. Do they mention any of your ideas from Exercise 1?



- 3 Watch again and complete the useful phrases for comparing and contrasting.

- Both pictures \_\_\_\_\_ beautiful places.
- \_\_\_\_\_ places look clean.
- ... the \_\_\_\_\_ difference between the two is ...
- \_\_\_\_\_ most of the houses in the first place ..., the second one ...
- A city has more to do \_\_\_\_\_ the town is probably a bit more boring.

#### EXAM TRAINING SPEAKING PART 2

##### EXAM TIP

In Speaking Part 2, remember to make comparisons between each photo rather than just describing each photo separately.

- 4 Go to page 126 and complete the task.

#### CHALLENGE

1 2 3 4

##### Develop

- In your group, share your information from Stage 2. What have you learned about problems and possible solutions?
- Decide what solutions you want to present.
- Decide how you will present your solution (e.g. with a poster, podcast, etc.).
- Create a first draft of your presentation.

#### DIGITAL CLASSROOM

PRACTICE EXTRA UNIT 1



## WRITING

### AN EMAIL



- 1 **Work in pairs. Talk about which buildings where you live are the oldest, the most interesting and the most beautiful.**
- 2 **Read the exam task and Javi's email below. Work in pairs and discuss the questions.**
  - 1 Who are the sender and the recipient?
  - 2 Do they use formal or informal language? Why?
  - 3 Does Javi answer all of Nadia's questions?

You have received this email from your English-speaking friend Nadia.

**Subject:** Important building

Hi Javi,

Can you help me with a class project? We've been talking about important buildings in different communities. Can you tell me about an important place in your local community? Where is it? What does it look like? Why is it important? It doesn't have to be famous!

Write soon,  
Nadia

- 1 Hi Nadia,
- 2 Great to hear from you! Your project sounds interesting. I'll try to help!
- 3 In my town, there's an old mill next to the river. It was built hundreds of years ago. It's made of stone and has a big wooden water wheel. Until recently, it was falling apart, but then a group of volunteers organised a campaign to raise money to save it. The campaign was really popular and the mill was completely repaired. These days, there's a café and a museum inside.  
  
If you ask me, it's easily the prettiest building in the town, but I always think the older something is, the more beautiful it is. It means a lot to people here because we feel like we all helped to save it.
- 4 I hope that's useful. Let me know how it goes.
- 5 Take care,  
Javi

- 3 **Match the parts of an informal email (a–e) to the sections in Javi's email (1–5).**

- a a short opening paragraph, referencing the email you received
- b an informal final phrase, followed by your name
- c an informal greeting with the recipient's name
- d a short final paragraph about seeing or hearing from the recipient again
- e one or two main paragraphs, answering the questions

- 4 **Work in pairs. Talk about traditional, interesting and unusual events in your local community.**

### EXAM TRAINING WRITING PART 2

#### EXAM TIP

Try to use phrasal verbs and contracted forms in an informal letter or email.

- 5 **Look at the exam task below. Write your email in 140–190 words.**

You have received this email from your English-speaking friend Pierre.

**Subject:** Important event

Hi there!

Can you help me with a class project? We've been talking about important events in different communities. Can you tell me about an important event in your local community? What is it? When and where does it take place? What happens during it? Why is it important? It can be big or small.

Write soon,  
Pierre

- 6 **Read your email again and revise your work. Use these questions to help you.**

- 1 Did you answer all of the questions in Pierre's email?
- 2 Did you use informal language?
- 3 Did you include all the sections in Exercise 3?
- 4 Can you see any problems with the language (spelling, grammar, etc.)?

- 7 **Now work in pairs. Read each others' emails and give feedback. Use the questions in Exercise 6 to help you. Make a note of your partner's feedback and write a second draft of your email.**

# LISTENING



## MEDIATION WORKSHEET

### RELATED MONOLOGUES

#### 1 Work in pairs and discuss the questions.

- 1 What do you think of when you think about 'home'?
- 2 Which of these aspects are most important to you: comfort, location, privacy, security, your sense of style?



#### 2 1.6 Listen to someone talking about their home. Which of the ideas in Exercise 1 do they mention?

#### 3 Match the sentences (1–2) to the paraphrased sentences (A–D).

- 1 It is an expression of my personality.
- 2 It is full of all my books.
- A I have novels everywhere.
- B It shows people who I really am.
- C It demonstrates my individuality.
- D I have shelves packed with things to read.

#### 4 Listen again and choose from options A–E what they say is most important about their home.

- A It will help my family to have a better future.
- B It is a place to store souvenirs.
- C It is an expression of my personality.
- D It reflects the success I have achieved.
- E It is full of my favourite books.

#### 5 Work in pairs. Look at the other options in Exercise 4. Think of different ways to express the ideas.

### EXAM TRAINING LISTENING PART 3

#### EXAM TIP

Underline the key words in the options and listen for how the same idea is expressed in a different way.

#### 6 1.7 Listen to two more speakers talking about their home. Choose from options A–E in Exercise 4 what each speaker says is most important about their home.

#### 7 Work in pairs. Which of the three speakers are you most similar to? Why?

## ORACY

### Giving reasons to support your ideas

When we discuss something with other people, it is important that we give reasons to support our ideas.

#### 8 With a partner discuss what you think the quotations about 'home' mean.

'Home is any four walls that enclose the right person.' Helen Rowland

'Have nothing in your houses that you do not know to be useful or believe to be beautiful.' William Morris

'The ache for home lives in all of us, the safe place we can go as we are and not be questioned.' Maya Angelou

'Home is where one starts from.' T.S. Eliot

'A house is not a home unless it contains food and fire for the mind as well as the body.' Benjamin Franklin

#### 9 1.8 Listen to two students talking about the quotations and answer the questions.

- 1 Which quotation do they talk about?
- 2 Do they agree or disagree with the quotation?

#### 10 The students give reasons to support their ideas. Which of the phrases from the box do they use? Listen again and check.

due to the fact that	for example
if you think about it	mainly because
the evidence shows	the facts suggest
the main reason is	the reason why

#### 11 Work in small groups. Do you agree with the quotations in Exercise 8? Use the phrases in Exercise 10 to support your ideas.

## CHALLENGE

1 2 3 4

### Present

- 1 Make sure you have everything you need for your presentation.
- 2 Check that everyone in your group knows what their role is.
- 3 Present your work to the class. For example, explain your poster or play your recording.
- 4 Make notes on any questions or feedback from the class.