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Preparation



# Shining Lights

**Teacher's Book**  
with Digital Pack

**4**  
B2

David Petrie

# Shining Lights

Teacher's Book

**4**

**B2**

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# Welcome to *Shining Lights*

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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	
<b>DIGITAL STARTER UNIT NEW FRIENDS</b>	Assess class knowledge and gaps	Target areas for improvement Understand the mix of knowledge across the group	Presentation Plus
<b>Test &amp; Train<sup>2</sup></b>	Assess exam readiness and guided practice	Develop exam technique and target areas requiring reinforcement and practice	Cambridge One
<b>DIGITAL CLASSROOM PERSONALISED LEARNING</b>	Personalised skills practice through data-driven recommendations	Self-levelling automated activities targeting individual requirements	Student's Book
<b>7</b> 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.	Resource Bank
<b>EXAM CHECK</b> 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? 2 There are three. 3 Yes, but the maximum is 35 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	

# 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 photocopyable so you can use them as handouts for your class.

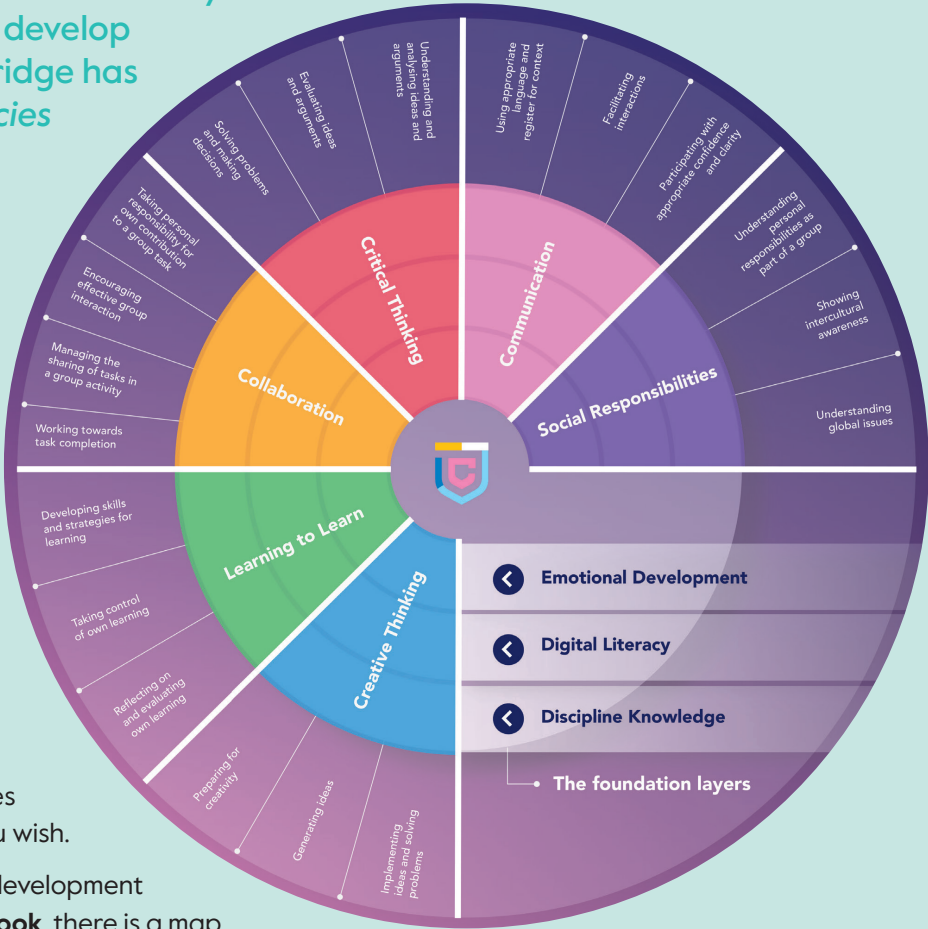
# Life Competencies

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](https://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](https://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](http://*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 as from Level 1**: 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, as from Level 1, 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** as from Level 1, 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 BACK TO ROUTINE**

**VOCABULARY**

1 Work in pairs. Read the quiz and choose the correct answers.

**Test your vocabulary!**

**HOW MUCH DO YOU KNOW?**

1 Which place is best if you like climbing?  
A the seaside B mountain peaks C the jungle

2 Which form of transport might you find in a harbour?  
A train B ferry C bike

3 Which kind of food is the least healthy?  
A vegetables B spicy food C fast food

4 Which animal has fur?  
A lion B butterfly C whale

5 Which sport involves running or jumping?  
A ice skating B boxing C athletics

6 Which word best describes someone you can trust?  
A silly B reliable C relaxed

7 Which of these do you use when you're typing?  
A printer B screen C keyboard

8 Which kind of movie is most likely to make you laugh?  
A thriller B comedy C romance

9 Which kind of TV programme gives you facts about a real situation?  
A documentary B soap opera C drama

10 What sort of clothes would you wear to go to the gym?  
A tracksuit B casual clothes C school clothes

Now check your answers, and give yourself three points for every correct answer!

9-12 Test your vocabulary range is OK. Look at the topic areas you got wrong, and review some of the vocabulary from last year to improve your score.

13-21 This is a good score! You have a good range of vocabulary for topics like these. You only need to review a couple of areas to get your score to the top level!

22-30 This is an excellent score! You have a really good range of vocabulary in all of these. There's time to build on what you know to reach the next level!

2 Work in pairs. Create a similar vocabulary review quiz for another pair in the class.

3 Match the food words to the definitions.

1 cold 4 vegetables  
2 bitter 5 beans  
3 tasty 6 corn

a food kept at a very low temperature to preserve it  
b having a good flavour and being nice to eat  
c food that is not cooked  
d a drink without any bubbles in it  
e having a strong, usually unpleasant taste  
f food without meat or fish

4 Match the adjectives to the sentences.

confident creative easy-going honest  
nervous relaxed shy strict

1 Mr Cooper always makes sure we follow the rules.  
2 Mr Apple doesn't mind if we talk in class.  
3 Lucy doesn't talk to anyone in class.  
4 Bonnie is very sure of herself.  
5 Sam drew some amazing pictures in art class.  
6 Joseph seems worried about a lot of things.  
7 Tara saw me drop it and she gave it back to me.  
8 I feel really comfortable in this class.

5 Work in pairs. Imagine you are going on holiday. Put the events in the correct order.

a go through customs and immigration  
b book your hotel  
c watch your hotel  
d land at your destination  
e see the sights  
f board the plane  
g go to the check-in counter  
h set off for the airport

6 Match the sports to the pictures.

athletics boxing ice hockey ice skating sailing snowboarding windsurfing yoga

7 Read the text again and decide if the sentences are true, false or not mentioned.

1 Lots of people have a messy sock drawer.  
2 People who make their beds are often happier and healthier.  
3 People that like remembering the past keep their old clothes.  
4 People with clean desks don't have a lot of work to do.  
5 People who like reading often enjoy doing new things.  
6 People with lots of artwork go on lots of holidays.

8 Work in pairs. Use your knowledge of your partner's personality to describe how you think they keep their room. Check with them to see if you were right.

**READING**

1 Use a word from box A and a word from box B to describe the photos.

A (Clean, neat, well-maintained)  
B (Cool, cluttered, shabby)

2 Read the text again and decide if the sentences are true, false or not mentioned.

1 People who make their beds are often happier and healthier.  
2 People that like remembering the past keep their old clothes.  
3 People with clean desks don't have a lot of work to do.  
4 People who like reading often enjoy doing new things.  
5 People with lots of artwork go on lots of holidays.

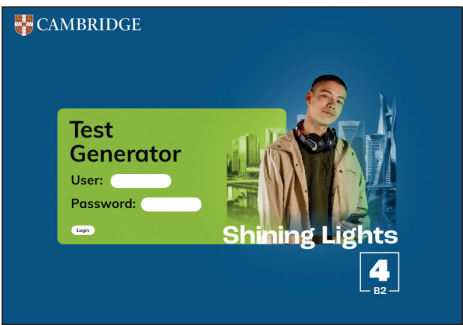
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4 Work in pairs. Use your knowledge of your partner's personality to describe how you think they keep their room. Check with them to see if you were right.

**DIGITAL STARTER UNIT BACK TO ROUTINE**

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 SAME BUT DIFFERENT**

**LEARNING AIMS**

Skills: evaluate the reliability of a text  
Grammar: learn and practise the passive and reported speech  
Vocabulary: learn and practise noun suffixes and vocabulary related to culture and cultural differences  
Oracy: check understanding and listen actively  
Exam practice: Reading and Use of English Parts 3 and 4, Writing Part 2, Listening Part 4

**ORACY**

Checking understanding and listening actively

- asking clarifying questions to check understanding
- listening actively and responding confidently
- using formal or informal language depending on the context

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

1 Where might the people be?  
2 What aspects of modern culture does it show?

2 What is culture? In pairs, think of as many different answers as you can.

3 Watch the video. Does it mention any of your ideas from Exercise 2?

4 In pairs, discuss the question at the end of the video.

5 Imagine you are having a discussion with someone. Which of these things can you do to help you understand what they are saying?

a Ask Yes / No questions.  
b Ask questions that begin with Why... and How...  
c Ask them to describe situations or experiences.  
d Ask them to explain their opinions.

6 Work in pairs. Ask your partner which of these areas of culture they know most about or most enjoy. Then ask five questions about the topic.

art film literature music TV

7 How well did your questions help you to understand your partner's ideas and opinions?

Documentary 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.

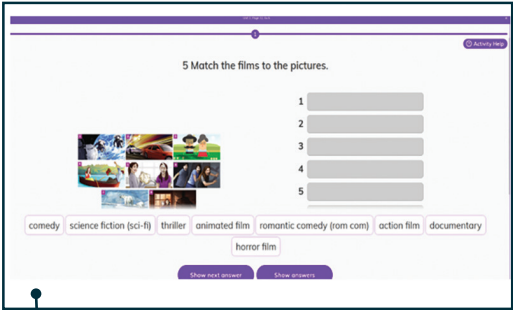
All even-numbered units conclude with **Oracy** activities, giving students the opportunity to practise and build on the skills they have developed in a guided, communicative oracy task.

Exam Training

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

Life Competencies

provide students with the opportunity to develop these important skills.



EXAM TIP

Look carefully at the meaning of the sentence around the gap, as this will help you to decide if a negative prefix is needed.

VOCABULARY

NOUN SUFFIXES

1 Complete the sentences by adding the correct suffix to the words in brackets. For some words, you need to make spelling changes.

-ance -ence -ion -ment -ness

- In most places, it's considered rude to show your \_\_\_\_ (annoy) by shouting.
- Speaking the language of another country increases your \_\_\_\_ (appreciate) of its culture.
- In some cultures, talking about yourself is a sign of \_\_\_\_ (arrogant).
- Not being able to speak the same language as someone can often lead to \_\_\_\_ (confuse).
- Many people get a lot of \_\_\_\_ (enjoy) from discovering art from other cultures.
- Travellers should be aware of the \_\_\_\_ (exist) of laws that are different to those at home.
- In Japan, people sometimes give fruit as an \_\_\_\_ (express) of gratitude.
- Many websites offer \_\_\_\_ (guide) about how to behave when travelling abroad.
- It's easy to make an unfair \_\_\_\_ (judge) about the behaviour of people from different countries.
- In Oman, people often show \_\_\_\_ (kind) to tourists by inviting them into their homes.
- Certain gestures cause \_\_\_\_ (offend) in some places, even though they're fine elsewhere.
- In the UK, queueing is treated with a great deal of \_\_\_\_ (serious).

2 10.1 Listen, check and repeat.

3 10.2 Go to the digital activity. Which suffixes can be added to adjectives, which can be added to verbs, and which can be added to both?

Vocabulary reference page 106

4 10.3 PRONUNCIATION Go to the digital pronunciation activity.



READING AND USE OF ENGLISH

WORD FORMATION

1 Think of three reasons for becoming an exchange student. Read the text in Exercise 3 quickly. Does it mention any of your ideas?

2 Look at the example (0) in Exercise 3 and answer the questions.

- What part of speech is the given word?
- What part of speech fits in the gap?
- Which suffix do you need to use?
- Are any other changes necessary?
- Do you need to make any spelling changes?

EXAM TRAINING

READING AND USE OF ENGLISH PART 3

EXAM TIP

Look carefully at the meaning of the sentence around the gap, as this will help you to decide if a negative prefix is needed.

3 For questions 1–5, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Taking part in an international student exchange programme can have many benefits. First of all, you see huge <sup>1</sup> \_\_\_\_\_ in your language skills. This is especially true if <sup>2</sup> \_\_\_\_\_ that the person applying for the job is willing to take on new challenges. It also demonstrates <sup>3</sup> \_\_\_\_\_. So, if you get the chance to go on an international exchange, why not take it?

IMPROVE

ATTEND

LONELY

PARTICIPATE

EVIDENT

DEPEND

Kelly on culture: what I've learned from living and studying abroad

THANKS, BUT ... NO, THANK YOU

Imagine this: you give a friend a present, or help them when they have a problem, and the friend doesn't say thank you. How do you feel? Depending on where you're from, you might feel surprised, possibly even angry. In some cultures, saying 'thank you' is considered an important part of being polite. In others, however, gratitude is expressed in different ways. There are even some situations where saying 'thank you' might be considered inappropriate.

In the USA, we're brought up to say 'thank you' all the time, even when somebody holds a door open for you, or just passes the salt at dinner. We even write thank-you letters to the people who give us presents. I used to think this was normal, until I went to study in China. The friends I made there were shocked by the number of times I said *xie xie* (thank you) to them. It made them really uncomfortable. Of course, that doesn't mean that people there are rude; it's just that there are different expectations.

In China, thanking a person in words is seen as formal behaviour, so you're not expected to do it with people you're close to. On the other hand, when you show real kindness to someone, even to a friend or family member – by helping them out when they have a problem, for example – that person is expected to do you a favour in return.

My experience in China taught me that expressions of gratitude can take different forms. Since I've been back home, I've paid more attention to the different ways we thank each other here. Sometimes a friendly 'thanks' is enough. At other times, especially in formal situations, we might say 'I really appreciate everything you've done for me'. I've also noticed that when somebody helps out one of my friends or family, they may say, 'Let me know if there's anything I can do in return.' If you ask me, this shows that our way of doing things is not so different to the Chinese way after all – and that when it comes to expressing gratitude, actions often speak louder than words.



READING

A BLOG POST

1 Read the sentences in bold in the blog post. Apart from saying 'thank you', how else can you express gratitude? Discuss in pairs.

2 10.2 Read and listen to the blog post. Does it mention any of your ideas from Exercise 1?

3 Read the blog post again and answer the questions.

- What examples does Kelly give of small actions that need a 'thank you' in the USA?
- Why were Kelly's Chinese friends awkward when she said 'thank you' to them?
- What do people in China do when someone does something very kind for them?
- What has Kelly learned from being in China?
- What offer do Kelly's friends and family sometimes make?

ORACY

Using formal or informal language depending on the context

There are different ways of expressing gratitude, depending on who you are thanking and what you are thanking them for. In formal situations, you should use a formal expression.

4 Social Responsibilities Think of situations where the expressions below might be used.

- Cheers!
- Thanks!
- Thank you very much.
- No, thanks / thank you.
- I'm really grateful for (all your help).
- I'd like to thank you for (coming this evening).
- I really appreciate (everything you've done).

5 Work in pairs. Continue the conversations with the most appropriate expressions from Exercise 4.

1 Tourist: Excuse me, are you from here?

You: I am. How can I help?

Tourist: \_\_\_\_\_

You: \_\_\_\_\_

2 Brother: Can you give me a hand a moment?

Sister: I'm busy. What do you need?

Brother: \_\_\_\_\_

Sister: \_\_\_\_\_

Digital interactive whiteboard activities

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

Digital Pronunciation activities

on **Presentation Plus** give students the opportunity to practise different areas of **pronunciation**.

Oracy tips

appear in every unit and support students to develop their communication skills more broadly, taking in aspects of verbal and non-verbal communication and social and emotional skills, for example.



## Grammar

is presented through a dynamic and teen-centred **vlog**.



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 PASSIVE

1 Watch the grammar vlog. What does Lucas describe and what does he ask at the end?

2 Look at the examples from the grammar vlog. Match the examples to the rules in the grammar box.

- The school auditorium gets decorated with flags and balloons.
- His exam results weren't sent until last week.
- A speech is made by the headteacher.

3 Use the passive when the person or thing that does the action is unknown, obvious or unimportant.

4 We use by when we want to mention the person or thing that does the action.

5 We sometimes use get as an informal alternative to be.

► Grammar reference and practice page 123

### READING AND USE OF ENGLISH KEY WORD TRANSFORMATIONS

1 Look at the example from Reading and Use of English Part 4. Follow the steps to complete the task.

- Identify the parts of the first sentence that are the same in the second sentence. You do not need to change these parts.
- Underline the rest of the first sentence. This is the part you need to change.
- Change that part so that it means the same thing. Use the word given and two to five words.

Think the concert might be called off if the weather is bad.  
CANCEL  
I think they \_\_\_\_\_ if the weather is bad.

2 For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 People have performed Hamlet almost continuously since Shakespeare wrote it.  
HAS  
Hamlet \_\_\_\_\_ almost continuously since Shakespeare wrote it.

2 Picasso definitely didn't paint that painting.  
PUT  
That painting \_\_\_\_\_ Picasso.

3 They have postponed the opening of the gallery until next week.  
PUT  
The opening of the gallery \_\_\_\_\_ until next week.

4 Don't send complaints to head office.  
SHOULD  
Complaints \_\_\_\_\_ to head office.

### SHOULD WE LET LANGUAGES DIE OUT?

There are, according to the Ethnologue website, over 7,000 languages in the world. Yet some estimates suggest that by the year 2050, just 600 languages will remain. Should we be concerned by this? For some people, the answer is no. They argue that the purpose of a language is to communicate, and that languages that are not used for communication are dead languages. These languages disappear because few people want to speak them, or are unable to do so.

From this perspective, minority languages may die out because people see that there are more opportunities to be for those who speak majority languages. He is like for those who speak majority languages. He is like for those who speak majority languages. He is like for those who speak majority languages.

As the linguist David Crystal argues, we should care about dying languages for the same reason that we care when a species of animal or plant dies. It reduces the diversity of our planet. To me, it seems that it is not only knowledge, but also ways of thinking, that will disappear. When a language dies, we lose the values of a culture, and a unique way of understanding the world. Choke, for example, has no word for 'goodbye', only 'I will see you again'. Likewise, no phrase exists for 'I'm sorry'. On the other hand, it has expressions that most other languages do not. One word – *co-shah-hu-ah-ah* – represents the total delight experienced when seeing an adorable baby or a kitten.

What else can languages tell us about history, cultures and traditions, and the world? We must try and preserve what languages we can because if we do not try and save them, we may never know.

### READING AN ARTICLE

1 Look at the photo. What might the people be talking about? What difficulties might they have communicating? Discuss in pairs.

2 Listen to the audio. Is the author in favour of preserving minority languages?

3 Read the article again. Decide if the sentences are true, false or not mentioned.

- According to the Ethnologue website, 600 languages die out every year.
- Most movies and TV shows are in English.
- Learning a majority language can help you advance professionally.
- David Crystal argues we should care more about species loss than language loss.
- Some languages contain words that do not exist in other languages.

4 **Critical Thinking** Work in pairs. Look at the underlined sentences in the article. Do you agree with them? Do you think your opinion is objective or biased? Why?

### VOCABULARY CULTURE AND CULTURAL DIFFERENCES

1 **10 14 6** Go to the digital activity. Match the words to the definitions. Listen, check and repeat.

civilisation cultural sensitivity culturally acceptable culture shock diversity globalisation local customs stereotypes tradition values

► Vocabulary reference page 106

2 Choose the correct answers.

- It is important to respect the stereotypes / local customs in places you travel to.
- Remembering your past is the basis of our civilisation / globalisation and our future.
- You can avoid local customs / culture shock by researching your travel destination before you go.
- It is important that cultures do not try to impose their values / globalisation on each other.

3 Work in pairs. Discuss the sentences in Exercise 2. What do you agree with and why?

UNIT 10 SAME BUT DIFFERENT | 101

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 PASSIVE

The tense of the verb in reported speech is usually further in the past than in direct speech. Compare these examples.

**Present simple**  
This room is used for dance classes.

**Present continuous**  
My jeans are being washed.

**Past simple**  
We weren't told what to do.

**Present perfect**  
The room has been painted.

**Modals**  
We form the passive of modal verbs with: modal + be + past participle.  
My sweater should be washed at a low temperature.  
We use by to introduce the person or thing that does the action.  
We've taught Chinese on Saturdays by Mrs Lee.  
The passive is widely used in English, in both speaking and writing. We use the passive:  
• if we do not know who or what does the action.  
The window's been broken!  
• if who or what does the action is unimportant.  
My new bike is being delivered today.  
• if it is obvious who or what does the action.  
I've been asked to play for my school team.

**1 Rewrite the sentences using the passive. Do not include by unless it adds important information.**

- A famous footballer has just opened a new sports club in our town.
- A local architect designed the buildings.
- The building.
- Some people held an auction to raise money for the club.
- An auction.
- Secondary-school students are still decorating the inside of the building.
- The inside of the building.
- They need to finish it by the end of the summer.
- It.
- Some people have criticised them for working too slowly.
- They.
- They should offer help instead of criticism.
- Help.

### REPORTED STATEMENTS

**Without tense changes**  
The tense of the verb in reported speech is usually further in the past than in direct speech. Compare these examples.

**I'm feeling tired.**  
Angie said (that) she was feeling tired.

**I'll help if I can.**  
They said (that) they would help if they could.

**Past perfect tense and would, could and should cannot move further into the past, so they do not change.**  
I hadn't eaten tonight before.  
Sam said (that) she hadn't eaten tonight before.

**Without tense changes**  
The tense of the verb in reported speech does not always change. For example, if we want to show that what the speaker said is still true now, or if the reporting verb is in the present.

**I love strong coffee.**  
Jan said (that) she loves strong coffee.

**It's great, yes.**  
Don said (that) he'd email me.

**Time and place adverbs change if the time or place is no longer the same.**  
It's said (that) she'll see me the following / next day.

**REPORTED REQUESTS**  
When we report requests, we follow the same changes we do for reported speech.

**We also:**

- use a reporting verb like ask.
- do not need to report all the words in the original request.
- put the verb in the infinitive with to.
- can you open the window?
- Just closed the door to open the window.

**2 Change the direct speech to reported speech.**

- I'll see you tomorrow morning. (Bob)
- I didn't do anything wrong. (Jinfa)
- Can we meet at my office? (Steve)
- Could you lend me a pen? (Ahmed)
- You can come on holiday with us. (Sofa)

GRAMMAR REFERENCE AND PRACTICE | 123

### UNIT 10 MY VOCABULARY

Can you remember the vocabulary from Unit 10? Use the letters to help you. Check you know each word's meaning.

**NOUN SUFFIXES**

1. \_\_\_\_\_ (the state of being different)
2. \_\_\_\_\_ (the state of being different)
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**CULTURE AND CULTURAL DIFFERENCES**

1. \_\_\_\_\_ (the state of being different)
2. \_\_\_\_\_ (the state of being different)
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**VOCABULARY EXTENSION**

1 Complete the definitions with the words and phrases in the box.

diversity cultural identity integrate heritage immigrant migration mix or new culture mix of people or things

- A person who has come to a country to live is an \_\_\_\_\_.
- When you study the customs, values and beliefs of a culture is to \_\_\_\_\_ it.
- \_\_\_\_\_ is the state of being different, language or beliefs of a culture that are different from others.
- To go to another country is to \_\_\_\_\_ it.
- To stop something like a language or tradition from disappearing is to \_\_\_\_\_ it.
- \_\_\_\_\_ is a person or group of people who belong to a particular culture or nation.
- \_\_\_\_\_ is being a member of a country and having rights like being able to vote.

2 Complete the conversation with vocabulary from this page. Write one word in each gap.

A: As an anthropologist, you've looked at our (1) \_\_\_\_\_ (diversity). Can you tell me about a particular place?

B: Yes, I have. In the last few years, I've noticed a lot of (2) \_\_\_\_\_ (immigration) and (3) \_\_\_\_\_ (migration) and (4) \_\_\_\_\_ (mix) and (5) \_\_\_\_\_ (mix) and (6) \_\_\_\_\_ (mix) and (7) \_\_\_\_\_ (mix) and (8) \_\_\_\_\_ (mix) and (9) \_\_\_\_\_ (mix) and (10) \_\_\_\_\_ (mix) and (11) \_\_\_\_\_ (mix) and (12) \_\_\_\_\_ (mix).

A: That's interesting. What do you think about the future of our culture?

B: I think it's important to (13) \_\_\_\_\_ (integrate) and (14) \_\_\_\_\_ (integrate) and (15) \_\_\_\_\_ (integrate) and (16) \_\_\_\_\_ (integrate) and (17) \_\_\_\_\_ (integrate) and (18) \_\_\_\_\_ (integrate) and (19) \_\_\_\_\_ (integrate) and (20) \_\_\_\_\_ (integrate) and (21) \_\_\_\_\_ (integrate) and (22) \_\_\_\_\_ (integrate) and (23) \_\_\_\_\_ (integrate) and (24) \_\_\_\_\_ (integrate) and (25) \_\_\_\_\_ (integrate) and (26) \_\_\_\_\_ (integrate) and (27) \_\_\_\_\_ (integrate) and (28) \_\_\_\_\_ (integrate) and (29) \_\_\_\_\_ (integrate) and (30) \_\_\_\_\_ (integrate) and (31) \_\_\_\_\_ (integrate) and (32) \_\_\_\_\_ (integrate) and (33) \_\_\_\_\_ (integrate) and (34) \_\_\_\_\_ (integrate) and (35) \_\_\_\_\_ (integrate) and (36) \_\_\_\_\_ (integrate) and (37) \_\_\_\_\_ (integrate) and (38) \_\_\_\_\_ (integrate) and (39) \_\_\_\_\_ (integrate) and (40) \_\_\_\_\_ (integrate) and (41) \_\_\_\_\_ (integrate) and (42) \_\_\_\_\_ (integrate) and (43) 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## GRAMMAR

## REPORTED STATEMENTS

- 1 Look at the photos. In pairs, discuss the questions.
- Which countries do you think the photos were taken in?
  - What traditions do you think they show?
  - Which would you most like to experience? Why?



- 2 Q1 Q2 Listen to the conversation. Which tradition in the photos does Kate choose for her project?

- 3 Look at the sentences. Then choose the correct answers to complete the rules in the grammar box.

Direct speech: 'That sounds interesting.'

Reported speech: 'She agreed it sounded interesting.'

Reported statements

When we put a sentence into reported speech, we:

- change / do not change the tense of verbs.
- change / do not change pronouns.
- use / do not use reporting verbs.

► Grammar reference and practice page 123

- 4 Go to the digital activities.

- 5 Choose the correct answers to complete the sentences in reported speech.

- 1 Dee: 'We went to see a concert by some Brazilian musicians last weekend.'

- Dee said 'we / they went / had gone to see a concert by some Brazilian musicians' the weekend before / this weekend.

- 2 Richard: 'My favourite author is releasing a new book tomorrow.'

- Richard said 'my / his favourite author' was releasing / is releasing a new book the day before / the next day.

- 3 Megan: 'I've bought tickets for the new Thunder Squad film.'

- Megan told me 'she / we' bought / had bought tickets for the new Thunder Squad film.

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## REPORTED REQUESTS

- 6 Look at the sentences. Then choose the correct answers to complete the rules in the grammar box.

Direct speech: 'Can you explain it to me?'

Reported speech: 'I asked Cleo to explain it to me.'

Reported requests

When we put a request into reported speech, we:

- put the main verb in the 'infinitive with to / past simple'.
- use a verb like 'ask / say' to report the request.

► Grammar reference and practice page 123

- 7 Go to the digital activities.

- 8 Write the questions as reported requests.

- 1 Alison: 'Can you buy the tickets for the show?'

- Mauro: 'Can you tell your friends about my new exhibition at the gallery please?'

- 2 Billy: 'I love music, but I can't play an instrument.'

- Juliet: 'I bought a new novel yesterday.'

- 3 Nancy: 'We're going to the opera next week.'

9 Write the statements and requests in reported speech.

- 1 Steve: 'It was an important part of my life for a long time.'

- 2 Rosie: 'I'm a drummer and I love drawing.'

- 3 Max: 'Can you pick me up at 4 pm?'

- 4 Billy: 'I love music, but I can't play an instrument.'

- 5 Juliet: 'I bought a new novel yesterday.'

- 6 Nancy: 'We're going to the opera next week.'

10 Read the questions about art and culture. Which do you agree with and why? Discuss in pairs. Ask clarifying questions.

- 1 Opera is one of the most important art forms.

- Everyone should listen to and appreciate it.

- 2 Art is not what you see, but what you make others see.

- 3 A room hung with pictures is a room hung with thoughts.

103 UNIT 10 SAME BUT DIFFERENT

## WRITING

## A STORY

- 1 Imagine an exchange student is coming to your school. What culture shocks might they experience?

- 2 Read the exam task and a student's story. What was the misunderstanding?

We are looking for stories for our new English-language magazine for young people. Your story must begin with this sentence:

It was Tanya's first weekend as an exchange student, and she'd already had a culture shock.

Your story must include:

- a misunderstanding
- a request

It was Tanya's first weekend as an exchange student, and she'd already had a culture shock. It began when Hiroko, a classmate at the Tokyo university where she'd just started studying, invited her to a party on Saturday.

'It's at my place from seven,' Hiroko said. 'See you then!'

Tanya was excited about the party, but when she arrived, Hiroko seemed irritated. 'It's nearly eight o'clock,' she said. 'Everyone's waiting.'

'But you said the party was from seven,' said Tanya, feeling very confused. She thought 'from seven' meant any time after seven.

Hiroko explained that in Japan, everyone was expected to arrive on time, even to a party. She said that all the other guests had been waiting for Tanya to get there. They hadn't even started eating yet. Tanya felt terrible.

Hiroko told her not to worry. 'You're new here,' she said, smiling. 'I should have been clearer.' 'Maybe you could give me some tips so that I don't make any other mistakes,' said Tanya.

'Let's worry about that on Monday,' said Hiroko, taking her into the flat. 'For now, let's just enjoy the party!'

3 How does the writer make the story more interesting? Choose the correct answers.

- The writer:

- 1 uses direct speech / reported speech / a mix of both.

- 2 connects actions and states within sentences using 'ing' forms of verbs / formal conjunctions.

- 3 describes the emotions of one character / both characters.

## EXAM TRAINING WRITING PART 2

## EXAM TIP

Before you start writing, plan your story. Decide how you will continue from the sentence given, and how you will include the two points given.

- 4 Look at the exam task below. Follow the steps to write your story.

- 1 Plan your story. Where does it take place? Who are the characters? What is the rule and the offer of help?

- 2 Write your first draft. Write 140–190 words.

We are looking for stories for our new English-language magazine for young people. Your story must begin with this sentence:

When Jaime saw how confused the new exchange student was, he decided to help.

Your story must include:

- a rule
- an offer of help

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

- 1 Did you include a rule and an offer of help?

- 2 Did you include a mix of both direct and indirect speech?

- 3 Did you connect actions and states within sentences using 'ing' forms of verbs?

- 4 Did you describe the emotions of your characters?

- 5 Can you see any problems with the language (spelling, grammar, etc.)?

- 6 Now work in pairs. Read each other's stories and give feedback. Use the questions in Exercise 5 to help you. Make a note of your partner's feedback and write a second draft of your story.

UNIT 10 SAME BUT DIFFERENT 103

## Writing

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

## Peer review

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

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**.

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

# MEDIATION UNIT 10 RELAYING SPECIFIC INFORMATION IN WRITING AND SPEAKING

## Life Competencies

Communication Adapting language use according to different social groups

You can adapt language according to the situation, using your skills of language and empathy to allow others to participate in an activity at their level of comprehension.

## What did she say?

Kate: Hey, Cleo. I don't understand the project Mr. Moseley gave us. Can you explain it to us?

Cleo: Sure! You have to pick a cultural activity from around the world and tell the class about it. You can choose any topic. The presentations are going to be in two weeks.

Kate: Any topic? So... I can't choose the Beijing Opera? I've been interested in Chinese history and culture since I went there.

Cleo: Yeah, that sounds interesting.

Kate: Great! Thanks, Cleo! I told Sam I would explain it to him later. He's my project partner.

Kate: Hi, Sam... I didn't really understand the project, but I asked Cleo to explain it to me.

Sam: OK, cool. What did she say?

Kate: She told me we had to pick a cultural activity to present to the class. She said we could choose any topic. And she reminded me that the presentations were going to be in two weeks!

Sam: OK. Do you have any ideas?

Kate: Well, I mentioned to Cleo that I'd been interested in Chinese culture for a while. So, I suggested the Beijing Opera, and she agreed it sounded interesting. What do you think?

Sam: Great! I'd love to learn more about it. My grandparents are Chinese - maybe we can talk to them about it.

- Do you think your little sister or brother, who is eight years old, would understand the instructions that Cleo gives to Kate?
- Paraphrase the phrases in the box for an eight-year-old.  
around the world cultural activity presentation topic in two weeks
- In pairs, research ideas online for celebrations, like birthdays and festivals, from around the world. Collect visuals showing them.
- Imagine you are a primary school teacher. Plan your adaptation of Cleo and Kate's task to make it simpler and more interesting for eight-year-olds.
- Work in pairs to do a role play. Take turns to give your instructions to the primary school pupils using your visuals. Your partner gives you feedback on how well you have adapted the task for these learners.
- REFLECT How easy was it to paraphrase the original instructions? Were you able to imagine what children can and can't understand? How did your partner's feedback help you?

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# GRAMMAR STANDARD The Passive Reported Statements and Requests

- 1 Complete the second sentence with the correct passive form.

- 1 We make all of our bracelets on site.

- All of our bracelets are made on site.

- 2 I took this photo last summer.

- This photo was taken last summer.

- 3 They made me captain of the football team yesterday.

- I was made captain of the football team yesterday.

- 4 They have fixed our sink.

- Our sink has been fixed.

- 5 We don't require students to wear a uniform.

- Students aren't required to wear a uniform.

- 2 Complete the sentences with the passive form of the verbs in brackets.

- 1 These days most electronic goods are manufactured (manufacture) in China.

- 2 I wasn't allowed (allow) to take off my shoes at the airport yesterday.

- 3 Ducks are usually (give) bread. It's bad for them.

- 4 Every pizza we serve is cooked (cook) in a stone oven.

- 5 The winning story was chosen (choose) by the judges.

- 6 Protective goggles must be worn (wear) while using this machine.

- 3 Match the direct speech (1–6) to the reported statements (A–F).

- 1 'I don't play much.' C

- 2 'We're playing well.' E

- 3 'I can win.' D

- 4 'We must play well.' F

- 5 'We'll win.' B

- 6 'I haven't won yet.' A

- A She said they had to play well.

- B He said he hadn't won yet.

- C He said he didn't play much.

- D He said he could win.

- E She said they were playing well.

- F He said they would win.

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## UNIT 10 SAME BUT DIFFERENT

## VOCABULARY

## NOUN SUFFIXES

- 1 Write a noun for each prefix. Use the words in the box and the suffixes -ance, -ence, -ion, -ment and -ness.

anxious arrogant confuse judge kind lonely patient prefer

1 I was very anxious about the exam.

2 He was arrogant about his new car.

3 I was confused by the instructions.

4 She was kind to the old man.

5 He was lonely because he had no friends.

6 I was patient while waiting for the bus.

7 He was preferable to the other candidate.

8 The judge was impartial.

9 The team was competitive.

10 The project was successful.

11 The meeting was productive.

12 The result was surprising.

13 The team was unlucky.

14 The project was impossible.

15 The meeting was unproductive.

16 The result was disappointing.

17 The team was uncompetitive.

18 The project was unsuccessful.

19 The meeting was unsuccessful.

20 The result was unpleasant.

21 The team was unlucky.

22 The project was impossible.

23 The meeting was unproductive.

24 The result was disappointing.

25 The team was uncompetitive.

26 The project was unsuccessful.

27 The meeting was unsuccessful.

28 The result was unpleasant.

29 The team was unlucky.

30 The project was impossible.

31 The meeting was unproductive.

32 The result was disappointing.

33 The team was uncompetitive.

34 The project was unsuccessful.

35 The meeting was unsuccessful.

36 The result was unpleasant.

37 The team was unlucky.

38 The project was impossible.

39 The meeting was unproductive.

40 The result was disappointing.

41 The team was uncompetitive.

42 The project was unsuccessful.

43 The meeting was unsuccessful.

44 The result was unpleasant.

45 The team was unlucky.

46 The project was impossible.

47 The meeting was unproductive.

48 The result was disappointing.

49 The team was uncompetitive.

50 The project was unsuccessful.

51 The meeting was unsuccessful.

52 The result was unpleasant.

53 The team was unlucky.

54 The project was impossible.

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59 The meeting was unsuccessful.

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65 The team was uncompetitive.

66 The project was unsuccessful.

67 The meeting was unsuccessful.

68 The result was unpleasant.

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74 The project was unsuccessful.

75 The meeting was unsuccessful.

76 The result was unpleasant.

77 The team was unlucky.

78 The project was impossible.

79 The meeting was unproductive.

80 The result was disappointing.

81 The team was uncompetitive.

82 The project was unsuccessful.

83 The

## 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.

## 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 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.



### LISTENING

#### A CONVERSATION

1-5 Listen to a conversation between two friends. Make notes on what Joe says about:

- the traditional neighbourhoods of Beijing
- the aim of the Museum of Sound
- the most difficult thing about the project
- what Joe recommends about the museum
- what Joe's visit to the museum taught him.

**EXAM TIP**  
Try to answer each question the first time you listen. Then, the second time you listen, pay attention to any questions you were not sure about the first time.

2 Compare your notes from Exercise 1 with the options in Exercise 3. Choose the correct answers.

**EXAM TRAINING LISTENING PART 4**

3 Listen to the conversation again. For questions 1-5, choose the best answer (A, B or C).

- What did Joe like most about the traditional neighbourhoods?
  - their connection to the past
  - the different types of architecture
  - the range of cafes and shops
- What is the aim of the Museum of Sound?
  - to record all the sounds of the city
  - to encourage people to try traditional activities
  - to help people imagine life in the past
- Joe says the most difficult thing about the project was
  - finding former workers to record
  - recording animals that used to live in the city
  - travelling to make the recordings
- Why does Joe recommend the museum?
  - It explains why the city looks the way it does today.
  - It helps visitors learn about the lives of ordinary people.
  - It has a lot of objects on display.
- Joe says that the museum taught him to
  - observe things more carefully when travelling
  - research an area before visiting it
  - listen to the sounds of a place with more focus.

### ORACY

#### CHECKING UNDERSTANDING AND LISTENING ACTIVELY

- asking clarifying questions to check understanding
- listening actively and responding confidently
- using formal or informal language depending on the context

1 In pairs, discuss the questions.

- When do you find it difficult to understand things?
- What strategies do you have for these situations?

2 Look at the photos. In pairs, discuss the questions.

- What do you think the people might be finding difficult to understand?
- How might they be feeling?
- What could they do to help themselves in these situations?

3 Watch the first part of the video. What task do the students have to do? Why do they think it might be difficult for them?

4 Look at the photos, and then watch the second part of the video. Which of the activities in the photos do the students discuss?

5 Watch the second part of the video again. How do the students:

- show they do not understand something?
- help people to understand something?
- show that they now understand something?

6 In pairs, discuss the questions.

- Were all the students listening to each other?
- Who demonstrated active listening the best?
- Which active listening techniques did you use?
- making good eye contact
- open body language
- nodding their head in agreement
- making encouraging sounds

7 05 Watch the third part of the video. To what extent do you agree with the students' reflection on the task?

8 In the video, Nadia uses questions to show that she doesn't understand something. In pairs, think of four more things you can say to check understanding.

- Can you explain a bit more?
- What do you mean by 'conkers'?
- 
- 
- 
- 

9 Which parts of your culture should be preserved? Discuss in small groups. Think about the ideas in the box or use your own ideas. Remember to use the oracy techniques from the lesson.

the arts the community food and drink knowledge and stories language techniques and skills tools and objects traditions and rituals values

10 Work with a partner from your group. Answer the questions.

- How effectively did your group check understanding and help each other to understand?
- How effectively did your group listen to each other?
- What would you do differently next time?

### SELF-ASSESSMENT: UNIT 10

How confident do you feel about:

- using vocabulary to talk about culture and cultural differences?
- using suffixes to make nouns from verbs or adjectives?
- using the passive?
- using reported speech?
- completing the gaps in Reading and Use of English Part 3?
- transforming a sentence without changing the meaning in Reading and Use of English Part 4?
- writing a story in Writing Part 2?
- listening and choosing the best multiple-choice option in Listening Part 4?
- evaluating the reliability of a text?
- checking understanding and listening actively?

What was your favourite part of Unit 10? Tell your partner.

**DIGITAL CLASSROOM**  
PERSONALISED LEARNING

**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 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.

### CHECKING UNDERSTANDING AND LISTENING ACTIVELY

1 ASKING CLARIFYING QUESTIONS TO CHECK UNDERSTANDING

(explain / ask / you / bit / can) more?

(be / by / mean / what / you) harder?

(they / already / were) predicted?

(you / mean / do) statues and buildings and things like that?

Other questions I can ask to check understanding:

Tip: Use at least one question in every discussion. Even if you think you understand someone, it's good to check to make sure.

2 LISTENING ACTIVELY AND RESPONDING CONFIDENTLY

Language I can use to respond:

Absolutely more

I completely I

That's so it.

I couldn't disagree agree

That's not how I see about ... true

I can't agree with you

Tip: Responding confidently doesn't just mean having original ideas and explaining them. It also means reacting appropriately to what other people say and giving your opinion about their ideas.

How can I show I am listening?

How confident do I feel in discussions?

Things I can do to feel confident in a discussion:

### ORACY 5

#### 3 USING FORMAL OR INFORMAL LANGUAGE DEPENDING ON THE CONTEXT

Formal contexts

an interview for an internship

asking a stranger for directions

Informal contexts

standing a friend for their help

international student exchange party

Add more ideas.

Formal expressions

I'm afraid I don't understand.

Informal expressions

I don't get it.

Tip: Formal contexts are generally longer and contain more sophisticated vocabulary and grammar.

After the discussion

I did three things well.

I've got better at:

I need to keep working on:

Look back at your Student's Book and add more expressions.

Draw a face to show how you feel.

Phrases I would like to use in my next discussion:

**SELF-EVALUATION**

I can:

- use appropriate questions to check I understand.
- listen actively and respond with confidence in a discussion.
- use the right level of formality with my classmates and teacher.
- react positively to other people's ideas.