

# PERSPECTIVES

ADVANCED

**Teacher's Book**

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**Perspectives Advanced  
Teacher's Book**

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GRAMMAR	TED TALKS		SPEAKING	WRITING
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# Introduction

*Perspectives* encourages students to develop an open mind, a critical eye and a clear voice in English. Here are some teaching tips to help you make this happen in your classroom.

## An open mind

As well as developing students' knowledge and use of English, every unit explores one theme from a variety of perspectives and fresh contexts. *Perspectives* encourages students to keep an open mind about the information that they meet throughout the course, and to look at the world in new ways so that they leave every lesson a little smarter.

### My perspective activities

In every unit there are several activities called My perspective, which ask students to reflect on the content of the lesson from their personal point of view. Sometimes you'll find a My perspective activity at the beginning of the unit to engage students in the theme and get them thinking about what they already know about it. Here are three ways to use them:

- conduct a class discussion. Let students read the questions, then nominate individuals to share their ideas. Encourage others to respond and welcome contrasting points of view.
- organize students into discussion groups. Group work can get more students talking, even the quieter, less confident class members. Consider giving individuals specific roles like chairperson and spokesperson, the chairperson's job being to make sure everyone stays on task and gets to speak, while the spokesperson summarizes the group's discussion to the whole class.
- let students work on their own to answer the questions in writing or as recorded audio. Not only does this allow students time to prepare, it provides a private space that some students need to be able to express themselves.

### Choose activities

Students are motivated by greater control in their learning. In every unit they get the chance to choose a task. There are three options, which include one or more speaking and writing tasks. Which activity is best depends on several things, such as what skills the students need to work on, which is possible with the technology available, and how much time you have. If you expect students to make sensible decisions, they need to be well informed, so make them aware of the issues. Here are three ways to approach Choose activities:

- students choose which task to work on and get into groups with others who have made the same choice. This can create a happy, productive atmosphere, but do bear in mind that some activities take longer to complete than others, and require varying degrees of input from the teacher. Be prepared for these issues by having fast finisher activities ready, for example.

- have a vote on one task the whole class will do. After the vote, if there is a tie, ask one student from each side to explain which is best and take the vote again. If there is still a tie, you can make the decision. Consider holding a secret ballot, since students may be reluctant to choose an activity they like if they feel it may be unpopular with the majority.
- there may be times when it is necessary for you to decide for the class. In cases like these, explain why, e.g. there isn't enough time to do the others, or because one task is better exam preparation than the others.
- let students do more than one task. For example, the writing task may make a suitable preparation step before the speaking task for a class that finds speaking spontaneously challenging.

## A critical eye

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share. Being able to critically evaluate and assess ideas and information is becoming ever-more important as young people have to deal with fake news and one-sided presentations of facts, often distributed online via social media. Being able to think critically involves a range of different skills, including developing the ability to: interpret data, ask critical questions, distinguish between fact and opinion, see other points of view, detect bias, and recognize and assess the merit of supporting arguments.

### Critical thinking and Challenge activities

Lesson B of every unit in *Perspectives* is based around a reading text. The texts cover a wide range of genres and students are asked to interact with them in many different ways. Once comprehension of the texts has been fully checked, there is often a Critical thinking focus which encourages students to practise a range of skills in the context of particular texts. The Challenge activities in each Lesson D get students to engage with the big idea of the TED Talk.

Both within the Critical thinking activities and elsewhere, there will be plenty of times where students are asked to work together and discuss their ideas, opinions, thoughts and feelings. Some students may not always be very enthusiastic about taking part in pair or group work, so it is important for them to realize its many benefits. These include:

- giving learners the chance to brainstorm ideas before they have to think about the best language to express those ideas in. To make life easier for lower levels, brainstorming tasks can initially be done in the students' first language.
- giving learners the chance to use language they have only recently studied alongside language they are already able to use well.

- encouraging students to learn from each other. Obviously, this may mean learning new language, but also means being exposed to new ideas and opinions.
- developing the class bond and improving relationships between students. This is especially true if you mix up the pairs and groups and ensure everyone talks to everyone else.
- giving you a chance to see how many ideas students have about any particular topic, the range of language they are using and what content and/or grammar and vocabulary you might want to focus on during feedback.

There are several things you can do to help students get more from pair and group work:

- make sure you always explain the task clearly before splitting students up into pairs/groups.
- give your own models to show students the kind of speaking you want them to do.
- check understanding by asking the class to tell you what they are going to do before they do it.
- set a clear time limit.
- monitor carefully to check everyone is doing what you want them to, and to see how they are handling the task.
- have extra activities ready for any fast finishers. There are ideas on these throughout this book.
- finish with some feedback. This may mean looking at errors, exploring new language and/or asking students to share their ideas. After Critical thinking tasks, you may also want to comment and expand on students' ideas.

## A clear voice

Developing a clear voice in English is about learning language and expressing your own views, but it is also about how we can help students with pronunciation, become independent learners and achieve the grades they need in exams.

### Help with pronunciation

There are tasks that focus on aspects of pronunciation in every unit of *Perspectives* as well as the Authentic listening skills sections in each Lesson D. These highlight features of connected speech that may cause difficulties. In both these sections, students may attempt to copy different speakers' pronunciation. However, we see these sections more as opportunities for students to experiment with how they sound in English and find their own voice, so:

- don't expect students to be perfectly accurate.
- treat the answer key as a guide.
- judge students' efforts according to their intelligibility.

You can also take the ideas in these sections and apply them to other language sections in the book. So, as you go through a vocabulary or grammar task, you might:

- drill individual words, collocations or whole sentences.
- help with individual sounds.
- draw attention to word and sentence stress, elision, linking, etc. by marking these features on examples on the board.
- get students to experiment saying phrases at different speeds or with different intonation or different emotion.

### Independent learners

We can't cover all the language students need in class, so it is important that we help them become independent learners. An essential part of that is for students to make good use of dictionaries, both bilingual and monolingual.

A bilingual dictionary is good for when they are looking for a word in English. You could encourage their use, for example, in the brainstorming activities mentioned above. You might give students the topic of the next unit and, for homework, get them to create a phrase book that they think may be useful to talk about the topic.

A monolingual dictionary is better when they have the English word and need to know not just the meaning, but also the grammar, collocations and other aspects of usage connected with it. You can help students become independent by getting them to use a monolingual dictionary when doing vocabulary tasks rather than pre-teaching the key language before they start.

When you go through answers to activities, you can check the meaning and other aspects of the word by asking students questions, such as: *What other things can you X? Why might you Y? Can you give three examples of Z?*

You will see specific examples of such questions in the teaching notes. As well as asking questions like those above, you might also: give extra examples, ask students to find examples in a dictionary, and get students to create sentences related to *their* lives.

### Exam skills

Throughout the Teacher's Book you will find tips that you might pass on to students to help them achieve good grades in their exams. Some of these tips are about being an independent learner, using a dictionary and knowing what to revise. That's because (as you probably know), fundamentally, students do better when they know more language!

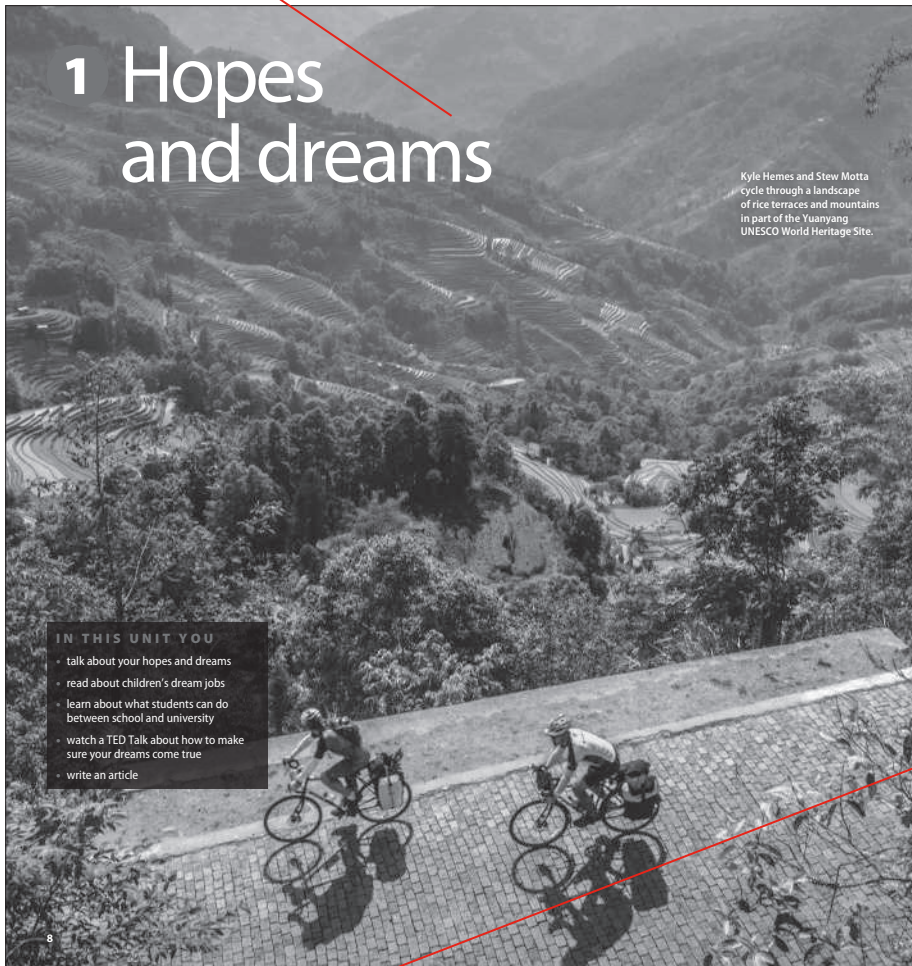
The exam tips also give advice on specific task types commonly found in international and local exams, when these tasks appear in the Student's Book. Some of these tips may be repeated at different levels and you might want to further reinforce the point by checking if students remember them each time that task comes up in class.

# Unit walkthrough

## Vocabulary

Vocabulary gives students the language they need to respond as they think about the unit theme in new and interesting ways.

High-impact photo engages students' interest in the topic.



My Perspective activities get students reflecting on their beliefs and behaviours related to the main idea of the unit.

Students relate the content to themselves and their own world.

### 1A A dream come true

#### VOCABULARY Dreams and ambitions

1 Work in pairs. Look at these dreams and ambitions. Discuss the questions.

- Which have you already achieved?
- Which appeal to you? Which don't appeal to you?
- Are there any you are not sure about?

be famous	be successful	do voluntary work
go to college	make a difference	pass my driving test
raise a family	see the world	set up a business

2 Add three dreams or ambitions of your own. Work in pairs. Explain your dreams and ambitions to your partner.

3 Complete the bold phrases in the text with these words. Use each word only once. There may be more than one possible answer.

achieve	ambitions	broaden	fulfil	grab	obstacles
pursue	realize	target	true	undertake	wildest

With the help of a National Geographic Young Explorer's grant, Kyle Hemes and Stew Motta were able to (1) \_\_\_\_\_ an ambitious goal to (2) \_\_\_\_\_ a 900-mile cycle ride across parts of China and Laos to study the impact of a planned railway line on local communities. Trips like these also enable young people to (3) \_\_\_\_\_ their horizons, by understanding the challenges of modern life in traditional societies.

Marc Evans had to overcome many (4) \_\_\_\_\_ learning problems, homelessness, and a difficult family life, before he was able to (5) \_\_\_\_\_ his ambition of going to university at the age of 30. Now he is hoping to (6) \_\_\_\_\_ his dream of working to help disadvantaged young people succeed in education. His advice to young people is to set a (7) \_\_\_\_\_ no matter how big or small, as it's never too late to (8) \_\_\_\_\_ your potential.

When Erika Bergman was offered the chance, the day after graduating, to train as a submersible (submarine) pilot, she immediately decided to (9) \_\_\_\_\_ the opportunity. When she qualified in 2013, it was a dream come (10) \_\_\_\_\_. As a National Geographic Young Explorer, she can now engage in exciting projects that she had never in her (11) \_\_\_\_\_ dreams imagined possible. Erika's burning (12) \_\_\_\_\_ are to climb Mount Everest and to encourage girls to pursue careers in science.

#### 4 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Has anyone given you advice about achieving goals? What was it? Did you follow it?
- What help does the government / society provide for everyone to realize their full potential?
- Are there any obstacles that exist to young people to fulfil potential? What about other groups? How could these obstacles be removed?
- How else could you broaden your horizons apart from travelling?

# Listening and Grammar 1

Listening and grammar exercises continue to develop structures and skills through authentic content. Grammar 1 usually reviews previous knowledge before building on it.

Engaging content teaches students about the world as well as contextualizing the target grammar.

Sustained context provides meaningful and motivating practice.

**LISTENING**

5 Listen to four people talking about a dream or ambition. What dream or ambition is each one talking about? [1] [1]

6 Work in pairs. Which of the speakers (1–4) mentions the following? There may be more than one correct answer. Listen again and check your ideas. Note any words or phrases that support your answers. [1] [1]

a developing a talent recognized by others  
b setting targets to achieve their goal  
c a problem with a life-work balance  
d disappointment at not realizing a dream  
e working with other people  
f having to wait patiently to reach their goal  
g realizing there will be hard work ahead  
h being tested  
i determination to realize a dream

**GRAMMAR** Review of tenses

**Future forms**

a He and his partner **are opening** a new restaurant next month.  
b Even a half-marathon is difficult for me, so it's **going to be tough** ...  
c ... but hopefully **I'll be able to manage it**.  
d ... **I'm definitely going to try** again next time.  
e The course **starts** next September ...  
f ... so **I'll be practising hard** all next summer.  
g ... as soon as I've started the course **I'll have the chance to take up another instrument**.  
h **It'll probably be** the piano ...

7 Look at the sentences in the Grammar box. Match the sentences (a–h) with their uses (1–8).

1 a prediction based on something you know in the present  
2 a firm intention  
3 an action that will be in progress at a point in the future  
4 a fixed arrangement, often involving other people  
5 a timetable future event  
6 a prediction of something certain  
7 a prediction of something possible  
8 a hope or belief for the future

Check your answers on page 128. Do Exercise 1.

8 Work in pairs. Read the text and choose the options that are not correct / less natural for talking about the future.

I've always had a fascination with books and have admired writers. Since primary school my ambition has been to write, and now it appears that my dream (1) *will come / comes / is going to come* true. After winning first prize in a short story competition for a national magazine, I was approached by an editor who encouraged me to develop the story into a novel, which I did. The editor loved it and my first novel (2) *is going to be / is / will be being published!* It (3) *is / will be / is being* the publishing company's tenth anniversary next month and the book is being released online on the first of the month. The main annual book fair (4) *is going to take / is taking / takes place* in October, and the company (5) *will probably print / is probably printing / probably prints* the book for that. (6) *I meet / I'll meet / I'm meeting* my editor next week to talk about translations. The company (7) *will be translating / is translating / will translate* the book into Spanish for their sister company – they do that with all their books – and there are several other possibilities. Once the promotion of this book is over, (8) *I'll start / I'm starting / I'm going to start* thinking about my next one – I can't wait!

**Present and past tenses**

a ... my dad **had been working** in a really stressful job ...  
b ... every day he **was leaving** home at six in the morning ...  
c ... the business **is going** from strength to strength.  
d And they're **absolutely loving** it!  
e Running **is becoming** really popular where I live ...  
f I'd **never been** particularly sporty before ...  
g I've **always been** interested in stargazing ...  
h I've **been taking** cello lessons since I was a kid.  
i And then the chance **came up** ... so I **grabbed** the opportunity.  
j ... as soon as I've **started** the course ...

9 Look at the sentences in the Grammar box above. Answer the questions.

1 Which sentence describes a series of actions in the past?  
2 Which sentence describes repeated actions in the past?  
3 Sentences c, d and e are all in the present continuous. What does it express in each case? Which one might be considered unusual? Why?  
4 Which four sentences describe an action starting in one time and continuing up to another?  
5 Which one is followed by a future if the sentence is complete?

Check your answers on page 128. Do Exercises 2 and 3.

10 Complete the text with the verbs in brackets in the correct tense.

Im Dong-Hyun is a perfect example of following your life's ambition. The South Korean archer (1) *was targeting* (target) gold at the London Olympics of 2012, and it (2) \_\_\_\_\_ (look) for a while as though this was a distinct possibility when Im (3) \_\_\_\_\_ (break) the world record in the qualification round, and was ranked first going into the knock-out rounds. In fact, he (4) \_\_\_\_\_ (already / help) his national archery team to golden glory in the 2004 and 2008 Olympics, but (5) \_\_\_\_\_ (miss) out on an individual medal both times. So Im (6) \_\_\_\_\_ (anticipate) this moment for years, but unfortunately, his final attempt in London was not to be: despite being ranked first, Im (7) \_\_\_\_\_ (be knocked out) before he (8) \_\_\_\_\_ (even / reach) the quarter-final stage. So why is this story so unusual? Im Dong-Hyun is registered blind and (9) \_\_\_\_\_ (struggle) even to read a newspaper, yet his disability (10) \_\_\_\_\_ (never / prevent) him from trying to achieve his goal.

**11 MY PERSPECTIVE**

Work in pairs. What do you think of Im Dong-Hyun's achievement? Is it very special? Do you know of anyone who has achieved a goal, or nearly achieved a goal, when the circumstances were difficult?

**12** Make a timeline of something you have achieved in your life – it could be a sporting achievement, an academic achievement, something you have done for your community – and what you might do in the future (connected with it). Then discuss your timelines in groups.

2006    2013    2015    2017    **NOW**    in 3 years

Perseid meteors stream across the sky during the annual Perseid meteor shower in eastern Turkey.

Grammar explanations and further practice at the back of the book provide students with extra support.

A final open-ended activity allows students to personalize the language.

# Vocabulary building, Reading and Critical thinking

Reading helps students to become critical consumers of information.

The focus on building vocabulary helps students understand the way words work together.

Reading texts with a global perspective encourage students to think expansively about the world, and are also recorded for extra listening practice with classes who need it.

## 1B Dream jobs

### VOCABULARY BUILDING Employment collocations

1 Complete the bold phrases about work with these words. Which sentences describe problems, and which describe opportunities?

apprenticeship early glass minimum parental state unemployment voluntary

- School-leavers who do not go to university can apply to work on vocational \_\_\_\_\_ schemes.
- The \_\_\_\_\_ rate is rising, especially among young people who leave school without qualifications.
- There are no \_\_\_\_\_ benefits to help people who are out of work.
- Household incomes are low, because there is no legal \_\_\_\_\_ wage.
- Mothers and fathers can take \_\_\_\_\_ leave to spend more time with their babies.
- There is a(n) \_\_\_\_\_ ceiling that stops women being promoted to top jobs.
- Some people take \_\_\_\_\_ redundancy if their company is downsized.
- Nowadays more and more people are taking \_\_\_\_\_ retirement and living off their pensions.

### READING

- Work in pairs. Discuss the questions.
  - What job(s) did you dream of doing as a child? Why?
  - What job do you hope to do nowadays? Why?
  - If the job is different, why have you changed your mind?
- Read the article. How many different surveys are mentioned? What was the focus of each?
- Match the infographics with:
 

1 paragraphs 1 and 2	3 paragraph 4
2 paragraph 3	4 paragraph 5
- Read the article again. Are the sentences true (T) or false (F)? Find evidence for your answers in the article.
  - The vast majority of people do not do the job they dreamed of as a child.
  - LinkedIn found that roughly one third of people do jobs that are similar to their childhood ambition.
  - The survey revealed that many people chose engineering because of its high status.
  - Teaching and medicine are more popular in developing countries than in developed countries.
  - Children often dream of doing jobs related to their natural abilities.

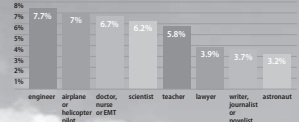
Carefully chosen task types provide practice of common task formats found in international exams.

## Living the dream

### ASPIRATIONS ACROSS THE WORLD

	doctor	teacher	Olympic athlete
all	19%	16%	10%
developed countries	8%	5%	19%
developing countries	27%	24%	4%

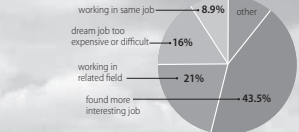
### CHILDHOOD DREAMS OF ADULT PROFESSIONALS



### CAREER ASPIRATIONS BY GENDER

	boys	girls
president, prime minister or secret agent	13%	8%
pilot, mechanic, or racing car driver	15%	2%

### ADULT PROFESSIONALS AND CHILDHOOD DREAM JOBS



**1** What did you want to be when you were younger? A firefighter? A ballet dancer? A train driver? And did you end up in your dream job? According to research carried out by the online professional network LinkedIn, people who fulfil their childhood aspirations are in a lucky minority. And needless to say, few would-be astronauts or prime ministers ever achieve their ambitions. In fact, fewer than one in ten are currently earning a living from their dream job, though just over one in five has at least found work in a related field. LinkedIn surveyed over 8,000 professionals in fifteen different countries, including Brazil, Singapore, Sweden, the UAE and the US. The survey revealed that almost half of those who did not end up in their dream jobs had been attracted to a different career path as they grew up, while just over one in ten discovered that their original dream was too difficult or expensive to pursue. The most common dream jobs worldwide fell into the creative and artistic category, which encompasses everything from writers and actors to chefs and acrobats. However, the single most popular dream career in most countries, particularly in India, was engineer. Presumably the high starting salary, not to mention the growing job opportunities, job security and social status of the profession, have something to do with its popularity. The survey makes depressing reading for those committed to smashing the glass ceiling. It found that boys were more likely than girls to envisage themselves in top jobs; more than 13% of boys aspired to be president, prime minister or secret agent, as opposed to 8% of girls. Girls, by contrast, nurtured more modest ambitions of achieving success as teachers, vets, singers, or nurses – being a writer was among the most ambitious goals. No

surprises there. The gender gap was even more noticeable in science and engineering: machine-operated jobs like pilot, mechanic, and racing car driver were favoured by 15% of boys but only 2% of girls. Another survey, conducted by the children's charity ChildFund, asked over 6,000 ten- to twelve-year-olds, in 47 countries around the world, about their career goals. The most popular job, for just under a fifth of children worldwide, was doctor, followed closely by teacher, for 16%. But the survey also revealed some fascinating global contrasts. In developing countries, just over a quarter of children listed medicine as their goal, and just under a quarter aspired to be teachers; in developed countries, by contrast, the figures were 8% and 5% respectively. Being a professional or Olympic athlete was the dream of 19% of children in the developed world; it is hardly surprising that only 4% of people in less affluent countries could allow themselves the luxury of such aspirations. So should we take our earliest dreams seriously, or are they merely wishful thinking? 'The dream jobs we aspire to as children are a window into our passions and talents', says Nicole Williams, career expert for LinkedIn. 'We don't generally enjoy doing what we don't have an inherent ability to do'. So when choosing a career path, perhaps young people should reflect on their dream career and ask themselves, 'What does this tell me about who I am, and what I could do in the future?'

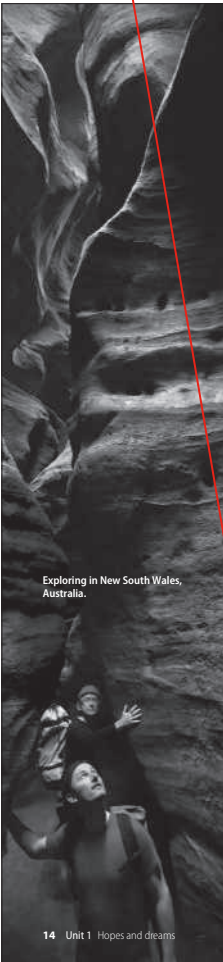
The focus on critical thinking teaches students the skills and strategies they need to evaluate new information.

# Grammar 2

Grammar 2 continues to develop students' understanding of grammar.

Students are guided through an analysis of the grammar that gives them a deeper understanding of how it works.

A Choose task gives students an opportunity for independent learning.



Exploring in New South Wales, Australia.

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## 1C Bridging the gap

**GRAMMAR** Continuous and perfect aspects

1 Work in pairs. Read the text and answer the questions.

- What is a gap year?
- What activities are Suzi Q and Enrique doing on their gap years?

**Gap year dreams**  
Have you ever dreamt of taking time out to see the world or doing something completely different? These days, more and more young people are taking a gap year between school and college. The idea of the gap year started in the UK in the 1960s and its popularity is still growing, and not only in the UK: the number of students in the US taking time out has been increasing since 2006, and gap years are known in countries as diverse as Venezuela and Ghana. It is commonly believed that a gap year helps young people broaden their perspectives and gain maturity. What do you think?

**COMMENTS:**  
**Susie Q** I'm currently working in Costa Rica for three months as part of my gap year, helping young schoolchildren with their English. I feel as though I've grown up a lot and I'm sure my studies will benefit from it.  
**Enrique** I'm at the end of a few months in Shanghai, China. I've been volunteering in an Anglo-Chinese law firm. I'd been studying law for a year before I came here but this has made law real for me. I've also made some good friends, and we'll definitely keep in touch.

2 Look at the Grammar box. Match the sentences (a–g) with the questions (1–5). You can match the sentences more than once.

**Continuous and perfect aspects**

a ... more and more young people **are taking** a gap year ...

b ... the number of students in the US ... **has been increasing** since 2006 ...

c I'm **currently working** in Costa Rica ...

d I **feel as though I've grown up** a lot and I'm sure my studies will benefit from it.

e I **have been volunteering** in an Anglo-Chinese law firm.

f I **'d been studying** law for a year before I came here ...

g I've **also made** some good friends, and we'll definitely keep in touch.

Which sentence(s)

- describe temporary actions or situations? c
- describe actions in progress or situations? a
- describe a completed action or situation? f
- describe a past action that links with the present / future? d
- describes a past action which relates to a more recent past action? e

3 Choose the correct option to complete the descriptions of the continuous and perfect aspects.

The continuous aspect describes actions or situations that are (1) *in progress / finished*, and usually that are (2) *permanent / temporary*.

The perfect aspect can describe an action that comes (3) *before / after* another action, and creates a link between two (4) *states / times*.

Check your answers on page 128. Do Exercises 4 and 5.

4 Work in pairs. Read these sentences from a gap year student. Decide which options are possible, and discuss the difference in meaning, if any.

- This is the first time I **work / 've worked / 'd worked** abroad.
- I **'ve wanted / 've been wanting / 'd wanted** to experience a different culture for ages.
- The last group of volunteers **were leaving / had left / left** when we arrived.
- I **'m working / 've worked / 've been working** here for almost four months now.
- Every day I **experience / 'm experiencing / 've experienced** something new.
- I **'ve made / 've been making / 'm making** two very good friends while I've been here.

5 Complete the sentences with these pairs of verbs, using a suitable present or past form.

apply + increase	be + grow	match + grant
fall + start	take + rise	

- In the United States each year around 8,000 students \_\_\_\_\_ a gap year. The figure \_\_\_\_\_ steadily for the last few years.
- Until 2012, the most popular destination for the US gap year student \_\_\_\_\_ South-East Asia. The popularity of South America as a destination \_\_\_\_\_ until it finally took over in that year.
- To date this year more students in the UK \_\_\_\_\_ to study medical subjects at university than anything else. Applications \_\_\_\_\_ by four percent since last year.
- In some countries, the number of students taking gap years \_\_\_\_\_ for some time. In Denmark, for example, in 2009, the government \_\_\_\_\_ to reward students who go straight into higher education after school.
- The growth in Chinese students applying for visas to study in Australia \_\_\_\_\_ by the number of visas the Australian authorities \_\_\_\_\_ – an increase of over 22 percent since 2016.

6 Make notes about these things. Then discuss them in groups.

- something I've done that I'm proud of
- something I've been doing for the past few years
- something I do regularly that I'd rather not do
- something that's changing in my life
- something I think I'll be doing in two years' time

**MY PERSPECTIVE**


Work in pairs. Discuss the questions.

- Are gap years something that school leavers in your country often consider? Why? / Why not?
- Do you know anyone who has taken a gap from studying? Would you like to take one?
- Do you think that young people can benefit from a break between school and higher education, or is it more likely to be a disadvantage?

**CHOOSE**

- Choose a country you'd like to visit. Research 'gap year in [country]' online and find as much information as you can. Present it to your classmates.
- Work in pairs. Make a list of things that you think would be good to do in a gap year (in your town / country or abroad). Decide on the best two or three. Then discuss your choices with another pair, and decide on the two best activities.
- Think of something interesting you have done out of school, for example a holiday job, or something you have done with family members or friends. Write a short blog explaining what it was and why you did it.

**High school teenager works with younger children in an educational after school program.**



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Examples in a grammar box provide clear models for students.

# Authentic listening skills and TED Talk

TED Talks help students understand real-world English at their level, building their confidence and allowing them to engage with topics that matter.

The focus on skills needed to deal with authentic pieces of listening prepares students for real-world interactions.

Vocabulary in context activities focus on level-appropriate, high-frequency words and phrases from the TED Talk.

**1D Five ways to kill your dreams**
**TED TALKS**

“Be responsible for your dreams.”

**BEL PESCE**

Read about Bel Pesce and get ready to watch her TED Talk. ▶ 1.0

**AUTHENTIC LISTENING SKILLS**

**Dealing with accents**

You are learning English to communicate in all probability with other non-native speakers of English. Native speakers of English speak in a variety of accents. For this reason, it is helpful to listen to a range of non-native accents and also native speaker regional accents.

- Look at the Authentic listening skills box. Listen to these sentences from the TED Talk, firstly pronounced by Bel and then by three native and non-native speakers. Notice how the underlined words are pronounced differently. ▶ 1.1

**WATCH**

- Read some tips on how to achieve your dreams. Choose the three tips you think are most important, and the one that is least important.
  - a Be disciplined and single-minded in pursuing your goal.

- Believe in overnight success. You know the story, right? The tech guy built a mobile app and sold it very fast for a lot of money.
- If you go investigate further, the guy has done thirty apps before.
- But whenever you go inside, there is other ways you have to pick as well. And you need to make those decisions yourself.

- Listen to some more sentences from the TED Talk spoken by Bel and the three speakers. Did you notice any words that were pronounced differently? ▶ 1.4

- Don't be put off by failure.
- Don't be afraid to ask for help or advice if you are stuck.
- Believe in your ability to succeed and it will become a self-fulfilling prophecy.
- Set yourself clear, realistic, achievable goals, and identify steps towards achieving them.
- Evaluate your progress and change your strategy if necessary.
- Give yourself regular breaks and rewards – don't push yourself too hard.
- Know your own strengths and limitations.

**4 Work in groups. Discuss the questions.**

- Do you have the same tips at the top and bottom of your lists?
- Are there any tips you disagree with? Why?
- Would you add anything to the list?

**5 Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ 1.1**

- Many / A few people who have a dream do not achieve their goal.
- The inventor of the mobile app had probably / probably hadn't worked on similar projects before.
- Bel started applying for university late / in plenty of time.
- She got a place at MIT because of her life-long attitude to learning / careful interview preparation.
- It is important to take the right path at the start / review your direction as you go along.
- People should accept that mistakes are inevitable / avoid making too many mistakes.

**6 Watch Part 2 of the talk. Match the points that Bel makes (1–3) with the examples she gives to illustrate them (a–d). There is one that you do not need. ▶ 1.2**

- 'okay is never okay'
- 'find yourself another peak'
- 'it's your fault and no one else's'

- unsuccessful entrepreneurs
- climbing a mountain
- a successful business
- Bel's first book

**7 Watch Part 3 of the talk. Choose the correct ending to complete each sentence. ▶ 1.3**

- The point Bel is making in describing the ad is that the people
  - worked very hard to get to the top.
  - enjoyed the journey.
  - celebrated their achievement when they got to the top.
- Bel is making the point that when people achieve their dreams
  - the sense of fulfilment is worth all the effort.
  - the sense of fulfilment does not last long.
  - they might feel disappointed.
- Bel mentions the steps in the journey to suggest that people
  - should appreciate and learn from both success and failure.
  - should pay attention to taking the right direction.
  - should not celebrate until they arrive at their destination.

**8 VOCABULARY IN CONTEXT**

- Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 1.4
- Think of an example of the following things. Then work in pairs and compare your examples.
  - Things that people *dedicate* themselves to.
  - Something you found striking about Bel's talk.
  - Times when you should be *subtle* with a friend or family member.
  - The last time you had a vision about what you want to do in the future.
  - Times when you were successful in doing something and were able to say 'We made it'.

**9 MY PERSPECTIVE**

Have you changed your mind about any of the ideas you discussed in Exercise 3 as a result of watching the talk?

CHALLENGE

Work in pairs. Read some quotations from Bel's talk. Which do you think is the most important?

'No one else has the perfect answers for your life.'

'If you didn't make [your dreams] happen, it's your fault and no one else's.'

'The only way to really achieve all of your dreams is to fully enjoy every step of your journey.'

Choose one or two of the quotations and illustrate them with examples from your life, or the life of someone you know.

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Background information and extra activities on the video help students tune into the themes and language of the TED Talk.

Challenge activities build student confidence through open-ended exercises that go beyond the page.

# Speaking and writing

Lesson E allows students to put their own voices to the themes they have been discussing, while developing key strategies for speaking and writing.

Useful language boxes highlight the language students need to communicate in person and in writing.

Each writing section focuses on a common text type and provides training in a useful writing skill.

Writing models at the back of the book provide the text for analysis as well as being a handy reference.

## 1E The secrets of success

**SPEAKING**

1 Listen to two friends discussing the surfer Bethany Hamilton. Answer the questions. **▶▶▶▶▶**

- 1 What has Bethany Hamilton achieved?
- 2 What setbacks did she face?
- 3 What could be the secrets of her success?

2 Listen again. Complete the sentences by adding one to three words in each gap. **▶▶▶▶▶**

- 1 She lost her arm when she was thirteen \_\_\_\_\_ she still managed to win surfing competitions.
- 2 But amazingly, she made a complete recovery, \_\_\_\_\_ losing a lot of blood.
- 3 She was determined to keep on surfing, \_\_\_\_\_ she'd lost her arm.
- 4 I think the secret of her success is her passion for surfing \_\_\_\_\_ all her family were crazy about surfing.
- 5 True. You have to have a natural talent to win competitions, \_\_\_\_\_.
- 6 \_\_\_\_\_, self-belief isn't enough on its own.

3 **PRONUNCIATION** Intonation patterns in two-part sentences

In two-part sentences, there is a **fall-rise tone** at the end of the first clause or phrase (to show the sentence has not finished) and a **fall tone** at the end of the second clause (to show the sentence has finished).

- a Listen to two sentences expressing concession. Listen again and repeat. **▶▶▶▶▶**

Even though she'd lost her arm, she was determined to carry on surfing.  
She was determined to carry on surfing, even though she'd lost her arm.
- b Listen and repeat six more sentences. **▶▶▶▶▶**
- 4 Work in groups. Talk about friends, family, or other people you know. Talk about the challenges and setbacks they overcame, and the secret of their success. Use concession expressions from the Useful language box.
- 5 Work in pairs. Listen to four statements and respond with a counter-argument. Use a counter-argument expression from the Useful language box. **▶▶▶▶▶**

*Training alone isn't enough, though. You need exceptional ability too.*

**WRITING** An article

- 1 Work in pairs. You are going to read an article called *How to excel at your sport*. Think of five things that will be mentioned in the article.
- 2 Read the article on page 149. Check your predictions.
- 3 Read the article again. Answer the questions.
  - 1 How did the writer excel as a swimmer?
  - 2 What advice does the writer give?
  - 3 What are the benefits of swimming?
- 4 **WRITING SKILL** Topic sentences
  - a Look again at the four paragraphs on page 149. What is the main idea of each one? How do the headings reflect the main ideas? Does each topic sentence summarize the main idea?
  - b Choose the best topic sentence (a–e) for each paragraph.
    - (1) \_\_\_\_\_ Decide on realistic targets such as reducing your time by a small amount every week, or taking part in more difficult races every few months. That way, you will see real progress, and feel encouraged to carry on pursuing your goal.
    - (2) \_\_\_\_\_ But unless you try, and make mistakes, how can you improve? Challenge yourself. Even if you don't succeed, you can be proud that you've had the strength of character to attempt something difficult and give it your all.
      - a Anyone can succeed if they try hard enough.
      - b To reach the top, you need to have high ambitions.
      - c To succeed in any sport, you need to set achievable goals.
      - d Fear of failure sometimes stops people from aiming high.
      - e You may lose your motivation if your training starts to feel like hard work.
- 5 Make notes for an article for your school magazine about how to succeed in a skill, sport, or hobby that you know about. Look at the tips in the Writing strategies box. Write the article.

Bethany Hamilton surfing at the US Open at Huntington Beach, California.

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Well-scaffolded pronunciation activities help students be better understood.

An open-ended activity allows students to personalize the language.



# 1 Hopes and dreams

## UNIT AT A GLANCE

Students will

- talk about their hopes and dreams
- read about children's dream jobs
- learn about what students can do between school and university
- watch a TED Talk about how to make sure your dreams come true
- write an article

### 1A Vocabulary

Words and phrases to talk about dreams and ambitions, e.g. *achieve a goal, realize ambitions, broaden horizons*

#### Listening

Four people talking about dreams and ambitions

#### Grammar

Review of tenses (future forms, present and past tenses)

### 1B Vocabulary building

Employment collocations, e.g. *legal minimum wage, unemployment benefit*

#### Reading

*Living the dream*

#### Critical thinking

Understanding attitude

### 1C Grammar

Continuous and perfect aspects

### 1D TED Talk

*Five ways to kill your dreams*, Bel Pesce

#### Authentic listening skills

Dealing with accents

### 1E Speaking

Concession and counter-arguments

#### Pronunciation

Intonation patterns in two-part sentences

#### Writing

An article

#### Writing skill

Topic sentences

## 1A A dream come true

pp8–11

### Information about the photo

Kyle Hemes and Stew Motta are National Geographic Young Explorers. Exercise 3 has a short text detailing more about their trip. They wanted to experience and write about how the landscape changes between lowlands and highlands. They were also interested in the potential impact of a new high-speed railway, so they decided to cycle along the whole of the proposed route.

### LEAD IN

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands from students who like it. Nominate a student to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
- Ask students why they think the two people are doing a trip like this and if it appeals to them.

### VOCABULARY Dreams and ambitions p9

1

- Ask different students to read out the questions in Exercise 1. In each case, give your own answers. Then put students in pairs to ask and answer.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- You could share some interesting things you heard at this point. Give some feedback about new language that came up, and focus on errors to correct, which may be of use for further discussions in this unit.

2

- Think of two or three of your own ambitions and model ideas for students.
- Ask students to think individually and write down their ambitions. Set a time limit of about two minutes. Go round and provide help if necessary.
- Ask one student to say one of their ambitions. Ask them further questions, such as *Why do you have this ambition? How close are you to achieving it? What will you need to do to achieve it?*, etc.

- Get students to stand up and share their ideas with different students. Ask them to change partner from time to time. Alternatively, do the task in groups. Listen and make notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

**3**

- Tell students they are going to learn some more words and phrases to talk about dreams and ambitions, and that they are going to read three short texts about three people's dreams. Ask them to read the texts quickly (for one minute) before they complete the phrases and find out what ambitions each had. Which of the achievements do students think was the greatest? Ask one or two students to share their answers.
- Look at the instructions and do the first item with the class. Either wait for someone to volunteer the answer or nominate someone to answer. If you think students will find the exercise difficult, do another item as a class.
- Tell them to do the other items themselves and to use a dictionary if they need to. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out parts of the text. Write the answers on the board. As you write, ask a question or two to the class to check they understood the vocabulary. For example: *What else might you pursue? What else can you fulfil? Can you think of examples of obstacles to achieving an ambition?*

### Answers

- 1 achieve / fulfil / pursue / realize (a goal)
- 2 undertake (a long cycle ride)
- 3 broaden (your horizons)
- 4 (overcome) obstacles
- 5 achieve / fulfil / pursue / realize (an ambition)
- 6 achieve / fulfil / pursue (a dream)
- 7 (set a) target
- 8 achieve / fulfil / realize (your potential)
- 9 grab / pursue (the opportunity)
- 10 (a dream come) true
- 11 (in your) wildest (dreams)
- 12 (burning) ambitions

### Fast finishers

Ask students to find three more useful phrases in the texts and/or three things which they think are important to fulfil a person's ambitions or potential.

### Exam tip

#### Using flashcards to revise vocabulary

It's a great idea to get students to make sets of flashcards to help them revise vocabulary. Tell them to write a word in English on one side of each card and a translation or definition on the other. Explain that students can then use them in the days after each class. To use the cards most effectively, students should create three piles as they go through them: (1) words they got immediately; (2) words they remembered after a pause; (3) words they couldn't remember or got wrong in some way. They can then put the cards back together with pile 1 at the bottom, 2 in the middle and 3 at the top. This ensures they revise words they don't know more quickly.

### 4 MY PERSPECTIVE


- Ask different students to read out the questions in Exercise 4. Give your own answers for some of the questions. Then put students in pairs to ask and answer.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- You could share some interesting things you heard at this point. Give some feedback about new language that came up, and focus on errors to correct, which may be of use for further discussions in the unit.

## LISTENING p10

### LEAD IN

If you are starting a new lesson, get students to recall language they learnt in the previous lesson. Then ask them to try to say how these words could be used to relate to the photo on the page.

**5**

-  **1** Look at the instructions and play the audio once straight through.
- Ask students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.

- Ask the whole class or individual students for their answers. Where everyone agrees on the answer, write it on the board. If they don't agree or most don't know, you can either give the answer or tell students to listen again and check.

### Answers

Speaker 1: starting your own restaurant  
 Speaker 2: running a marathon  
 Speaker 3: seeing a meteor shower  
 Speaker 4: going to music college

### Audioscript 1

#### Speaker 1

**Well, my dad had been working in a really stressful job – he hated his boss and the bureaucracy, and he just wasn't very happy. Every day he was leaving home at six in the morning and not getting back until late, sometimes after ten at night.** *He'd always dreamed of being self-employed, being his own boss. So we said to him, 'Why not open a restaurant? You could rent premises and then find a partner and see if you could make it work.'* So he did that, a year ago, and now the business is going from strength to strength. He and his partner are opening a new restaurant next month! And they're absolutely loving it.

#### Speaker 2

*Running is becoming really popular where I live and lots of my friends were doing it. I'd never been very athletic before, but I took it as a personal challenge, I guess. And once I'd overcome my dislike of getting up early every morning before school and got into a routine, I actually started enjoying it. I decided to try to beat my best time by a few seconds every day.* I ran my first half marathon last week and my goal is to run a full marathon. Even a half marathon is hard for me, so **it's going to be tough, but hopefully I'll be able to do it!**

#### Speaker 3


*I've always been interested in stargazing, ever since I saw my first shooting star as a child. But can you imagine the experience of seeing lots of them all together? It's called a 'meteor shower'. I'd heard there was going to be a meteor shower over a few nights ... called the 'Perseid meteor shower'. Anyway, I went out into the countryside with a friend hoping to catch sight of it. **It was getting later and later, we were getting colder and colder, and nothing was happening.** And then suddenly it got really cloudy and we couldn't see any stars – shooting or not! **I was devastated! I'm determined to see a meteor shower, so I'm definitely going to try again next time.***

#### Speaker 4

*I've been taking cello lessons since I was a kid. **My family said, 'You're really good at this. You could excel if you put your mind to it.'** And then the chance came up to apply for a scholarship to go to music college, so I grabbed the opportunity. **I had to take a theory test and do an audition, but to my amazement I got in. It's a dream come***

*true! **The course starts next September, so I'll be practising hard all next summer.** And as soon as I've started the course, I'll have the chance to take up another instrument. It'll probably be the piano, I reckon. I've always loved the sound of the piano!*

### 6

- Ask students to read points a–i and check they understand them.
- Tell students you will play the audio once more and ask them to match each point to a speaker. You could do item 1 as an example before they listen, but don't tell them if they are right or wrong.
-  1 Play the audio straight through again.
- Tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by asking students for a show of hands, getting them to shout out an answer altogether or nominating students to give an answer. Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Put a question mark on the board and tell students they will listen again and check.
- Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty. If students are still uncertain of the answer, play the audio again and stop at key points. Draw attention to the problem sounds or words and explain them when you give the answers.

### Answers

- Speaker 4 (*My family said, 'You're really good at this. You could excel if you put your mind to it.'*)
- Speaker 2 (*I decided to try to beat my best time by a few seconds every day.*)  
Speaker 4 (*... I'll be practising hard all next summer.*)
- Speaker 1 (*Every day he was leaving home at six in the morning and not getting back until late, sometimes after ten at night.*)
- Speaker 3 (*I was devastated!*)
- Speaker 1 (*Well, my dad had been working in a really stressful job – he hated his boss and the bureaucracy, and he just wasn't very happy. / '... You could rent premises and then find a partner and see if you could make it work.'*)
- Speaker 3 (*It was getting later and later, we were getting colder and colder, and nothing was happening.*)
- Speaker 2 (*... it's going to be tough, but hopefully I'll be able to do it!*)  
Speaker 4 (*The course starts next September, so I'll be practising hard all next summer.*)
- Speaker 4 (*I had to take a theory test and do an audition ...*)
- Speaker 3 (*I'm determined to see a meteor shower, so I'm definitely going to try again next time.*)

## Extension

Ask students to work in pairs and discuss the questions:

*Which speaker are you most similar to? Who are you least similar to? Why?*

*Which ambition would be easiest to realize for you? Which would be most difficult? Why?*

## GRAMMAR Review of tenses p10

To prepare for teaching the following exercises, see Grammar reference on page 128.

7

- Get students to read the Grammar box silently, or read out the sentences in the box, or nominate different students to read a sentence each and correct any pronunciation problems.
- Ask them to match uses 1–8 with the sentences in the box, working either in pairs or individually. You can give the answers now or wait for students to read the Grammar reference on page 128 and then go through the answers.

### Answers

- 1 b (The prediction *it's going to be tough* is based on the fact that the speaker finds even a half-marathon difficult.)
- 2 d (*going to* can be used to express the speaker's intentions, and the use of *definitely* here suggests that it is a firm intention.)
- 3 f (The future continuous is used for actions in progress at a point in the future.)
- 4 a (The present continuous is used for actions in the future that are arranged but are not likely to be part of a formal timetable or schedule.)
- 5 e (The present simple is used for actions in the future that are arranged as part of a timetable.)
- 6 g (The prediction here is certain as starting the course assures the chance to take up another instrument.)
- 7 h (The future simple is used for possible predictions with adverbs such as *possibly*.)
- 8 c (The future simple is used to express hopes and beliefs with introductory verbs such as *I believe that* or adverbs such as *hopefully*.)

### Teaching tip

#### Grammar: highlighting and using examples on the board

It helps to highlight words and forms so students notice aspects of grammar. The book does this and you can point to the examples there, but it sometimes helps to write out the examples on the board and then go through the checking questions using what's on the board. You can also underline important aspects of form, write names of tenses or create a table to make things clearer.

## Grammar reference and practice

Ask students to do Exercise 1 on page 129 now, or set it for homework.

### Answers to Grammar practice exercise

1

1 b 2 a 3 a 4 b 5 a

8

- Explain the task and do the first item with the whole class. Nominate a student to answer and check why they gave the answer they did. Do another example if you feel students may struggle.
- Put students in pairs to do the rest of the exercise.
- Check the answers as you did with the first example. Ask different students to explain their answers and write them on the board.

### Answers

- 1 *will come / is going to come* – Correct (Both focus on prediction, *going to* suggests there is evidence in the present.)  
*comes* – Not correct (This expresses either a present action or a timetabled future, which is not the case here.)
- 2 *is going to be* – Correct (This is a prediction based on evidence.)  
*is, as is published* – Not correct (It would need a time expression to place it in the future.)  
*will be being* – Not natural (We rarely use the passive in the future continuous.)
- 3 *is / will be* – Correct (*Is* is used for a timetable future and *will be* refers to a prediction of something certain.)  
*is being* – Not correct (The use of a state verb in the present continuous expresses a temporary present state, not a future state.)
- 4 *is taking / takes* – Correct (Present continuous is also correct to express arrangement. Present simple is used for a timetabled future.)  
*is going to take place* – Not natural (This refers to an annual event; it is more likely to be expressed by a future form expressing routine.)
- 5 *will probably print* – Correct (It suggests less certain prediction.)  
*is probably printing / probably prints* – Not natural (They refer to something fixed/timetabled and *probably* suggests that isn't the case.)
- 6 *I'm meeting* – Correct (It's a fixed arrangement.)  
*I meet* – Not/Less natural (It suggests a timetable or something regular.)  
*I'll meet* – Less likely but possible (We tend not to use *will* for a fixed arrangement.)

- 7 *will be translating* – Correct (It's an ongoing action at a point in the future.)  
*will translate* – Correct (It's a prediction of something certain.)  
*is translating* – Less likely but possible (It's unclear whether this is happening now.)
- 8 *I'll start* – Correct (It's something certain.)  
*I'm going to start* – Correct (It's an intention.)  
*I'm starting* – Not correct (There's no arrangement.)

### Extension

Ask students to discuss if they know anyone who likes writing and ask them to discuss the following:

*What kinds of things do they write?*

*Have they ever been published?*

*What could be good and bad about being a writer?*

*Is it a job you'd like to do?*

## GRAMMAR Present and past tenses p11

- 9
- Get students to read the Grammar box silently, or read out the sentences in the box, or nominate different students to read a sentence each and correct any pronunciation problems.
  - Explain the task and do the first item with the whole class. Nominate a student to answer. Do another example if you feel students may struggle.
  - Get students to answer the rest of the questions. When most students have finished, ask them to compare their answers in pairs.
  - Check the answers and ask different students to explain their answers where appropriate.

### Answers

- 1 i – past simple  
 2 b – past continuous for a series of repeated actions in a temporary/defined period  
 3 c – a temporary ongoing action, d – a temporary ongoing state, e – a trend  
 d could be considered unusual because we don't normally use the continuous with state verbs, although it is becoming increasingly common.  
 4 g and j – present perfect, a – past perfect continuous, f – past perfect  
 5 j – It would be followed with, for example, *I'll have the chance to take up another instrument.*

## Grammar reference and practice

Ask students to do Exercises 2 and 3 on page 129 now, or set them for homework.

### Answers to Grammar practice exercises

- 2  
 1 Correct  
 2 Incorrect (will start training)  
 3 Incorrect (are currently taking)  
 4 Correct  
 5 Correct  
 6 Incorrect (want)  
 7 Incorrect ('ve been practising)  
 8 Incorrect (haven't been trying)
- 3  
 1 do not 2 has become 3 had initially shown  
 4 did not 5 was pursuing 6 lost 7 had emerged  
 8 managed to 9 has progressively 10 going to

### 10

- Tell students they are going to read about a South Korean archer (Im Dong-Hyun) who competed in the Olympics. Ask students to read the whole text in one minute and find out what is unusual about him.
- As brief feedback, ask a student to give you the answer. (Im Dong-Hyun is blind.)
- Look at the instructions and do the first item with the class. Then ask students to complete the rest of the exercise. When most students have finished, ask them to compare their answers in pairs.
- Ask different students to give their answers and explain their choices. Write them on the board as you go through.

### Answers

- 2 looked (*was looking* if the focus is on the duration of the action)  
 3 broke  
 4 had already helped  
 5 had missed (*missed* – After a past perfect starting a sequence of actions, it is possible to use the past simple.)  
 6 had been anticipating (*had anticipated*, but the continuous is more likely because of the focus on duration)  
 7 was knocked out  
 8 had even reached  
 9 struggles  
 10 has never prevented

### 11 MY PERSPECTIVE

- Read out the instructions, or ask a student to read them. As an example, you could tell your students about Eric Moussambani, or Eric the Eel (see Background information on the next page).
- Put students in pairs to discuss the questions, or discuss them as a class.

## Background information

Moussambani came from Equatorial Guinea, in Africa. He managed to enter the 2000 Olympics in Sydney on a 'wild-card' scheme that was designed to give athletes from developing countries an opportunity to take part in a world-class competition. He gained entry as a swimmer, despite the fact that he had only started learning to swim eight months before the competition was due to take place! He learned to swim in a hotel pool of twenty metres in length (an Olympic pool is 50 metres) and had to time himself. In his first heat, a bizarre incident disqualified the other swimmers and Moussambani had to swim the 100 metres freestyle event on his own. Although he failed to complete the swim in the time necessary to progress in the competition and his time was the slowest in Olympic history, he set a personal best. Moussambani endeared himself to the 17,000 spectators and was given a huge reception when he got out of the pool. He went on to become a national hero and coach of his country's swimming team.

12

- Think of an ambition or achievement that is true for you to model the task for students. Draw a timeline on the board. Mark the point that you achieved something and explain what happened then. Go back and explain where your ambition had actually originated (use past perfect) and then explain what you did to reach your goal, marking events on the line. Then explain how you plan to build on that achievement in the future or talk about a new goal you have set yourself.
- Give students a couple of minutes on their own to think of their own ideas. Tell them that they can invent something if they can't think of anything true from their own experience.
- Put students in groups to talk about the timelines they have prepared. Alternatively, ask students to volunteer to present to the class or have a lottery to choose six students to present. (It is likely to be a bit dull if you ask everyone to do it.) As students talk, make notes on areas of good language use, errors in pronunciation or other ways the talk could be improved.
- After each student finishes, let the class ask questions. At the end of each presentation or the group work, give some feedback and any suggestions for improvement.

### Homework

Set Workbook Lesson 1A exercises on pages 2–5 for homework.

# 1B Dream jobs pp12–13

## LEAD IN

Ask students to discuss which they would prefer – to get a job straight after school or go to university? What are the benefits of doing each?

## VOCABULARY BUILDING Employment collocations p12

1

- Write *unemployment rate* on the board. Explain that these words often go together. Ask students if they know any other kinds of *rate* (*rate of inflation, interest rate, etc.*) and what verb goes with *unemployment rate* (*fall, rise, go up, etc.*). You could refer to the Exam tip below or ask students why it might be a good idea to learn combinations of words like this.
- Ask the class to look at the other words in the box and complete the collocations and phrases connected to employment. Do the first item with the whole class.
- Get students to do the other items individually using a dictionary if necessary. While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and decide if what they describe is a problem or an opportunity. The answers may depend on the point of view of the person speaking. You may want to develop that idea and ask them to try and think of how each sentence could be either a problem or an opportunity to different people. For example, if someone doesn't go to university it could be a problem because they may earn less or have fewer options for work, whereas it is an opportunity for people to get training and some money straight after leaving school.
- Go through the answers by asking different students to read out and write the words on the board. Ask them to share their ideas of problems and opportunities.
- **Optional step.** Get the class to repeat the words and say where the stress is. You could also ask questions to check understanding of meaning, e.g. *What other kinds of state benefits are there? What's the opposite of 'out of work'? Why do you think it's called a glass ceiling?*

### Exam tip

#### Learning collocations

It is a good idea to learn collocations – words that commonly go together, such as *heavy rain* or *achieve your goals*. These combinations are often tested in multiple-choice and gap-fill tasks in use of English tests.

### Suggested answers

- 1 *apprenticeship* – opportunity  
(An apprenticeship scheme or internship provides opportunities for training and improves job prospects in the future. On the other hand, people may not earn much money while they are doing one.)
- 2 *unemployment* – problem  
(If the unemployment rate is high, it is hard for people, often the young, to make a living, whereas for employers it is an opportunity to pay lower wages.)
- 3 *state* – problem  
(If there are no state benefits, unemployed people without support from their family may not be able to pay for essential items.)
- 4 *minimum* – problem  
(A lack of a legal minimum wage can be a problem because employers can exploit their workers by paying too little. It could be an opportunity for employers to cut costs and make more profits.)
- 5 *parental* – opportunity  
(Parental leave gives parents the opportunity to spend time with their children at an important stage of their development. It could be a problem for companies who can't afford to pay for it.)
- 6 *glass* – problem  
(A glass ceiling is a problem because it stops women using their talents in high positions and companies cannot benefit from these.)
- 7 *voluntary* – opportunity  
(Voluntary redundancy can be an opportunity for people to have enough money to support themselves while they take time to look for a new job or further training.)
- 8 *early* – opportunity  
(If someone takes early retirement, it's an opportunity to realize hopes and dreams before they get too old to do so. However, it could be a problem if their pension fund isn't enough to cover the years they're not working.)

### Extension


You could also get students to translate the phrases into their language and then if you have access to the internet, you could ask students to do a search using the translated phrases and find out what the situation is in their country. They should report back in English.

## READING p12

2

- Read out the questions and give your own answer for each one.
- Give students two or three minutes to discuss their ideas in pairs. Listen and take notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class. Ask some additional questions to individual students to find out more about what they said.

3

- Tell students they are going to read an article about dream jobs.
-  2 Tell students to read the article quickly and answer the questions. Set a time limit of about three minutes for this. Alternatively, play the audio while students read along.
- At the end of the time limit, stop students reading and tell them to check their answers in pairs. Go through their answers quickly.

### Answers

LinkedIn: asking adults if they've fulfilled their childhood career ambitions

ChildFund: asking children between ten and twelve what their career ambitions are

### Exam tip

#### Tackling different reading tasks

In exams, there are different tasks which test different understandings of the text. Sometimes they just want a general understanding of a paragraph, or the 'gist' of the text; sometimes they test students' ability to find a particular piece of information in a text; sometimes they test close understanding of particular vocabulary and sentences. Tasks that require general understanding usually come first in the exam and students should only need to read the text once. They shouldn't spend too much time on this. For later texts, they may need to read a text quite quickly once and then read sections again as they answer each question.

4

- You might consider doing the next two tasks as one and refer to the Exam tip above. The first task requires students to skim the text quickly and match the general idea to the graphic while the second requires students to scan the text for the relevant section and then read closely.
- Alternatively, do the first item in Exercise 4 with the whole class. Then ask students to do the rest of the task individually.
- When most students have finished, get them to compare their answers in pairs. Check answers with the class.

### Answers

- 1 Adult professionals and childhood dream jobs
- 2 Childhood dreams of adult professionals
- 3 Career aspirations by gender
- 4 Aspirations across the world

5

- Do the first item with the whole class. Ask for the answer but don't immediately say if it is correct, and ask students to explain their choice. If there is disagreement, let students debate and see if they can persuade each other. Give the final answer and clarify why, e.g. 1 True (*fewer than one in ten are currently earning a living from their dream job*).
- Tell students to do the rest of the exercise individually. They can check their answers in pairs when they have finished, then go through the answers in the same way as above, making sure you get students to justify answers.

### Answers

- 1 True (... people who fulfil their childhood aspirations are in a lucky minority; ... fewer than one in ten are currently earning a living from their dream job ...)
- 2 False (... just over one in five has at least found work in a related field.)
- 3 True (Presumably the high starting salary, not to mention the ... social status of the profession, have something to do with its popularity.)
- 4 True (In developing countries, just over a quarter of children listed medicine as their goal and just under a quarter aspired to be teachers; in developed countries, by contrast, the figures were 8% and 5% respectively.)
- 5 True ('The dream jobs we aspire to as children are a window into our passion and talents' ...)

6

- Ask students to look for the synonym of *ambitions* and see who can shout it out first. You could continue in this way as a game or you could ask students to do the task individually.
- If students are working individually, go round the class and notice how well they are doing. When most students have finished, get them to compare their answers in pairs.
- Go through the answers nominating different students. You might start with weak students and ask follow-up questions to stronger students, e.g. *What words can describe aspirations? (childhood / political) So, you could be a would-be ... what? What might indicate an affluent area or that someone's affluent?*

### Answers

- 1 aspirations (line 6)
- 2 would-be (line 7)
- 3 envisage (line 32)
- 4 gender gap (line 39)
- 5 affluent (line 59)
- 6 wishful thinking (line 61)
- 7 inherent (line 65)
- 8 reflect on (line 67)

### Fast finishers

Students can check the collocations of the words they found and then think of one more for each word. You could also ask the class to discuss any affluent places they know and why they are like that, and/or what they envisage the world will be like when they get to retirement age.

### 7 MY PERSPECTIVE

- Ask different students to read the questions aloud and check they understand them. Then put students in pairs to discuss them.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of pairs have finished, ask the class to change partners but to start from the last question this time. Continue listening and making notes.
- When a few pairs have finished, stop the task. Give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

### CRITICAL THINKING

#### Understanding attitude p12

8

- Read out the Critical thinking box and ask students to do the task.
- Go through the answers with the class. You might want to ask some further questions, e.g. *Can you think of anyone else in a lucky minority? How else could you finish the sentence 'Needless to say ...'?*
- **Optional step.** You could ask students to read the text again with the following questions in mind:  
*What picture do you have of the author? Do you think they are male or female?  
Where do you think they are from? How old do you think they are?  
What do you think their politics might be?*  
Discuss the questions as a class and invite students to share any other ideas they have about the author.

### Answers

- 1 c
- 2 b
- 3 c\*
- 4 a
- 5 b
- 6 c, d
- 7 b

\*At least is kind of good, but only in the context of everything else being so bad.

### Homework

Set Workbook Lesson 1B exercises on pages 6–7 for homework.



# 1C Bridging the gap pp14–15

## GRAMMAR Continuous and perfect aspects p14

To prepare for teaching the following exercises, see Grammar reference on page 128.

1

- Write *gap year* on the board and ask students if they know what it is. If they don't, get them to read the text to find out. If they do, ask them other questions, e.g. *Where did the idea of taking a gap year start? Why might people take a gap year?*
- Ask students to read the short text to check their ideas. When most students have finished, get them to compare their answers in pairs.
- Nominate students to answer the questions and check the whole class agrees with the answers.

### Answers

- 1 a year between school and university/college
- 2 Suzie Q: teaching English; Enrique: volunteering in a law firm

2

- Either get students to read the Grammar box silently or read out the sentences in the box, or nominate different students to read a sentence each and correct any pronunciation problems.
- Ask students to answer the grammar checking questions in pairs or ask the questions yourself to the whole class. For each statement, ask for a show of hands. Ask anyone who didn't put their hand up what they think.
- You can either give the answers now or wait for them to read the Grammar reference on page 128. Then ask the grammar checking questions again and nominate individual students to check their answers.

### Answers

- 1 c, e, f (These three examples all describe situations or actions happening for a limited period of time in the speakers' lives.)
- 2 a, b, c, e, f (These actions or situations are/were all continuing for a certain time. a and b both refer to actions that are happening more frequently at a certain time than before, i.e. trends.)
- 3 d, g (The present perfect here expresses completed actions.)
- 4 b (*and it is still increasing*), d (*my studies will benefit in the future*), e (*and I still am*), g (*we will keep in touch in the future*)
- 5 f (more recent past action = *came here*)

3

This is a task to further check comprehension, which you could do as a whole class. Read out the text and at each choice either ask students to shout out their answer or take a vote on each option.

### Answers

- 1 in progress
- 2 temporary
- 3 before
- 4 times

### Teaching tip

#### Getting feedback on grammar / vocabulary in a random order

When getting answers from the class, don't ask students in the order they are sitting, but instead ask in a random order. You also don't need to get examples from everyone; just make sure everyone has a chance over the course of the lesson. If you ask students in order, they might switch off when they know it is not their turn.

## Grammar reference and practice

Ask students to do Exercises 4 and 5 on page 129 now, or set them for homework.

### Answers to Grammar practice exercises

4

- 1 b
- 2 a
- 3 b
- 4 b

5

- 1 a had worked, b was working
- 2 a have been trying, b are trying
- 3 a has been putting, b has put
- 4 a have been spending, b are spending

4

- Look at the instructions and do the first item with the whole class. Go through each option and ask students to say which are possible and why before giving the correct answer.
- You can continue in this way or put students in pairs to discuss the others. Go round the class and check students are doing the task. Take note of any problems and provide help if necessary.
- When the first couple of pairs have finished, stop the task and go through the answers by nominating different pairs to give their ideas.