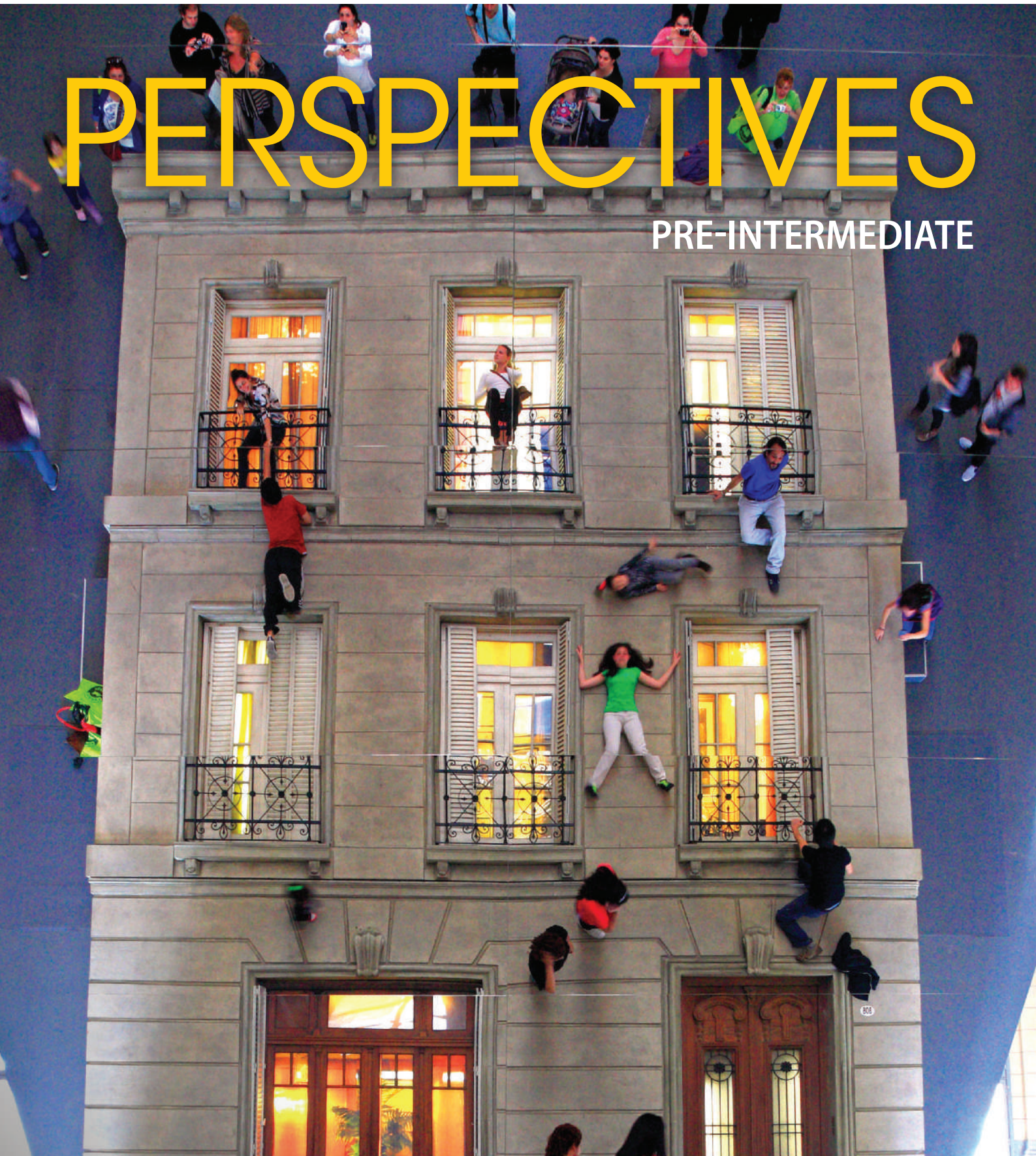


PERSPECTIVES

PRE-INTERMEDIATE



Teacher's Book

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PRE-INTERMEDIATE

Teacher's Book

Nancy **DOUGLAS**

James **MORGAN**

**Perspectives Pre-Intermediate
Teacher's Book**

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 2 Where the heart is Pages 20–31	Describing where you live Vocabulary building Suffix <i>-ion</i>	A news report about a special city	Past simple, <i>used to</i> Pronunciation /st/ and /zd/ in <i>used</i>	All the comforts of home Tip: skimming Pronunciation Word stress Critical thinking Analyze fact and opinion
 3 Health and happiness Pages 32–43	Being well Vocabulary building Synonyms	A lecture about 'whole-person' healthcare	Quantifiers, <i>how much / many?</i> Pronunciation Contrastive stress	Feeling no pain Tip: identifying the time and order of events Critical thinking Making ideas clear
 4 Learning Pages 44–55	Education Vocabulary building Suffixes <i>-ful</i> and <i>-less</i>	A conversation about a school project where students videoconference with other students around the world	Comparatives and superlatives Pronunciation Linking and elision	Nothing's impossible Tip: scanning Pronunciation Adjective stress Critical thinking Analyzing quotations
 5 Family and friends Pages 56–67	How's it going? Vocabulary building Suffix <i>-al</i>	A news show about how people greet each other around the world	Present perfect and past simple Pronunciation Past form endings	From child to adult – in one day

GRAMMAR

TED TALKS

SPEAKING

WRITING

Verb patterns:
verb + *-ing* or
infinitive with *to*



Half a million secrets

FRANK WARREN

Frank Warren's idea worth spreading is that sharing secrets can help us connect with others and know ourselves better.

Authentic listening skills

Word stress

Critical thinking

Identifying the main idea

Talking about
likes and
dislikes

An
introductory
postcard

Writing skill

Using
informal
language

Past continuous

Pronunciation

-ing in fast
speech



Magical houses, made
of bamboo

ELORA HARDY

Elora Hardy's idea worth spreading is that bamboo is an incredibly adaptable and strong building material that pushes the boundaries of what we can create with sustainable materials.

Authentic listening skills

Listening for gist

Giving reasons

A description

Writing skill

Using
adjectives

Phrasal verbs



The amazing story of the man who
gave us modern pain relief

LATIF NASSER

Latif Nasser's idea worth spreading is that pain is a testament to a fully lived life, an essential part of the human experience that all of us – including doctors – must acknowledge and deal with.

Authentic listening skills

Collaborative listening

Giving
opinions,
disagreeing
and conceding
a point

An opinion
essay

Writing skill

Organizing
points in an
essay

Comparative
forms (*as ... as*,
too, *enough*,
so, *such*)



Don't eat the marshmallow!

JOACHIM DE POSADA

Joachim de Posada's idea worth spreading is that children who pass the 'marshmallow test' could potentially be more successful in life since the results show signs of patience and self-discipline.

Authentic listening skills

English speakers with accents

Asking about
opinions,
making
comparisons,
making a
decision

An enquiry
email

Writing skill

Using polite
expressions

Present perfect
with *for*, *since*,
already, *just*
and *yet*



Why we laugh

SOPHIE SCOTT

Sophie Scott's idea worth spreading is that laughter is an ancient behaviour that we use to benefit ourselves and others in complex and surprising ways.

Authentic listening skills

Dealing with fast speech

Critical thinking

Recognize supporting evidence


Talking about
availability,
accepting and
saying *no* to an
invitation

Informal
invitations
and replies

Writing skill

Politely
making and
replying to
invitations

Contents

UNIT	VOCABULARY	LISTENING	GRAMMAR	READING
 <p>6 Do your best Pages 68–79</p>	<p>Goals and expectations</p> <p>Vocabulary building Negative prefixes</p>	<p>A radio show about two shops with different takes on ‘perfection’</p>	<p>Modal verbs: obligation, prohibition, permission, advice</p> <p>Pronunciation Reduced <i>have to</i> and <i>has to</i></p>	<p>Not so fast</p> <p>Tip: recognizing cause and effect</p> <p>Critical thinking Making inferences</p>
 <p>7 Tell me what you eat Pages 80–91</p>	<p>Food, drink and flavours</p> <p>Vocabulary building Suffixes</p>	<p>A conversation where students discuss classroom projects: the future of food and unexpected food facts</p> <p>Pronunciation Minimal pairs</p>	<p>Predictions and arrangements: <i>will, might, going to</i>, present continuous</p>	<p>The most important farmers</p> <p>Tip: identifying the main idea</p>
 <p>8 Buyer’s choice Pages 92–103</p>	<p>A product’s life</p> <p>Vocabulary building Compound nouns</p>	<p>A fashion podcast about a clothing company that cares</p>	<p>Second conditional</p>	<p>Saving the surf</p> <p>Pronunciation Compound noun stress</p> <p>Tip: cohesion</p> <p>Critical thinking Identifying supporting information</p>
 <p>9 All in a day’s work Pages 104–115</p>	<p>Jobs</p> <p>Vocabulary building Dependent prepositions</p>	<p>A conversation about an explorer’s career and what students want to do in life</p>	<p>Past perfect</p>	<p>Does school prepare you for the world of work?</p> <p>Tip: understanding different points of view</p> <p>Critical thinking Identifying tone</p>
 <p>10 Remote control Pages 116–127</p>	<p>Technology</p> <p>Vocabulary building Word families</p>	<p>A lecture about the history of communication technology</p>	<p>The passive</p> <p>Pronunciation Stress in passive verbs</p>	<p>Playing against computers that learn</p> <p>Tip: ‘chunking’</p> <p>Critical thinking Counterarguments</p>

GRAMMAR	TED TALKS	SPEAKING	WRITING
Zero conditional Pronunciation Conditional intonation	 Teach girls bravery, not perfection	Giving advice	An advice blog Writing skill Giving advice
First conditional	 The global food waste scandal	Planning a meal: making suggestions, describing food and making decisions	A restaurant review Writing skill Writing a review
Defining relative clauses	 Our campaign to ban plastic bags in Bali	How to persuade	A persuasive blog post Writing skill Using persuasive language
Reported speech	 The surprising thing I learned sailing solo around the world	Talking about careers, skills and interests Pronunciation Question intonation	A formal email Writing skill Indirect questions
The passive with <i>by</i> + agent	 How to control someone else's arm with your brain	Talking about pros and cons: looking at two sides in an argument	A formal letter of suggestion Writing skill Writing politely

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.

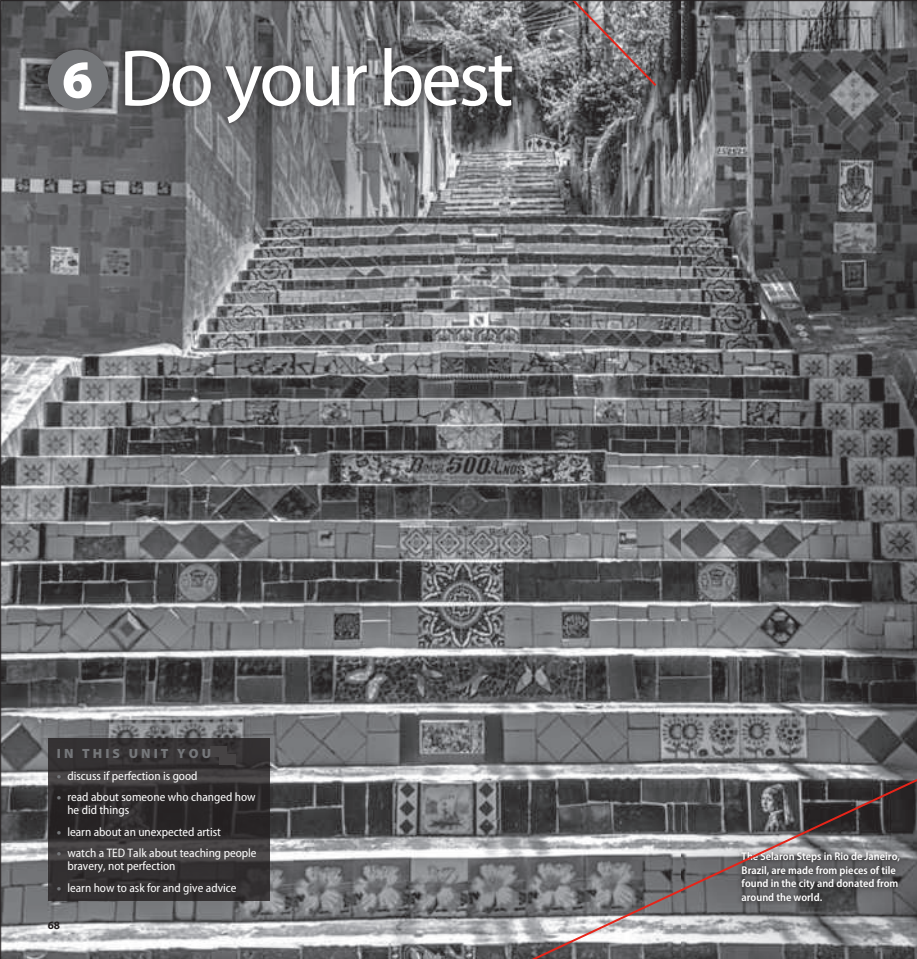
Unit walkthrough

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.

Students relate the content to themselves and their own world.



6 Do your best

IN THIS UNIT YOU

- discuss if perfection is good
- read about someone who changed how he did things
- learn about an unexpected artist
- watch a TED Talk about teaching people bravery, not perfection
- learn how to ask for and give advice

The Selaron Steps in Rio de Janeiro, Brazil, are made from pieces of tile found in the city and donated from around the world.

6A The best I can be

VOCABULARY Goals and expectations

- 1 Look at the photo. Many of the tiles used are broken or come from people's rubbish. Do you still think the stairs are beautiful?
- 2 Match the words in bold (1–7) with the correct definitions (a–g).
 - 1 I have not **failed**. I've just found several thousand ways that won't work.
– Thomas Edison
 - 2 'The only place where **success** comes before work is in the dictionary.'
– Anonymous
 - 3 Have no fear of **perfection**; you'll never reach it! – Salvador Dali
 - 4 Beauty is about being comfortable in your own skin. It's about knowing and **accepting** who you are! – Ellen DeGeneres
 - 5 Practice makes **perfect**! – Anonymous
 - 6 Practice doesn't make perfect. Practice reduces the **imperfection**.
– Toba Beta
 - 7 True success is overcoming the fear of being **unsuccessful**. – Paul Sweeney
- 3 Choose the correct option to complete the meaning of each quotation in Exercise 2.
 - 1 When you find a way that doesn't work, you learn something new. When you learn nothing, you **fail** / **succeed**.
 - 2 You **don't have to** / **have to** work before you can succeed.
 - 3 Perfection is a nice idea, and we **should** / **shouldn't** expect to reach it.
 - 4 Beauty isn't about how you look. It's about **how you feel** / **dressing comfortably**.
 - 5 If you want to do something really well, you **won't fail** / **practise a lot**.
 - 6 You can never be perfect, but you **can** / **and you can't** usually improve.
 - 7 Success means not being afraid of **other people** / **failure**.
- 4 Match the words on the left (1–6) with their opposites (a–f). Use a dictionary if necessary.

1 perfection	a unsuccessful
2 success	b fail
3 perfect	c imperfect
4 succeed	d imperfection
5 accept	e reject
6 successful	f failure
- 5 **MY PERSPECTIVE**

Work in pairs. Discuss the questions.

 - Have you ever failed? What did you do next? Do you think failure can lead to success?
 - Have you ever seen or experienced something that was perfect? What was it?
 - Can something be 'too perfect'? Why?

Unit 6 Do your best 69

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

Words are taught and practised in context.

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

1 Work in pairs. Discuss the questions.

- Can you think of a food that doesn't look good but tastes delicious?
- Have you eaten had a food that looked perfect but didn't taste very good?
- Have you ever been surprised by a food or drink? For example, something that looked sweet but tasted spicy?

2 Listen to a podcast about a fruit and vegetable seller in Tokyo. Are the sentences true (T) or false (F)? Rewrite the false sentences. **03:51**

- Senbikiya is a small grocery shop in Tokyo.
- Senbikiya isn't very successful because it's too expensive.
- In Japan, fruit is a popular gift because it is something you don't need.
- In Japan, giving fruit as a gift started recently.
- The carrots on this page probably don't come from Senbikiya.

3 Listen to a podcast about a fruit and vegetable seller in France. Choose the correct option to complete each sentence. **03:31**

- Intermarché sells fruit and vegetables that are
 - a ugly and popular.
 - b perfect but not popular.
 - c ugly and not popular.
- Customers like Intermarché's fruit and vegetables because of the
 - a funny way they look.
 - b price alone.
 - c taste and price.
- In the past, most 'ugly' fruit and vegetables were
 - a given to animals.
 - b thrown away.
 - c sold to supermarkets.
- Rejecting imperfect fruit and vegetables ____ food.
 - a wastes
 - b lowers the price of
 - c improves the flavour of
- Now, ____ are choosing to eat imperfect fruit and vegetables.
 - a only very hungry people
 - b most farmers
 - c more people

MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Do you think Senbikiya and Intermarché would be successful in your country? Why? / Why not?
- Which shop would you prefer: Senbikiya or Intermarché? Why?
- Are there any interesting shops like this where you live?
- Is fruit a luxury in your country, or would it be a very strange gift?
- Does it matter if vegetables and fruit don't look perfect? Why? / Why not?

CHOOSE

- Think of products other than food where a perfect appearance is important. Make a list of three or four things. Then think of products where an imperfect appearance is acceptable. Make a list of three or four things. Compare your lists with a partner.
Perfect appearance important: *new cars*.
Imperfect appearance acceptable: *soap*.
- Work in pairs. Make a list of situations when a person's appearance is important. When do people dress nicely and try to look as perfect as possible?
- Work in small groups. Think about how people present themselves on social media. Do you think people try to present themselves as more perfect and successful than they are in real life? Do you feel pressure to do this?

GRAMMAR

Modal verbs: obligation, prohibition, permission, advice

1 Answer the questions about presenting yourself online.

- What social media sites and apps do you use?
- What kind of photos of yourself do you put online?
- How do people use social media to make their lives look more interesting than they are? Do you do this?

2 Read the article about social media. What is it important to do? What is it important not to do?

Rules for the perfect profile?
According to the rules, you have to be at least thirteen years old to open an account on Instagram, Facebook, Snapchat and other social media apps, but of course anyone eighteen or over can join. Although the rules say younger kids can't join, you don't have to prove your age, so a lot of them still join. This worries some experts. Research shows that the 'perfect lives' kids see on social media can cause them to feel bad about their own lives. Parents should explain to kids that what people show online isn't the whole picture, and they mustn't take it too seriously. The Imperfect Tribe: a group that started on Instagram, agrees. They say we shouldn't try to look perfect on social media. In fact, members of the group must show themselves as real people online.

Modal verbs

Obligation
a You **have to** be at least thirteen to open an account.
b Members of the group **must** show themselves as real people online.

Prohibition
c The rules say younger kids **can't** join.
d They **mustn't** take it too seriously.

Permission
e Anyone eighteen or over **can** join.

Lack of obligation
f You **don't have to** prove your age.

Advice
g Parents **should** explain to kids that what people show online isn't the whole picture.
h They say we **shouldn't** try to look perfect...

3 Look at the examples in the Grammar box. Match the examples with the correct meanings (1–6).

- It would be a good idea to do this.
- It would be a good idea **not** to do this.
- You are allowed to do this.
- You are **not** allowed to do this. (two examples)
- It is necessary to do this. (two examples)
- It isn't necessary to do this.

Check your answers on page 138. Do Exercises 1–4.

4 Choose the correct options to complete the quotes about school uniforms.

We have a strict uniform policy at my school. Boys (1) *have to / can't* wear black trousers, but girls (2) *shouldn't / can* choose a skirt or trousers. Girls' skirts (3) *can't / must* touch the top of their knees. You (4) *can't / don't have to* loosen your tie at school during the day, and girls (5) *have to / mustn't* let their socks fall down. – Park, Korea

'We don't have a uniform, so we (6) *can't / don't have to* wear a tie or jacket. We (7) *can / should* wear mostly what we like, though we (8) *have to / mustn't* come to school in beach clothes or something like that. The rules aren't specific, but they say we (9) *mustn't / should* look neat.' – Sofia, Italy

5 Work in pairs. Are there rules about how to dress at your school? What advice would you give a new student about what to wear?

6 Complete the rules with these words.

can	can't	have to	must	should
-----	-------	---------	------	--------

Dressing for the temples of Thailand
Visitors to Thailand (1) _____ visit the amazing temples. But there are some rules you (2) _____ follow to be respectful. First, you (3) _____ wear shoes in the temples. Second, you (4) _____ wear clothes that cover your arms and knees. But in most temples there are no rules about covering your head – you (5) _____ enter without a hat or headscarf.

7 PRONUNCIATION *Reduced have to and has to*
Read about how we say *have to* and *has to*. Then read and listen to the conversation. Underline the reduced forms. **03:21**

When talking about obligation, people don't usually stress *has to* and *have to* when they are in the middle of a sentence. They also usually connect the words. At the end of a clause, or when an obligation is emphasized, *has to* and *have to* are stressed.

A: Does your football team have to wear a suit and tie on game day?
B: We don't have to, but we want to. We want to look our best.
A: But everyone has to wear the official uniform to play, right?
B: Yes, everyone has to. It's a rule.

8 Work in pairs. Discuss the questions.

- When in your life have you had to wear certain clothes for a special event, job or activity?
- How should people dress for an important event like a college interview?

70 Unit 6 Do your best

Unit 6 Do your best 71

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

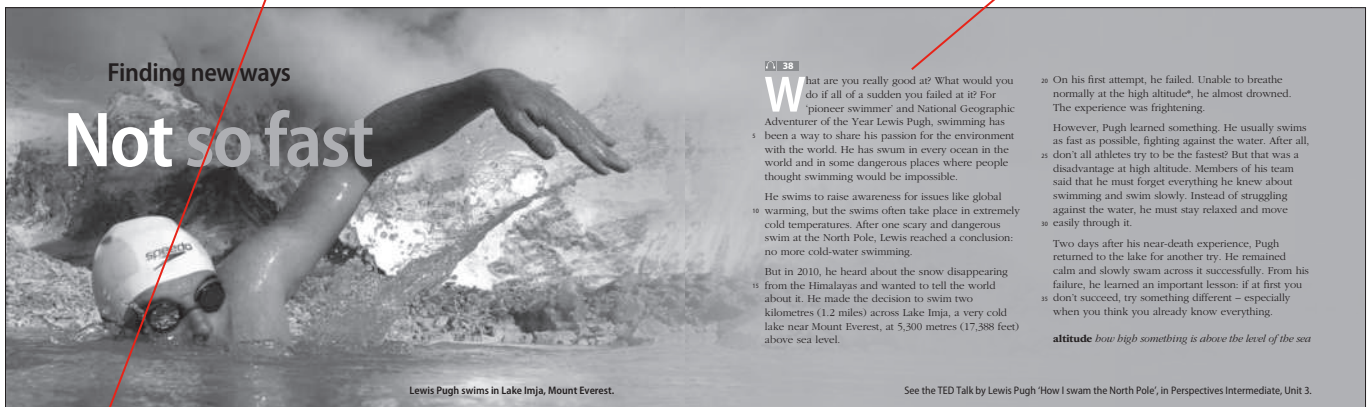
A final open-ended activity allows students to personalize the language.

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, also recorded for extra listening practice with classes who need it.



Lewis Pugh swims in Lake Imja, Mount Everest.

See the TED Talk by Lewis Pugh 'How I swam the North Pole', in Perspectives Intermediate, Unit 3.

VOCABULARY BUILDING Negative prefixes

A prefix can be added to the beginning of a word to change its meaning. Some prefixes give words the opposite meaning. For example:
im- (imperfect = not perfect)
dis- (disagree = not agree)
un- (unsuccessful = not successful)
in- (informal = not formal)

- 1 Work in pairs. Read the Vocabulary building box. Then complete the words below with *im-*, *dis-*, *in-* or *un-*. Use a dictionary if necessary.

Why being comfortable can be bad for your career
 CEO Kathy Bloomgarden says that if you want to succeed, you need to be (1) uncomfortable. She believes that it's (2) impossible to grow unless you have challenges. She realized that only speaking one language was a (3) disadvantage in business, so she learned Arabic and Chinese.

Why being patient may not help you learn a new language
 Blogger Benny Lewis believes that the best way to learn a language is to be (4) impatient. If you really want to succeed, you must be (5) unable to wait. He says that if you just start talking to people, your fear will (6) disappear. And talking to people is an (7) imexpensive way to learn!

- 2 Complete the sentences so they are true for you. Share your ideas with a partner.

- 1 I feel *comfortable* / *uncomfortable* when ...
 I feel *comfortable* when I'm relaxing with my friends.
- 2 For me, it would be *possible* / *impossible* to ...
- 3 One *advantage* / *disadvantage* of the place I live is ...
- 4 I feel *successful* / *unsuccessful* when ...
- 5 I'm usually *able* / *unable* to ...
- 6 Something I would like to see *appear* / *disappear* is ...
- 7 For me, it's *perfect* / *imperfect* that ...
- 8 I *agree* / *disagree* with ...

READING

- 3 Work with a partner. Look at the photo and the caption. Discuss the questions.

- 1 Where is this person? What is he doing?
- 2 How do you think he feels?
- 3 Would you ever try something like this? Why? / Why not?

- 4 Read the article. Answer the questions.

- 1 Why does Lewis swim?
- 2 Where did he do a high-altitude swim?
- 3 What style of swimming was successful for him for most of his career?
- 4 What style of swimming was successful for the Lake Imja swim?
- 5 What lesson did Lewis learn through failure?

72 | 38
What are you really good at? What would you do if all of a sudden you failed at it? For 'pioneer swimmer' and National Geographic Adventurer of the Year Lewis Pugh, swimming has been a way to share his passion for the environment with the world. He has swum in every ocean in the world and in some dangerous places where people thought swimming would be impossible.
 He swims to raise awareness for issues like global warming, but the swims often take place in extremely cold temperatures. After one scary and dangerous swim at the North Pole, Lewis reached a conclusion: no more cold-water swimming.
 But in 2010, he heard about the snow disappearing from the Himalayas and wanted to tell the world about it. He made the decision to swim two kilometres (1.2 miles) across Lake Imja, a very cold lake near Mount Everest, at 5,300 metres (17,388 feet) above sea level.

20 On his first attempt, he failed. Unable to breathe normally at the high altitude*, he almost drowned. The experience was frightening.
 However, Pugh learned something. He usually swims as fast as possible, fighting against the water. After all, 25 don't all athletes try to be the fastest? But that was a disadvantage at high altitude. Members of his team said that he must forget everything he knew about swimming and swim slowly. Instead of struggling against the water, he must stay relaxed and move easily through it.
 Two days after his near-death experience, Pugh returned to the lake for another try. He remained calm and slowly swam across it successfully. From his failure, he learned an important lesson: if at first you 35 don't succeed, try something different – especially when you think you already know everything.

altitude *how high something is above the level of the sea*

- 5 Read about cause and effect. Then read the article again and match the causes (1–4) with the effects (a–d).

Readings often present causes and effects – events that lead to other situations or results. Understanding cause and effect can help you understand how the ideas in the reading are connected.

- 1 Lewis was afraid.
 - 2 Lewis wanted people to know about global warming.
 - 3 Lewis failed to swim across Lake Imja.
 - 4 Lewis changed his swimming style.
- a He went swimming near Mount Everest.
 b He decided he wouldn't swim in cold water ever again.
 c He succeeded in swimming across Lake Imja.
 d He changed his swimming style.

- 6 Match the pairs of synonyms from the article.

- | | |
|-------------------------|----------------------|
| 1 conclusion (line 12) | a scary (line 11) |
| 2 frightening (line 22) | b decision (line 16) |
| 3 fight (line 24) | c attempt (line 20) |
| 4 try (line 32) | d struggle (line 28) |
| 5 calm (line 33) | e relaxed (line 29) |

CRITICAL THINKING Making inferences

Inference helps readers understand a meaning that isn't directly stated. For example, the article tells us that Lewis did two very difficult swims. It doesn't say directly that he's a strong swimmer, but we can make the inference that he must be a strong swimmer or he could not do these difficult swims.

- 7 Read the Critical thinking box. Then choose the word in each pair of opposites that best describes Lewis's style of swimming and personality. Use a dictionary if necessary.

- | | |
|--------------|--------------|
| 1 lazy | hard-working |
| 2 confident | shy |
| 3 successful | unsuccessful |
| 4 afraid | brave |
| 5 weak | strong |

- 8 For each answer you gave in Exercise 7, underline the information in the article that supports your answer.

- 9 Make a list of other words to describe Lewis based on what you know from the article. Use a dictionary if necessary. Compare your list with a partner and discuss any differences.

10 MY PERSPECTIVE

Work in groups. What do you think about Lewis's extreme swimming? Is it brave to do something like that for a good cause? Or is it too dangerous?

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


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.



6C Unexpected art

GRAMMAR Zero conditional

1 Work in pairs. Answer the questions.

- What do you really enjoy doing for fun?
- Can you imagine a job that would pay you to do something you love?

Zero conditional

*When you **do** what you love, you **love** what you do.*

*If you **don't risk** failure, you **can't** succeed.*

*When you **make** mistakes, you **can learn** a lot.*

2 Look at the examples in the Grammar box. Then answer the questions.

- 1 In each sentence, what verb tense is used in the *if* or *when* clause?
- 2 What verb tense is used in the result clause of each sentence?

Check your answers on page 138. Do Exercises 5–8.

3 Complete the article with these clauses. Write the correct letter (a–f).

a you travel to New York	d people want to buy an artist's work
b you aren't stopped from painting on walls	e if you work hard
c it doesn't feel like work	f art galleries can sell it

When you love your job, (1) _____ . That's definitely the case with street artist Lady Aiko. If (2) _____ , you may see her work on buildings – and in art galleries. Some street artists have to work in secret, but when your work is as good as Lady Aiko's, (3) _____ . In fact, you can get paid to paint on them. And if a street artist's work becomes popular, (4) _____ . When (5) _____ , the artist is doing something right. Lady Aiko is successful because of bravery and persistence. When she started out, most street artists were men, and people were surprised to see a woman street artist. Lady Aiko shows that (6) _____ , you can change people's expectations.

Zero conditional to give advice

*If you **love** street art, **go** to Rio de Janeiro.*

*When you **go**, **visit** the Selaron Steps.*

*If you **visit** the Selaron Steps, you **should take** a lot of photos.*

4 Look at the examples in the Grammar box. Then answer the questions.

- 1 In each sentence, what verb tense is used in the *if* or *when* clause?
- 2 What verb form is used in the result clause when we give advice?

5 Cross out one incorrect word in each piece of advice for artists.

- 1 If you want to be an artist, ~~should~~ do it – just start painting.
- 2 When you aren't sure what to do, you should to just keep painting – don't stop.
- 3 If when you want to grow as an artist, you should look at other people's work.
- 4 When you are ready for people to see your work, if you can put your photos on the internet.
- 5 When you feel like you're failing, if try to learn from the experience.

Lady Aiko painted this image in Dubai in 2016.

6 Choose the correct options to complete the article.

Escadaria Selarón

If you (1) *go / will go* to Rio de Janeiro, Brazil, you (2) *visit / should visit* the Escadaria Selarón – the Selaron Steps. Artist Jorge Selarón started work on the steps as a hobby in 1990, but soon learned that if you (3) *love / should love* something, it can become your life's work. Before starting the steps, Selarón was a struggling painter. But soon, the steps became popular with both locals and tourists. When you first see the steps, you immediately (4) *notice / noticed* a lot of green, yellow, and blue – the colours of the Brazilian flag. According to Selarón, originally from Chile, the steps are his gift to the people of Brazil. When you (5) *can look / look* closely, you can see hundreds of words and pictures in the tiles. Selarón said that each tile tells a story. If that's true, then the stairs, made with four thousand tiles, (6) *had / have* four thousand stories to tell.

7 Complete the sentences with one word from the box in each space.

If _____ like _____ should _____ try _____ When _____ work

- 1 If you _____ street art, you should look for Lady Aiko's work.
- 2 _____ street artists become famous, they can make a lot of money.
- 3 If you _____ hard at something, your ability usually improves.
- 4 When you fail, _____ to learn from it.
- 5 _____ an artist wants a bigger audience, they can put their artwork on the internet.
- 6 When you find something you love doing, you _____ make time for it.

8 PRONUNCIATION Conditional intonation

Read about intonation in conditional sentences. Then listen and mark the upward and downward intonation on the sentences in Exercise 7. **01 03 07**

In conditional sentences that begin with *if* or *when*, the intonation often rises on the *if/when* clause and falls on the result clause.

If you're interested in art, you should visit the Selaron Steps.


When visitors come to town, we like to show them the sights.

9 Listen to the sentences in Exercise 7 again. Then practise saying the sentences with natural conditional intonation. **01 03 07**

10 CHOOSE

- 1 Tourists enjoy seeing the work of Lady Aiko in New York and Jorge Selarón in Rio de Janeiro. Work in pairs. Think of things in your country that tourists enjoy seeing. Tell people to see them using zero conditional sentences. Then present your work to another pair. *When you visit our city, you should see ...*
- 2 Exercise 5 gives tips for street artists. Think of something you know about – learning a language, doing a sport, taking photographs – and write tips for doing it. Use zero conditional sentences. *When you want to learn photography, you should start by ...*
- 3 Jorge Selarón used broken tiles to create beauty. Think of a place in your area that isn't beautiful. Imagine how you could use recycled materials to make it beautiful. Make a poster showing your ideas and explaining the improvement. Use zero conditional sentences. *When an area is ugly and dirty, people don't go there. When you make it beautiful, ...*

This painting is from the Bowery Wall, New York, 2012.



Unit 6 Do your best 75

Examples in a grammar box provide clear models for students.

Well-scaffolded pronunciation activities help students be better understood.

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.

6D Teach girls bravery, not perfection

“ We have to show them that they will be loved and accepted not for being perfect but for being courageous. ”

RESHMA SAUJANI

Read about Reshma Saujani and get ready to watch her TED Talk. ▶ 6.0

TED TALKS

AUTHENTIC LISTENING SKILLS

Contrast

A contrast is when a speaker shows that two ideas, facts, or situations are different. Words such as *but* and *however* often mark contrasts. A speaker may also change their tone to mark contrast.

- 1 Read the Authentic listening skills box. Match the contrasting ideas in the extracts from the TED Talk.
- 1 She tried, she came close, but
- 2 She'll think that her student spent the past twenty minutes just staring at the screen. But
- 3 Girls are really good at coding, but
- 4 We have to begin to undo the socialization of perfection, but
- 5 This was my way to make a difference ... The polls, however,

a if she presses 'undo' a few times, she'll see that her student wrote code and then deleted it.

b we've got to combine it with building a sisterhood* that lets girls know that they are not alone.

c it's not enough just to teach them to code.

d she didn't get it exactly right.

e told a very different story.

sisterhood a group of girls or women who work together and help each other

- 2 Listen to the extracts and check your answers to Exercise 1. ▶ 6.0

WATCH

- 3 Work in pairs. Discuss the questions before you watch the talk.
 - Is perfection always better or more useful than imperfection? Why / Why not?
 - Is it more important to be perfect or to try new things? Why / Why not?
 - Can always wanting to be perfect make a person not try new things? Why / Why not? Has this ever happened to you?
- 4 Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ 6.1
 - 1 Reshma started her career working in
 - a politics.
 - b banking.
 - c marketing.
 - 2 She wanted to have a more active role in government to
 - a make more money.
 - b change things.
 - c raise money for others.
 - 3 She tried for an elected job in government
 - a and won.
 - b but changed her mind.
 - c and lost badly.
 - 4 She tells the story about running for government to show that
 - a she was perfect.
 - b she was brave for the first time.
 - c she was always brave.

- 5 Watch Part 2 of the talk. Answer the questions. ▶ 6.2
 - 1 What does Reshma say that boys are rewarded for, but girls are taught to avoid?
 - 2 What does she feel that girls lack?
 - 3 What do students need to accept when they are learning to code?
 - 4 What do girls often think if they have problems with their code?
 - 5 According to Reshma, why do girls often not answer questions?
 - 6 According to Reshma, when should we teach girls to be brave?
- 6 VOCABULARY IN CONTEXT
 - a Watch the clips from the TED Talk. Choose the correct meanings of the words. ▶ 6.3
 - b Work in pairs. Discuss the questions.
 - 1 Think of a time when you had to be *courageous*. What happened?
 - 2 Have you ever *run* for a position, for example, captain of a sports team? What was it? What would you like to *run* for?
 - 3 What kind of things do you *negotiate* with your parents? With your teachers?
 - 4 Have you ever seen a person's *supportive network* in action? What was the reason?
 - 5 Do you think everyone has the *potential* to do something good or brave? What do you have the *potential* to do?
 - 6 Is there anything that you have to *struggle* to achieve? What?
- 7 Think of something you have learned to do – speak a language, play a musical instrument, play a sport or something else. Make notes.
 - What was the skill or activity?
 - What challenges did you face? How did you have to be brave to continue learning?
 - What kind of mistakes did you make while learning it?
 - What advice would you give to someone learning the activity?
- 8 Work in small groups. Discuss your activity from Exercise 7.

CHALLENGE

Work in groups. Discuss the questions.

- Writing code is a process of trial and error and requires perseverance. What other activities require trial and error and perseverance?
- Reshma says in her talk that a supportive network is an important part of learning. Have you ever had a supportive network? Who was in it?
- Can you think of a time when you did something – even something small or simple – that felt brave? What did you learn from it?
- The journalist Arianna Huffington said, 'Failure is not the opposite of success, but a stepping stone to success.' Do you agree or disagree? Why?
- In your country, where are girls and women underrepresented and why?
- Reshma talks about the ways that boys are socialized. Is this also harmful to society? Does it limit the opportunities for boys? If so, how?

76 Unit 6 Do your best

Unit 6 Do your best 77

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.

6E Giving advice

SPEAKING

1 Work in pairs. Discuss the questions.

- Who do you usually ask for advice? Why?
- Have you ever given advice? What about?

2 Read the question and advice. What word do you think is missing?

Q&A

SS Sam S: My friend is good at _____, but won't speak in class or use her _____ because she's afraid of making a mistake. She wants her _____ to be perfect. What should I say to her?

AP Ania P: If she wants to speak _____, she should just start speaking _____. Nobody notices mistakes.

SR Sixtos R: She should learn to love mistakes. The only way to improve is to make mistakes, especially when you have a teacher there to correct you.

BD Ryuji D: Why not start an _____ film club? When you watch a film, you naturally want to talk about it. You could have an '_____ only' rule for the club.

IM Igor M: I agree that she shouldn't worry about mistakes, just keep trying. If you want to improve your _____, try speaking it often.

3 Work in pairs. Discuss the questions.

- Which advice do you think is the most helpful?
- Can you think of other advice that would be useful for improving your English?
- Have you ever heard any advice for speaking English that didn't work for you?

4 Look at the Useful language box. Work in small groups and take turns giving advice for these situations.

- You can see that someone is trying to work out where to put the coins in a drinks machine. You know the correct place to put them in.
- A friend asks you what kind of phone you think they should buy.
- You notice that someone in a shop is having problems carrying their items. They probably don't realize that the shop has baskets they can use.

Useful language

Requested advice
When you don't understand something in class, you should ask your teacher for help.
If you need more maths practice, try downloading a maths app.
Why don't you ...

Uninvited advice
If the computer isn't working, you might want to try restarting it.
I can see you don't have a phone signal. I got a signal near the window, and that may work for you.
I'm not sure, but I think this door is locked after 6.00. You may/might need to use the side entrance.

WRITING An advice blog

5 Work in pairs. Discuss the questions.

- How do you prepare for exams?
- How do you feel before or during exams? Do you often feel worried or stressed?
- What do you do to reduce your worry or stress?

6 Read the advice blog on page 151. Answer the questions.

- What problem does the blog talk about?
- How many solutions does the blog give?
- Have you used any of these tips? If so, which ones?
- Which tip do you think is the most useful?

7 Read the Writing strategies box. Does the blog on page 151 include all of the information mentioned in the box?

8 Choose one of the problems. Ask your classmates for possible solutions.

- You are often late meeting friends, arriving at school, etc.
- You spend too much time on social media when you should be studying.
- You have too many activities – sports, music, etc. You enjoy them all, but you're too busy.

9 Work in pairs. Choose one of the problems from Exercise 7b and think of a different problem of your own. Discuss the questions. Make notes of your answers.

- What exactly is the problem? Give details.
- Why is it a problem? Give two or three reasons.
- What are the possible solutions? Think of at least three or four.

10 **WRITING SKILL** Giving advice
Look at the advice blog on page 151 again. What are the three ways of giving advice in the solutions?

11 Write a short blog in your pairs about your problem and three to five possible solutions. Use this structure.

- Introduce the topic.
- Say what the problem is.
- Say why it's a problem.
- Offer three to five solutions.
- Give a conclusion.

12 Work with another pair. Exchange your blogs and check each other's work. Does it answer the questions in the Writing strategies box? Does it use the structures for giving advice?

Writing strategies

Explaining problems and solutions
A problem-solution paragraph usually begins with a sentence that introduces the topic. Then it answers these questions.

- What is the problem?
- Why is it a problem?
- What is the solution / are the solutions?

It will then often include a concluding sentence.

78 Unit 6 Do your best

Unit 6 Do your best 79

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

1 Who are you?

UNIT AT A GLANCE

Students will

- learn about occupations, interests and descriptions
- talk about themselves and others
- read about how people show emotions
- watch a TED Talk about people's secrets
- speak and write about what they like to do

1A Vocabulary

Personality, e.g. *helpful, honest*

Listening

A conversation where students greet each other and discuss their interests

Grammar

Present simple and present continuous

Pronunciation

-s verb endings

1B Vocabulary building

Adjective complements, e.g. *(be) bored, excited*

Reading

It's written all over your face

1C Grammar

Verb patterns: verb + *-ing* or infinitive with *to*, e.g. *enjoy being, want to know*

1D TED Talk

Half a million secrets, Frank Warren

Authentic listening skills

Word stress

Critical thinking

Identifying the main idea

1E Speaking

Talking about likes and dislikes

Writing

An introductory postcard

Writing skill

Using informal language

1A He's really into music

pp8–11

Information about the photo

The main photo shows fifteen-year-old Marta Croll-Baehre and the inset shows her twin Emma. The twins are virtually identical in appearance and have similar interests in that they both want to go to the same university and would like to sing opera. They also both like drawing but have very different styles. Twins can be identical or non-identical, and it is generally believed that identical twins have a closeness unknown in any other relationship.

LEAD IN

- Focus students' attention on the title of the unit or project it using the CPT. Elicit answers from students about themselves and tell them that answers to the question can involve a variety of aspects of our lives: the place we come from, what we do for a living, our family, etc.
- Read the unit objectives in the box together as a class and point out that all the objectives concern different aspects of people. Go over any words or concepts that students are unfamiliar with.
- Tell students to look at the photo and elicit comments about the two girls. They should clearly identify them as *twins* (provide the word if they don't know it) and can offer some ideas about what it is to be a twin.
- Note that the expression *be (really) into something* (used in the title of Lesson 1A) means that you like something very much. A person who is really into music, for example, listens to a lot of music, perhaps plays an instrument, writes music, etc. You can also use this expression to say you don't like something by adding *not*, e.g. *My sister does yoga, but I'm not into it*. Students will practise this expression in Exercise 10 on page 10.

VOCABULARY Personality p9

1 MY PERSPECTIVE

- Focus students' attention on the photo again, and the caption. Elicit ways in which the twins are similar in appearance and tell the students about their characters from the information above. Divide the class into pairs and ask them to discuss item 1, eliciting some ideas.
- Direct students to the word pool in item 2 (*cool, friendly, etc.*). Point out that all of the words are adjectives used to describe people. If necessary, model the words and ask students to repeat, paying attention to specific challenges your learners may have with certain words.

Teaching tip

Modeling pronunciation

When you model pronunciation, it helps if you can show how a given sound is formed. For example, some learners will say the word *funny* as *punny*, and need to have the difference between the /f/ and /p/ sounds modelled. You can show students how a sound is made by drawing their attention to the position of your tongue, teeth, or the shape of your lips as you say it.

- Give students a couple of minutes to review the words. (Some will be familiar to them.) Tell them to look up any they don't know in a dictionary.
- **Optional step.** Write or project on the CPD example sentences to check students' understanding of the adjectives, e.g. An _____ person always tells the truth. (honest) A _____ person has many friends. (popular)
- Give students a few minutes to work on items 2 and 3 individually, then ask them to discuss their answers, and item 4, with a partner. Ask individual volunteers to share their answers with the class. Also, give some feedback about new language that came up and correct any errors.

Teaching tip

Reviewing speaking activities

After many speaking activities, it is helpful to review new language that came up and to correct errors with the class. One way to do this is to list on the board things you heard students say while they were working. For example, you might hear a student say *I am a happy*. You can write this on the board and then ask students to offer the correct way of saying the sentence. (*I'm happy*, or *I'm a happy person*.) If no one is able to spot the error, make the correction yourself.

2

- Ask students to look at the words and check any they don't know in a dictionary. Then they match 1–4 with a–d. If necessary, model the pronunciation of the new words before you check the answers around the class.

Answers

1 c 2 a 3 d 4 b

If students suggest 3 b, you can tell them that it is almost correct, but *kind* is a better match here.

- Focus students' attention on the second part of the task. Give one or two of your own examples, e.g. *My sister is a helpful person. She always helps someone with a problem and*

is kind to them. Then tell students to use a pair of words to talk about someone they know. Ask them to explain their answer.

Exam tip

Using synonyms

When students learn vocabulary, it can be useful to write a definition in English and include a common synonym in their notebooks. However, students should be careful when using synonyms. Very often, they cannot be used interchangeably in a sentence because of how they collocate (go together) with other words. For example, the words *nice* and *cheerful* are synonymous, and when we describe people, it's often possible to use both, e.g. *He's a very nice/cheerful person*. In other cases, though, we can only use *nice* (not *cheerful*), e.g. *I had a nice childhood*. When students learn words with similar meanings, they should use them in example sentences in their notebooks so they are aware of how the words are used in context.

3

- Focus students' attention on the words in italics in the eight sentences and tell them that these are all adjectives used to describe people, and some are new words. Point out that most of the adjectives in italics are opposites but not those in items 5 and 7. If necessary, model the pronunciation and say the words as a class.
- Look at item 1 with the class. Explain or act out what it means to be *active* and say that *lazy* is the opposite. Elicit the correct answer to item 1 (*active*), then ask students to complete items 2–8 on their own, using a dictionary as needed.
- Check the answers around the class.

Answers

1 active 2 nervous 3 sociable 4 easy-going
5 hard-working 6 loud 7 funny 8 kind

Fast finishers

Students who finish quickly can write two or three new sentences, using the other word in italics in each sentence, e.g. *I'm lazy at the weekend. I usually watch films and sleep a lot.*

4

- Read the sample conversation aloud with a volunteer.
- Focus students' attention on the adverbs used: *She's also very active – but a little bit shy*. Also look at item 6 in Exercise 3 (*Luis is really loud*). Point out that it is common to use words like *very* or *really* before adjectives to make them stronger. (*She's very/really active*.) *A little (bit)* is used to

soften, or weaken, an adjective, especially those with a negative meaning. (*She's **a little bit** shy. He's **a little** loud sometimes.*)

- Tell students to work in pairs to describe students in the class: one student in the pair describes another student, and his/her partner tries to guess who it is. Encourage them to use adverbs like *very*, *really* and *a little (bit)* in their sentences.

5

- Model this exercise for the class by writing the name of a famous person on the board or eliciting one from the class. Then ask students to write two or three adjectives from the lesson that could be used to describe the famous person. Elicit ideas from the class. Which words do students use most often?
- Put students in pairs and tell them to choose a famous person together. Then separately, each student should make a list of three or four words that describe the person, including at least two from this lesson. Go round the class, helping students as needed. When students compare their lists, they should explain their ideas to their partner.

6

- Each pair should agree on a list of three or four adjectives that describe their person. They should also make a few basic notes about the person, e.g. nationality, gender, age.
- Ask pairs to present their list to the class, also giving the basic information. Other students can ask *yes/no* questions about the person if necessary, and then guess who it is.

LISTENING p10

7

Information about the photo

DJ Spooky, whose real name is Paul D Miller, is an American multimedia artist and hip-hop DJ, who is now artist in residence at the Metropolitan Museum of Modern Art, New York. A multimedia artist is someone whose work includes visual aspects but may also include sound, smell and touch as part of the experience. These artists work in digital media and can be employed in a variety of tasks: they might design museum installations or create laser shows, for example. In this photo, DJ Spooky is at the museum, performing a piece of music that he relates to its collection of Oceanic art.


- **Optional step.** Ask students to look at the photo. Before you start the activity, ask some preliminary questions: *Where do you think DJ Spooky is? What is he doing?* Give students a definition of *environment* (in the caption): *the environment is the air, water and land around us.*
- For item 1, ensure students understand *planet*; you could give a definition, e.g. *a large solid object that moves around the sun*, or draw a picture, or give the name of a planet and ask students to supply others, including *Earth*.

- Ask students to work through the activity. For item 1, ask them to raise their hands for each possible answer, a, b or c. Confirm that b is the answer. Check the other answers in the same way and ask a follow-up question for item 2, e.g. *Why do you think that?* Explain that they will hear the answer when they listen to the recording in Exercise 8. For item 3 they discuss their answers in pairs, and then volunteer information to the class.

Answers

- 1 b 2 a (most likely answer from the photo)
3 Students' own answers

8

-  2 Ask students to read items 1–5, and tell them to write B or A as they listen. Play the recording.

Audioscript 2

Anna Hello. My name's Anna.

Bruno Hi, Anna. I'm Bruno.

Anna Bernardo?

Bruno Close. It's Bruno – B-R-U-N-O.

Anna Oh, OK. We have the same name in Polish.

Bruno So you're from Poland?

Anna Yes – I'm from Krakow. What about you?

Bruno I'm from Peru – from Lima.

Anna Really? Cool. This is a great party. They're playing really good music. I like it!

Bruno Yeah, me too. ... I'm really into music.

Anna Me, too. Do you ever listen to the school radio station on the internet? They play really good music.

Bruno No, I didn't know about it. I'll check it out.

Anna So do you play an instrument?

Bruno Yeah, I play the guitar – a little bit. What about you?

Anna No ... I'm into sports. I like football. I'm on the school team.

Bruno That's cool. I play football with my friends, but I'm not on a team.

Anna So what kind of music are you into?

Bruno Hip-hop, rock, electronic, a lot of stuff ... Do you know DJ Spooky?

Anna DJ Spooky? I'm not sure.

Bruno He's really cool. He plays jazz, rock, reggae, hip-hop ... and even classical. He's very creative. And I like him because he isn't too serious – he's cheerful and funny.

Anna Sounds cool. I'm looking for some new music to listen to – something different. Can you play some of his music for me?

Bruno Sure. I have some DJ Spooky right here on my phone ...


- Ask individual students to give the answers.

Answers

1 A 2 B 3 B 4 A, (B) 5 A

- **Optional step.** Ask students to give the answers as full sentences, e.g. 1 *Anna listens to the school radio station.*

9

- Ask students to say whether they think each sentence is true or false, or if the information is not given, from what they remember. First, have your students work together in pairs and then check the answers around the class.
-  2 Play the recording again for students to check their answers.

Answers

- 1 T
- 2 NG (Bruno likes hip-hop and rock but Anna doesn't say.)
- 3 F (Anna answers *No* when Bruno asks *What about you?*)
- 4 T
- 5 F (He isn't too serious, but he's cheerful and funny.)
- 6 F (She describes Bruno's description of him as cool but she doesn't know his music.)

Exam tip

True, false and not given

Some exams have a task which includes the category of not given as well as true or false. Remind students that true and false in comprehension refer to what a speaker actually says. Examples of things that are not given are often commonly known facts or beliefs connected to the topic, and although they may be true in real life they are not actually part of what the speaker says.

10

- **Optional step.** Focus students' attention on the sample conversation. Then play the recording one more time and ask students to listen for examples of the structures used in the conversation to express likes and dislikes, e.g. *I like ...*, *I'm into ...*. Ask individual students to give you an answer.
- Put students into pairs to practise asking and answering about their interests. After about two minutes, ask students to form new pairs and repeat the conversation. You can do this two or three times to give your students plenty of practice, and then ask one or two pairs to say their conversations in front of the class.

Extension

Play a quick memory game with the whole class. Give all of your students a letter from A to Z. Student B starts by asking Student A any question using the target language, e.g. *Are you into sports/comic books/video games?* Student A answers the question and then Student B says, e.g. *This is Omar. He*

likes video games. The game continues with Student C asking Student B a different question. Student C listens to the answer and then has to remember the information from the beginning by saying, e.g. *That's Omar. He likes video games. This is Cecilia. She isn't into music.* Keep playing in this way until a student stumbles or can't remember and then he or she is out of the game.

GRAMMAR Present simple and present continuous p10

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

- **Optional step.** Read the sentences in the Grammar box aloud. Then write on the board _____ *really good music* twice, next to each other. Ask two volunteers to come to the board and each stand next to one of the sentences. Explain that you are going to say a pronoun (*I, you, she, they, etc.*) and *present simple* or *present continuous*. Students have to fill in the gap with the pronoun and correct form of the verb *play*. For example, if you say *you* and *present continuous*, the students have to write *You're playing to complete the sentence* *You're playing really good music.* If you say *she* and *present simple*, the students have to write *She plays to complete the sentence.* The one who completes the sentence first wins.

11

- Ask students to underline the verbs in each sentence and check that their answers are correct.

Answers

Students underline *play, play, 're playing, 'm looking.*

12

- Give students two minutes to look at the questions and then elicit the answers or refer them to the Grammar reference section. Note that for each grammar presentation exercise you have the option of checking yourself or referring students to the reference section.

Answers

- 1 present continuous 2 present simple
- 3 with *be (am/is/are)* and the *-ing* form

- With confident students you could also ask them to describe the formation of the present simple.

Grammar reference and practice

Ask students to do Exercises 1–4 on page 129 now, or set them for homework.

Answers to Grammar practice exercises

- 1**
2 Does he play football? No, he doesn't.
3 Do they know Beatriz? Yes, they do.
4 Are we ready? Yes, we are.
5 Am I late? No, you're not. / No, you aren't.
6 Do you like school? Yes, I do.
7 Does she study languages? Yes, she does.
8 Do you two want some help? No, we don't.
- 2**
1 am studying **2** is trying **3** are staying **4** are having
5 are taking **6** is expecting **7** is talking **8** am getting
- 3**
1 are watching **2** plays **3** am studying **4** are you doing, are making **5** enjoy, don't listen **6** takes
7 Do you buy **8** are just sitting, is raining
- 4**
1 ~~am knowing~~ → I know **2** correct **3** ~~stay~~ → are staying
4 ~~re preferring~~ → prefer **5** correct **6** correct
7 correct **8** ~~finish~~ → am finishing

13

- Give students one minute to skim the content. Then tell them to complete the information using the present simple form of the verbs given.
- Once everyone has finished, ask individual students to stand and read one sentence of the passage at a time.

Answers

- 1** is **2** lives **3** has **4** love **5** uses **6** like
7 aren't (are not) **8** hear **9** see **10** learn

- **Optional step.** If your students are quite strong, this is a good time to mention state verbs. Write the following list of verbs on the board: *know, like, love, own, see, seem*. Explain that these are state verbs: they describe *states* rather than *actions*. While state verbs can be used in the present simple, they typically aren't used in the present continuous. (There are, however, exceptions, such as the verb *feel*; both of these sentences have the same meaning: *Do you feel OK?* / *Are you feeling OK?*)

14

- Tell students that this exercise practises the present continuous, specifically the spelling of the *-ing* form of the verb.
- Ask them to read the short conversations and then complete them in pairs. To check the answers, ask pairs to volunteer to read the conversations aloud.

Answers

- 1** doing, playing **2** sitting, waiting **3** taking, studying
4 reading, enjoying **5** staying, living

Note: accept the answers in the other order for item 5. The order given is more likely as the second accommodation is likely to be more permanent, but the other order isn't incorrect.

15

- **Optional step.** Frequency adverbs, e.g. *frequently, sometimes, never*, often occur with the present simple rather than the present continuous. While there are exceptions, e.g. you can say *He's always playing video games* to indicate an action that is repeated over time, this is a loose 'rule' that will help students in choosing between these two forms. Write these adverbs of frequency on the board: *always, often, frequently, usually, sometimes, occasionally, rarely, hardly ever, never*. Write an example on the board to illustrate this point: *I sometimes take a bath in the evening. / I'm sometimes taking a bath in the evening.*
- Give your students time to complete the items using the present simple or the present continuous. Check the answers as a class, paying special attention to the spelling, e.g. *watches*. Ask students to identify the adverb of frequency in the items (*usually*, item 1) and ask where they could add an adverb (items 4 and 7).

Answers

- 1** watches **2** is **3** is studying **4** practises
5 am trying **6** is making **7** plays **8** is raining

Teaching tip

Explaining answers

It's helpful to go into the reason *why* an answer is correct. At this level, students should start practising telling *you* why they chose the answer they did (rather than you giving the explanation all the time). For example, students could tell you that they chose the present simple rather than the present continuous because there was a state verb in the sentence. By asking students to explain their answers, you are helping them to remember the main points of the lesson.

- Ask students to explain why they chose one form over the other. Can they explain their answers? (Items 3, 5, 6 and 8 use the present continuous because they are referring to events that are happening at the moment of speaking. Items 1, 4 and 7 use the present simple because they describe habits or schedules. The state verb *be* is used in Item 2, so the present simple is appropriate to describe this permanent state.)

16

- Go over the first item together as a class. (*What are you doing right now?*) Then tell students to complete the conversation.
- Ask students to check their answers in pairs. They can then practise the dialogue.



Answers

- 1 are, doing 2 am going 3 is 4 is 5 play
6 Do, want 7 am waiting 8 are working

Fast finishers

Students use the conversation as a model to write their own. Tell them to keep some of the sentences as they are, e.g. *What are you doing? / Do you want to come? / Sorry, I can't.* and change the rest of the details. The conversations should finish with Student A refusing the invitation and giving a reason why. Ask for volunteers to perform their conversations for the class.

17 PRONUNCIATION -s verb endings

- **17a** Go over the information in the Pronunciation box. Then read the three verbs aloud while students listen. Say them again and ask students to repeat after you.
-  **3** Explain to students that they are going to hear the verbs from the word pool and that they have to decide which ending each has, and write them in the correct category: /s/, /z/ or /ɪz/.
-  **3** **17b** They listen again to check their answers. Check around the class by asking students to call out the verbs which end in /s/, those that end in /z/, etc.

Answers

/s/ works, likes, wants, writes

/z/ sings, goes, listens, plays

/ɪz/ dances, practises, uses, watches

18

- Ask students questions using the verbs in the activity, e.g. *What kind of music do you like? Where do you go at the weekend?* Several students can call out their answers to each question. Brainstorm more ideas with the class.
- Ask students to work in pairs and come up with five things that he or she likes that are different from his or her partner's likes. They can then share their sentences with the class.

Homework

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

1B How are you feeling?

pp12–13

LEAD IN

- Focus students' attention on the title of Lesson 1B and tell them to look at the list of words in the table in Exercise 1. Say the words aloud with the class and ensure that students understand the meanings. Point out to students that *afraid/frightened* are synonyms as are *nervous/worried*.
- Ask students if they can think of any other feelings to add to the list, e.g. *happy, sad, confused, tired*. Write all ideas on the board.
- Ask students to look at the box in the reading text with the four emojis. Ask students to guess how each one feels: happy, angry, afraid, sad. These are adjectives that describe how people feel. The related nouns (*happiness, anger, fear, sadness*) come up in the reading and it would be helpful to introduce them to the class now.

VOCABULARY BUILDING

Adjective complements p12

1

- Read the information about adjective complements aloud with the class and check they understand *look* and *seem*, i.e. *look* describes a person's appearance and *seem* can describe appearance or behaviour.
- Point to different pictures in the photo at the top of page 13, and ask students to use the verb + adjective combinations to explain how each person is feeling. For example, it's hard to tell exactly how the girl in the top left-hand corner feels, so it's possible to say, e.g. *she looks/seems worried*. It's obvious how the man in the centre photo feels, so it would be best to say *He is/feels angry*.
- Tell students to work on their own to complete sentences 1–6 with either an adjective or the correct form of a verb. There may be more than one possible answer.
- Check answers around the class.

Answers

- 1 afraid, frightened, nervous, worried 2 excited
3 nervous, worried 4 is, looks, seems
5 became, got, was 6 seem, look

2

- Give students a few minutes to think of their answers. Go round the class, helping as necessary, and noting any errors or new language for discussion later.
- Stop the activity after about five minutes and ask a few students to share their answers with the class. Give some feedback about new language that came up and correct any errors.

3

Exam tip

Previewing a text

When we preview a text, we look at it quickly to get a general sense of what it's about. To do this, read only the title, any section headings or text in bold, the first and last paragraphs, and look at photos and read the captions. When you practise this technique in class, it is helpful to set a time limit so that students have to read quickly through the text.

- Ask students to read the information about previewing a text. Then tell them to answer the three questions in the box by taking some simple notes. Give them a time limit of ten minutes, then ask *What is this reading mainly about?* Tell students to use their notes to explain.

Suggested answers

It's probably about feelings.

They tell you that it's going to be about people and their feelings.

The main ideas are that there appear to be a lot of different feelings (first paragraph) and it's important to understand feelings (last paragraph).

- **Optional step.** The expression *it's written all over your face* (in the reading title) means 'I know how you're feeling because I can tell from the expression on your face.' You could show students how it is used: *A: You look upset. B: Yeah, I am. How did you know? A: It's written all over your face.*

4

- Tell students that the aim of this exercise is to identify the main idea of each paragraph in the article.

Exam tip

Identifying the main idea in a paragraph


A paragraph is a group of sentences that are about a central (or main) idea. Very often, the main idea is expressed near the start of the paragraph, usually in the first or second sentence. If there are paragraph headings, these can also help readers understand what a paragraph is about. Understanding the main idea of each paragraph can help readers understand the entire text, and can also help them locate information quickly.

- Tell students to read paragraph 2 (*Basic feelings*) and underline the sentence that states the main idea (the first sentence). Then have students read choices a–e and choose the best one (a). Ask students to complete b–e on their own.
- Check answers with the class. For each paragraph, ask students where in the paragraph the main idea is stated.

Answers

- b** = paragraph 4 (... *other animals experience many of the same feelings people have.* lines 33–34)
- c** = paragraph 3 (*Our faces show our feelings so clearly that even some animals know how we feel.* lines 21–22)
- d** = paragraph 5 (... *people's faces usually tell others exactly how they feel ...* lines 48–49)
- e** = paragraph 1 (*We feel so many different things, ...* lines 4–5)

5

-  **4** Read the instructions with the students and tell them that the aim of this exercise is to find specific information in the article.
- Tell students to read sentence 1, and ask them which paragraph(s) they would read (1, 2, 3, 4 or 5) to find the answer (paragraph 1). Explain to students that to find the correct answer, there is no need to re-read the entire text. Instead, they should find the paragraph that is most likely to have the information they need. To do this, they can quickly read the paragraph headings in bold and the first couple of sentences in each paragraph. Once they find the right paragraph, they can quickly search it for the correct answer.
- Tell students to work on their own to complete the sentences as quickly as they can.
- Check answers around the class and ask students which paragraph they found the answer in.

Answers

- 1** b – paragraph 1 **2** c – paragraph 2
- 3** a – paragraph 2 **4** c – paragraph 3
- 5** b – paragraph 3 **6** b – paragraph 4
- 7** a – paragraph 4 **8** c – paragraph 5

6

- Tell students that only one idea (1, 2 or 3) is discussed in the article. They should select the correct one and find and underline supporting evidence for it. Point out to students that the answer may not be stated directly.

Answer

- 2** – the article states that we should discuss important things face to face (lines 53–55)

7 MY PERSPECTIVE

- Give students a few minutes to discuss the questions in pairs. Go around the class checking and noticing errors.
- When students have finished, ask a few volunteers to share their answers with the class. Give some feedback about new language that came up and correct any errors.

Extension

- Play the following game: put students in small groups, tell them to write each emotion from Exercise 1 and any others on the board on small slips of paper, and then mix and put these face down on the desk in a pile. Then tell them to take six more small slips of paper. On three, they should write T (for truth); on the other three L (for lie). They should also mix these and put them face down on the desk in a second pile.
- Tell one person in each group to be the time and score keeper.
- One person in the group starts by picking up a paper from the 'emotion' pile and a T or L from the other pile. The student then has to tell a story about a time he or she experienced that emotion. If the student picked up a letter T, the story has to be true; if L, the story should be a lie, e.g. *Last month my dog was ill and I was really sad.* Other students in the group have two minutes to ask questions to try to guess if the speaker is telling the truth or a lie, e.g. *Why was your dog ill?* When the time is up, each person should say whether they think the speaker is telling the truth or a lie and explain why, e.g. *I think you're telling the truth. You're talking about your dog, and you seem very sad.*
- The speaker then shows the letter (T or L). Each student who guessed correctly gets a point.
- Model the game once for the class. Also, for support, write or project this language to help students *I think you're telling the truth/a lie.*

Homework

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

1C I expect my friends to understand

pp14–15

Verb patterns: verb + *-ing* or infinitive with *to*

pp14–15

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

1

- Focus students' attention on the photo on page 15. Ask: *Where are the people?* (at an amusement park) *What are they doing?* (riding a roller coaster). To work in the target structure, ask *Do you like riding roller coasters? Do you like watching scary movies?*
- Write this list on the board: *do homework, do exercise, hang out with friends, shop, study at the weekend.* Ask students to make sentences with (*don't*) *like* + *-ing* and one of the items on the board.
- Ask students to tell their partner two or three things they love doing and two or three things they hate doing.

2

- Give students a minute or two to underline and circle the words in the Grammar box.

Answers

Students underline *enjoy, learn, want, love.* They circle *being, to avoid, to know, meeting.*

- In Exercise 1, students used some verbs that are followed by a verb in the *-ing* form. Explain that there are also some verbs that are followed by *to* + verb (as in *They also learn to avoid angry people ...*)

3

- Give students time to complete the table before checking the answers around the class.

Answers

the *-ing* form: *enjoy, love*

to + infinitive: *learn, want*

- At this point, you could explain to your students that there are some verbs that can be followed by either the *-ing* form or infinitive with *to* (with no change in meaning), e.g. *begin.*