

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about charity and conservation programmes
- use reported speech to discuss the role of celebrities in raising awareness of global issues
- use expressions with *self* to discuss the pros and cons of taking selfies
- understand how to network effectively
- compare and contrast photos
- write a report about volunteering

UNIT OVERVIEW

	Offering assistance Expressions and phrases with <i>self</i> Personal growth
	Charity matters CRITICAL THINKING Discussing the pros and cons of volunteering in another country
	Reported speech Inversion
	The world of work: How to network
	Podcast – volunteering for a conservation programme
	Discussing photos – 3
	A report
	Reading: Gapped text Listening: Sentence completion Speaking: Discussing photos Writing: Report

DIGITAL OVERVIEW

Presentation Kit

- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ **Worksheets for this unit, including:**
 - Vocabulary revision worksheet Unit 8
 - Grammar revision worksheet Unit 8
 - CEFR worksheet Unit 8
 - Writing bank worksheet Unit 8 - Reports
 - Literature worksheets Units 7 and 8

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–8
- ▶ Printable test Unit 8
- ▶ Gateway to exams Units 7 and 8 (end of Unit 8)

Reading pp82–83



Differentiating between words related to offering assistance; reading for global understanding and specific information

>>> FAST TRACK

Before the lesson, students could think about the difference between the words in exercise 1a and be prepared to discuss them in class. They could also complete exercises 1b and 1c at home. In class, ask students to discuss what they think about the words in exercise 1a with a partner. Circulate and check they have understood the meanings, as well as being able to put the correct syllable stress on the words, then check the answers to exercises 1b and 1c. Finally, ask students to do the speaking part of exercise 1c.

WARMER

Write the word *help* on the board and ask students to think of any synonyms (for the verb or noun) or words with a similar meaning and write them on the board.

Suggested answers

(to) aid, to assist, assistance, (to) benefit, to lend a hand to, etc.

VOCABULARY Offering assistance

1a SPEAKING Students work with a partner and discuss the difference between the pairs of words. Circulate while students talk and check they have understood correctly. Nominate students to give their answers.

Suggested answers

- 1** **voluntary** [adj] = something you do out of choice, not because you are paid; **vocational** [adj] = something that's related directly to a particular vocation or job
- 2** **donation** [noun] = money or goods that you give to an organisation, especially one that helps people; **contribution** [noun] = an amount of money or something else of value that you give in order to achieve something or to help make it successful
- 3** **beneficial** [adj] = something that is beneficial has a good effect or influence on someone or something; **profitable** [adj] = something that is likely to increase your profits or give you a benefit or advantage
- 4** **motive** [noun] = the reason that you do something; **incentive** [noun] = something that makes you want to do something or to work harder, because you know that you will benefit by doing this
- 5** **empathy** [noun] = the ability to understand how someone feels because you can imagine what it is like to be them; **sympathy** [noun] = a natural feeling of kindness and understanding that you have for someone who is experiencing something very unpleasant
- 6** **protests** [plural noun] = a strong complaint or disagreement; **campaigns** [plural noun] a series of actions intended to produce political or social change

>>> FAST FINISHERS

Ask students to choose two or three pairs of words from exercise 1a and write contextual sentences for each of them.

+ EXTRA ACTIVITY

Ask students to look at the words in exercise 1a again and write the type of word (adjective, countable noun, etc.). Then in pairs have Student A work on words 1–3 and Student B look at 4–6. Ask them to think of all the forms of the root word for each one (e.g. *volunteer, involuntary; donate, donor; benefit, benefactor*) and to write the type of word and meaning for each. Allow them to check their answers in a dictionary. Then have students share their lists with their partner. This type of exercise can help with word formation tasks in the Use of English part of many exams.

1b Students read the sentences and choose the correct alternative. Check answers as a class, encouraging students to read the full sentences when they give their responses.

Answers

- 1** protests **2** sympathy **3** Vocational **4** beneficial
5 contribution **6** motive

1c Students complete the questions with words from exercise 1a. Check their answers before they discuss the questions with a partner.

Answers

- 1** sympathy **2** vocational **3** contribution
4 incentive **5** campaigns

2 **READING** Ask students to read points 1–3 then read the article to see which of the points they think the author is making. Remind students to ignore the gaps and paragraphs A–G at this stage.

Answer

- 1** It is hard to know how best to help people in need.

✓ EXAM SUCCESS Ask students to read through the tip in the box. Then refer them to Exam Success on page 129 for further ideas.

3 Give students time to apply the advice from the Exam Success box by reading through the missing paragraphs and underlining referencing (e.g. *it, this, those*) and considering words that may be synonyms for words in the main text. Then ask students to read the article again and choose from paragraphs A–G the one that best fits each gap. Remind students there is one paragraph they don't need.

Answers

1 E

... despite the fact that this child is unknown to you, and buy the hot drink for him instead?

Then consider a slightly different situation in which the potential recipient of your goodwill is more familiar to you. This happened to a friend only recently: her contribution to a collaborative project was far more significant in terms of time, effort and ideas than her classmate's.

In his defence, the other person said he was stressed out ...

2 D

... the term 'altruism' was coined by Auguste Comte, the French philosopher ...

Scientists and psychologists have been debating the nature and evolutionary origins of altruistic behaviour ever since. ...

3 A

... Many people claim that modern technology has made the world a smaller place, and has eliminated international borders.

It is true that real-time updates and live feeds allow you to view people's tragic situations in far-flung countries as never before. ...

4 F

... He said he had been deeply moved by the people's plight and had wanted to do something 'proactive'.

Vague notions of tending to the sick, or helping them to rebuild the infrastructure had begun to form. As with many other willing volunteers, the relinquishing of home comforts for a few months seemed to him a small sacrifice to make.

However, he was soon brought down to earth, ...

5 G

... requiring medical attention from doctors that were already overwhelmed.

... many would-be volunteers rush in without weighing up what they can realistically contribute against how much they might actually hinder relief efforts.

6 C

... tweet 140 characters about a humanitarian crisis, and generate viral slogans from hashtags. But what does this accomplish?

Certainly it can help people to feel part of a global caring community. However this is illusory in terms of creating impactful change, and it may also lead them to overlook the most practical thing in a critical situation.

According to relief agencies, there is plenty of goodwill, but a dearth of donations. ...

++ EXTRA ACTIVITY

Write the following expressions from the text on the board: **1** *You scratch my back, then I scratch yours* **2** *Stroke (someone's) ego* **3** *(to be) brought down to earth* **4** *(His) heart is in the right place*

Ask students to work in pairs to guess their meaning. Nominate students to give their suggestions before confirming answers.

Suggested answers

- 1 Someone does something nice or helpful for you and you reciprocate by helping them
- 2 To flatter and praise someone
- 3 To be forced to be realistic
- 4 Someone who has good intentions (with the implications that their actions may not necessarily be beneficial)

- 4 CRITICAL THINKING** Students read the questions and consider their own answers before discussing in pairs or with the rest of the class.

Example answer

The author seems to be largely against going to other countries to volunteer unless you have a specific skill to offer. He/She gives the example of 'John' who seemed to be more of a hindrance than a help as he ended up eating food and needing medical attention from the local doctors.

The author is, however, just basing his/her opinion on the one anecdotal example. To make the argument more valid, the author should have interviewed lots of people who have volunteered to get a balanced view. He/She should also have considered volunteers who have travelled to another country with a particular skill as these examples are more likely to have been positive. Talking to people native to the country or directly affected by the event to see whether volunteering can be beneficial or harmful would also have given a more balanced view on the topic.

++ EXTRA ACTIVITY

Introduce students to the word *slacktivism* and ask them if they can guess what it means. (Answer: It's an informal English noun, formed by combining the words *slack*, (which can mean *lazy*, and *activism*.) Ask students if they can think what *slacktivism* can refer to and if they can find a paragraph in the article that discusses this behaviour. (Answer: It refers to actions on the Internet, usually for a good cause, that require little or no effort to do, e.g. sharing a news article for a campaign, clicking on an online petition, etc. Paragraph 5 in the article discusses these things.) Ask students if they know of any recent causes and campaigns that have required little effort to support.

- 5** Refer students to the underlined words and phrases in the text and then match them to the explanations and definitions (1–10).

Answers

- 1** avert **2** hinder **3** overwhelm **4** relinquish
5 bystander **6** since time immemorial **7** plight
8 in hindsight **9** dearth **10** contest
- 6 SPEAKING** **What about you?** Students read and make notes for their own answers to the questions before discussing with a partner or in a small group. Open up the discussion to the class and ask some follow-up questions such as: *Have you ever participated in a social media campaign? Did it succeed in its aim?*

HOMEWORK

Assign students pages 66–67 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p84



Using reported speech to discuss the role celebrities play in global issues

>>> FAST TRACK

Ask students to complete exercises 1a, 1b and 2 at home before the lesson as an alternative to testing before you teach. Correct answers at the beginning of the lesson and assess whether you need to spend more time on form and meaning in the class.

Test before you teach

Write the following sentences on the board:

'We felt full after the meal.'

She said, 'I've already done my homework.'

He said, 'I'm ten years old.'

'It may be closed,' she said.

Ask students if the sentences are in direct or reported speech. (Answer: direct speech) Then ask students to rewrite them in reported speech. Circulate to check students are confident with the usage and form.

Answers

They (said they) felt full after the meal.

She said she'd already done her homework.

He said he's ten years old./He said he was ten years old.

She said it might be closed.

If students appear confident with the more basic structures, ask them to try to complete the following sentences in a grammatically correct way:

Elena admitted ...

The teacher reminded ...

My friend asked ...

The celebrity denied ...

Suggested answers

Elena admitted that she had lied about her exam grade. (verb + *that* clause)

The teacher reminded us that we must do our homework. (verb + object + *that* clause)

My friend asked me not to tell anyone. (verb + object + to infinitive)

The celebrity denied having cosmetic surgery. (verb + gerund)

Circulate while students are completing their answers. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Reported speech**TEACHER DEVELOPMENT: LANGUAGE****Reported speech**

At this level, students will be familiar with some of the rules of forming reported speech, but there may be some structures that are new to them and require more attention. We use a number of different structures in English, depending on the reporting verb used. Some verbs can be used by more than one structure.

– **verb + *that* clause** These verbs include: *admit, announce, complain, confirm, mention, promise, point out, say, etc.* For example, *She announced that the flight was delayed.*

– **verb + object + *that* clause** These verbs include: *assure, convince, inform, persuade, remind, tell, etc.* For example, *He informed the police that the robbers had left the property.*

– **verb + (not) to infinitive** These verbs include: *agree, ask, complain, demand, promise, refuse, threaten, etc.* *She asked not to be named.*

– **verb + object + (not) to infinitive** These verbs include: *advise, ask, convince, invite, encourage, remind, tell, warn, etc.* *They advised him to go to university.*

– **verb + (that) + object + (should) + infinitive without to** These verbs include: *ask, demand, insist, recommend, suggest, etc.* *We recommended that the parcel go to you first.*

– **verb + gerund** These verbs include: *admit, deny, recommend, regret, suggest, etc.* *He denied missing school to go to the football match.*

– **verb + (object) + preposition + gerund** These verbs include: *apologise for, confess to, congratulate on, criticise for, discourage from, insist on, etc.* *We apologise for keeping you waiting.*

1a Students look at the sentences and say how they could rewrite them using direct speech. Remind students not to use *to* after *tell/told*.

Answers

a The other person said (to her)/told her 'I'm stressed out and I'm dealing with personal issues!'

b She said (to him)/told him 'You can take the credit instead of me. You have to hurry up and sort your life out, though!'

1b Ask students to identify which part of sentences a and b needed to change.

Answers

Personal pronouns, e.g. *I* → *he*, *you* → *he*

Auxiliaries, e.g. *am* → *was*, and shifts tense, from present to past

Modals, e.g. present *can* → past *could*

Cohesive devices, e.g. *though* → *but*, and shifts position to link the two clauses

2 Ask students to look at the sentences from the article and answer the questions. Nominate students to give their answers.

Answers

1 him not to, advised/told/cautioned

2 We can use the present perfect (rather than past perfect) when the reporting verb is in the present, and the situation is still true.

3 We need to use past perfect because the situation being described happened in a period of time before the conversation occurred.

4 ... *he confessed + to + -ing*

5 The passive form of reported speech. This creates a more impersonal tone.

3 Students choose the correct alternative. Ask students to give their answers and where possible explain why it was the correct choice.

Answers

1 that we went/on us going

2 posting/that she had posted

3 from volunteering

4 to be/that it is/to have been

5 he would be/to us he would be

6 to sharing

7 he had not taken

>>> FAST FINISHERS

Ask students to change the sentences in exercise 3 into direct speech.

- 4 Check students understand the words in the box. Then ask students to use the direct speech to make reported speech sentences with the verbs in the box. Remind students not to use more than two words in each gap. Check answers as a class.

Answers

- 1 a pointed out b hadn't c that d conceded e could
2 a announced b would c admitted d had been
3 a congratulated b on doing c urged d not to
4 a denied b demanded c (should) apologise

+ EXTRA ACTIVITY

Ask students to write two to three statements like the ones in exercise 4. They should have one of the verbs from the box in exercise 4 in mind and should indicate a speaker (e.g. *the teacher, he, etc.*). They then swap with a partner who has to rewrite in reported speech using the correct verb.

- 5 Students use the verbs in bold and the underlined text to rewrite the article in reported speech. Remind students to use linking phrases if needed.

Answers

- 1 It has been/is predicted
2 Mia Hall told me that she **felt** the issue was being ignored, and so she believed it was her ...
3 he said that once all the money **had been** raised, it would be going directly ... they had contacted.
4 **Luke King and Isla Brown** admitted to not realising how serious the situation was, until they had viewed some videos ...
5 She explained that if they did that, the event would draw a huge crowd, which was what they needed to reach their target.
6 It is rumoured that a celebrity ...
- 6 **SPEAKING** Ask students to think about any celebrities they know that are involved in raising awareness of global issues. Students then discuss in pairs. Ask them to make notes about what their partner thinks of these celebrities and their opinion on celebrities in general being involved in such causes. After a few minutes ask students to change partners and have them report what their original partner said to their new partner. Circulate to check students are using the form correctly.

Refer students to the Grammar reference on page 141 if necessary.

HOMEWORK

Assign students page 68 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p85



Using expressions with self to discuss taking selfies

>>> FAST TRACK

You could ask students to complete exercise 2 at home before the lesson. Check answers after the speaking activity and if students are confident with the meanings, they can move onto exercise 3.

WARMER

Revise the grammar from the previous lesson and introduce the word *self* by writing the following gapped text on the board:

He admitted _____ (think) he was the most important person in the world: he was so _____ -absorbed. Although he denied _____ (be) interested in fashion, he was very _____ -conscious about how he looked. Many people pointed out _____ (be) very full of him _____.

Answers

that he thought; self; being; self; that he was; self

Check students' answers and draw their attention to the use of the word *self*. Ask them if they can identify when we use it based on the examples above and their knowledge of reflexives, etc.

Expressions and phrases with self

- 1 **SPEAKING** Students look through the two situations and discuss how the situations might be considered selfish or selfless.
2 Students match each of the phrases (A–F) to the definitions (1–6). Nominate students to give their answers.

Answers

- 1 F 2 B 3 E 4 A 5 D 6 C
3 Students use the phrases in exercise 2 to complete the sentences.

Answers

- 1 self-indulgence 2 self-preservation 3 self-doubt
4 self-deprecating 5 self-expression 6 self-serving

+ EXTRA ACTIVITY

Ask students to work in pairs and think what type of person could be saying each of the statements and in what type of context they were said (e.g. 1 a poster 2 a news report on trolling, etc.).

- 4 **SPEAKING** In pairs, students ask and answer the questions. Circulate and check they are using the new language correctly. Nominate pairs to share their answers. You could follow up with further questions such as: *Do you think it is always bad to be self-serving? What are the most interesting types of self-expression?*
5 Ask students to look through the sentences and choose the best word to complete the gap. Nominate students to give answers.

Answers

- 1 D 2 B 3 A 4 A 5 C

>>> FAST FINISHERS

Ask students to use the expressions in exercise 5 to write sentences about themselves.

+ EXTRA ACTIVITY

Ask students to think of alternative ways of phrasing the expressions used in exercise 5. Remind them there isn't just one correct answer for each. Nominate students to give their sentences.

Suggested answers

- 1 My grandfather is the perfect example of someone who became successful without any help from others.
- 2 [...] but now he's not as strong or talented as he used to be.
- 3 I think my sister can be a bit self-centred at times.
- 4 When I get down, I like to get deeply absorbed in my music.
- 5 She goes on a long journey to discover who she is as a person again.

6 Ask students to read the text and think of the best words to complete gaps a–i. Remind students to use one word only in each gap.

Answers

b not **c** in **d** what/which **e** because **f** order
g Although/While **h** there **i** themselves

>>> FAST FINISHERS

Ask students to find two to three words or expressions in the text that are new to them and to find definitions. Allow them to use a dictionary. Then have them teach the words to the rest of the class when everyone has finished.

7 **SPEAKING** Ask students to read the questions and then discuss with a partner or in a small group which points in exercise 6 they agree or disagree with. Open the discussion up to the class, prompting with questions such as: *Do you think selfies make us too self-absorbed? Do you think people care too much about how they look because of selfies? Do you think it is just a modern concern or do you think historically people were also too concerned with appearance?*

HOMEWORK

Assign students page 69 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp86–87 

How to network

To understand the importance of networking, to evaluate different approaches and practise taking some first steps in expanding a network

>>> FAST TRACK

You could ask students to look at the diagram in exercise 2 before the class and make notes for each category. Students will then be ready to compare their ideas with a partner after they have completed exercise 1.

1 BACKGROUND INFORMATION

When you say the word 'networking', people will often think of more formal business-style events such as conferences and presentations. The term, however, now covers a much broader range of events and interactions, for example online networking via business sites or connecting at a volunteering project.

Networking is a valuable way of making contacts in a business context, and although students may be some years away from their first professional job, having some connections in place could put them at an advantage.

This lesson looks at a variety of ways to make connections and how to network efficiently and effectively. Students then have to role-play their techniques at a social event.

WARMER

Show students some examples of business cards (either online pictures or some real ones). Ask them to think of their dream job and write a business card including: Their name/Their company name, a short description of their product or services, their contact details (these don't have to be real). Tell students that they are going to try to use their cards in the 21st Century Skills Task later in the lesson.

Ask students to read through the lesson objectives and the Key concepts and check any vocabulary they don't understand.

- 1 **SPEAKING** In pairs, students discuss the questions. Nominate students to give their answers.
- 2 Ask students to look at the networking diagram and answer the questions. Then ask them to compare their answers with a partner.
- 3 In pairs or small groups, have students discuss the advantages and disadvantages of both more traditional ways of networking and networking through social media. For less confident classes, you could help them think of more traditional ways of networking first (meeting face to face, social events, conferences, etc.). Nominate students to give their ideas and build up a list of pros and cons on the board.

Suggested answers

	Traditional	Social media
Advantages	Meeting face to face provides an opportunity to build genuine rapport and trust. Going to conferences provides the opportunity to hear and learn from professionals and key note speakers.	Using social media allows you to reach a huge number of people, and very quickly. It's more cost-effective than spending money on travel, accommodation and socialising with people.
Disadvantages	Meeting face to face and going to conferences can take up a lot of time – it can eat into your social life, or detract from the time you spend at work or building your own business.	The strength and value of some social media relationships are questionable. You can have hundreds of 'contacts' – but will they really be prepared to help someone they don't really know and haven't met in person?

- 4 **READING** Students read the interview about networking and then match the sentence beginnings to the endings. Remind them that one sentence ending is not necessary. Check answers in open class.

Answers

1 E 2 G 3 D 4 A 5 C 6 F

>>> FAST FINISHERS

Ask students to look at the six pieces of advice in exercise 4 and order them from most useful to least useful. Then ask them to note down any of these things that they have already done or thought about doing.

- 5 **LISTENING** 25 Students listen to Ellie and Octavia meeting for the first time at a party. Ask students to make notes on 1–3. See pxx for the audioscript for this exercise.

Answers

- The host is called Marie and went to high school with Octavia. Marie always throws a great party.
- Ellie has been involved in robot design and took an engineering course at university. Octavia likes computer programming and works at a company that designs search and rescue robots.
- Ellie asks for Octavia's phone number.

- 6 **LISTENING** 25 Ask students to listen again and note down examples of when Ellie networks effectively.

Suggested answers

She starts the conversation.
 She starts on common ground – the host of the party.
 She asks questions about Octavia's interests.
 She mentions her own qualifications and shows her interest by mentioning the viral video.
 She introduces herself by name.
 She asks for Octavia's number politely.

+ EXTRA ACTIVITY

Hand out copies of the audioscript (on pXXX and on the Teacher's Resource Centre) and ask students to work in pairs and read through the dialogue. Before they start, play the track again and ask students to pay attention to how the speakers use intonation to express their interest. Also ask them to think about body language and how they can create a good impression when networking (*nodding to show interest, maintaining eye contact, shaking hands, etc.*). Circulate while students are speaking and help with any pronunciation.

21ST CENTURY SKILLS TASK



Tell students they are going to practise their networking technique at a social event. Put students in pairs and ask them to work through the steps.

- Step 1**
In pairs, students think of a job or an industry they can both talk about.
- Step 2**
Students brainstorm a set of social questions. Circulate and help less confident students if they are struggling with ideas.

- Step 3**
Ask students to role-play their questions. If you have the equipment you may allow students to record themselves.
- Step 4**
Students evaluate their performance. Draw their attention to the two questions.

Listening p88



Listening for specific information; using inversion for emphasis

>>> FAST TRACK

Students could complete exercises 5 and 6 at home before the lesson. Check their answers at the relevant point in the lesson and if students seem comfortable with form and usage you can move onto exercise 7.

WARMER

Ask students to work in pairs and discuss the following questions:
Have you ever taken part in a voluntary programme?
What do you think would be the pros and cons of volunteering?
What types of volunteering can young people do in your (our) city?
 After a few minutes, nominate different pairs to share their answers.

- 1 **SPEAKING** Draw students' attention to the photo. Ask students to work in pairs and discuss what they can see in the photo and what the people might be doing.

✓ EXAM SUCCESS Have students read through the tip in the box. Remind students that in listening exams there are often 'distractors' that may initially seem like the correct answer, so they have to listen carefully to the detail. Then ask students to discuss with a partner any other approaches they have for gap fill listening exercises. Refer them to Exam Success on page 130 to compare their suggestions.

- 2 **SPEAKING** In pairs, ask students to read the notes in exercise 3a and predict Silvia's answers.

- 3a **LISTENING** 26 Students listen and complete the sentences with a word or short phrase. See pxx for the audioscript for this exercise.

- 3b **LISTENING** 26 Students listen again to check their answers. Nominate students to share their answers and ask if their predictions in exercise 2 were correct.

Answers

- comfortable
But the rooms we volunteers were sleeping in – I couldn't believe how comfortable they were!
- plastic
I was horrified by the amount of plastic we picked up.

3 patience

Making the fences and digging the holes wasn't technically challenging, but I think I ran out of patience at times.

4 heroic

... the seals are endangered, but the researchers are doing everything they can to save them. It's sort of heroic, in a way,

5 interpreter

... my team leader would ask me to translate – to act as an interpreter, I guess.

6 friendships

So what happens is that all these new friendships form very quickly – and that was brilliant, an unexpected bonus actually.

7 song

But the thing I was dreading most was having to perform a song on the final evening.

8 experiment

So I guess I could regard my time on the programme as a useful kind of experiment – that would certainly be one way to describe it.

TEACHER DEVELOPMENT: STUDENT TRAINING**Distractors**

Listening tasks will often contain 'distractors' (incorrect alternatives, which are often deliberately misleading). Preparing before a task by looking at key vocabulary and possible synonyms in the questions will help students consider how answers could be differently (and incorrectly) phrased. After the task, hand out copies of the audioscript (on pXXX and on the Teacher's Resource Centre) for students to find any distractors, e.g. the line *I'd assumed they'd be a lot more basic.* is a distractor for question 1 in exercise 3a.

- 4 SPEAKING** Students work in pairs or small groups and discuss the question. Encourage them to give their reasons.

GRAMMAR Inversion**Test before you teach**

Write the following gapped sentences and situations on the board and ask students to make sentences:

_____ *did she contact me that week. (She didn't contact me that week.)*

_____ *do you get a free book for joining, but you get the first month's membership for half price. (You get a free book and the first month's membership for half price.)*

Circulate to check whether students are comfortable completing the sentences. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Suggested answers

Not once; Not only

- 5** Have students read through a and b. Then ask them to look at the sentences and complete the text with the words from the box. When checking answers, highlight the parts of the example sentences a and b that are being referred to (i.e. auxiliary verb, subject, etc.).

Answers

- 1** adverbial **2** negative **3** emphasis **4** formal
5 reverse

TEACHER DEVELOPMENT: LANGUAGE**Inversion**

The most common type of inversion is word order (i.e. when forming questions *you are* becomes *are you*), but there are other examples of inversion in English, for example, starting the sentence with a negative adverbial, e.g. *On no account should you go there after 10 pm.* In such cases the subject and auxiliary verb following the adverbial are inverted. If there is no auxiliary verb, we use *do, does* or *did*, e.g. *Not only do you insist on talking in class, you also refuse to do work.* Note that many of these structures are commonly found in more formal written English, e.g. *Seldom do you hear of good deeds these days. Never have we seen such destruction of the natural world.*

Inversion is also used after a number of phrases with *no, only* and *not*, e.g. *Under no circumstances should you cheat in an exam. Only after we left did we realise we'd forgotten to pay. No sooner had we set the picnic out, it started to rain.*

Inversion is used after the word *little* to mean *not at all*, e.g. *Little did we realise what was about to happen.*

- 6** Students rewrite the sentences as non-inverted. In less confident classes, do the first example as a class. Check answers as a class.

Answers

- 1** The programme had never seen such a huge number of volunteers.
2 The seals hardly ever come to shore.

EXTRA ACTIVITY

Students work in pairs. Ask Student A to write three inverted sentences and Student B to write three non-inverted sentences. They then swap sentences and rewrite them in the opposite way.

- 7** Students complete the second sentence using the word in capitals. Remind students to use no more than six words.

Answers

- 1** did we realise just how
2 when the battery ran out did
3 were the birds recognised as
4 no account must/can you swim by
5 sooner had we arrived than
6 did we understand what the demands

Refer students to the Grammar reference on page 141 if necessary.

HOMEWORK

Assign students pages 69–70 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p89

Discussing photos using appropriate expressions

>>> FAST TRACK

Students could prepare for the speaking task by looking at exercises 1 and 2 at home and making some notes on their opinions. Remind them not to write full sentences. Students will then be ready to begin the speaking tasks at the start of the lesson.

WARMER

Write the expression *There's no i in team* on the board, and ask students to discuss what they think it means with a partner.

Suggested answer

It refers, literally, to the fact that there's no letter 'i' in the word *team*, but the expression makes the point that when in a team you shouldn't consider your wants or needs as an individual.

Ask students if they agree with the statement or not.

Discussing photos - 3

- 1 SPEAKING** In pairs, students discuss the questions. Nominate students to report their partner's answer, giving reasons.
- 2 SPEAKING** Students choose two of the photos and talk about them together. Remind students that they both have to talk and should ask each other questions.
- 3 LISTENING** 27 Give students time to read through the task for Student A. Then tell them they are going to listen to a student attempting the task. Ask them to listen and answer the questions. See pxx for the audioscript for this exercise.

Answers

She talks about the second and third pictures. Yes – she compares the two photos – using appropriate phrases to contrast the situations throughout her minute of talking.

- 4 LISTENING** 27 Tell students that they are going to listen again and will hear the reporting verbs listed below. Ask them to number the verbs in the order they are used and say whether they are all used accurately.

Answers

	order	yes/no
ask	4	yes
warn	2	no
tell	1	no
suggest	3	yes
insist	5	yes

- 5 LISTENING** 27 Students complete the sentences from the recording then listen and check their answers. For less confident classes, you could play the recording before they attempt to complete the sentences and then again in order to check.

Answers

- 1 told them that they have to
- 2 warned the little boy not to
- 3 suggested that they could
- 4 asked if they need
- 5 insisted that everything is (going)

✓ **EXAM SUCCESS** Ask students to read the tip in the box and then refer them to Exam Success on page 130.

- 6** Ask students to read through the second part of the task and Student B's response. Ask them to look at the phrases in bold and decide their function.

Answers

Student B uses 'pointed out' to refer to a specific point that Student A already made – to show that he was paying attention, and to link his contribution in a way that develops the conversation further. He uses 'Having said that' to show that after considering the examiner's question in relation to one situation, he is now moving on to the second situation – and indicating a preference for the second.

- 7** Ask students which of the words or phrases listed could be synonyms for the phrases in bold. Ask students to add them to the Speaking bank.

Answers

- 1 mentioned/suggested/stated
- 2 on the other hand/that said/still

TEACHER DEVELOPMENT: CLASSROOM TIPS

Pairwork

Before a pairwork activity, think about how to organise the students so they are not always with the same partner. You could pair students with a partner of a similar level as they are likely to have the same needs which you can then address at the same time. Alternatively, you could put the students with a partner of a different level, as the more confident student can help the less confident one. If you do pair a more talkative student with a quieter one, check the talkative student isn't dominating the conversation. If this is happening you might want to experiment with putting two quieter students together. If there are an odd number of students, make a group of three, but ensure you rotate the 'extra' person so they have enough speaking time.

- 8 PRACTICE MAKES PERFECT SPEAKING** In pairs, students look at the photos of people in charge of others on page 145 and follow the instructions for Students A and B. Give students a time limit for each part and circulate to ensure students are using language correctly and including the relevant information.

HOMEWORK

Assign students page 71 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp90-91

Writing a report using appropriate phrases and expressions

>>> FAST TRACK

Students could complete exercises 2 and 3 at home before the class. You could check answers at the appropriate point in the lesson before students continue to the vocabulary-focused work in exercise 4.

WARMER

Write the following statements on the board and tell students these come from a recent survey in the UK on charitable giving.

- *Nearly eight out of ten people had given to charity in the year prior to the survey.*
- *People aged 16-24 were the least likely to be involved in a charity or to donate to a charity. Those aged 45-64 were the most likely.*
- *'Medical research' was the largest beneficiary of donations in terms of proportion of donors, followed by 'children and young people' then 'hospitals and hospices'.*

Help students with any of the vocabulary then ask them to discuss the statements with a partner. Are they surprised by any of these findings? Do they think a survey in their own country would have similar results?

A report

- 1 SPEAKING** In pairs, students discuss the questions.

Nominate students to share their answers. Have a show of hands to see which of the causes to donate to is the most popular. Ask students to give their reasons for their choices.

- 2** Ask students to read the task and answer the questions. Ask students to share their suggestions for the third point. Have them think about ways that would work particularly well for their age group.

Suggested answers

To get your information, you could devise a paper or online survey or questionnaire to give to other students, or you could look up existing data or statistics on related websites.

+ EXTRA ACTIVITY

Put students in small groups and tell them to decide on a charity that they think would be good to donate to. Tell them to imagine that they need to involve the rest of the school in raising money and to come up with two or three fundraising ideas and then some further suggestions of how they would persuade other students to take part.

- 3** Ask students to read the report then respond to the questions. Remind them to ignore the underlined words and phrases.

Answers

- 1** 'The report is based on a survey completed by 50 teenage students at my school'
- 2** Students' own answers
- 3 How the report is structured:** The report is divided into four paragraphs of roughly equal length. The introduction establishes the aims of the report (*to outline the attitudes of teens towards donating money, clothing and other possessions to good causes*), introduces its contents and identifies its source. The following three paragraphs address the three bullet points in the question. Each paragraph has a heading, which is a good idea in reports, though not obligatory. If headings are used, students should try not to repeat language from the question word-for-word; instead use synonyms, paraphrase, change the word order or parts of speech. If headings are not used, the first sentence of each paragraph should clearly identify the topic.
- The register used:** The 'target reader' is an international research group, so a formal register is used. The first person singular is used in the final paragraph when making suggestions; otherwise the style is impersonal. The report addresses every part of the question.
- 4** Ask students to look at the underlined words and phrases in exercise 3 and add them to the correct place in the Writing bank.

Answers

Introducing and setting a context

The aim of this report is to outline ...

It will consider factors ...

The report is based on a survey completed by ...

Adding/Developing a point

Furthermore

... and also

Not only ... but also ...

What is more ...

Indeed ...

... as well as ...

... and in fact ...

Moreover ...

In addition,

Making suggestions

... it would be a good step forward if ...

I would propose that ...

TEACHER DEVELOPMENT: ADVANCED WRITING

Genre-based writing

At the higher level, students should be aware of different types – or genres – of writing. Formal, academic genres might include report writing, book reviews, essays, case studies, or business proposals. Getting students to notice the features that make a writing type the way it is can be useful to help understand what makes a piece of writing effective. Ask your students how they know that a piece of writing is e.g. a report. There can in fact be different ways to approach report writing, but common features of many reports include that they are based on

factual information. Therefore, the writing needs to be objective and not subjective. A formal report writer should ideally avoid including his or her own opinions, although in the report on page 90, the writer uses 'I' to make a suggestion. This is not necessarily right or wrong, but you could discuss the strength of persuasiveness in a piece of writing with your students based on whether a writer uses a phrase such as 'I think that' or perhaps a distancing phrase such as 'One solution could be to ...'.

VOCABULARY Personal growth

5a Check students understand the words in the box. Then ask them to complete the sentences.

Answers

- 1 interact 2 enhance 3 personal 4 step 5 make
6 expectations

>>> FAST FINISHERS

Ask students to choose three of the words from exercise 5a and to write three more motives for doing voluntary work.

5b SPEAKING In pairs, ask students to look at the motives in exercise 5a and think about how important they are for them. Ask them to put them in order from 1–6 and then explain their choices to their partner.

6 SPEAKING Ask students to work in pairs and look through the volunteer programmes listed. Ask them to think about the ones they would be most/least likely to take part in, giving their reasons. Ask them to think what other things they might volunteer to do.

+ + EXTRA ACTIVITY

Ask students to research voluntary programmes in their own communities and to discuss whether they would be interested in taking part in them.

7 COMMON MISTAKES Ask students to look through the report and find the eight mistakes. Ask them to correct them. Point out that two of the mistakes relate to a lack of formality for the type of writing, i.e. *What's more* > *What is more* and *don't* > *do not*. Contracted forms should be avoided in formal writing.

Answers

This report is based on a survey about volunteering complete **completed** by 470 British teenagers. ~~Not did only~~ **Not only did** 62% of them say they are mentors to younger students, but most also organise after-school activities like drama or music. ~~More over~~ **Moreover**, around 29% devote their time to causes not connected to their school, such as campaigns to protect the environment. ~~What's more~~ **What is more**, students who ~~don't~~ **do not** volunteer tend to achieve lower grades.

Persuading others to take part

One possible ~~cause~~ **course** of action would be to encourage schools to develop strong relations with local charities. This would ~~in deed~~ **indeed** provide young people with more opportunities to become volunteers. It would also be worth ~~consider~~ **considering** whether ...

TEACHER DEVELOPMENT: STUDENT TRAINING

Target readers

Point out to your students that not all reports have the same target reader. The texts in exercise 3 and exercise 7 are both formal reports. The first report was for an international research group, so the register was very formal. But in exercise 8 the report is to be published in an online magazine, so the register can be less formal. Students should read the question carefully in order to determine who the target reader is in each case, and what register and language is appropriate.

✓ EXAM SUCCESS Ask students to read the tip in the box. Ask them if they can think of any other ways of organising their reports to ensure the reader is fully informed. Refer students to Exam Success on page 132 to compare their answers.

PRACTICE MAKES PERFECT

8 Ask students to read the task. Ask them to note all the things they have to include and who the target reader is before they start to plan. Remind students to consider how they are going to organise their paragraphs before they start writing and to think about how formal they need to be. Give them time to write and check their reports. Set a word count of 220–260 words.

Answer

The report will be published in an online magazine, so the target audience is the magazine's readers – most probably people who are interested in volunteer programmes or other activities that young people can take part in. A semi-formal style would be appropriate. Generally, the tone should be upbeat, accentuating the positive aspects of volunteering, though in Part 3 the report may outline obstacles preventing young people from volunteering and suggest solutions.

TEACHER DEVELOPMENT: STUDENT TRAINING

Creating exam conditions

Try to create exam conditions for this task. If possible, make sure students are sitting separately and don't allow talking for the duration of the task. Give them clear time limits in which to prepare and do the task and ensure students are able to see a clock. Most exam boards don't allow dictionaries at this level so it is good practice for students to do the task without access to one. When marking the students' work, pay close attention to the board's marking schema and explain to students why they have achieved a particular grade or band.

HOMEWORK

Assign students page 72 in their Workbook or the relevant sections of the Online Workbook.