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# LIFE VISION

## Teacher's Guide

*Includes:* Advice on teaching mediation  
Guidance on competence-based teaching and evaluation  
Ideas on how to incorporate learning situations effectively  
Opportunities for continuous assessment

C1

Advanced

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# 5 Social values

## 5.1 Vocabulary

### Lesson summary

**Speaking:** Talking about online communities

**Listening:** A vlog about online communities and reasons for joining them

**Vocabulary:** Participatory culture

**Reading:** A text about fan fiction

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 7 for homework.

**WARM-UP** Tell students to look at the photo. Ask: *What can you see in the photo?* (coloured blocks with icons that represent social communication online). *How important has online interaction become in our daily life? Give some examples.*

- Do you think social interaction is easier or more difficult online? Why? How much time do you spend interacting with online communities (e.g. social media, blogs, group forums)? What are the benefits?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 64

- Students discuss the questions in pairs.
- Elicit ideas for a definition of *online community* (a group of people with a shared interest who use the internet to communicate with each other. A Facebook group, for example, is a kind of online community).
- Then ask a few students to share their ideas with the class.

### Exercise 2 5.01 page 64

- Ask students to cover summaries A–D.
- Play the vlog for students to watch and listen. Then give them time to write a sentence or two summarising what they heard.
- Ask students to compare their sentences with a partner.
- Students then read summaries A–D and compare them with their own sentences.
- Check the answer with the class. Find out if students' own summaries were similar. If not, why not? If necessary, play the audio again.

### KEY

B

### Transcript

See Teacher's Guide, page 195.

### Extra activity

- In pairs, students discuss why sentences A, C and D are not good summaries. If necessary, prompt by asking questions, e.g. *Is the information in the sentence correct?*

*Is it too vague? Does it focus too narrowly on one aspect of the discussion?*

- Elicit ideas from students.

### KEY

- A This is both inaccurate and too specific. Kaya mentions that some people think screen times are 'suspect'. She also says that people can read some dangerous ideas during page time (i.e. times spent reading books or magazines). She doesn't say they do this during screen time.
- C This focuses on just one of the topics in the vlog.
- D This is inaccurate. This idea is not expressed in the vlog.

### Exercise 3 5.01 page 64

- Tell students to read the questions and answer any they can before they watch or listen to the vlog again.
- Play the video or audio again.
- Check answers as a class.

### KEY

- 1 She says that printed material can also be of poor quality or dangerous.
- 2 He has started writing book reviews.
- 3 They have to clarify that what they write is their own work, not the original author's.
- 4 The skills are debating, seeing things from alternative perspectives and building rapport with others.
- 5 It could focus more on teaching collaboration with others.

### Exercise 4 Real English page 65

- Students do the exercise in pairs.
- Check answers with the class.

### KEY

1 F (It increases a lot.) 2 T 3 T 4 T 5 F (They agree about what they are trying to achieve.)

### Exercise 5 Vocabulary page 65

- Tell students that they heard all the words and phrases in the vlog.

### Extra support

- Ask students to mark the words and phrases as follows:  
✓ = I know this, ? = I'm not sure, ✗ = I don't know this.
- They then compare in pairs or small groups and see if they can explain all the words or phrases to each other.

- Tell students to read the text for gist before completing it.
- Give them time to compare their answers in pairs before checking answers as a class.
- Then ask: *Would you be interested in reading stories by fans? If so, which book/series/film/video game would you be interested in, and why? If not, why not? Would you be interested in writing fan fiction yourself?*
- Elicit answers from the class.

**KEY**

- 1 fan bases 2 signed up to 3 peer-to-peer  
4 mentoring 5 novices 6 pursue their interests  
7 geek 8 contributors

**Exercise 6 Vocabulary** page 65

- Tell students that they heard all the words and phrases in the vlog.
- Students check the meanings in pairs, then copy and complete the questions.
- Check the questions as a class before students discuss them.
- Ask a few students to share their ideas with the class.

**KEY**

- 1 screen time 2 transferable skills 3 civic life  
4 lag behind 5 grassroots 6 alternative perspective  
7 empower

**Exercise 7** page 65

- Students copy and complete the sentences individually. They then compare and discuss their sentences in pairs.
- Ask a few students to share one of their sentences with the class.

**Exercise 8** page 65 **Think & share**

- Working in groups, students copy and complete the table.
- When groups have finished, ask them in turn to present their ideas to the class. Are there more pros than cons, or more cons than pros?

**KEY (SUGGESTED ANSWERS)**

**Pros:** You can share your thoughts with others with similar interests. You can make friends. You can offer and receive help. You get used to communicating with different kinds of people. You have time to think before you contribute. You feel less lonely. Participation is free.

**Cons:** Some contributors might give you misleading information or advice, either deliberately or inadvertently. It's easy for a few people to dominate discussions. You could lose touch with reality. Some online communities might promote harmful or dangerous ideas.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about fan fiction and online communities.*

**Further practice**

Workbook page 52

Vocabulary booster page 124

Vocabulary photocopiable worksheet

Short test

## 5.2 Grammar

**Lesson summary**

**Reading:** An article about gaming and mental health

**Grammar:** Conditionals; mixed conditionals

**Speaking:** Discussing how your life might have been different

**SHORTCUT** To do the lesson in 30 minutes, keep exercise 1 brief and set exercise 6 for homework.

**Continuous assessment tip: diagnostics****Considering existing knowledge**

**Asking students to think about what they already know focuses them immediately on the lesson's content. It also helps the teacher to evaluate what the class already understands and where there may be gaps.**

Tell students that today's lesson is about conditionals, including mixed conditionals. Ask them to consider what they already know about conditionals by doing the warm-up.

At the end of the lesson, elicit a list of the new aspects of conditionals students have learned and write a list on the board. Then ask: *How confidently can you use these?* Get students to score each from 1–5 (1 is low and 5 is high).

Then ask students to consider what they will do to consolidate their new knowledge (e.g. go back over lesson 5.2 in the Student's Book, use the online practice material, write their own conditional sentences using the new aspects).

See the notes on Continuous assessment on page 28.

**WARM-UP** Write on the board: *Zero conditional, First conditional, Second conditional, Third conditional.*

Ask students what verb forms are used in the *if* clause of each conditional type and what verb forms are used in the main clause. Elicit answers and write them on the board.

- Then elicit what each conditional type is used for.

**KEY**

**Zero conditional:** *if* + present simple, present simple  
To talk about facts or things that are always true.

**First conditional:** *if* + present tenses (usually present simple, but also present continuous or present perfect), *will* + infinitive (or other future forms)

To talk about a future situation that is real or possible.

**Second conditional:** *if* + past simple, *would/should/could/might* + infinitive

To talk about a present or future situation that is unlikely to happen.

**Third conditional:** *if* + past perfect (or past perfect continuous), *would/should/could/might* + *have* + past participle

To talk about the past consequence of an unrealistic action or situation in the past.

**Exercise 1** page 66

- Students read the article and then answer the questions in pairs.
- Ask a few students to share their ideas with the class.

### Extra activity

- Say: *In her book, Karen Schrier says gaming offers educational opportunities. She also says it can be used to teach ethics and civics. If necessary, explain civics (the way government works and deals with the rights and duties that you have as a citizen and a member of a particular society). Then ask:*  
*What educational opportunities do you think gaming might offer?*  
*Do you play any games that could be modified for use in education?*  
*How do you think gaming can be used to teach civics?*  
*How could it be used to teach ethics?*
- Students discuss the questions as a class. Encourage everyone to contribute to the discussion.

### Exercise 2 page 66

- Go through the rules in the grammar box with the class. Make sure students understand the phrase *if anything* (used to express an opinion about something, or after a negative statement to suggest that the opposite is true).
- Students find and underline an example for each rule.
- Check answers as a class. Take this opportunity to point out the use of the future continuous instead of *will* in the second conditional.

#### KEY

- A ... Karen Schrier believes that **as long as** we appreciate the limitations of games, they can be used in schools to teach ethics and civics.
- B **If anything**, it would still be considered to have a link to mental health issues.
- C The image of gaming probably would never have recovered **if it hadn't been for** the COVID-19 pandemic.
- D **If not**, they'll be missing an opportunity to help their students fully engage with the world.
- Students do the Grammar booster exercises on page 140.

### Exercise 3 page 66

- Students copy and complete the sentences.
- Check answers as a class.

#### KEY

- 1 long 2 not 3 Even 4 doubt 5 hadn't  
6 condition 7 anything 8 wasn't

### Exercise 4 page 66

- Ask students to read the rules in the grammar box and copy and complete them.
- Check answers as a class and make sure students understand everything. Remind them that in the second conditional, we can use *were* for all persons in the *if* clause.

#### KEY

- 1 present 2 perfect 3 past 4 simple
- Students do the Grammar booster exercises on page 140.

### Exercise 5 page 66

- Students rewrite the sentences using mixed conditionals.

### Extra support

- Tell students to read the sentences and decide which will be the *if* clause and which the main clause.

- Then ask them to note the time frame for each clause. This should help them use the correct verb form in each clause of the mixed conditional sentences.
- Do the first item together as an example:  
first cause: *I don't have strong views on peer-to-peer gaming* (time frame: present)  
main clause: *I didn't participate in the debate* (time frame: past)

- Check answers as a class.

#### KEY

- 1 If I had strong views on peer-to-peer gaming, I would have participated in the debate.
- 2 If the students hadn't done a course on literary devices such as metaphor, simile and parody, their writing wouldn't be as sophisticated this year.
- 3 If Ann was/were impressionable, they could have persuaded her to pursue other interests.
- 4 If they hadn't swotted up on science all night, they wouldn't feel very tired today.
- 5 If Chidi didn't participate in a number of online collaborative games, he wouldn't have learned about civic life.
- 6 If we had thrashed out an agreement, we would be collaborating now.
- 7 If they hadn't been lazy at school, they would have good jobs now.
- 8 If I had limited my screen time, I wouldn't have a headache now.

### Exercise 6 page 66

- Give students time to write mixed conditional sentences that are true for them.
- When they have finished writing, they could exchange sentences with a partner. Their partner reads the sentences and suggests corrections where necessary.
- Students then discuss any similarities and differences between their sentences.
- Ask a few students to say one thing they learned about their partner.

### Exercise 7 page 66 Think & share

- Give students time to think about the two topics and make short notes. Circulate and monitor as students make their notes, helping with language and ideas as necessary.
- Students then take turns to tell their partner about how their life might be different now if certain things hadn't happened, and what they would have done if their personality were different.
- Ask a few students to share some of their ideas with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different conditional forms to talk about gaming.*

### Further practice

Workbook page 53

Grammar booster page 140

Grammar photocopiable worksheet

Short test

## 5.3 Listening

### Lesson summary

**Reading:** A factsheet about areas of inequality for women across the world

**Listening:** A podcast about three communities of women: the Haenyeo, the Richard Mille Racing Team and the Khasi

**Pronunciation:** Connected speech

**Strategy:** Distinguishing main ideas from secondary or supporting ideas

**Speaking:** Suggesting ways for improving equality between men and women

**SHORTCUT** To do the lesson in 30 minutes, omit the warm-up, keep exercises 1 and 3 brief, and either keep exercise 7 brief as well or omit it.

**WARM-UP** Books closed, ask students:  
*In your country, if both parents work, do they also take an equal share of the housework and child care? If not, who does more? Why do you think that is the case?  
Who do you think works more/harder in your country: men or women? Or is the amount of work approximately equal?*

- Discuss the questions as a class, eliciting responses from as many students as possible.

### Exercise 1 page 67

- Students read the factsheet and discuss the question in pairs.
- Ask a few students to share their ideas with the class. If you did the warm-up, you could ask if they think the situation in their county is better or worse than the situation in the world as a whole.

### Exercise 2 5.02 page 67

- Tell students to read the sentences before they listen.
- Play the audio for students to listen and correct the sentences.
- Check answers as a class.

### KEY

- 1 Maisy has *many* grandchildren.
- 2 Maisy *brought up* the children *single-handedly*.
- 3 Maisy *set up* a support group for women like herself.
- 4 *It's a Man's World* is a hit song by James Brown.
- 5 The podcast discusses *three* women's communities: two traditional and one modern.
- 6 The communities provide alternative perspectives on women's roles in *civic life*.

### Transcript

See Teacher's Guide, page 196.

### Exercise 3 Pronunciation 5.03 page 67

- Go through the Pronunciation box with the class. If necessary, say a few examples to demonstrate what we mean by weak forms, e.g.  
*Can you speak Chinese?* (*Can* = strong: /kæn/) *No, I can't, but I can speak Thai.* (*can* = weak: /kən/)

*I have two brothers and a sister.* (*have* = strong: /hæv/) *I could have helped you if you had asked.* (*have* = weak: /həv/; *had* = weak: /həd/)

- Students do the exercise.
- Play the audience for students to listen and check.
- Ask a few students to read out a sentence using the weak forms.

### KEY

- 1 She **was** a loving mum, **but** she **was** also incredibly independent.
- 2 I **would** have a very different image **of** her today.
- 3 **This** all took place **in** the 1960s.
- 4 We look **at** three communities **of** women.
- 5 From ABEX Radio, it's **the** Global Community podcast.

### Exercise 4 5.04 page 67

- Focus attention on photos A–C and ask students what roles the women in them might play in their societies. Elicit ideas, but don't confirm them yet.
- Go through the Listening strategy with the class. Stress that this is also an important strategy in reading, and students also need to use it in real life to understand the gist of any information they hear or read.
- Play the audio for students to listen and copy and complete the table.
- Check answers as a class.

### KEY

#### The Haenyeo (Photo A)

Main idea: Traditional roles have been reversed and women do a tough job not traditionally associated with women.

Supporting ideas:

- They were the first working mothers. Men stayed at home to look after the children.
- The job is extremely dangerous.
- Young women today prefer safer alternatives.

#### Richard Mille Racing Team (Photo C)

Main idea: Three women are changing people's perceptions about who can race by forming the first all-female motor racing team at Le Mans 24-hour race.

Supporting ideas:

- Their determination and support from their families and sponsors has helped them despite motor racing being a male-dominated sport.
- By building an international fan base, they have encouraged other women in other countries to set up their own teams.

#### The Khasi (Photo B)

Main idea: The women in the community enjoy rights other women in India don't.

Supporting ideas:

- They take their mother's surname at birth. When people marry, the husband lives with his wife and her family.
- The youngest daughter inherits the family's wealth and property.
- Men and women share responsibilities and it's easier for women to set up businesses.

### Transcript

See Teacher's Guide, page 196.

### Exercise 5 5.04 page 67

- Ask students to read the sentences and match any they can remember. They should guess if they can't remember.
- Play the audio again for students to listen and check their answers.
- Check answers as a class.

#### KEY

1 Khasi 2 – 3 Richard Mille Racing Team 4 Haenyeo  
5 Haenyeo 6 – 7 Richard Mille Racing Team 8 Khasi

### Exercise 6 **Mediation** page 67

- Ask students to get into groups of four. Each group should plan and make notes based on four of the six areas.
- First, the groups divide up four of the topics between them, with each student taking a topic.
- Individually, students do research online to find out more about their topics, and take notes.
- When they are ready, each student tells the others in the group about their topic.
- If time, some students can share what they have found out with the rest of the class.

#### Extra support

- To prompt discussion, point out some general facts and ask students to think about why this should be the case and therefore what can be done about the situation:
  - education: *Fewer girls worldwide go to school than boys.*
  - entertainment: *There are plenty of women actors and singers, but in some areas of the entertainment industry there are very few women. For example, there are still relatively few women comedians or film directors.*
  - media: *There are few women publishers of newspapers, and most top positions in digital media are occupied by men.*
  - politics: *Although there are fewer women than men in politics, some notable women have played a very important role at the highest level of politics.*
  - relationships: *In many countries, and indeed in many communities throughout the world, men think of themselves as the head of the house.*
  - science: *Fewer girls than boys study science and other STEM subjects at school, and fewer women work in STEM jobs.*
  - sport: *As a rule, professional male athletes earn more than professional women athletes.*

### Exercise 7 page 67

- Students discuss the suggestions in group and choose the best five.
- Ask a student from each group to share their chosen suggestions with the class, giving reasons for their choice.

#### Extra activity

- Tell students to think of a famous woman in a largely male-dominated sector of the entertainment industry, in politics or in science and research her online.
- Ask them to find out about her family background, education and experience of working in her field. Ask: *How did she manage to achieve success? Might she have succeeded more easily if she had been a man?*
- Students then write two or three paragraphs about her. Alternatively, put students in groups to tell each other about the woman they researched.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can distinguish main ideas in a podcast about female communities.*

### Further practice

Workbook page 54

Online practice

## 5.4 Vocabulary

### Lesson summary

**Speaking:** Talking about high and low self-esteem

**Reading:** An infographic about learning to love yourself

**Writing:** A paragraph about learning to love yourself

**Vocabulary:** Boosting self-esteem

**SHORTCUT** To do the lesson in 30 minutes, omit the warm-up and keep exercises 1 and 2 brief.

**WARM-UP** Write on the board: *Do you think you are average / above average or below average in terms of your appearance / popularity / intelligence / talents / how content you are with your life?*

Without sharing this information with anyone, ask students to score each aspect 0 for average, and then +1, +2 or +3 for above average (with +3 being the highest) and -1, -2 or -3 for below average (with -3 being the lowest).

- Ask: *Do you think most people have a realistic view of themselves and their abilities? What factors might make them unhappy with themselves, their abilities and their situation in life?* (For example, they have an especially good looking or intelligent brother or sister; the people they see on social media seem to lead better / more interesting / more exciting lives.)
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class. Then ask them to reflect on their scores again.

### Exercise 1 page 68

- Students think of a definition in pairs.
- Elicit ideas from the class. Then as a class, try to come up with a definition most people are satisfied with. You could give them a dictionary definition to finish off (a feeling of being happy with your own character and abilities).

### Exercise 2 page 68

- Students read the statements and then answer the questions in pairs.
- Elicit answers from the class. Then ask: *Do you think it's possible to have too much self-esteem?* Elicit ideas from a few students.

## KEY (POSSIBLE ANSWERS)

### High self-esteem

I sometimes make mistakes, but hey, so does everybody else! They might be fashionable, but I wouldn't feel comfortable wearing certain clothes!

The coach thinks I'm not good enough, but that's where she's wrong.

### Low self-esteem

Why should I leave my comfort zone just to make a fool of myself?

That's the way it is. Things just never seem to go right for me.

### Exercise 3 page 68

- Students read the infographic and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 4 page 68

- Students choose an idea in pairs, brainstorm what they could say and make notes, and finally write their paragraph.

#### Extra support

- Ask students to vote for one of the ideas in the box.
- As a class, brainstorm ideas and write short notes on the board. Prompt if necessary by asking questions, e.g. *What kinds of communities could you join?* (e.g. a sports club, an amateur dramatic society, an online community, any community in which members have one or more common interests).  
*Why might it be better to join a community where you can meet other people face to face rather than online?* (e.g. It is easier to get a mistaken impression of the other members of a community if you only meet them online. Being physically present and interacting face to face helps people communicate both verbally and non-verbally, so they get more out of the experience.)  
*What are other general benefits of joining a community?* (e.g. Members discover/share common interests and so can bond more easily.)  
*How exactly would joining a community help you love yourself?* (e.g. You would find out that others have similar experiences, similar problems and similar joys, so you would feel less alone and therefore happier.)
- Students use the notes to write their paragraph in pairs.

- Ask pairs to read out their paragraphs to the class. Alternatively, collect the paragraphs, print them out and use them to create a poster.

#### Continuous assessment tip: success criteria

##### Create occasions for students to showcase their work

##### Providing students with the opportunity to share their work promotes a sense of pride and accomplishment.

To add authenticity to the task in exercise 4, arrange for the poster to be displayed somewhere in the school, such as the library, hall or corridor. You may first of all like to provide some feedback on the paragraphs and give pairs the opportunity to redraft theirs to include improvements. If possible, ask the audience – other students, teachers, staff members – to leave short comments on a piece of paper after they have viewed the poster.

See the notes on Continuous assessment on page 28.

### Exercise 5 Vocabulary page 68

- Students check the meanings of the bold words and phrases before they discuss the questions. They could do this by first guessing the meanings from the context or working in pairs to pool their knowledge, and then checking in a dictionary.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 6 Vocabulary page 68

- Ask students to read the statements and elicit that they are, in effect, definitions. Students then do the exercise.
- Check answers as a class.

#### KEY

- 1 insecure 2 considerate 3 self-critical  
4 proactive 5 tactful 6 assertive

#### Extra activity

- Ask students to choose six words or phrases from the infographic and use them to write their own sentences.
- They then exchange sentences with a partner, who suggests corrections or improvements if necessary.
- Ask each student to read out one of their sentences to the class.

### Exercise 7 Think & share page 68

- Students do the exercise in pairs. You could also ask them to make brief notes about their partner's suggestions that they can then use in the Extra challenge activity below. Circulate and monitor while students are working, making a note of good language use and common errors that you can address in a feedback session at the end.
- Students do the Vocabulary booster exercises on page 124.

#### Extra challenge

- Ask students to write conditional sentences saying what would or might have happened if they had behaved or acted differently (e.g. *If I hadn't made those comments on social media, I wouldn't have upset my classmate.*). Then ask them to write conditional sentences saying what would or might happen if they follow their partner's advice (e.g. *If I delete the comment and apologise, my classmate might forgive me and we might be friends again.*)
- Ask a few students to share some of their sentences with the class.
- Students do the Vocabulary booster exercises on page 124.

### Exercise 8 Mediation page 68

- Ask students to work individually, planning two or three pieces of advice based on the infographic and adding some personal examples to make their message more interesting and relevant.
- When they are ready, ask them to write their messages (70–100 words).
- If there is time, ask one or two students to share their messages with the rest of the class.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use vocabulary to talk about self-esteem.*

### Further practice

Workbook page 55

Vocabulary booster page 124

Vocabulary photocopyable worksheet

Short test

## 5.5 Grammar

### Lesson summary

**Speaking:** Describing what people look like in clothing adverts

**Reading:** An article about how Alexandra Kutas has challenged the stereotypes of the fashion industry

**Grammar:** Inversion; inversion and other changes

**Listening:** An extract from a podcast about the fashion industry

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 7 for homework. Do exercise 8 in the next lesson.

**WARM-UP** Write on the board:

*When you shop for clothes, what is more important: how you look in them or how you feel in them?*

*How important is it for people in general / you to wear fashionable clothes?*

*Would/Do you ever wear clothes that were fashionable in an earlier decade or era? Why? / Why not?*

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 1 Think & share page 69

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 69

- Students read the article and answer the question.
- Check the answer as a class.
- Then ask: *Do you think that people's perceptions about what a perfect body looks like are changing in your country? Why? / Why not?* Elicit ideas from the class.

### KEY

Because of her disability, she is challenging perceptions of what the perfect body is.

### Exercise 3 page 69

- Students copy and complete the rules in the grammar box.
- Check answers as a class.

### KEY

1 negative 2 beginning 3 before 4 do 5 can  
6 that 7 movement 8 formal

- Students do the Grammar booster exercises on page 141.

### Exercise 4 page 69

- Students rewrite the sentences using inversion.

### Extra support

- Write on the board:  
*The balloon went up as soon as the child released it.*  
*It rarely rains here in summer.*  
*I had never been to such a terrible fashion show.*
- Rewrite the sentences together as a class so that students can see how inversion works:  
*Up* is an adverb of movement, so it goes to the beginning of the sentence; the rest of the sentence is unchanged: *Up went the balloon ...*  
*Rarely* is an adverb of frequency with a negative meaning. We need an auxiliary, in this case, *does*: *Rarely does it rain here in summer.*
- *Never* is also an adverb of frequency with a negative meaning. We need an auxiliary, in this case, *had*: *Never had I been to such a terrible fashion show.*

- Check answers as a class.

### KEY

- 1 Down came the rain just as they started the photo shoot.
- 2 Rarely does the singer appear in public these days.
- 3 Never have Ally's career prospects been at stake.
- 4 Little do fans realise how difficult it is for a celebrity to live up to their expectations.
- 5 So shy was Darren that we underestimated his talent.
- 6 Had I known that everyone was having problems, I wouldn't have been so self-critical.

### Exercise 5 page 69

Go through the grammar box with the class and point out the further changes.

- Students rewrite the sentences.
- Check answers as a class.

### KEY

- 1 At no time did the holiday live up to our expectations.
- 2 Not only did Ashok feel overwhelmed, but he also felt vulnerable.
- 3 Nowhere have they got an online presence.
- 4 Not only is my best friend assertive, but she's also proactive.
- 5 Under no circumstances should Dara use artistic license.
- 6 No sooner had I written the tactless comment than I regretted it.

- Students do the Grammar booster exercises on page 141.

### Exercise 6 5.05 page 69

- Ask students to read the extract and guess the missing words.

### Extra support

- As a class, brainstorm what the missing words in each gap might be and write students' predictions/guesses on the board in a numbered list, e.g.  
1 *designers, fashion photographers*  
2 *good, perfect, satisfactory.*
- Then ask students to re-read the extract and decide if any of the words and phrases on the board would make sense. Emphasise that predicting or guessing answers like this will help them focus on what they need to listen out for.

- Play the audio for students to listen and copy and complete the summary.



### Extra support

- Pause the audio at frequent intervals to give students time to complete the gaps.
- Play the audio again after they have finished to allow them to check their answers.

- Check answers as a class.

### KEY

1 fashion designers 2 glamorous 3 working conditions 4 office 5 freelance 6 assignment 7 bloggers and influencers 8 preferences 9 exciting 10 virtual

### Transcript

See Teacher's Guide, page 196.

### Exercise 7 page 69

- Students write their statements.
- Circulate and monitor as students write their statements, helping with language and ideas where necessary.

### KEY (POSSIBLE ANSWERS)

Not only should the fashion industry make their prices clear in advertising, but also their shipping costs. Under no circumstances should fashion advertising discriminate against any group of people. Not only should fashion advertising be inclusive of different sizes, but also gender and different ethnicities.

### Exercise 8 page 69

- Ask as many students as possible to share their ideas with the class.

### KEY

Students' own answers

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use hedging to talk about the fashion industry.*

### Further practice

Workbook page 56

Grammar booster page 141

Grammar photocopiable worksheet

Short test

## 5.6 Reading

### Lesson summary

**Speaking:** Talking about lying, why people lie and if lying is ever acceptable

**Reading:** An article about the types of lies people tell

**Strategy:** Recognising hedging

**Vocabulary:** The truth hurts

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 7 brief.

### WARM-UP Write on the board:

*A politician lies about a scandal involving tax-payers' money.*

*A witness lies when giving evidence in court.*

*An employee lies to protect another employee who has stolen from the company and who will be fired if they are found out.*

*A person lies to cover for a friend who has done something that will embarrass their family.*

- Ask: *How serious or important are these lies? Is it ever OK to lie?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 70

- Students read the lies and discuss the questions.
- Ask a few students to share their ideas with the class.

### Culture note

Pinocchio is the protagonist of the children's book *The Adventures of Pinocchio* by the Italian writer Carlo Collodi (1826–1890). In the book, Pinocchio is a wooden puppet made by a poor woodcarver called Geppetto. Pinocchio behaves badly from the minute he is created. He runs away from Geppetto and has many adventures. In one incident, when he tells lies, his nose grows. In the end, Pinocchio becomes a reformed character and he becomes a real boy.

The story has often been adapted in films, the most famous of which is probably Disney's animated film *Pinocchio* (1940).

**The boy who cried wolf** is a fable by Aesop. It tells the story of a shepherd boy who calls for help because a wolf is attacking the town's sheep. The townspeople come to his aid only to find that the boy was lying. One day a wolf actually does attack the sheep, but when the boy calls for help, the townspeople don't believe him. The story is the origin of the expression *to cry wolf*: to call for help when you do not need it, with the result that when you do need it people do not believe you.

### Continuous assessment tip: learning intentions

#### Preparing students to read

**Speculating about a text's content before reading can help engage students with the topic and provide an incentive for reading.**

Before students read the article, focus on the title of the article and the photo and ask:

*Why might the truth hurt, and in what circumstances?*

*What do you know about the story of Pinocchio? Why do you think Pinocchio is used to illustrate the article?*

Elicit ideas from students.

After students have read the article, ask them to discuss to what extent their predictions were correct.

See the notes on Continuous assessment on page 28.



### Exercise 2 5.06 page 70

- Play the audio for students to read and listen and answer the questions.
- Check answers as a class.

**KEY**

It describes white lies and blatant lies.

Students' own answers

**Exercise 3**   page 70

- Tell students to read the questions and try to answer them before they read the article again.

**Extra support**

- Tell students to cover the answer options and focus only on the questions, one at a time.
- Ask them to look for the answer to the first question in the article and underline it. Then ask them to uncover the answer options for that question and see which one means the same as the answer they found in the article.
- Students answer the rest of the questions in the same way. Remind them that the questions in reading comprehension tasks like this follow the order of the information in the text.

- Check answers as a class, asking students to support their answers by reading out the relevant part of the article.

**KEY**

1 B 2 C 3 B 4 C 5 A 6 D

**Exercise 4**  page 71

- Go through the Reading strategy with the class and make sure students understand everything.
- Students do the exercise.
- Check answers as a class.

**KEY**

- 1 T (Despite that, it is generally accepted that this is the kind of world we want to live in.)
- 2 F (It would appear, however, that the stories fail to get the message across.)
- 3 T (Evidently, the objective of the film was to entertain audiences.)
- 4 T (It is generally agreed that liars are people with serious character flaws.)
- 5 T (Obviously, they are completely different.)
- 6 F (Perhaps when we warn children about the dangers of lying, we could make a distinction between white lies and blatant lies.)

**Exercise 5**   page 71

- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class.

**Exercise 6 Vocabulary**  page 71

- Ask students to look at the highlighted phrases in the article and see which ones they know. Tell them to guess the meanings of the ones they are unsure of or don't know from the context or by working in pairs to share their knowledge.
- Students copy and complete the sentences.
- Check answers as a class.

**KEY**

1 air their grievances 2 came unstuck 3 blazing row  
4 keep it to herself 5 led to his downfall 6 to add insult to injury 7 established a backstory 8 are just around the corner

**Extra activity**

- Ask students to choose three of the highlighted phrases in the article and use them to write their own sentences, gapping one of the words.
- They then exchange sentences with a partner and try to complete their partner's sentences.
- Ask as many students as possible to read one of their sentences to the class.

**Exercise 7**   page 71

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise the use of hedging in an article about lying.*

**Further practice**

Workbook page

Online practice

**5.7 Global skills****Lesson summary**

**Speaking:** Discussing unconscious bias

**Reading:** Summaries of three studies about bias

**Listening:** A presentation on dealing with your prejudices

**Vocabulary:** Dealing with unconscious bias

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 10 for homework.

**WARM-UP** Tell students you are going to read out six statements. Ask them to listen and raise their right hand if they agree with a statement and their left hand if they disagree.

- Then read out the following, giving students no more than one or two seconds to respond, and write the number of students who agree and disagree with each one on the board:
  - 1 Men make better cooks than women.
  - 2 Women gossip more than men.
  - 3 Twelve-year-old boys are physically stronger than twelve-year-old girls.
  - 4 Elderly people think today's teenagers are spoilt.
  - 5 People over a certain age can't perform as well in a job than younger people doing the same job.
  - 6 All politicians are liars.
  - 7 The more intelligent you are, the more knowledgeable you are.
  - 8 Honest people look directly at you when they are talking to you.
- Now ask students to discuss in pairs what evidence they have for agreeing or disagreeing.
- Ask a few students to share their ideas with the class.

### Exercise 1 Think & share page 72

- Check that students understand the meaning of *bias* (a strong feeling in favour of or against one group of people, or one side in an argument, often not based on fair judgement).
- Then ask what *unconscious bias* is and again check that students understand what it is. Emphasise that this is a bias that you are not aware of but that affects your behaviour and decisions.
- Students discuss how unconscious bias might relate to the people in the photos and how people develop an unconscious bias.
- If you did the warm-up, ask students to reflect if any of their answers might be a result of unconscious bias.

#### KEY (SUGGESTED ANSWERS) WORK WITH

The woman on the left is old, and unconscious bias might lead people to believe that therefore she is very conservative and set in her ways, incapable of learning something new, unable to work with new technology and uninterested in popular culture.

The young man is wearing a hoody, and unconscious bias might lead people to believe that therefore he may be dangerous or even a criminal, unemployed, uninterested in or incapable of academic achievement.

### Exercise 2 page 72

- Students discuss the questions in pairs, justifying their beliefs. You could prompt discussion by asking further questions, e.g. *How exactly is a rival sports team different from the sports team you support – apart from the fact that they are a different team?*  
*Why do you think a bully bullies another person?*  
*Where or how does a bully learn their behaviour?*  
*What do you think an elderly person was like when they were your age?*  
*Do you think all the people who belong to the same generation are alike?*  
*How strongly do you feel about your own political opinions?*  
*Have you ever genuinely tried to find out why a person has political beliefs that are different from your own?*  
*How would you define an unpleasant neighbour?*  
*What does a good or pleasant neighbour do?*
- Ask a few students to share their ideas with the class.

### Exercise 3 page 72

- Check the meaning of the six *-isms*, especially *classism* (a bias or prejudice against a class of people in a society, i.e. a group of people that are thought of as being at the same social or economic level).
- Students read the summaries and answer the question.

#### KEY (SUGGESTED ANSWERS)

**A** classism (depending on the context; nationalism and racism are also possible) **B** sexism **C** ageism

### Exercise 4 page 72

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 5 5.07 page 72

- Ask students to read the questions.
- Play the audio for students to listen and answer the questions.

#### Extra support

- Ask students to predict the answers to the questions before they listen.
- Then ask them to compare their predictions with a partner and discuss whose might be correct.

- Check answers as a class.

#### KEY

- 1 She says it is OK to sometimes feel negative about people who break the law, people who are violent and people who are anti-social.
- 2 All the '-isms', e.g. racism, sexism, ageism, and disliking people just because they're different to us.
- 3 It involves three steps. They are: 1) be honest with ourselves and own up to our prejudices; 2) ask ourselves where our prejudices come from; and 3) actively look for opportunities to meet people from the social groups that we have felt prejudiced against.
- 4 You will realise how silly and unjust your prejudices were.

#### Transcript

See Teacher's Guide, page 197.

### Exercise 6 page 72

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 7 Vocabulary page 72

- Focus attention on the highlighted words in the summaries in exercise 3. Ask students to try to work out the meanings from the context and come up with simple definitions for them. They can then check the meanings in a dictionary.
- Next, ask students which of the highlighted words have dependent prepositions (*ignorance of, prejudice against, discrimination against, tolerance towards*). Remind students that when they learn new vocabulary, they should not learn just the meaning, but also how a word is used: if it has a dependent preposition, common collocation, etc. A good dictionary will usually provide such information.
- Students read the sentences in exercise 7 and choose the correct alternative.
- Check answers as a class.

#### KEY

- 1 prejudice
- 2 discrimination
- 3 stereotypes
- 4 tolerance
- 5 bias
- 6 ignorance

#### Extra activity

- Ask students to look in a dictionary and note down some common collocations for the words in exercise 7, e.g. *racial prejudice/tension/violence; discrimination against/in favour of, gender discrimination, discrimination on the grounds of something; gender/racial/national stereotypes*.
- Then ask them to write their own sentences using these collocations.
- Ask a few students to read out one of their sentences to the class.

### Exercise 8 page 72

- Students discuss the statements in exercise 7 in pairs.
- Ask a few students to share their ideas with the class.

## Exercise 9 Vocabulary page 72

- Students do the exercise.
- Check answers as a class.

### KEY

1 sent out 2 were called in 3 get away with 4 fell behind 5 put up with 6 end up with 7 keep up with

## Exercise 10 page 72

- Ask students to read the instructions and write the message to their friend.

### Extra support

- Tell students that to do this exercise, they will need to summarise the summaries in exercise 3. They will also need to use information from the presentation in exercise 5, and more specifically, the answers to question 3.

- When students have finished writing, ask them to exchange messages with a partner. Has their partner given the friend all the necessary information? Is the message clear? They could give their partner some constructive feedback.
- Ask a few students to read out their message to the class.

### KEY

Students' answers to include:

In European schools, some teachers believe students with non-traditional names are less capable than students with so-called traditional names.

Job offers are more likely to be made to a man than to a woman, even if their qualifications and experience are similar. In the UK, elderly people are seen as unhappy/depressed and memory loss is expected; in the workplace they are believed to be less capable of keeping up with younger people.

To combat our prejudices, we need to own up to them, question why we have them and where they come from and actively seek out people from the social groups against which we have our prejudices

## Exercise 11 page 72

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify my own unconscious bias.*

### Further practice

Workbook page 58

## 5.8 Speaking

### Lesson summary

**Speaking:** Discussing inequality; comparing and contrasting two photos

**Listening:** A student comparing and contrasting photos

**Strategy:** Making deductions

**SHORTCUT** To do the lesson in 30 minutes, omit the warm-up and keep exercise 1 brief.

**WARM-UP** Ask students to work in pairs or groups to define what constitutes poverty. In addition to various factors such as possessions and income, they could also consider living conditions and access to services.

- Elicit a definition from each group.
- Then write on the board: *Extreme poverty is a condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information.* Tell students that this is the definition given by the United Nations.
- Explain that poverty is one of the topics in this lesson.

## Exercise 1 page 73

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Continuous assessment tip: diagnostics

#### Considering your own ability against exemplars

**Exemplars can be a clear tool to raise self-awareness of learning needs in a reflective way.**

Ask students to rate whether they would find comparing and contrasting two photos in English as easy, OK or difficult. Then do the exercises in the lesson that will extend their mastery in doing a similar same task and help build their confidence.

See the notes on Continuous assessment on page 28.

## Exercise 2 page 73

- Tell students to look at photos A–C and give them time to think how they themselves might describe what they see and what theme links them.
- Then ask students to read the questions.
- Play the audio for students to listen and answer the questions about photos A and C.
- Check answers as a class.

### KEY

- 1 They are similar in that they show a disparity in wealth.
- 2 He suggests both pictures were taken in Western countries, with picture A being taken in Europe and picture C possibly in an American city such as Los Angeles or San Francisco.
- 3 He mentions that picture A shows a disparity in wealth by showing people in different circumstances, while the other does the same thing but through living conditions.
- 4 He says the man's facial expression suggests he doesn't expect to receive anything from the woman, and the woman's body language suggests she is ignoring the man or hasn't even seen him.
- 5 He remarks on the contrast between the tents and the smart buildings behind them.
- 6 Picture A shows how the poor are ignored in big cities, and Picture C shows how they are pushed away to the edges of big cities.
- 7 He thinks both pictures demonstrate how we ignore the poor and avoid seeing them.

## Transcript

See Teacher's Guide, page 197.

### Exercise 3 5.08 page 73

- Play the audio again for students to note which sentences the student uses.
- Check answers as a class.

#### KEY

the most obvious similarity

they both portray

The most noticeable difference

what the situations have in common is that

whereas photo A depicts ..., photo B doesn't show ...

in comparison with

both photos portray

in contrast, photo C shows

### Exercise 4 page 73

- Go through the Speaking strategy with the class. Remind students that they learned about modals for speculation in Lesson 4.2.
- Students rewrite the sentences as deductions.
- Check answers as a class.

#### KEY

- 1 The woman looks as if she's in a hurry.
- 2 She must have been shopping because she's carrying shopping bags.
- 3 The homeless man seems cold and hungry.
- 4 He might have started begging when he lost his job.
- 5 The people serving behind the counter look like students.
- 6 The man being served must be here because he can't afford to buy food.
- 7 The tents appear to have been put up on the pavement because there was no other place for them.
- 8 Living in a tent in a city looks dangerous.
- 9 The bike near the tent looks like it belongs to one of the homeless people.

### Exercises 5 and 6 page 73

- Give students time to read the instructions in both exercises and prepare what they are going to say.

#### Extra support

- Ask: *What theme might link the two photos?* Elicit ideas and write them on the board (e.g. education, facilities in education, classrooms in the past and in the present, education in poor and rich countries).
- Then as a class, brainstorm useful or interesting vocabulary that could describe the two classrooms (e.g. photo A: *dull, oppressive, bare, chilly, regimented rows of desks, resembles a prison cell*; photo B: *well-lit, state-of-the-art facilities, student-friendly, digital education aids, interactive whiteboard*).
- Next, ask students to consider what they know for certain about the two classrooms and what they could speculate about. They then refer to the Strategy box and decide on a specific number of ways they will use to speculate (e.g. they might decide to use at least one modal, *look like* and *seem/appear* + infinitive with *to*).
- Finally, ask them to refer to the Phrasebook and decide which of the phrases would be appropriate for what they want to say.

- Students work in A / B pairs to do the task.

### Exercise 7 Reflect page 73

- Give pairs time to discuss how they performed the task and give each other feedback.
- Ask: *How do you think you could improve your performance?*

#### Extra activity

- Students repeat exercises 5 and 6, reversing roles this time, i.e. Student A takes Student B's role in exercise 5 and Student B takes Student A's role in exercise 6.
- Alternatively, students repeat exercise 5 and 6, but this time try to improve their original performance in the light of their partner's feedback.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *can compare and contrast photos.*

#### Further practice

Workbook page 59

Communicative activity photocopiable worksheet

Online practice

## 5.9 Writing

#### Lesson summary

**Speaking:** Discussing sexism in advertising

**Reading:** An email complaining about offensive content in an advertising campaign

**Strategy:** Using vocabulary to sound more forceful

**Writing:** An email of complaint

**SHORTCUT** To do the lesson in 30 minutes, keep the warm-up and set exercises 6 and 7 for homework.

**WARM-UP** Ask students to think of an advertisement or advertising campaign that they particularly like and one that they find annoying or offensive.

- In pairs, students discuss these advertisements, explaining why they like them or why they find them annoying or offensive.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 74

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### KEY (SUGGESTED ANSWERS)

Portraying women as being the person in the family who is responsible or most concerned with childcare and domestic chores like housework and cooking. Women and girls are shown as being incapable of performing certain tasks such as car maintenance and minor repairs around the home.

Portraying men as being physically strong and capable of doing hard manual labour, handling large tools and electrical equipment, and being able to carry out tasks requiring mechanical skills.

Portraying girls as being interested in certain toys such as dolls and preferring more sedate games, whereas boys are portrayed as being interested in toys such as model cars, construction toys and boisterous physical activities.

### Exercise 2 page 74

- Focus attention on the advert and elicit what is offensive about it.
- Students read the email and discuss the questions.
- Elicit ideas from students.

#### Extra activity

- Ask students to work in pairs and discuss how they might change or re-design the advert in exercise 2 so that it is not offensive. They could think about the stereotypes associated with each of the people in it, what the people are actually doing, what they are wearing, and even the colours used in the advertisement.
- Ask a few students to share their ideas with the class.
- Then ask: *How might the original advertisement in exercise 2 also be offensive to the man and the little girl?* (The man is lazy, almost lifeless, and possibly incapable of doing any housework. He is physically almost weightless as the woman is lifting the sofa on which he is lying with one finger; this may be interpreted as symbolic of his insignificance in family life. The little girl is portrayed almost as a doll in her clean pink dress, not a person. She is a very passive figure.)
- Elicit suggestions from the class.

### Exercise 3 page 74

- Students read the email again and answer the questions.
- Check answers as a class.

#### KEY

1 B 2 C 3 D 4 A

### Exercise 4 page 74

- Students copy and complete the Phrasebook.
- Check answers as a class.

#### KEY

- 1 I am writing to complain about ...
- 2 Rarely have I been so appalled by ...
- 3 Your advert displays an inexcusably ...
- 4 I can assure you that ...
- 5 As a result, a boycott of your goods is currently being organised ...
- 6 I look forward to your prompt response.

### Exercise 5 page 74

- Go through the Writing strategy with the class. Make sure that students understand that *forceful* doesn't just mean emphatic; it means 'expressing opinions strongly and clearly in a way that persuades other people to believe them'; forceful language is effective because it expresses meaning both emphatically and (usually) more precisely.
- Students rewrite the sentences.
- Check answers as a class.

#### KEY

1 offensive 2 appalled 3 radical 4 menial  
5 deplorable 6 outdated 7 blatant 8 prompt  
9 countless

- Students then discuss the statements.
- Ask a few students to share their ideas with the class.

#### Extra activity

- Ask students to check the precise meaning of the underlined words in the email in exercise 2 and compare these meanings with the underlined words in exercise 5, e.g. *offensive = rude in a way that causes somebody to feel upset or annoyed because it shows a lack of respect*; *annoying = making someone feel slightly angry; irritating*
- Students discuss the differences in pairs.
- Ask them if they better understand why the writer of the email used the words he did rather than the ones in exercise 5.

#### Continuous assessment tip: learning intentions

##### Focusing students on how to extend their learning

**It is important to encourage students to take responsibility for their learning and make decisions about what they will do to further improve.**

At the end of the lesson, ask students to write a list of what they can do to expand their vocabulary and use words more effectively, thus continuing their progress. Students may write: *go back over the vocabulary I have learned from the Student's Book; check the precise meaning of new words in a good monolingual dictionary; use a thesaurus to find words and expressions that express what I want to say more accurately.*

See the notes on Continuous assessment on page 28.

### Exercise 6 page 74

- Students write their email of complaint following the structure of the email in exercise 2.

#### Extra support

- As a class, brainstorm ideas students could use to respond in each situation and write short notes on the board, e.g.
  - Situation 1: *Which social issues? (e.g. gender equality, sexism, ageism, racism, bullying in the workplace, animal rights); such issues neglected for too long; it's time to recognise the harm done; young people not too sensitive – some older people not sensitive enough*
  - Situation 2: *Comedian should know better; such jokes hurtful; perpetuate harmful stereotypes; encourage people to think it's acceptable to say such things; in extreme cases, encourages racism itself; demonstrates lack of empathy towards people who already suffer because of racist attitudes*
  - Situation 3: *Inhumane and shameful attitude: other cultures respect and revere their elders and value them for their wisdom and contribution to society; people over 65 comprise nearly 20% of the UK's population; is the politician saying that this 20% doesn't matter?*
- Students can choose all or some of the ideas on the board in their email of complaint.

- Circulate and monitor as students write their email, helping with language and ideas where necessary.

### Exercise 7 Check your work page 74

- Students go through the checklist and revise their work before submitting it.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use forceful vocabulary to write an email of complaint.*

### Further practice

Workbook page 60

Online practice

## 5.10 Review

### Note!

Remind students that when completing the review tasks, they should only be using the key grammar and vocabulary from the unit, even if other correct answers are also possible.

## Grammar

### Exercise 1 page 75

#### KEY

- 1 so 2 for 3 wouldn't 4 as long as 5 anything  
6 Even 7 had 8 wouldn't

### Exercise 2 page 75

#### KEY

- 1 I known the truth, I wouldn't have felt insecure  
2 do we play games online together  
3 she see Eva, she'll be tactful  
4 I more assertive, I would have told him to stop  
5 no circumstances would he recognise his flaws  
6 only was Yasmin kind, but she also showed empathy  
7 have I studied so much for an exam  
8 upset was Senyo that he refused to accept Jo's apology

## Vocabulary

### Exercise 3 page 75

#### KEY

- 1 Peer-to-peer 2 empower 3 Transferable skills  
4 novice 5 grassroots 6 contributor 7 geek  
8 lag behind

### Exercise 4 page 75

#### KEY

- 1 flaws 2 insecure 3 proactive 4 empathy  
5 potential

## Cumulative review

### Exercise 5 page 75

#### KEY

- 1 so 2 perspective 3 only 4 behind 5 proactive  
6 necessary 7 even 8 underestimate 9 wouldn't

## Think & share

### Exercise 6 page 75

#### KEY

### Students' own answers

#### Note!

Once students have completed the Review page in the Student's Book, they should complete the Review section in the Workbook and the Reflect questions.

### Further practice

Workbook page 61

Progress test

## 5 Vision 360°

### Learning Situations

### Tourism: A force for good?

#### Lesson summary

- ▲ **triangle:** An infographic on sustainable tourism
  - **square:** A video about tourism today
  - **circle:** A story about a fake restaurant
  - ⬡ **hexagon:** Monologues about the business of renting people's homes on holiday
  - ★ **star:** An advert for a holiday apartment in Venice
- Speaking:** Discussing reasons for travelling; talking about sustainable tourism; discussing different aspects of tourism
- Listening:** A video about tourism today; monologues about the business of renting people's homes on holiday; a story about a fake restaurant
- Reading:** An infographic on sustainable tourism; an advert for a holiday apartment in Venice
- Create task:** Create a guide on sustainable tourism in your country

This Vision 360° lesson proposes an educational learning situation where students are invited to reflect on the pros and cons of modern tourism. Students will recommend and research places and things to do for tourists in their own country, and talk about considerations such as customs, behaviour and sustainable tourism. They will then use their creative skills to design a sustainable tourism guide and present it to the class using a poster, presentation, podcast or video script.

**SHORTCUT** To do the lesson in 30 minutes, set the research in exercise 10 for homework and ask students to present their findings in the next lesson. Ensure Steps 1 to 3 of the Create task are done in class, set Step 4 for homework and do Step 5 in the next lesson.

**WARM-UP** Ask: *What do you think are the most visited tourist attractions in the world? What places would you like to see and why?*

- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class.

### Exercise 1 Think & share page 76

- Students discuss the question in pairs.
- Ask a few students to share their answers with the class.

#### KEY (POSSIBLE ANSWERS)

To see and experience new things; to broaden our horizons, to relax; to spend quality time with friends and family

## EXPLORE

### Exercise 2 page 76

- Go through the task together and then enter into the 360° image. Move around the image of Venice, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### KEY (SUGGESTED ANSWER)

Venice is a popular tourist destination because it is a unique and beautiful city. They are probably feeling excited and possibly annoyed that there are so many people there.

### Exercise 3 page 76

- Go through the task together, then explore each of the hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices.
- As each hotspot is explored, students match it to the topic it relates to.
- Once all the hotspots have been explored, check answers as a class. If necessary, have another quick look through the hotspots to confirm the answers.

#### KEY

1 ● 2 ■ 3 ○ 4 ★ 5 ▲

### Exercise 4 page 76

- Tell students to look at the numbers before they watch and listen to the video so they know what numbers to listen for.
- Click on the square hotspot for students to watch and listen.
- Check answers as a class.

#### KEY

- 1 The number of tourists travelling around the planet each year
- 2 The percentage of the world's economy that is tourism

- 3 The amount of money generated by tourism each year
- 4 The number of destinations where there are more visitors than locals
- 5 The proportion of tourists to residents in Andorra

## Transcript

See Teacher's Guide, page 197.

### Extra support

- Pause the audio after each number is heard so that students have enough time to make notes.

### Extra activity

- Before students watch the video, ask them to work in pairs and predict what these numbers could refer to when we analyse tourism today.
- After students watch the video and do the task, elicit how many they guessed correctly.

### Exercise 5 page 76

- Click on the red triangle hotspot for students to read the infographic.
- Students discuss their chosen dos and don'ts in small groups.
- Elicit a few answers from the class.

#### KEY (POSSIBLE ANSWERS)

Do: stay quiet when you're in a forest, wildlife park or other place where animals are; maintain a safe distance from animals; respect local traditions

Don't: collect plants or animals without making sure it is allowed; damage plants as you walk in the forest, etc.; take unnecessary brochures or leaflets in parks, museums, etc.

### Exercise 6 page 76

- Click on the orange star hotspot for students to read the advert.
- Students discuss the question in pairs.
- Ask a few students to share their opinions with the class.

### Exercise 7 page 76

- Tell students to read the questions before they listen so they know what to listen for.
- Click on the blue hexagon hotspot for students to listen to monologues and answer the questions.
- Check answers as a class.

#### KEY (SUGGESTED ANSWERS)

1 B 2 D 3 C 4 – 5 A

## Transcript

See Teacher's Guide, page 197.

### Extra activity

- Students write a monologue to match the question that wasn't used.
- Ask a few students to read out their monologues.

### Exercise 8 page 76

- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class.



### Extra challenge

- Ask students to choose one of the speakers who didn't like the idea of apps that allow tourists to rent people's homes and spare rooms. Their task is to imagine they are this person and to write an email to town authorities to complain and request action is taken to combat the problem they mentioned in their monologue.
- Students write their email.
- Ask students to walk around the class and read each other's emails.
- Take a class vote for the email which makes the strongest point and is most likely to be noticed by town authorities.

### Exercise 9 page 77

- Tell students to read the questions before they listen so they know what to listen for.
- Click on the blue circle hotspot for students to listen to the story and answer the questions.
- Check answers as a class.

#### KEY

- 1 a small hut
- 2 journalist Oobah Butler
- 3 on a popular review site
- 4 by writing reviews of the restaurant
- 5 that the restaurant became popular on the review site without serving a meal
- 6 more people wanted to visit it
- 7 Don't rely on just one source of information. Ask local people for recommendations.

### Transcript

See Teacher's Guide, page 198.

### Exercise 10 page 77

- Elicit the names of a few local cafés or restaurants that students have been to. Ask: *Did you enjoy the food?*
- Elicit what else apart from food you can include in the review (e.g. *service, design, location, wait time, prices*).
- Students discuss the questions in pairs. Remind students to focus not only on the food, but also on other aspects of the place.
- Ask a few students to share their findings with the class.

### Exercise 11 Think & share page 77

- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

## CREATE ... a guide on how to be a good tourist

To complete the Create task, students will need access to the internet to do the Research it! task and phones or tablets to make a podcast, a presentation or a video. Alternatively, students can use pens and paper and create a poster.

### STEP 1 page 77

- Put students in small groups. Groups then decide which four things they would recommend to tourists visiting your country. Remind students that their guide should focus on sustainable tourism so they need to take this into

account when planning and collecting ideas. To ensure the presentations are varied, encourage students to select different examples of the ideas from the word pool, for example different types of food or different historical sites.

### STEP 2 Research it! page 77

- Students do their research online, find photos and make notes. You may like to suggest that within their group, each student focuses their research on different points.

### STEP 3 page 77

- Working in their groups, students discuss the questions. Circulate and monitor as they do so, helping with language and ideas where necessary. Check students have considered the appropriate dress and behaviour for the different historical sites and/or tourist attractions.

### STEP 4 page 77

- As a class, discuss the different ways to present the guide. Elicit what students need to consider for each type, e.g.
  - podcast or video: they should present their ideas clearly and not speak too fast
  - video: they need to remember to look at the camera and smile
  - poster: they should choose interesting pictures and write catchy headings
  - Students create their guide.

### STEP 5 page 77

- Groups take turns to present their guide to the class.
- Ask what students have learned about sustainable tourism from the other guides.
- Elicit a few answers from the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can learn about the pros and cons of modern tourism, and create a guide on how to be a good tourist.*