

2 different worlds

GSE LEARNING OBJECTIVES

2A Real or virtual?

- **READING** | Read an article about virtual reality: science and technology; word families
- Discuss possible future uses of virtual reality: future probability
- **Pronunciation:** connected speech: future probability

GSE INFORMATION

READING

61 Can distinguish supporting details from the main points in a text.

VOCABULARY

59–75 Can use language related to scientific work.

49 Can form adjectives from verbs and nouns with common suffixes.

GRAMMAR

59 Can refer to certainty and probability using 'certain/likely/due to' with verb phrases.

SPEAKING

66 Can speculate about a future event using a range of linguistic devices.

2B Closer to nature

- **LISTENING** | Understand a radio programme about spending time in nature: nature; quantifiers
- Talk about ways to encourage people to spend time in nature
- **Pronunciation:** connected speech: quantifiers
- Write a for-and-against essay on living in the countryside

GSE INFORMATION

LISTENING

65 Can understand most of a radio programme aimed at a general audience.

GRAMMAR

52 Can correctly use 'little/a little' and 'few/a few' to refer to quantities with mass and count nouns respectively.

VOCABULARY

59–75 Can use language related to landscape features.

SPEAKING

61 Can refocus a discussion by suggesting what to consider next, and how to proceed.

WRITING

66 Can show the relationship between an opinion and a counter-argument in a discursive text.

2C Amazing lives

- **HOW TO ...** | speculate: lifestyle adjectives
- **Pronunciation:** stress to show certainty

GSE INFORMATION

VOCABULARY

59–75 Can use language related to describing something's quality.

HOW TO ...

64 Can speculate about causes, consequences or hypothetical situations.

SPEAKING

64 Can speculate about causes, consequences or hypothetical situations.

60 Can express an inference or assumption about a person's mood or emotional state.

65 Can use intonation to indicate various degrees of certainty during a discussion.

2D The time traveller

- **BBC PROGRAMME** | Understand a TV drama about time travel: extreme adjectives
- Talk about an imaginary trip back in time
- Write a competition entry

GSE INFORMATION

VIEW

61 Can understand scripted speech delivered quickly, if the accent is familiar.

VOCABULARY

59–75 Can use language related to describing something's quality.

SPEAKING

61 Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution.


WRITING

66 Can write engaging headlines or titles to capture a reader's attention.

▶ For full coverage of GSE Learning Objectives go to page 200.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 2A. It shouldn't be exploited or taught at length, just played once or twice in class.

 You could introduce the activity by telling the class about when you use social media and what for, e.g. *I use social media quite a lot. I like posting photos and looking at my friends' photos.* Read the question and the instructions for part 1 with the class to check they know what to listen for. At this point you may also want to preteach *distracting* (= stops you concentrating) and *impact* (= an effect on something). When Ss are ready, play the video for them to make notes. Check answers with the class then put Ss in pairs to do part 2. Ask them to find out if they have anything common. When they have finished, elicit answers from a few Ss and write any new words and phrases on the board.

ANSWERS:

1 Speaker 1: great way to keep in touch with people in different countries; a little bit distracting; spend more time on it than I would like

Speaker 2: big impact on professional life; community of followers; they buy furniture or watch tutorials

Speaker 3: spends way too much time looking at photos

Speaker 4: loves social media; text and message friends, swap photos, arrange things, buy things

Speaker 5: not a very large impact

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 2

Online Digital Resources

Videoscript Unit 2 Opener: BBC Vlogs

2A Real or virtual?

GRAMMAR | future probability

VOCABULARY | science and technology; word families

PRONUNCIATION | connected speech: future probability

LESSON OVERVIEW

In this lesson, Ss learn how to speculate about a future event. The context is a reading about the advantages and disadvantages of VR (virtual reality). Ss learn vocabulary related to science and technology and a range of ways to talk about future probability. They also practise connected speech. The lesson ends with a speaking activity where Ss discuss future predictions.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display the photo on your device and share your screen. Ask Ss to type their answers in the chat box.
- **Ex 1C:** Use a collaborative document with the table in it for Ss to add their ideas to.

Additional Materials

For Teachers:

Presentation Tool Lesson 2A

Photocopiable Activities 2A

Grammar Bank 2A

Vocabulary Bank 2A

For Students:

Online Practice 2A

Workbook 2A

TO START

Tell Ss about a piece of technology you couldn't live without, e.g. 'I love my tablet. I often use it to watch TV shows while I'm cooking. It's great because it's so portable, I can position it just about anywhere while I cook.' Put Ss in small groups to discuss their favourite piece of technology and what they use it for.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Focus attention on the photo showing the VR headset and elicit what Ss can see. If you have used a VR headset, tell the class about your experience, e.g. 'I had a go at VR once with a friend, it was really fun and quite scary when it felt like we were walking along the top of a very high building!' Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share any experiences they've had with VR with the class. Elicit their ideas for question 2 and write them on the board. With online classes, you can share the photo and ask Ss to type their answers in the chat box.
- B** You may want to preteach or check *participants* (= people who take part in an event). Read the topics with the class, then ask Ss to read the article to find out which topics are mentioned. In feedback, check answers with the class, then refer back to their ideas on the board from Ex 1A to see if any of them were mentioned in the article.

ANSWERS:

education, health, sport, training for work, travel

- C** Focus attention on the table and show how one column has the main points and the other has the supporting details, or examples. To help Ss understand the importance of using supporting details, you could rename the columns *Claims* and *Evidence* and highlight that you need both to form a strong argument – it isn't enough just to make a claim or to simply list information without showing how it is relevant to what you are saying. Identifying or producing arguments like this is a fundamental part of critical thinking. Read the example with the class. Ss read the article again and complete the table alone, then check in pairs. With online classes, you can share the table on your device and have Ss add their ideas. Encourage them to underline or highlight the relevant parts of the text as they do so. Check answers with the class, and elicit where in the article they found them.

EXTRA SUPPORT: DYSLEXIA Ss can listen again to the recording of the text while they read through the text to find the information. When they find a relevant section, tell them to pause the recording and cover the rest of the text to help them focus on the information they need.

ANSWERS:

- 2 You can visit places you are studying.
- 3 VR will be useful in health.
- 4 Surgeons will practise their skills in a virtual way before operating on patients.
- 5 VR will never replace real-life training.
- 6 Travel is about new experiences, and also taking photos and talking about the places you have been to.

- D** Put Ss in pairs to discuss the questions. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

VOCABULARY

science and technology

- 2 A** Draw attention to the words in bold in the article, then read the example with the class. Use the example to explain that they may need to change the form of the words. Ss complete the rest of the sentences individually, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this type of activity difficult because of the number of options and the need to scan the text. In this case, provide the words in a vertical list, perhaps on a piece of paper which Ss can scroll up and down to align with the sentence they're working on.

ANSWERS:

- | | |
|-------------------|------------|
| 2 virtual reality | 6 remotely |
| 3 Smart | 7 analyse |
| 4 findings | 8 predict |
| 5 tech industry | |

- B** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

- C** Refer Ss to the Vocabulary Bank on page 137.

VB ▶ page 137 **VOCABULARY BANK** word families

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Focus attention on the table which shows different forms of words Ss met in Ex 2A. With weaker classes, elicit the first answer as an example and write it on the board. Ss complete the table individually, then check in pairs. Check answers with the class and write them on the board to check spelling (or invite different Ss to come up and do so).

ANSWERS:

- | | |
|----------------------|-------------------------|
| 1 researcher | 4 analysis |
| 2 predictable | 5 scientifically |
| 3 remote | |

EXTRA IDEA For the bottom two rows of the table, the stress shifts as the word changes class. Ask Ss to practise saying the words to themselves and mark the stress on each one. Check answers with the class and drill the words chorally and individually.

B Read the example with the class, then ask Ss to complete the rest of the news headlines. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity simpler for Ss with dyslexia by giving them two options for each sentence (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|-------------------|-------------------------|
| 2 virtual | 6 scientifically |
| 3 analysed | 7 research |
| 4 remote | 8 remotely |
| 5 predicts | |

EXTRA CHALLENGE Ask Ss to come up with three more news headlines with their own ideas, using one of the words from Ex 1A in each. When they are ready, put them in small groups to take turns reading out their headlines with the word from Ex 1A missing for other Ss to guess.

GRAMMAR**future probability**

3 A Read the example with the class and elicit that the modals are used to express different degrees of probability. Ss complete the uses alone, then check in pairs. Check answers with the class.

ANSWERS:

- a** *will*, be going to
- b** be certain to
- c** be likely to, be unlikely to
- d** could, might
- e** be due to

B The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 112 **GRAMMAR BANK**

Write a scale on the board ranging from 0% = *sure it won't happen* on the left to 100% = *sure it will happen* on the right. Write the following sentence on the board: *I'll definitely be in class tomorrow*. Elicit where it goes on the scale (100%) and draw a line connecting it. Next write on the board: *Yuki probably won't be here tomorrow.*, and elicit where it goes (around 10%). Follow the same process for as many of the other structures as you think is necessary, but make sure you cover *be certain to*, *be likely/unlikely to* and *be due to* as these are the more challenging structures at this level. Go through the notes with Ss or let them read them alone and check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 This practises the form of the modals. Ss choose the correct words individually, then check in pairs. Check answers with the whole class.

ANSWERS:

- | | |
|----------------------|-----------------------------|
| 1 to announce | 5 may not |
| 2 to | 6 probably won't |
| 3 certain to | 7 is likely |
| 4 will | 8 will definitely be |

GB

- GB 2** This practises the form and use of the modals. Ss choose the correct options individually, then check in pairs. Check answers with the class. Where possible, elicit why the other options aren't possible.

EXTRA SUPPORT: DYSLEXIA To make this activity simpler for Ss with dyslexia, divide the text into sections and place the corresponding options under the sections. This helps them with making the connection between the two as there is less distance for the eye to travel and potentially get distracted. If possible, either read out the text to the class or prerecord it, leaving blanks for the gaps, so that Ss can listen in preparation for the exercise.

ANSWERS:

1 B 2 A 3 C 4 C 5 C
6 A 7 B 8 A 9 C 10 B


- 3** This practises the form and use of the modals. Emphasise that Ss should write any other words they need to complete the sentences. Ss complete the sentences individually then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity less challenging for Ss with dyslexia by recording the first sentences for Ss to listen to on their devices while they read them, and asking Ss to highlight the word in brackets to help them focus on it while writing. Covering the pairs of sentences they are not working on will also help them to focus.

ANSWERS:

1 are likely to work
2 is due to arrive
3 're unlikely to get there
4 might not meet
5 is certain to back up
6 're going to spill


PRONUNCIATION**connected speech: future probability**

- 4A**  **2.01** | Play the recording for Ss to listen and complete the sentences, then compare answers in pairs. Check answers with the class and write them on the board.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia find it difficult to listen and write at the same time. In this case, you could give them the full sentences to look at while they listen, then move on to Ex 4B.

ANSWERS:

1 is certain to 3 is going to
2 are due to 4 is unlikely to

- B**  **2.01** | Play the recording again for Ss to listen and notice the connected speech, then practise saying the full sentences.

EXTRA SUPPORT: TEACHER In connected speech, expert speakers of English often take 'shortcuts' in order to improve fluency. Since the sounds /t/ and /d/ are plosive and quite staccato, these are often dropped when preceded and followed by other consonant sounds. For example, *old man* becomes /əʊlɪmæn/.

- C** Read the sentence beginnings with the class and elicit one or two examples, then put Ss in pairs to take turns completing them in a different way each time. Monitor and check they're connecting sounds naturally. When they have finished, ask a few pairs to share their best ideas with the class.

SPEAKING

- 5A** Give Ss time to read the predictions and decide which they agree and disagree with. Encourage them to make notes on their reasons why.

EXTRA SUPPORT: DYSLEXIA Read the list of predictions to the class (or record it before the lesson for dyslexic learners to listen to on their devices) so Ss with dyslexia can listen while they read to help them with the activities.

FUTURE SKILLS | Critical thinking 

- B** Read the Future Skills box with the class, then ask Ss to look back at the predictions in Ex 5A and think about how to express their ideas about them accurately using the grammar from the lesson.

- C** Put Ss in small groups to discuss the predictions and answer the questions. When they have finished, nominate a student from each group to summarise their discussions for the class.

TO FINISH

Put Ss in pairs to come up with two more predictions they think are likely to happen in the next five, ten and twenty-five years. When they are ready, ask them to share them with the class and find out if others agree.

2B Closer to nature

GRAMMAR | quantifiers

VOCABULARY | nature

PRONUNCIATION | connected speech: quantifiers

LESSON OVERVIEW

In this lesson, Ss learn how to use quantifiers when presenting arguments. The context is a listening where they listen to a radio programme about spending time in nature in which quantifiers are used to express general assertions. This leads into the grammar, where Ss also practise linking in connected speech. Ss then learn vocabulary related to nature. Ss next do a speaking activity in which they discuss how to encourage people to spend more time in nature, and also learn how to move a discussion on to a new topic. The lesson ends with a writing task where Ss write a for-and-against essay.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the sentences on your device and share your screen. Make sure the annotate function is on. In feedback, ask different Ss to tick the ideas mentioned.
- **Ex 2B:** Display the comments and meanings on your device and make sure the annotate function is on. In feedback, ask Ss to draw lines between the quantifiers and the meanings.
- **Ex 5A:** Ask Ss to write their ideas in a collaborative document so they can share and compare them.
- **Exs 6A and 6B:** Use a collaborative document, shared with the class, for Ss to write their ideas in feedback and to add any other ideas from the model answer.

Additional Materials

For Teachers:

Presentation Tool Lesson 2B

Photocopiable Activities 2B

Grammar Bank 2B

For Students:

Online Practice 2B

Workbook 2B

TO START

Tell the class about a green space in your area where you go to relax and why, e.g. 'A few streets away from me there's a park. People walk their dogs there and in the summer have picnics. I go there to watch people. I find it very relaxing.' Put Ss in pairs to tell each other about a green space near where they live and what people use it for.


EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 A Ask Ss to read the programme information, then put them in pairs to discuss the questions. When they have finished, elicit ideas from a few Ss and find out if others agree.

EXTRA SUPPORT: TEACHER The BBC (British Broadcasting Company) produces TV and radio programmes in the UK and across the world. They also produce educational material for schools. This listening is an authentic BBC Radio programme and has not been edited for Ss, so it may be more challenging for them than other listening texts. It's worth reassuring Ss that they don't need to understand every word in order to complete the activities. The accompanying activities are graded to Ss' level, which means it provides a valuable opportunity to expose Ss to authentic material in class.

EXTRA SUPPORT: DYSLEXIA For Exs 1A and 1C, pair a dyslexic student with a partner who can read the programme information and the questions with them.

B  **2.02** | Read the sentences with the class so they know what to listen for. Ss listen and tick the ideas mentioned, then compare answers in pairs. Check answers with the whole class. For online teaching, remember you can share the sentences on your device for Ss to tick in feedback.

ANSWERS:

Ideas 1, 3, 5 and 6 are mentioned.

AUDIOSCRIPT 2.02

I want you to imagine yourself in paradise. Think about what you can see. What sounds can you hear? What do you feel? If you imagined a white sand beach with gently lapping waves or a woodland alive with birdsong, I'm guessing you also imagined a feeling of serenity and relaxation. The idea that spending time in nature can be good for our well-being isn't new. It's actually an idea that goes back for thousands of years. The word 'paradise' comes from the Ancient Persian term for park or orchard, which is *pardaiza* and I think if you ask most people to imagine paradise, people would think about a white sand beach with waves lapping or with a woodland maybe that's alive with birdsong. They're probably likely to imagine a feeling of serenity and relaxation. And that's the kind of feeling that medics began to try and promote in the UK as early as ... sort of ... the 1750s. We had doctors travelling around the country, trying to work out what it was like spending time near the sea and whether that's something that could almost be prescribed. And we had sea-bathing hospitals, the idea being that spending time there could help you overcome some of the sort of minor ailments that were common in the 1700s.

In the last 200 years, we've started to sort of lose our connection with some of the preventative effects that spending time in nature can have for us. We've had these incredible advances in technology, in pharmaceuticals, antibiotics, which have meant that we've saved, you know, millions of lives and improved the quality of life in so many countries across the world, but that shift in focus has meant that we've sort of moved away from our ancient nature-based perspectives, and in many cases sort of forgotten that connection that we have with nature.


So the problem now is that for the first time in history, most of the world's population live in big, busy and noisy cities, and they're so different to the kind of environments that we evolved to live in. And whether we're aware of it or not, cities place, you know, a huge amount of stress on our bodies. We're almost in a constant state of alert because we have to navigate things like crossing the road, busy, crowded spaces, threats from passing bicycles. And also the kind of complicated social interactions that we actually start to take for granted now, but that our bodies are constantly trying to deal with and respond to.

So when we live in demanding environments like cities, our body has this desperate need to be able to switch off for downtime. And the natural environment actually provides the perfect kind of setting to allow that kind of restoration to occur.

What's really interesting is that actually just having a view of nature can be enough to see some of these restorative effects. So there's a famous study from the 1980s where hospital patients were shown to recover faster from surgery if they had a view of trees rather than just a window that looked out at the rest of the hospital.

It also looks like the level of biodiversity could be quite important for well-being. It could be that simply seeing or hearing more plants and animals in an environment makes it more fascinating. Which brings us on to the sounds of nature, and several studies have shown that people prefer listening to natural sounds like birdsong or water flowing, compared to the other kinds of sounds they'd hear in a city, for example. But we don't really have a huge amount of data on what kinds of sounds might work best and whether just listening to them is enough. If you just put on a set of headphones on your commute, would that help calm you down enough, or do you need to see, touch, smell, be in nature for it to have the ultimate effect?

C Put Ss in pairs to answer the questions from what they can remember. In feedback, elicit their ideas but don't give answers yet.

D  2.02 | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1 a white sand beach with waves lapping or a woodland alive with birdsong
- 2 Doctors in the 1700s recommended spending time at sea-bathing hospitals.
- 3 advances in technology and pharmaceuticals, such as antibiotics
- 4 It puts our body into a 'constant state of alert', so we are always under stress.
- 5 It helps us to switch off and relax (get some 'downtime').
- 6 Some patients had a view of trees rather than a view which looked out at the rest of the hospital, and they recovered faster.

GRAMMAR**quantifiers**

2A Give Ss a minute or two to read the comments, then put them in pairs to discuss which they agree with and which they disagree with. Encourage them to give reasons for their opinions. When they have finished, elicit their ideas and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Read the comments to the class (or record them before the lesson) so learners with dyslexia can listen while they read to help them with the activities. Alternatively, pair a dyslexic learner with another student who can read the comments with them as well as discuss their individual responses to them.

B Draw attention to the quantifiers in bold in the comments, then ask Ss to match them with the meanings alone, then check in pairs. Check answers with the class. With online classes, remember you can share the comments and meanings for Ss to draw lines.

EXTRA SUPPORT: DYSLEXIA You can make this activity less challenging for dyslexic learners by providing the quantifiers as a separate vertical list for them to work from. If you provide the quantifiers as a phrase, with a corresponding noun, they can also use this list to help them with Ex 2C.

ANSWERS:

- 1 the majority of, a good deal of, every
- 2 a lack of, very little, several, in a minority, a few, a handful of, a little
- 3 each
- 4 no

C Elicit the first answer as an example, referring back to the comments, then ask Ss to complete the rest of the rules. Check answers with the class.

ANSWERS:

- | | |
|-----------------------|---------------|
| 1 plural | 3 singular |
| 2 plural, uncountable | 4 uncountable |

D The Grammar Bank on page 113 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 113 **GRAMMAR BANK**

This focuses on the form and use of quantifiers. Explain to the class that they're now going to look at quantifiers in more detail. Check understanding of the notes, especially the higher-level language (e.g. *majority, lack, handful*), as it's likely that Ss will have come across a lot of the other language before.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 Ss choose the correct words alone, then check in pairs. Check answers with the class. It would be useful in feedback to also elicit why the wrong answers aren't possible, in order to explore the meaning and use of the quantifiers in more detail.

ANSWERS:

- | | |
|------------------|-------------------|
| 1 little | 6 several |
| 2 a little | 7 A few |
| 3 a few | 8 a lack of |
| 4 few | 9 The majority of |
| 5 a good deal of | 10 no |

2 Ss complete the text individually, then check in pairs. Check answers with the class. In feedback, ask Ss if they do any of the activities suggested in the text, and if not which activities they'd like to try.


EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, give them two options for each gap (one correct, one incorrect). You can also divide up the text so that each sentence starts on a new line to help them navigate as they read.

ANSWERS:

- | | |
|-------------------|-----------------|
| 1 plenty | 6 handful |
| 2 the majority of | 7 a little |
| 3 a few | 8 a few |
| 4 each | 9 in a minority |
| 5 no | 10 lack of |

PRONUNCIATION


connected speech: quantifiers

3A  **2.03** | Play the recording for Ss to listen and mark the linking. In feedback, write the sentence on the board and elicit where the linking is. Drill the linking chorally and individually.

ANSWER:

The majority_of the world's population now lives in cities.

EXTRA SUPPORT: TEACHER Features of connected speech like this are common among native speakers. However, the goal here isn't to encourage Ss to speak like native speakers, since there are far more non-native than native speakers of English in the world. Teaching features of connected speech can help learners when listening to native speakers and the aim here isn't to achieve perfect reproduction but rather raise awareness.

B  **2.04** | Encourage Ss to say the quantifiers in bold in each sentence quietly to themselves when identifying the linking. When they are ready, play the recording for Ss to listen and check their answers. Check answers with the class.

ANSWERS:

- 1 A good **deal** of my time is spent commuting.
- 2 There's a **lack** of green public spaces.
- 3 Several **of us** walk along the beach in the morning.
- 4 People who live in the countryside are definitely in **a** minority.
- 5 I grow a **handful** of herbs on my balcony.

C Read the sentence beginnings with the class and elicit one or two examples, then put Ss in pairs to take turns completing them in a different way each time. Monitor and check Ss' use of linking in their sentences. When they have finished, ask a few pairs to share their best ideas with the class.

VOCABULARY

nature

4A Explain that the text is about the health benefits of spending time in nature. Ss complete the text individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA In order to make this activity simpler for Ss with dyslexia, provide the words in the box as a vertical list, which they can then also refer to in Ex 4B.

ANSWERS:

1 deserted	5 woodland
2 coastline	6 sunlight
3 open space	7 track
4 scenery	8 river bank

B Refer Ss back to the completed text (or the words and phrases in the box) in Ex 4A. Elicit the first answer as an example, then ask Ss to match the rest of the words and phrases in Ex 4A with the questions individually, using the article to help them. Check answers with the class.


ANSWERS:

1 deserted	5 woodland
2 river bank	6 scenery
3 track	7 coastline
4 open space	8 sunlight

C Introduce the activity by telling Ss about a place you like, e.g. 'I love spending time in the woodland near my home. I usually go for a walk there at the weekend and enjoy the natural scenery.' Put Ss in pairs to discuss a place they know or enjoy spending time in. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

SPEAKING

5A Arrange Ss in small groups. Go through the situation with them, then ask them to think of ideas for how they can encourage people to spend more time in nature. Explain that they should think of suggestions for each item on the list and make notes. They can also add further ideas to the list if they want. For online teaching, remember Ss can use a collaborative document to share their ideas.

FUTURE SKILLS | Leadership 

B Read the Future Skills box with the class, then elicit expressions Ss can use to refocus the group, feeding in ideas from the possible answers if necessary.

POSSIBLE ANSWERS:
 Anyway, ...; We also need to consider ...; Let's move on to ...; How/What about ...?; Shall we discuss ...?

C Put Ss back in the same groups as for Ex 5A to have their discussion. They should try to agree on one idea for each of the areas in the list. When they have finished, ask each group to choose one person to present their ideas to the class.

WRITING

a for-and-against essay

6A Put Ss in pairs to come up with their lists. When they have finished, elicit Ss' ideas and write them on the board in two columns (or invite Ss to come up and do so). If you are teaching online, you can invite them to write their ideas in a collaborative document shared with the class.

B Ss read the essay and compare it with their ideas. When they have finished, tick any ideas on the board that are mentioned and ask a few Ss if they agree or disagree with the writer's point of view and why or why not. Also add to the list on the board (or the collaborative document if you are teaching online) any ideas mentioned in the essay that Ss didn't think of before, as these will be helpful when they come to write their own essays in Ex 7D.

EXTRA SUPPORT: DYSLEXIA Read the essay to the class (or record it before the lesson) so Ss with dyslexia can listen while they read to help them with the exercise.

C Ss read the essay again and choose the correct words alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This is quite an extensive text for Ss with dyslexia to read, so encourage them to cover up the parts of the text they're not focusing on for a specific question in order to minimise distractions while they read.

ANSWERS:

- 1 explains what the topic is and why we might be interested
- 2 for
- 3 against
- 4 gives the writer's

7A This exercise focuses on using formal linkers in essays, which is an important writing skill for academic writing. Focus attention on the sentences in bold and the first linker (underlined) in the essay, then ask Ss to find the rest of the linkers. Check answers with the class.

ANSWERS:

- | | |
|------------|-------------------------|
| 2 Although | 4 Despite |
| 3 However | 5 Despite the fact that |

B Put Ss in pairs to answer the questions. When they have finished, check answers with the class.

ANSWERS:

- | | |
|-------------|-----------|
| 1 a comma | 3 Despite |
| 2 -ing form | 4 However |

C Read the example with the class and highlight the punctuation needed. Ask Ss to write the rest of the sentences individually, then check in pairs. Check answers with the class, highlighting the punctuation and any changes to the form of the verbs that are needed.

ANSWERS:

- 2 Despite the fact that public transport can be very overcrowded, people still use it.
While public transport can be very overcrowded, people still use it.
- 3 While life in the city is exciting, it can be stressful.
Life in the city is exciting. However, it can be stressful.
- 4 Although pollution and crime are problems, many young people prefer living in the city.
Despite pollution and crime being problems, many young people prefer living in the city. / Despite the fact that pollution and crime are problems, many young people prefer living in the city.

D Give Ss plenty of time to make notes on their ideas, following the four-paragraph structure outlined in Ex 6C. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, ask Ss to write their essay. Tell them 180–200 words is the range they should aim for.

EXTRA SUPPORT Before they start making notes, remind Ss of the paragraph plan given in Ex 6C using the essay in Ex 6B as a model. If you have left their ideas (and those from the essay) on the board, Ss could also adapt these to use in their own essay.

TO FINISH

Ask Ss to think of ways in which their local authority (either in their home town or where they are currently located if this is different) encourages the use of green spaces and discuss in small groups or as a class.

2C Amazing lives

HOW TO ... | speculate

VOCABULARY | lifestyle adjectives

PRONUNCIATION | stress to show certainty

LESSON OVERVIEW

In this lesson, Ss learn functional language for speculating. They also learn vocabulary related to lifestyle. The context is a reading where they read an article about the extreme lifestyles of three women. This leads into the functional language, where Ss also listen to and practise using stress to show certainty. The lesson ends with a speaking activity where Ss practise speculating about the lives of famous people.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display the photos on your device and share your screen. Ask Ss to type their answers in the chat box.
- **Ex 3C:** Use a collaborative document for pairs to add their answers after they've discussed them, then give the whole class a chance to read them.
- **Exs 5A and 5C:** Put each group in its own breakout room to have their discussions. During Ex 5C, go round each room monitoring carefully while they practise.

Additional Materials

For Teachers:

Presentation Tool Lesson 2C

Photocopiable Activity 2C

Grammar Bank 2C

Mediation Bank 2C

For Students:

Online Practice 2C

Workbook 2C

TO START

Give Ss an example of someone you know who does something unusual as part of their lifestyle, e.g. 'My friend is a long-distance runner. She goes for a normal run every day, but at the weekend she usually runs for 30 km or more.' Put Ss in small groups and ask them to tell each other about something unusual in the lifestyle of someone they know.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

lifestyle adjectives

1 A Focus attention on the photos and briefly elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if others agree. Remember that with online classes you can share the photos on your screen and ask Ss to type their answers in the chat box.

B Ss read the article then discuss what they think the hardest thing about each lifestyle is in pairs. When they have finished, elicit Ss' ideas and ask if others agree.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson) so learners with dyslexia can listen to support their reading.

2 A Draw attention to the adjectives in bold in the article. Ask Ss to complete the sentences alone, then check in pairs. Check answers with the whole class, and check understanding by eliciting different example sentences for each word.


EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find scanning through a long text difficult. In this case, give Ss two options per gap (one correct and one distractor). They also have the option to find the word in the text to use contextual clues to help them work out the answers.

ANSWERS:

- | | |
|---------------------|-----------------|
| 1 exhausting | 5 unique |
| 2 tedious | 6 modest |
| 3 rewarding | 7 harsh |
| 4 ordinary | |

B Ss discuss the statements in pairs. In feedback, ask a few Ss which statements apply to their lives and why.

How to ... speculate

3A  **2.05** | Tell the class that they're going to listen to two people talking about a TV series they've been watching. Explain that the conversation will focus on two of the three woman from the article in Ex 1, Karen Nyberg and Rosie Swale-Pope. Tell Ss to make notes of the factual information they hear. Play the recording for Ss to listen, then put them in pairs to check. Check answers with the class.

ANSWERS:


Karen Nyberg: She's an astronaut. While in space she had to check systems, keep fit and wash her hair. She has a three-year-old son and was away for around six months.

Rosie Swale-Pope: She's in her 70s. She has written a book about her experiences. She raises money for charity. She sometimes prefers to sleep outside in her trailer even when she is back in the UK.

AUDIOSCRIPT 2.05

- A: Hey, so, I've been watching this amazing TV series about women with extreme lifestyles. Have you seen it?
- B: Yeah, I've been watching that, too. Last week there was one about a woman who's a sea nomad and has spent her whole life at sea.
- A: That's right. Amazing. Did you see the one about the astronaut? What was her name ...?
- B: Karen Nyberg? Yeah, I saw that one, too.
- A: It was incredible, wasn't it?
- B: I know. I mean I'd guess it must be so inspiring to see the world like that, from space. Can you imagine?
- A: Yeah, it would be incredible, wouldn't it?
- B: Absolutely! Although there's no way I would ever consider doing that. I know for a fact that I couldn't go into space. I don't even like getting on a plane! It must be an amazing experience, though.
- A: Yeah, it was interesting to find out how they actually live up there, you know, the ordinary things that they have to do every day. A lot of it looked pretty tedious, like checking all of the systems and whatever. And that bit about how they keep fit – it was really fascinating!
- B: Yeah and how she washes her hair! Did you see that bit?
- A: Yeah, it was really interesting to see how she does, you know, normal, everyday things up there. Must be difficult sometimes though – especially being away from people. I mean, she left her three-year-old son at home and was away for, like, six months. I mean I'd imagine that was really hard.
- B: I suppose they had video chats, but it's not really the same, is it?

- A: Not at all. And what about that woman who runs around the world? Did you see that one?
- B: Yeah, Rosie Swale-Pope I think her name was. I can't believe she's in her 70s and she runs all around the world by herself, pulling that little trailer behind her.
- A: I know, and she sleeps in it at night, and then just carries on running in the morning. It's pretty impressive.
- B: Yeah, I reckon it must be pretty lonely at times, though.
- A: Well, you would think so, but she obviously finds it really rewarding, seeing all those amazing places and meeting interesting people along the way. She's written a book about some of the things that have happened to her. And she raises money for charity.
- B: She's clearly the kind of person who just has to keep moving, sort of nomadic.
- A: Yes, that's right. I get the impression she's so used to this lifestyle that she wouldn't be happy living anywhere for long. Even when she's back home in the UK, she sometimes prefers to sleep outside in her little trailer than stay inside her house.
- B: Oh, really? I'd have thought it'd be exhausting to live like that all the time. And pretty frightening, too. She's bound to feel scared sometimes.
- A: I bet she does. Anyway, it's not for me. I can't even bear going camping for the weekend, let alone ...

B  **2.05** | Ask Ss to read the sentences and decide who they refer to, then play the recording again for Ss to check their answers. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner so they can read the sentences together.

ANSWERS:

1 K 2 R 3 K 4 R 5 R 6 K 7 K 8 R

C Put Ss in pairs to categorise the words and phrases. Monitor and help where necessary. When they have finished, check answers with the class. For online teaching, remember that Ss can use a collaborative document to share their ideas.

ANSWERS:

- 1 I'd guess; I'd have thought; I'd imagine; I reckon; I suppose
- 2 clearly; bound to
- 3 There's no way

D The Grammar Bank on page 114 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 114 **GRAMMAR BANK**

This focuses on the form and use of functional language for speculating and talking about certainty. Check understanding of the phrases, especially the use of *There's no way that ...*.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 Ss complete the conversations alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide two options for each conversation (the correct one and a distractor).

ANSWERS:

- | | | |
|--------------|-----------|----------|
| 1 way | 2 clearly | 3 sure |
| 4 impression | 5 thought | 6 reckon |

2 Elicit the first answer as an example. Ss complete the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss each time to come up and do so).

ANSWERS:

- 1 I'm not 100 percent sure, but I think
- 2 I know for a fact that
- 3 There's no way that
- 4 I get the impression that
- 5 I'm fairly certain that
- 6 bound to
- 7 He has clearly
- 8 have thought that

PRONUNCIATION**stress to show certainty**

4A ▶ **2.06** | Play the recording for Ss to listen and underline the words with the main stress. Ask Ss to check in pairs, then play the recording again if necessary. Check answers with the class and drill the sentences. Encourage Ss to respond emphatically to add a fun element to the activity.

ANSWERS:

- 1 There's no way I would ever consider doing that.
- 2 She's clearly the kind of person who just has to keep moving.
- 3 She's bound to feel scared sometimes.

B Give an example or elicit one from the class (e.g. 'I'd imagine Diana Botutihe is only able to sleep on her boat.'). Then ask Ss to write their sentences. Monitor and offer help where necessary and make sure Ss are using the phrases in bold in Ex 3B in their sentences.

C Put Ss in pairs to share their sentences and discuss whether they agree. Monitor and check their use of stress to show certainty. When they have finished, ask a few Ss to share their sentences with the class and find out if others agree.

SPEAKING

5A Put Ss in small groups (in breakout rooms for online teaching) to think of and agree on four famous people. Putting Ss of a similar age and/or background together may help them identify four people more easily.

B Ask Ss to make notes to answer the questions about their chosen people alone. Monitor and help with ideas where necessary.

C When they are ready, ask Ss to work in the same groups as for Ex 5A (in breakout rooms for online teaching) to discuss the questions about the people. Monitor and encourage them to use the phrases from the lesson. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

EXTRA: HOW TO ... Put Ss in different groups and ask them to discuss questions 1 and 3 from Ex 5B about the three people in the article in Ex 1B.

TO FINISH

Ask Ss to go online and check their ideas from Ex 5C, then share any information they guessed correctly with the class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 147 **MEDIATION BANK****MEDIATION BANK TEACHER'S NOTES** ▶ page 185

2D BBC Entertainment

The time traveller

VOCABULARY | extreme adjectives

SPEAKING | an imaginary trip back in time

WRITING | a competition entry

LESSON OVERVIEW

In this lesson, Ss learn how to describe an imaginary trip back in time. In order to do this, they learn some extreme adjectives. The context is an extract from a BBC science-fiction programme about a time traveller. Ss then do a speaking activity where they discuss which time period they would like to travel back to and why. The lesson ends with a writing activity where Ss write a competition entry.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 2C:** Put Ss in breakout rooms in groups to discuss the questions, then report back in the main area.

Additional Materials

For Teachers:

Presentation Tool Lesson 2D

Online Digital Resources

Writing Bank 2D

Videoscript 2D: BBC Entertainment

For Students:

Online Practice 2D

Workbook 2D

TO START

Elicit some genres of TV programmes from the class and write them on the board, e.g. drama, comedy, documentary, current affairs, etc. and make sure you elicit *science fiction* (or *sci-fi*). Put Ss in pairs to discuss which of the genres they like and don't like, giving their reasons why. Ask them to think of examples from their country/ies for each genre. When they have finished, find out which are the most and least popular with the class. Inform them that they will see part of a science-fiction programme in the lesson.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1A Put Ss in small groups to discuss the questions. When they have finished, elicit the different groups' ideas and add them to the board as notes.

B Ss read the programme information, then discuss the question in pairs. In feedback, refer back to the notes on the board and tick off any information Ss mentioned in Ex 1A.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the programme information with them before they discuss the questions together.

EXTRA IDEA Elicit from Ss if they have heard of or seen *Doctor Who*, or if they have something similar in their own country/ies that they watch. If so, what do they think of the programme?

VIEW

2A ▶ Read the question with the class so they know what to listen for. Ss watch the video and answer the question, then check in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWER:

He learns that they have become extremely popular.

- B** ▶ Ss order the events from what they can remember individually, then check in pairs. When they are ready, play the video again for Ss to check their answer.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find ordering activities like this difficult. In this case, give them the events in the correct order plus two distractors, and ask them to identify the distractors.

ANSWER:

The correct order is e, d, c, a, g, f, h, b.

- C** Put Ss in groups (in breakout rooms for online classes) to discuss the questions. When they have finished, nominate a student from each group to share their answers with the class and find out if others agree.

VOCABULARY

extreme adjectives

- 3A** Elicit the first answer as an example, then ask Ss to choose the rest of the meanings alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Advise Ss to cover the other sentences and meanings as they work on each set to reduce distraction.

ANSWERS:

1 b 2 a 3 a 4 a 5 b 6 a

- B** Remind or elicit from Ss what extreme adjectives are (adjectives with a very strong meaning that you don't need to use 'very' or other adverbs such as 'really', 'a little', etc. with; e.g. freezing = very cold, excellent = very good, terrible = very bad). Ss answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

Precious is the only adjective that can be used with 'very'. All the others are extreme adjectives.

- C** Put Ss in groups to think of the things. If they're struggling, they could use their devices to go online to help. Monitor and offer help where needed.
- D** Ask each group to select a spokesperson, then ask each spokesperson to read out their list to find out if other groups agree.

EXTRA: ALTERNATIVE IDEA Ask Ss to work individually in Ex 3C and write the names they think of in their notebooks in random order. In Ex 3D, put Ss in pairs to show each other their answers. Ss take turns to read each other's answers and guess which of the things listed in Ex 3C they are an example of.

SPEAKING

an imaginary trip back in time

- 4A** 🗣️ 2.07 | Explain to the class that they're going to hear someone talking about where they would go if they could travel back in time. Ss listen and answer the question, then check in pairs. Check answers with the class and ask if they'd also like to travel to this time period.

ANSWER:

Paris in the 1920s because she's a huge fan of the artists and writers from that period.

🗣️ **AUDIOSCRIPT 2.07**

If I could travel back in time to any place in the world, I'd go back to Paris in the 1920s. To start with, I'm a huge fan of all the artists and writers from that period, like Ernest Hemingway, F. Scott Fitzgerald, Salvador Dalí, Pablo Picasso and Gertrude Stein. And they all lived in Paris, so it was a really exciting city at that time. I'd love to meet all of them, but especially Hemingway because I really like his books.

So, what would I do? Well, at that time, there were all these nightclubs and cafés springing up all over Paris, with loads of incredible shows. With that in mind, I'd want to go dancing with F. Scott Fitzgerald and his wife Zelda. I can imagine that being a whole lot of fun. What else? I'd have a long chat with Hemingway and Picasso about their creativity and what they were planning to do next. And last but not least, I'd take Gertrude Stein out to dinner and ask her what she really thought of all these artists with their amazing talent, but also their big egos!

- B** 🗣️ 2.07 | Read the Key phrases with the class, then play the recording again for them to listen and tick the ones they hear, then check in pairs. Check answers with the class.

ANSWERS:

All the phrases are used, except: 'Another possibility would be to ...'.

- C** Ss answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia process the information, you could present the functions in one column and the phrases in another column next to it. Ss then draw lines to match the phrases with the functions.

ANSWERS:

- 1 What else?; Another possibility would be to ...
- 2 With that in mind, I'd ...
- 3 To start with ...; And last but not least, I'd ...

5A Give Ss plenty of time to prepare on their own and make notes. Encourage them to think of reasons for their answers. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in small groups to share their ideas. Encourage other Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss whose trip they think sounds the most exciting and why.

WRITING

a competition entry

6A Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

B Refer Ss to the Writing Bank on page 104.

WB ▶ page 104 **WRITING BANK**

1A Ss read the information and answer the questions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the information to the class (or record it before the lesson) so learners with dyslexia can listen while they read to help them with the exercise. You could do the same for the competition entry in Ex 1B.

ANSWERS:

- 1 Winning essays will be published in next month's issue.
- 2 who you would meet if you could travel back in time, why and what you would do with them
- 3 200 words
- 4 an attention-grabbing title

B Ss read the competition entry and choose the best title individually, then check in pairs. Check the answer with the class.

ANSWER:

b – a and c aren't quite accurate enough and b is alliterative (an effective literary device).

C Ss read the tips and decide which are best, then compare ideas in pairs and give their reasons. In feedback, check the answer and elicit why those tips are the best. They can refer back to the competition entry in Ex 1B for examples to illustrate.

ANSWER:

All of the tips are good, except 2.

D Ask Ss to read the information in Ex 1A again and plan their answer. They could write about the period they described in Ex 5 or choose a different time period. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

E Ss write their competition entries. Remind them that they should write no more than 200 words and of the need for a good title. When they have finished, put Ss in pairs to swap entries and read them.

EXTRA IDEA Ask Ss to write their entries on separate pieces of paper, without the titles. When they have finished, display them round the class and ask Ss to read and come up with a title for each one. The student who wrote it then decides if they want to choose one of the suggestions or keep their original title. Alternatively, you could number each entry and provide the titles as a separate list for Ss to try to match with the correct entries.

TO FINISH

Put Ss in pairs to discuss how far into the future they'd like to travel and what they might expect to see there.

2 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3 and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to write their predictions in a collaborative document, then read each other's predictions in Ex 1B.
- **Ex 2B:** Use an online poll to carry out the survey of the class.

Additional Materials

For Teachers:

Unit Test in test package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: future probability, quantifiers; Vocabulary: science and technology, word families, nature, lifestyle adjectives, extreme adjectives; How to ... speculate). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

future probability

- 1 A** Go through the topics and the structures with the class, then set a time limit of five minutes for Ss to write their sentences (in a collaborative document if you are teaching online). Monitor while they are writing and correct any errors.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find choosing from lots of options in a box difficult. In this case, provide the structures in Box B as a vertical list to make it easier for them to refer to.

- B** Ss compare their predictions in pairs. In feedback, ask each pair if they had any similar predictions.

quantifiers

- 2 A** Focus attention on the survey results and check understanding. Ss choose the correct words alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT With weaker classes, go through the information at the top of the table about the participants (pointing out the number in particular) and explain that the sentences follow the order of the results in the survey to help them process the information.

ANSWERS:

- | | |
|------------------------|----------------------------|
| 1 The majority | 5 a lack of |
| 2 Every student | 6 a little |
| 3 Plenty of | 7 Very few |
| 4 A handful | 8 A large number of |

- B** Put Ss in pairs to discuss which of the statements in Ex 1A are true for their class. When they have finished, you could check answers with a show of hands for each statement (or using an online poll) and ask the class to suggest a suitable quantifier to describe the number each time.

VOCABULARY

- 3** Make sure Ss understand there are two extra words in the box. Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find exercises with options presented in this way challenging. Here, you could provide two options for each sentence (the correct one and a distractor).


ANSWERS:

- | | |
|--------------------------|--------------------|
| 1 predict | 5 deserted |
| 2 findings | 6 coastline |
| 3 Virtual reality | 7 sunlight |
| 4 scenery | |

EXTRA CHALLENGE Write on the board: *But plenty of people try!* and elicit that this could be a follow-up sentence to sentence 1. Ask Ss to write follow-up sentences for the rest of the sentences. Encourage them to use quantifiers where possible. With weaker classes, elicit some of the linking devices they could use for each sentence to start them off. Monitor and offer help where necessary. When they are ready, ask Ss to compare sentences in pairs.

4A This activity reviews both the grammar and vocabulary of Unit 2. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for the gap-fill exercise in Ex 4A. You can also make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each one.

B  **R2.01** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

1 C 2 A 3 B 4 C 5 C 6 A
7 C 8 B 9 A 10 A 11 C 12 B

TO FINISH

Ask Ss to think of the three most useful things they learnt in Unit 2. Give them a minute or two to look back over the unit and decide, then put them in pairs to compare answers.