

WELCOME TO NEW CLOSE-UP

With each new edition of *Close-up* we have listened to teachers' feedback about what works well and where they would like more support. This has enabled us to build on the elements of the series that teachers and learners value the most, while developing winning new features that will make you glad you chose *New Close-up*.

Teachers told us they can rely on *Close-up* to provide:

- comprehensive skills development with a rich range of tasks to actively develop students' reading, listening, speaking and writing skills.
- a clear structure with well-signposted pages, so that students know what the objectives of each lesson are and what is expected of them.
- a strong focus on exams and developing students' skills and confidence to improve their chances of success.
- authentic and informative National Geographic content that helps students connect with their world as they transition from their teens into adulthood.

What's new in *New Close-up*?

- The content of each unit has been extensively revised to be up-to-date, engaging and aligned with the global viewpoint of today's students. A clear new design helps students and teachers navigate each unit with ease.
- All exam tasks and tips in the Student's Book and Workbook have been updated to reflect the Cambridge 2020 update for Key and Preliminary. An all-new ExamView test generator provides further opportunity for students to familiarise themselves with the exam formats and prepare for exam success.
- Brand-new Live well, study well lessons focus on life and study skills to help equip students with the competencies they need to manage their academic and personal lives. Students engage with texts and useful tips on topics such as managing stress, social media and friendships. Activities are designed to promote independent thought and stimulate discussion. Each lesson culminates in a project that encourages learner autonomy and provides opportunities for students to practise presentation skills and working in a team.
- Every Student's Book contains six fascinating new videos to give students the opportunity to engage with authentic audio-visual content. These videos were selected to expand students' knowledge of the world they live in, while accompanying tasks in the Student's Book aid comprehension and promote further discussion of the topic.
- In line with the latest CEFR benchmarking, *New Close-up* includes at least two mediation activities in each unit. Notes on how to approach these and get the most out of them are included in the Teacher's Book. (See further notes on this feature on page 7.)

New *Close-up* overview

FOR STUDENTS

Student's Book

- Twelve topic-based units with a range of tasks that actively develop students' reading, listening, speaking and writing skills.
- Exam Tips that provide step-by-step advice and strategies for how best to approach exam tasks, and Exam Tasks that provide the opportunity to put the advice into practice.
- Useful Language boxes in the speaking and writing lessons that support students with appropriate language when completing communicative tasks.
- Opportunities for discussion and personalisation in the Your Ideas sections.
- Review pages (at the back of the Student's Book) which consolidate the vocabulary and grammar taught within each unit. Students can use the Can do statements to check their progress.
- Extensive reference material at the back of the Student's Book includes:
 - a Grammar reference giving detailed explanations to support the grammar focus within each unit;
 - a Writing reference with a summary of the important points to remember for each genre of writing, as well as a checklist;
 - a Speaking reference bringing the Useful Language presented throughout the course together in one place;
 - a Vocabulary reference highlighting key vocabulary for the relevant Cambridge exam.

Workbook

- The Workbook provides additional practice of the vocabulary and grammar covered in the Student's Book, as well as providing further content-rich exercises based around the unit topic.
- Each Workbook unit continues the focus on exam practice, with Exam Reminders that reinforce the Exam Tips learned in the Student's Book. Students then have the opportunity to consolidate what they have learned with an Exam Task of the same type as the one in the Student's Book.
- Twelve Review pages are included at the back of the Workbook, allowing students to check their progress.

Online Practice **NEW TO THIS EDITION**

- The mobile-compatible Online Practice allows students to continue their studies at home or when on the move.
- The Online Practice revises the language covered in the Student's Book units and provides additional exam-style tasks.
- The teacher interface allows teachers to set up classes, assign work and review students' performance.
- The Online Practice is designed to be assigned to students when they have completed each unit of the Student's Book.
- Students can also access the eBook via the Online Practice.
- Information on how to access the Online Practice platform can be found on the inside front cover of the Student's Books (for those students who have purchased the Student's Book with Online Practice and Student's eBook version of the book).

FOR TEACHERS

Teacher's Book

The *New Close-up* Teacher's Book is an easy-to-use resource that provides support for all teachers using the course, no matter their level of experience.

Inside the redesigned and revised Teacher's Book, you will find the following features and resources:

Easier, Extension and Fast finisher tasks

Each unit contains plenty of ideas to help both weaker and stronger students. 'Easier' boxes give useful tips on how to provide extra support and guidance for students that need it. These tips can also function as useful warm-up ideas and / or to assess students' existing knowledge. 'Extension' boxes provide further exercise ideas that will challenge able students and help teachers to make the most of the rich, authentic content. 'Fast finisher' tasks support teachers with ideas for short, fun exercises that will keep students busy while they wait for their classmates to complete their work.

Mediation skills notes

Mediation can seem daunting to many students and teachers. In *New Close-up*, we demystify this skill and build classroom confidence.

Every Student's Book unit contains activities that develop students' mediation skills. These are highlighted in the Teacher's Book, and teachers are supported with clear notes that explain what aspect of mediation is featured and how the activity can be used.

Once a teacher becomes familiar with the types of activities that practise different mediation skills, they will be able to apply the principles to similar exercises. In this way, the mediation skills provided can be used to form a bank of knowledge that can be applied as students progress through the course. For example, explaining and summarising a text for the benefit of another person is a type of mediation (see p20) and the principle can be applied to other texts throughout the course. This gives students a wealth of practice which will equip them well for academic exams and develop their ability to communicate effectively in a range of situations.

Grammar guide

The Grammar guide presents the grammar points in a simple and clear way. Teachers can use the guide to explain the grammar rules and give students example sentences, without the need to look for this information elsewhere.

Teaching tips

Teaching tips are provided in every unit and include a range of useful devices to get the most out of an activity, advise the teacher on how best to approach a particular topic, or help with the quirks of the English language.

Classroom Presentation Tool

- The Classroom Presentation Tool (CPT) is easy to use and contains the Student's Book pages, Workbook pages and all accompanying audio and video.
- In addition, the Easier, Extension or Fast finisher activities in the Teacher's Book can be launched from the CPT and are identified by stars at the end of the notes on the Teacher's Book. 'Easier' ones (called 'Preparation' on the CPT) are identified by black stars next to the activity number on the CPT and should be used before the activity. 'Extension' and 'Fast finisher' ones are identified by a white star in a black circle and can be found on the left of the last item of an activity, to be launched after the activity has been completed.

ExamView® **NEW TO THIS EDITION**

- ExamView® is a flexible assessment program that allows teachers to administer ready-made tests and customise or create their own tests.
- ExamView® can be used to evaluate students' progress after each unit, after a number of units, at the mid-course or end-of-course point.

FOR TEACHERS AND STUDENTS

Companion Website

The course website (ELTNGL.com/newcloseup) includes sections for teachers and students with additional learning resources, professional development support and audio and video files from *New Close-up*. It includes:

- ready-made Unit and Progress tests
- Teacher's Book PDFs
- worksheets
- Pacing Guides to adapt *New Close-up* to your timetable needs
- CEFR correlations
- Student's Book audio and video
- Workbook audio
- teacher support for delivering online lessons
- parent and student support for home learning and self-study
- videos with author Katherine Stannett on study strategies and wellbeing

Self-study

- *New Close-up* is accompanied by an interactive eBook, a comprehensive Workbook and Online Practice material that allows students to continue their studies at home.
- Additionally, within the Student's Book there are plenty of opportunities for self-study and home learning. For example, videos can be assigned as homework; students can be encouraged to research topics further online, and projects on the Live well, study well page can be completed outside the classroom. The rich, authentic content of the course means that there is endless scope for extension activities around the topics.
- Students can also be directed to the companion website to access the course audio and video, enabling them to study from home.

Components

FOR STUDENTS

Student's Book
Student's Book with Online Practice and Student's eBook
Workbook

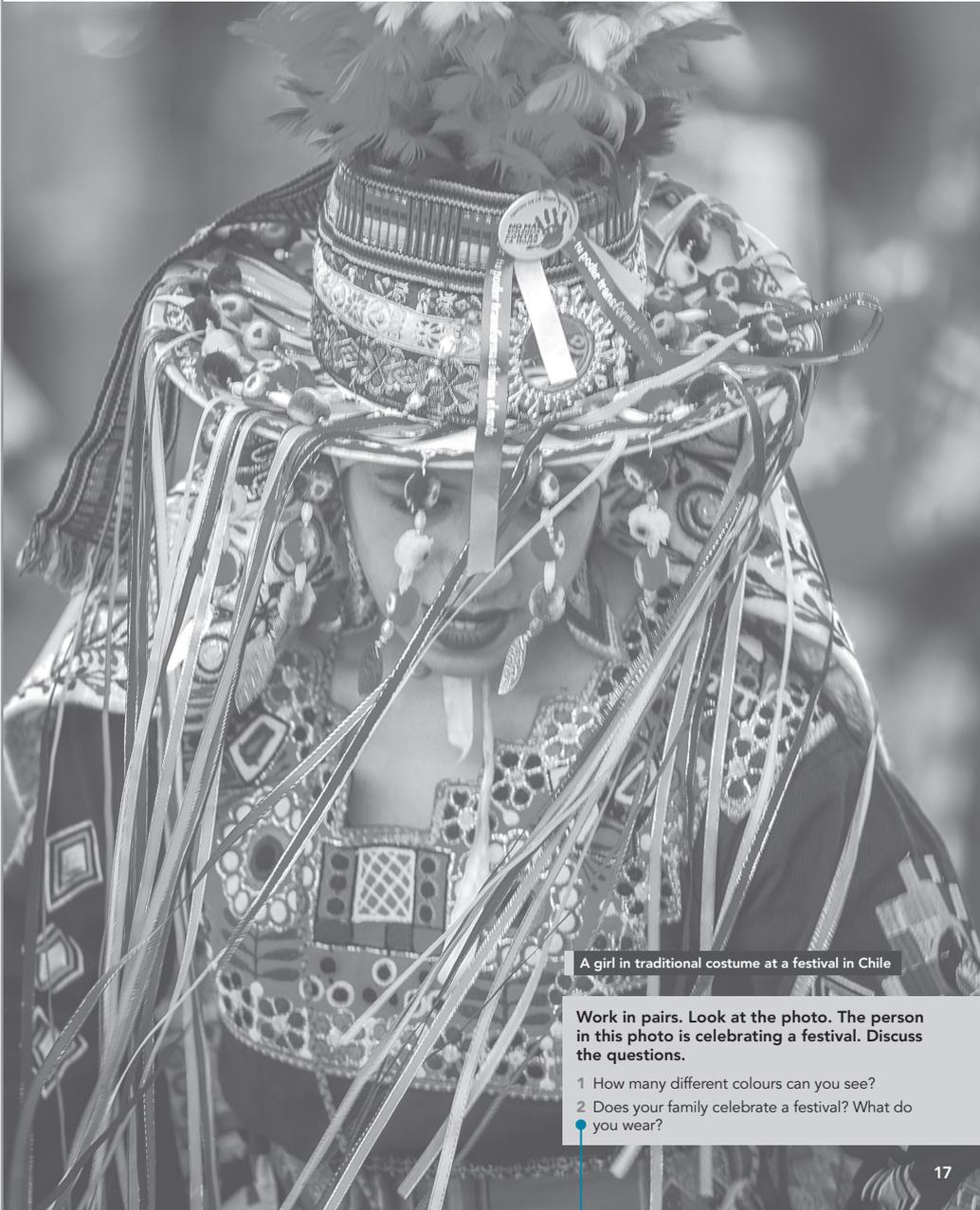
FOR TEACHERS

Teacher's Book
Classroom Presentation Tool
ExamView® Assessment Suite

Unit walkthrough

Each **unit** begins with an engaging photo that works with the unit title to introduce students to the topic.

All dressed up 2



A girl in traditional costume at a festival in Chile

Work in pairs. Look at the photo. The person in this photo is celebrating a festival. Discuss the questions.

- 1 How many different colours can you see?
- 2 Does your family celebrate a festival? What do you wear?

17

Warm-up questions engage students and promote discussion. The Teacher's Book notes include background information on the photo.

The **Reading** lesson begins with warm-up activities to introduce key vocabulary and get students thinking about the topic. Students are encouraged to relate the topic back to their own lives and provide personal responses.

The focus of each lesson is shown at the top of each page.

Target grammar and vocabulary is presented through engaging reading texts from a variety of genres. These texts use the target language in natural and appropriate linguistic contexts and provide a model for language production.

2 Reading finding specific information; multiple matching

1 Work in pairs. Think of a festival from your country. Which of these things do you do?



wear traditional clothes



eat special food



sing special songs



dance



visit a special place



watch a parade

2 Work in pairs. Look at the photos on page 19. Match the photos (a-c) with the countries (1-3). Read the article quickly to check your ideas.

- 1 Trinidad
- 2 Japan
- 3 Spain

3 Read the Exam Tip and Exam Task. Read the article again and complete the Exam Task.

Exam TIP

Finding specific information

- In some exam tasks you have to match questions with three texts.
- Underline the key words in each question.
- Go back to the texts and look for the key words or similar words.
- Check that the other texts are not the correct answer.

Exam TASK

Multiple matching

For each question, choose the correct answer.

	Nuri	Josh	Emika
1 Which festival is about getting older?	A	B	C
2 Who talks about the history of clothes?	A	B	C
3 Which festival is only one day?	A	B	C
4 Who describes young girls and boys?	A	B	C
5 Which writer wore some traditional clothes?	A	B	C
6 Which festival is only in one place in a country?	A	B	C
7 Who talks about a competition?	A	B	C

your ideas

- Which of the three festivals do you want to see? Why?
- In Japan, young people become adults when they are twenty. At what age does a young person become an adult in your country?

Festival time

2.1

1 **Nuri** Last year, I went to the Las Fallas Festival in the beautiful city of Valencia. It's a five-day festival and it's one of the biggest street festivals in Spain. Lots of people from Valencia were wearing beautiful **traditional** clothes. The women and young girls were wearing long dresses with **special** shoes and jewellery. Hundreds of years ago, women used to wear dresses like these when they worked in the fields, and today they are a way for the Valencian people to celebrate their **traditions**.



10 **Josh** I loved my trip to Trinidad last February. It was during the Carnival and I watched some amazing parades. My favourite day of the Carnival was Saturday. This is always the day of the Children's Carnival and hundreds of children were dancing through the streets. Some of them wore animal costumes – they were birds, fish and even insects! Everyone wore bright colours and there were prizes for the best costumes and the best bands.



30 **Emika** It was my coming-of-age ceremony last week. In Japan, when young people are twenty years old, we become adults. There is a special day every year to **celebrate** this, on the second Monday in January. My friends and I wore traditional Japanese kimonos in bright colours and most of the men were wearing dark suits, white shirts and ties. Everyone looked **amazing** and I took lots of beautiful photos!



word focus

- traditional** (adj): part of old customs and stories
- special** (adj): different from what is usual
- tradition** (n): an old custom
- celebrate** (v): do something special to show something is important
- amazing** (adj): surprising and good

Students are provided with an Exam Tip to help them tackle the Exam Task. Each tip teaches them a new strategy for exam success which they can apply directly to the Exam Task that follows.

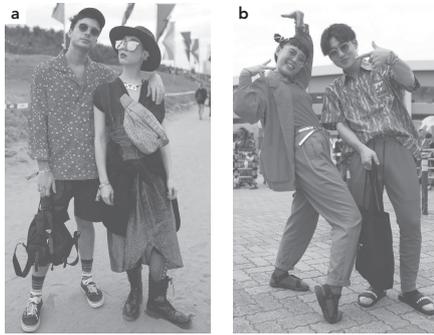
The Exam Task gives students the opportunity to test themselves with tasks aligned with those they will encounter in international exams. Students will grow in confidence as they become more familiar with exam formats, preparing them for success on the big day.

The 'Word Focus' provides a glossary of words that are important to the meaning of the text but are above the target CEFR level. Students are encouraged to work out the meaning of words from the context before checking them in the 'Word Focus', as this is also an important exam skill.

The **Vocabulary** lesson focuses on key language required to achieve success in exams and in the world beyond the classroom.

Vocabulary introduced on the page is presented in a text-level exercise that enables students to see the new language in a meaningful context and provides them with additional reading comprehension practice.

2 Vocabulary clothes and colours



1 **2.2** Listen and match the descriptions (1–2) with the photos (a–b).

2 Look at the photos again. Who is wearing ...

- 1 a red jumper? *the girl in photo b*
- 2 a silver belt?
- 3 a gold necklace?
- 4 black sandals with purple socks?
- 5 stripy socks?
- 6 a stripy shirt?

3 Write these words under the correct heading in the table.

Head	Top	Legs
Feet	Whole body	Accessories

4 Work in pairs. Take turns to choose one of the people in the photos in Exercise 1. Describe the person's clothes. Can your partner find the person?

This person is wearing a brown ...

5 Choose the correct word to complete the sentences.

- 1 I want to wear a *jumper / sandals* today because it's very cold.
- 2 When I go running, I usually wear a *dress / trainers*.
- 3 I can't find my phone. Maybe it's in my *cap / handbag*.
- 4 I've got a job interview today, so I'm wearing a *cap / suit*.
- 5 I can't find a belt for these *trousers / trainers*.
- 6 My dad always wears *shorts / boots* – even in the middle of winter!

6 Complete the text with these words.

dress handbag jumper necklace
sandals suit

What are you wearing today?

Tell us about your clothes. Is it a special day? Are you wearing something amazing? Or are you staying at home and chilling? Comment below!

It's my cousin's 21st birthday today and we're having a party to celebrate! We're ready to go out and I think we all look amazing! My brother is wearing a dark blue ¹ _____ with a white shirt and a purple tie. My cousin is wearing a yellow ² _____ and big black boots. Her mum – my aunt – is wearing a long pink skirt and a stripy green and pink ³ _____. She's got my cousin's present in her ⁴ _____ – it's a beautiful silver ⁵ _____. And me? I'm wearing a T-shirt, shorts and ⁶ _____. I don't like wearing formal clothes!

your ideas

- Do you think clothes are important? Why? / Why not?
- Work in pairs. Describe your favourite clothes. Say when and why you like wearing them.

Regular listening activities give students the opportunity to hear the correct pronunciation of new vocabulary.

The 'Your Ideas' feature appears throughout the course. It provides prompts for students to talk in pairs or groups about the topic with reference to their own experiences and views.

Grammar is presented in the context of the unit topic. Activities progress from controlled practice to more challenging tasks.

The Grammar reference is found at the back of the book. It provides a useful summary of the grammar point, with extended explanations and additional examples.

Grammar past simple; used to

Past simple

- 1 Read the sentences. Find a regular past simple verb (ending -ed) and an irregular past simple verb.

- Last year, I went to the Las Fallas Festival in Valencia.
- I watched some amazing parades.

- 2 Read the conversations. Then choose the correct option (1–4) to complete the rules (a–d).

A: I didn't see you at the swimming lesson yesterday. Were you ill?

B: No, I wasn't. I left my swimming costume at home.

A: Did you go to the Children's Parade last Saturday?

B: Yes, I did. It was amazing!

- the verb *be*
- infinitive
- did*
- finished

a We use the past simple for a _____ action in the past.

b To make a past simple negative sentence, we use *did* + *not* + _____.

c To make a question in the past simple, we use _____ + subject + infinitive.

d We don't use *did* in past simple questions and negatives with _____.

► Grammar reference 2.1, p161

- 3 Complete the table with the past simple form of the irregular verbs.

Infinitive	Past simple	Infinitive	Past simple
1 bring		5 eat	
2 buy		6 go	
3 catch		7 teach	
4 drink		8 think	

- 4 Complete the sentences with the past simple form of the verbs.

- We _____ (watch) a really interesting film about the Las Fallas Festival last night.
- He _____ (not / wear) a jumper yesterday because it was very warm.
- A: _____ (you / send) an email to your grandmother for her birthday?
B: Yes, I _____.
- I _____ (not / walk) to school yesterday, I _____ (take) the bus.
- A: Where _____ (your friends / go) on holiday last year?
B: They _____ (go) to Malaysia.
- My brother and I _____ (play) football yesterday after school.

used to

- 5 Read the sentences (1–3) and answer the questions (a–c).

1 We used to live in São Paulo, but now we live in Fortaleza.

2 A: Did you use to visit your uncle at the weekend when you lived in São Paulo?

B: Yes, I did.

3 We didn't use to go to the beach when we lived in São Paulo, but now we go every day!

- Do they live in São Paulo now?
- What did they do at the weekend in São Paulo?
- Do they go to the beach now?

- 6 Choose the correct option to complete the rules.

a *Used to* describes completed actions in the past / past habits and situations.

b We form the affirmative with: subject + *used to* + infinitive / *-ing* form.

c We form questions with: *did* + subject + *used to* / *used to* + infinitive.

d We form the negative with: *didn't* + *used to* + past simple / infinitive.

► Grammar reference 2.2, p162

- 7 Look at the question in the blog. Complete the comments with the verbs. Use the past simple or *used to*.

What *did you use to do* (you / use / do) when you were five years old?

Katie5 I ¹ _____ (be) scared of the dark. I always ² _____ (use / sleep) with the light on.

flimfan My favourite toy ³ _____ (be) an old teddy bear. I ⁴ _____ (use / take) it to school with me!

daisymay My sister and I ⁵ _____ (use / watch) cartoons on TV in the morning.

fivebrothers My little brother ⁶ _____ (use / love) dinosaurs! He ⁷ _____ (have) five dinosaur posters in his bedroom!

Sam08 I ⁸ _____ (use / get out) of my bed at night and sleep on the floor! I ⁹ _____ (not / like) sleeping in my bed.

your ideas

Work in pairs. What did you use to like / hate / be scared of when you were five years old?

Students complete 'rules' which articulate what they have learned through the process of guided discovery.

'Your Ideas' questions encourage students to apply the grammar point they have just learned in a group / pair discussion to consolidate learning.

The **Speaking** lesson provides plenty of opportunities for students to put the target language to use.

Speaking topics focus on functional language essential for 'real-life' communication, as well as success in exams.

Speaking giving a description of a friend; interview



- 1 **Work in pairs.**
Student A: Choose a person from the photo. Don't say who it is.
Student B: Ask *yes / no* questions about the person. Try to find out who it is. Then change roles.

Is the person wearing ... ?
 Has the person got ... ?

- 2 **Read the questions. Decide if each question is asking about personality (P), appearance (A), interests (I) or activities (AC).**

- 1 What is your best friend like?
- 2 Do you like doing the same things?
- 3 What kind of music does your friend like?
- 4 What does your friend look like?
- 5 How often do you see your best friend?
- 6 Where do you go together?
- 7 Does your best friend look similar to you?
- 8 Do you both go to the same school?

- 3 **Read the Exam Tip. Then work in pairs. Ask and answer the questions in Exercise 2.**

- 4 **With your partner, choose the correct linking words to complete this description. Which question in Exercise 2 does it answer?**

'He's a really good friend. We like a lot of the same things. We both love music, ¹ *for example / but*, and we play together in a band. He's really funny ² *or / and* he always makes me laugh. He's usually cheerful, ³ *but / and* sometimes he's worried – usually when we have school exams. We live in the same street, ⁴ *or / so* we see each other nearly every day. We like playing computer games together ⁵ *or / for example* football.'

- 5 **Work in pairs. Complete the Exam Task.**
Student A: Ask Student B the questions.
Student B: Answer the questions. Use the Useful Language to help you.
 Then change roles and repeat the interview.

Exam TIP

Giving a description of a friend

- If the examiner says, 'Tell me about your friend', describe your friend's appearance, personality, likes and dislikes.
- If the examiner says, 'What is your best friend like?', describe your friend. Do not answer 'My best friend likes ...'.
- Use lots of adjectives to describe your friend.
- Don't give one-word answers. Give reasons and examples.
- Use linking words such as *and*, *but* and *or*.

Exam TASK

Interview

Tell me about a friend.
 What is your friend like?
 What kind of clothes and fashions do they like?
 How do you spend your time when you are together?
 Do you have the same interests? What are they?
 What do you like best about your friend?
 What do you and your friend disagree about?

Useful LANGUAGE

Describing a person

She's (tall / blonde / quiet). He's got (long hair / glasses).
 She usually wears (trousers / black).
 He's really (funny), but he gets (angry) if ...
 He understands me / listens to my problems.
 She loves (animals / science / volleyball).
 He doesn't like (cooking / parties / winter).

your ideas

- Do you think friends are usually similar or different? Why?
- Which activities do you like to do with friends? Which activities do you prefer to do on your own?

In many Speaking Exam Tasks, students take turns to act out the role of examiner and candidate. This provides great all-round exposure to the exam process.

The Useful Language box provides students with key expressions and functional language that they can put to direct use when completing the Exam Task.

The second **Vocabulary** lesson introduces new vocabulary and consolidates the language presented throughout the unit.

2 Vocabulary adjectives to describe people

1 Complete the sentences with these words.

clever friendly funny happy
kind quiet

- Senu makes me laugh. She loves telling jokes. She's so _____.
- Paolo doesn't talk very much. He's very _____.
- Tania smiles and is _____ all the time.
- Kuba always helps other people. He's very _____.
- Katerina loves meeting new people and going to parties. She's very _____.
- Omar always gets good marks in his exams. He's very _____.

2 Choose the correct words to complete the definitions.

- A person who doesn't make mistakes and doesn't do things too fast is *useful* / *careful*.
- A person who does dangerous things and isn't afraid is *brave* / *tired*.
- A person who speaks loudly and isn't quiet is *noisy* / *heavy*.
- A person who is always doing lots of things is *boring* / *busy*.

REMEMBER

It is easy to confuse adjectives ending in *-ed* (e.g. *bored*, *interested*) and adjectives ending in *-ing* (e.g. *boring*, *interesting*).
-ed adjectives describe emotions, or how someone feels; *-ing* adjectives describe the cause of the emotion.

This book is boring. I am bored.

This lesson is interesting. I am interested.

3 Complete the table with the adjectives.

Noun	Adjective
1 beauty	<i>beautiful</i>
2 care	
3 friend	
4 love	
5 noise	

4 Work in pairs. Take turns to describe people you know (e.g. your dad, your best friend). Talk about the clothes they usually wear and their personality.

My dad usually wears jeans and a T-shirt. He's really kind because he helps me with my homework.

5 **2.6** Listen to the conversation. Are the sentences true (T) or false (F)?

- Tomasz's new school isn't very big.
- His classmates are really friendly.
- Tomasz usually loves maths.
- He doesn't think history is boring.
- His art teacher is very quiet.
- Ursula hasn't got much homework at the moment.

your ideas

Think about a time when you were brave, kind or funny. Tell your partner about it.



The 'Remember!' feature appears in some Vocabulary and Grammar lessons. It provides useful explanations and reminders about language structure to raise learner awareness and address common errors.

The second **Grammar** lesson in the unit introduces a new grammar point as well as revising the previous grammar input.

Grammar past continuous

1 Read the sentences and underline examples of the past continuous. The first one is done for you.

- 1 I was studying in Singapore last February when my friend invited me to a Chinese New Year festival.
- 2 The children were wearing amazing costumes and the band was playing loud music.

2 Complete the rules with these words.

action information past
the same time be

- a** We use the past continuous ...
- i to describe actions that were happening at a specific time in the _____.
 - ii to show two or more actions that were happening at _____ in the past.
 - iii to give background _____ in a story.
 - iv with the past simple to show an action that was interrupted by another _____.
- b** We form the past continuous with the past tense of the verb _____ and the *-ing* form of the main verb.

▶ Grammar reference 2.3, p162

3 Match the past continuous verbs in Exercise 1 with the uses (i–iv) in Exercise 2.

4 Complete the conversations with the past continuous form of the verbs.

- 1 **A:** Why did you go home early?
B: Because I _____ (not / feel) well.
- 2 **A:** Why didn't you answer your phone last night?
B: Because I _____ (have) dinner with my family.
- 3 **A:** What was Nadia doing at the weekend?
B: She _____ (work) on her science project.
- 4 **A:** _____ you _____ (sing) in the shower this morning?
B: No, I wasn't. I _____ (listen) to my favourite song on the radio.
- 5 **A:** Rafa, can you read your story to the class, please?
B: It was a beautiful day. The sun _____ (shine) and lots of people _____ (sit) on the beach.
- 6 **A:** Why _____ you _____ (laugh) in the science lesson today?
B: Because my friend told a really funny joke.

5 Look at the family photo. Choose the correct words to complete the description.



Look at this old photo! It's really funny. I think your grandad's sister ¹ *took / was taking* this photo in about 1977. I ² *used to have / was having* long hair and I always ³ *used to wear / was wearing* that stripy T-shirt. I ⁴ *loved / was loving* it! My little brother ⁵ *used to hate / was hating* family photos. You can see he ⁶ *was smiling / smiled* in this photo, but just a few minutes later he ⁷ *was getting / got* really angry and ⁸ *ran / was running* away into his room! Your grandma ⁹ *didn't use to like / wasn't liking* that shirt, but your grandad ¹⁰ *used to buy / bought* it for her birthday and so she ¹¹ *used to wear / wore* it specially for that photo.

your ideas

Think of a funny, true story about your family. What happened? What were the different people doing / wearing / saying? Why was it funny?

The grammar points covered in the unit are often consolidated in a text-level exercise, guiding students to successfully identify and produce the target grammar appropriately.

The **Writing** lesson gives students the opportunity to demonstrate their newly gained language skills through a variety of writing tasks, including emails, blog posts and stories.

The Learning Focus feature provides students with useful tips on how to approach the writing topic. Examples of useful words and phrases give students the building blocks to write with confidence.

The Useful Language box gives students helpful phrases and expressions that they can use to complete the Exam Task.

2 Writing writing about personality; including all the points; writing an email

Learning FOCUS

Writing about personality

- When you describe someone's personality, you can write about their good and bad qualities.
- Give examples to support your descriptions.
- Use linking words and phrases to connect your descriptions and examples (*so, and, but, because, that's why, for example*).

1 Choose the correct linking words to complete the sentences.

- 1 Farhad is very quiet, so / but it's sometimes difficult for him to make friends.
- 2 Antonella makes everyone laugh but / because she's really funny.
- 3 Alicia isn't very kind and / for example sometimes upsets her friends.
- 4 Berat is very careful, because / and that's why he makes very few mistakes.
- 5 Khrista is usually a happy person, and / but she was really sad yesterday.
- 6 Idris is always really busy; for example / but yesterday he had a guitar lesson, a football match and he went to the cinema with his friends.

2 Read this writing task. Choose the correct options to complete the sentences.

- 1 You have to write an email / a letter.
- 2 You have to write to Claire / your friend.
- 3 You have to include two / three pieces of information.

You went to your cousin Claire's party at the weekend. Write an email to your friend about the party.

In your email:

- say when you arrived at the party
- say what you were wearing
- say what Claire is like.

Write **25 words** or more.

3 Read a student's answer to the writing task. What information has Sarah NOT included?

Hi Emma

I went to my cousin Claire's party last Saturday. It was really great! I was wearing my favourite blue dress and black boots. Claire's very friendly, so there were lots of people at her party. She's noisy too, but she's very funny.

See you soon!

Sarah

4 Look at the plan Sarah wrote for her writing task. Number the parts of the plan in order (1–5). How does Sarah begin and end her email?

- a _____ Say what Claire is like.
- b _____ Sign off the email.
- c _____ Say when I went to the party.
- d _____ Begin the email with a greeting.
- e _____ Say what I was wearing.

5 Underline the linking words in the email in Exercise 3.

6 Work in pairs. Think of an activity you did recently with a friend. Choose one of the ideas from the box or your own ideas. Tell your partner:

- where you went / what you did
- when you went there / did the activity
- what you were wearing.

go to the cinema have lunch
play a computer game play a sport

I played tennis on Saturday with my friend Rahul. We went to ...

7 Read the Exam Tip. Then read the Exam Task and make a plan for your writing task.

8 Now complete the Exam Task. Remember to include all of the points. Use the Useful Language to help you.

Exam TIP

Including all the points

- There are usually three points in the writing task and you must include all of them in your answer.
- Underline the key words to make sure you understand each point.
- Remember to write a draft first before you write the final email on your answer sheet.

Exam TASK

Writing an email

You went to a music festival last weekend. Write an email to your friend.

In your email:

- tell your friend about the music festival
- say why you liked it
- suggest going to another festival next month.

Write **25 words** or more.

Useful LANGUAGE

Greetings

Hi Jack

Hello!

Dear Jack

Sign-offs

Love, Emily

See you soon!

See you on Saturday!

Best wishes

Describing experiences

It was (amazing / exciting / fun).

We had (a lot of fun / a great time).

Suggesting

Why don't we ...?

Let's ...

Do you want to ...?

9 Complete the Reflection Checklist. Then discuss your answers with your partner.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

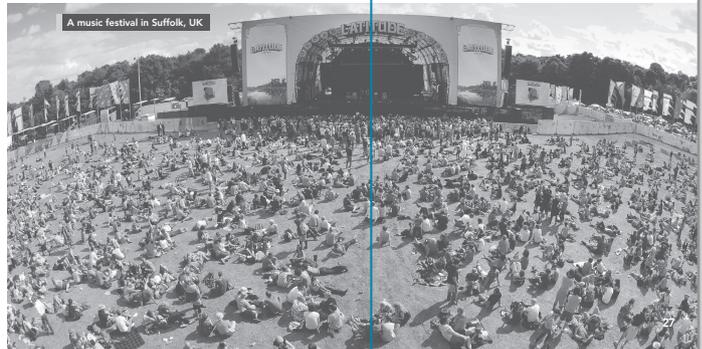
I wrote a plan first.

I wrote a first draft.

I used linking words.

I included all three points.

I wrote the correct number of words.



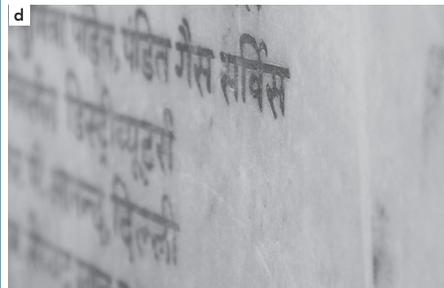
To prepare students for some Exam Tasks, an example writing task and model answer is provided. This demonstrates to students what is required of them in the Exam Task.

After finishing the Exam Task, students complete the Reflection Checklist. This useful tool gets students to revisit and review their work to ensure that they have done everything required of them. This encourages self-reflection and the practice of peer reviewing as students talk about their work with a partner.

Units 2, 4, 6, 8, 10 and 12 contain a **Video** lesson. Activities on the page help students with new vocabulary to support their understanding of the video content.

The 'Before you watch' task introduces the topic, engages students and activates prior knowledge.

2 Video A taste of India



Before you watch

1 Work in pairs. How much do you know about India? Match the words (1–4) with the photos (a–d).

- 1 mangroves
- 2 the Ganges
- 3 Hindi
- 4 sari

After you watch

3 Complete the summary of the video with these words. Then watch the video again and check your answers.

clothes different important languages
red train white world

India has a very big population – 17.5% of all the people in the ¹ _____ live in India. Many of them travel by ² _____ every day. The people in India also speak a lot of ³ _____, including English, Hindi and Bengali. The River Ganges is very ⁴ _____ to many Indians and people wash themselves and their clothes in the river. Indian ⁵ _____ are often brightly coloured. Women wear ⁶ _____ when they get married and ⁷ _____ if their husband dies. Most Indians don't live in the cities. Some people live in mangrove forests, where there are many ⁸ _____ animals and plants.

While you watch

2 Watch the video. Complete the factsheet with these numbers.

1.32 12 18 23 35

India: facts and figures

Population of India	1 _____ billion
Number of train travellers every day	2 _____ million
Number of official languages	3 _____
% of people living in cities	4 _____ %
Number of international tourists to India every year	5 _____ million

your ideas

- Which facts about India surprised you?
- Which was your favourite image from the video? Why?

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'While you watch' activities are designed to aid comprehension of the video. These activities can be used to assess students' understanding and determine how many times to show the video.

The 'After you watch' activity requires students to complete a summary of the video. This encourages them to engage with the details of what they have seen.

'Your Ideas' invites students to give a personal response to the video and have the opportunity to put the new vocabulary they have learned to use.

Units 1, 3, 5, 7, 9 and 11 contain a **Live well, study well** lesson which introduces a life / study skill and a linked wellbeing topic. It is designed to help equip students with the skills they will need to manage their personal and academic life and future career.

The main topic is introduced via a variety of text types (infographics, articles, quizzes, etc.) which are designed to provoke thought and conversation.

The Mind your Mind feature focuses on different aspects of social and emotional wellbeing. Students engage with authentic information and useful tips on issues such as stress, social media and happiness.

1 Live well, study well

making friends; be yourself



Friendships

9 months
the average age we start to understand friendships

396
the average number of friends we make in our lives

50 hours
the average time it takes to make a new friend

5
the number of friends we can ask for help

15
the number of close friends most people have

150
the number of friends we have at one time



1 Look at the information. Read the statements. Are the sentences true (T) or false (F)?

- 1 Most people make a new friend in under 60 hours.
- 2 We make nearly 400 friends in our lives.
- 3 Most babies begin to learn about friendship when they are six months old.
- 4 Most people can ask 150 friends if they have a problem.
- 5 Most people have fewer than 20 good friends.

2 Work in pairs. Look at the information again and think about you and your friends.

- Do the numbers surprise you?
- Do you think it's useful to read information like this?

3 Discuss the questions with your partner.

- 1 What makes a good friend?
- 2 What are some ways to make new friends?
- 3 Do you think new friends are as important as old friends? Why? / Why not?
- 4 Describe one of your good friends.

4 Work in pairs. Read the Mind your Mind information. Discuss the questions.

- 1 Do you think the tips are useful? Why? / Why not?
- 2 Which tip do you think is the hardest to do? Why?
- 3 Which tip do you think is the most important? Why?

Mind your Mind

Be yourself

You are at a new school and you don't know anyone. It's time to make some new friends ... but how?

- To find friends with similar hobbies and interests, ask people what they're interested in.
- Join a club, but choose one that you'll enjoy.
- Remember, everyone is feeling nervous. Relax!
- Be yourself. Find people you feel comfortable with and like you for who you are.
- Remember, it doesn't matter if you've got lots of friends or just a few. *True friends are what's important.*

5 Work in pairs. Write three more tips for making friends at a new school.

PROJECT 1

Work in groups. Create a game or activity to help people make friends in a new situation.

Think about:

- ways to help people speak to each other
- encouraging people to ask questions
- ways to help people have fun
- encouraging people to be themselves and share who they are.

You can do the activity in the next lesson.

PROJECT 2

Create a presentation about how to make friends in a new school or class.

Think about:

- ways to introduce yourself
- topics to talk about, or not talk about
- ways to spend time with new friends.

Include images and give examples. Give your presentation in the next lesson.

Useful LANGUAGE

We're going to (talk about / play) ...

Usually / Often, people (talk about / like to) ...

You should / ought to (be yourself / join this club).

You shouldn't (talk about / ask about) ...

You need to (ask questions / talk to people).

You can / could (say hello / shake hands).

I think (you should talk about ...) because ...

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Critical thinking activities get students to reflect on the topic, interrogate the information and see its relevance to their own lives.

Students can use the Useful Language box as a handy reference for their project.

'Your project' gives students the opportunity to put what they have learned into practice. It gives them a platform to practise presentation skills and to work effectively as part of a team. Two projects are always given for students to choose from. One requires students to work in a team and one can be done alone at home as part of self-study. This allows the teacher to be flexible depending on time limitations and the needs of their students.