Introduction

Course overview

Mosaic course description and aims
Mosaic offers students and teachers a fresh approach to learning English. Skills are integrated with grammar and vocabulary to create a more contextualized focus for language acquisition and development.

In preparation for the course, extensive face-to-face research was carried out across Spain with over 150 teachers. The initial findings were followed up with comprehensive surveys to both fine-tune and confirm the findings. Teachers were consulted and listened to at all stages of development – from pre-concept to publication.

Three main requirements dominated the findings. Here is how Mosaic responds to them.

1 To motivate students so they become more engaged with their learning.
   Authentic material is a key feature of Mosaic’s text and practice, demonstrating real-life topics and situations. Mosaic offers a range of digital products (including video, animation and games) to contextualize learning in the 21st century classroom.

2 To encourage effective communication and activate students’ language.
   Mosaic includes regular Language in action tasks to get students talking. In level 4, Your views and Make it big! are exciting videos in which students play a role. There are also five Exam success motivating oral exam practice videos.

3 To accommodate all students through providing material at a range of levels.
   The variety of mixed-ability solutions included in the iPack, the Workbook and on the Tests and Resources Multi-ROM meet the needs of all students.

The material in Mosaic implements the latest research in first and second language learning, addressing the identified needs and expectations of both teachers and students. Mosaic also strictly aligns with the educational requirements as outlined in the LOMCE and ensures recommended progress and learning outcomes are covered throughout.

Course aims
Meaningful learning is at the heart of Mosaic, which is reflected in the adopted course methodology with its focus on integrated skills and meaning-centred learning.

➢ To develop effective communication
   • Practical English pages focus on real-life communicative situations, stimulating students’ engagement.
   • Language in action at the end of each page offers regular short production tasks to develop critical thinking and encourage collaboration.

   • Speaking tasks begin simply to build confidence then develop by revising and extending gradually to encourage more independence.
   • Writing pages offer a step-by-step approach to develop students’ writing.

➢ To make learning more meaningful and transferable
   • Warm-up pages invite students into the topic through interesting images, personalization questions and video.
   • Broad umbrella topics focus on a different facet of the subject area on each spread, which builds on and enriches students’ overall knowledge.
   • Texts about real people, places and events in the course give students the opportunity to learn more about them online, to reinforce their understanding and extend their knowledge.
   • Mosaic revises and extends language using fresh contexts and introducing new aspects. Cumulative and consolidation work built in throughout the course helps teachers monitor students’ understanding and retention of the language.

➢ To develop a deeper understanding of English usage
   • Mosaic contextualizes all new language to give clear examples of how the target structures and vocabulary are used.
   • The Grammar animation on the iPack provides a fun cartoon, which presents situational grammar and offers clear visual examples of the structures.
   • Inductive grammar rules in the Student’s Book leads students to a more memorable discovery of the form and usage of the language presented.

➢ To provide suitable material for a range of abilities
   • Optional Preparation tasks on the iPack offer students additional support for the tasks in the Student’s Book.
   • Optional Extension tasks on the iPack provide extra skills practice for fast finishers.
   • One- to three-star tasks for grammar and vocabulary on the iPack enable the teacher to choose appropriate tasks according to students’ levels.
   • One- to three-star tasks in the Workbook and on the Tests and Resources Multi-ROM make managing mixed-ability classes efficient.

➢ To teach natural, everyday English
   • Students are more likely to improve in fluency if they are encouraged to pick up ‘chunks’ of functional language and use them in communicative contexts.
   • As each unit focuses on functional English, there are a variety of different task types which practise this language. These include the vox-pop interviews in the Your views videos and the Make it big! Interactive videos on the iPack.
• Functional language is part of the core vocabulary and so is practised in the Workbook and Resource material and included in the Tests.

**To focus on developing students as active and successful participants in 21st century communities**

- The seven Key competences are developed in Mosaic through the wide range of tasks included in the course from the core language presentation and practice pages to the Projects, Pronunciation and CLIL material.
- Some of the features in Mosaic develop the Key competences including:
  - **Learn it!** (Learning to learn competence)
  - **Say it!** (Cultural awareness and expression and Linguistic communication competences)
  - **Language in action** (Digital, and Cultural awareness and expression competences)
  - **Projects** (Social and civic, and Sense of initiative and entrepreneurship competences)
- For a more detailed description of the Key competences and cross referencing to the coverage in Mosaic, see pages xxviii–xxx.

**Mosaic methodology**

**An integrated approach**

During the research stage for this project, it became clear that teachers were looking for a fresh approach to teaching English. Educators expressed a resounding preference for material that is more natural, more intuitive and closer to how we naturally learn a language; material that places students at the centre of their learning. This motivated our overall approach to developing the course with a focus on meaning-centred learning. In practical terms, this means that the language systems: grammar, vocabulary and pronunciation, are not taught and practised in isolation but through the four skills. This methodology is typically known as the integrated approach. Across all four levels of Mosaic, the syllabus has been carefully planned and developed in close consultation with teachers and is fully compatible with the requirements of ESO. This section offers an overview of the distinct elements of the language systems with the integration in the four skills in order to explain the methodology and pedagogy behind each one.

**Vocabulary**

Each unit has two core vocabulary sets, which are generally topic based. In the earlier levels, the lexical sets in some units are also of the same word class (e.g. verbs, nouns, adjectives) for ease of processing. In addition, Mosaic offers a carefully planned and sourced functional language phrases that appear on the Practical English page. These two elements make up the ‘core vocabulary’ for all students to access and learn.

**To encourage the use of technology in the classroom**

- The iPack is more than a digital presentation tool. It allows for different ways of engaging with students, creating variety and a more dynamic classroom environment.
- Video is visually appealing and captures students’ imaginations. Mosaic includes three videos per unit: a Warm-up video to introduce the topic and present the target language in context, a Culture video to extend students’ knowledge about the world and an exciting Interactive video for students to interact with.
- Students love cartoons, so what better way to present target grammar than through an animation to grab their attention?
- The iPack also contains additional interactive tasks, interactive vocabulary presentation and a digital class game at the end of each unit to recycle the language of the unit.
- Digital versions of Mosaic Student’s Book and Workbook are available through the code printed inside the front cover of the print books.
- Students can also download the course-specific VocApp on their Smartphones for free to practise course vocabulary through games. Students can also go online to the Oxford Online Learning Zone for non course-specific additional material.

For stronger students who can cope with a more extensive vocabulary list, there are two ‘Extra vocabulary’ sets in each unit. These short sets of five or six words appear in the reading texts.

Finally, **Learn it!** vocabulary focuses on words and phrases that often cause difficulty for the target learners. The **Extra vocabulary** and the **Learn it!** language are practised and tested in two- and three-star tasks and tests only.

The two core vocabulary sets are supported by presentation and practice tasks on the iPack. The graded practice tasks can also be printed from the **Tests and Resources Multi-ROM**.

New target vocabulary appears in reading and listening texts and in the grammar tasks, ensuring further exposure to familiarize students with the language before they use it in the more productive tasks in the **Language in action** section.

On the **Language summary page**, students can find a list of the target vocabulary they will be expected to learn.

Recycling is carefully planned and systematically integrated in Mosaic. Target vocabulary appears in texts and tasks in the **Unit Review**, throughout the Student’s Book and in the iPack additional material.

The **Tests and Resources Multi-ROM** includes additional vocabulary worksheets at three levels. Vocabulary is assessed in the Unit tests, End-of-term and End-of-year tests.

**Grammar**

The guided-discovery approach to grammar engages students with their learning and combined with the integrated skills
methodology of the course results in more meaningful presentation and practice of the target language. Each unit of *Mosaic* covers two main grammar points. New structures appear in context in the reading or listening text. After the exploitation of these texts, teachers can choose to present the new structure through a fun cartoon by using the Grammar animation on the iPack. The animation features the main character ‘Pip’ along with his friends. Each episode tells a short story which contextualizes the grammar point, followed by visual representation of how the structures are formed. Inductive grammar rules encourage students to derive the form and rule through analysis and reflection developing independent learning. If the teacher feels the grammar point needs to be explained further, more detailed tables are included on the Language summary pages and in the Grammar reference at the back of the Workbook. Additional graded tasks are included on the iPack, which can also be printed from the Tests and Resources Multi-ROM. Students are given the opportunity to produce the language more freely in the Language in action section.

As with vocabulary, recycling is a priority in *Mosaic* and the target structures appear in texts and tasks in the Unit Review and in the iPack additional material, as well as throughout the rest of the level as appropriate. Grammar is also recycled and developed across the four levels of the course. Additional information is added each time to build on students’ knowledge of English usage from the previous levels.

The *Workbook* provides additional graded grammar practice in each unit, and the target language also appears in the Consolidation, Unit review and Cumulative review: exam practice tasks. At the back of the Workbook, students can compile their own ‘dictionary’ and can find additional practice. The Grammar reference pages have also been translated into four languages: Basque, Catalan, Galician and Spanish. These are available to download and print from the iPack. The Tests and Resources Multi-ROM includes additional grammar worksheets graded at three levels. Grammar also forms part of the Unit tests, End-of-term and End-of-year tests.

**Skills practice**

- **Reading** plays an important part in language learning. *Mosaic* includes a wide range of text types, including articles, web pages, stories, blogs, emails, FAQ sheets and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. The two main reading texts in each unit and the CLIL texts are recorded on the Class audio CD or can be played directly from the iPack. Reading texts are used in different ways throughout the book:

  - **To preview and recycle grammar and vocabulary:** the main text in each unit is used to practise the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, and which presents a degree of challenge. Texts in *Around the world* also recycle language from previous units.

  - **For reading comprehension:** The first exercise typically develops subskills like skimming and scanning to ensure that students gain a global understanding of the text. Subsequent exercises ask students to read for specific information. Words are highlighted in the text and students are invited to work out their meaning from the context.

  - **Shorter texts** appear throughout the course to recycle and practise grammar and vocabulary, to provide a writing sample and as realia to set the context for listening or speaking tasks. The texts on the CLIL pages focus on cross-curricular subjects such as History, Technology and Science. Each topic area has been carefully selected to tie in with the topic of the unit as well as the curriculum for that subject area in ESO 4. The texts introduce subject-specific vocabulary.

  - **To help students with reading, look at the background information notes in the Teacher’s Guide so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties.** Reading preparation tasks on the iPack are included with some texts. Discuss the photos with the class, eliciting as much key vocabulary as possible and some general information about the topic before you begin reading. The Workbook offers further reading practice.

  - **Listening** forms an important part of language development and can help improve oral production. With this in mind, *Mosaic* offers many opportunities for listening:
    - two listening comprehensions per unit
    - three videos per unit
    - dictations and *Say it!* (pronunciation) tasks
    - additional listening practice on the Practical English page

  - The listening texts provide a range of speakers in different situations, including radio programmes, interviews, conversations and announcements. A range of mild regional and international accents have been used for authenticity. The main listening comprehension texts in *Mosaic* present the second vocabulary set and grammar point in context.

  - Listening preparation tasks on the iPack help students prepare for the listening exercise. Students then listen to the audio to gain a general understanding of the text and develop the skill of listening for gist. The final exercise asks students to listen for specific information.

  - **Dictation** also features in most units. It is important for students to be able to recognize the language they have learned in both written and oral form. Dictation tasks include five or six sentences which focus on the vocabulary and grammatical structures of the unit. This intensive listening practice helps to fine tune the ear and creates a deeper association with the aural and written form of the language.

  - **Speaking** plays an important role in *Mosaic* with many opportunities for students to practise the language they have been learning in a freer and often more personalized way.
The Practical English page presents and practises useful functional language from everyday contexts. The Speaking strategy feature in each unit suggests ways to increase students' confidence and allows them to tackle a variety of speaking contexts.

The Make it big! interactive video is an exciting reality show where contestants present their ideas to a panel of judges. The students are asked to select from options which affect the outcome of each contestant. In the Exam success Interactive videos, students observe an oral exam conversation on a topic before they are asked to construct their own responses.

The functional language has been woven into the videos on the Practical English page. The iPack Dialogue practice gives students the opportunity to re-enact the conversations.

The nine Pairwork pages on the Tests and Resources Multi-ROM offer more speaking practice with practical outcomes. Structured Pronunciation also features in every unit.

Say it! tasks target specific sounds, word stress, sentence stress and intonation. The syllabus has been developed especially for Spanish speakers. Each unit provides intensive practice on a particular point with additional practice at the back of the Student's Book. All the pronunciation tasks include audio examples on the audio CD and on the iPack.

Mosaic 4 devotes a spread in every unit to guided Writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, announcements and reports. The Model text shows clear paragraph structure and uses target language from the unit in simple sentence patterns. The model text also exemplifies a language point, such as conjunctions, time expressions or punctuation. The Focus on writing feature highlights and tests useful constructs and skills which students can use in their own writing. The Writing preparation on the iPack offers help in planning the writing task.

The Workbook offers a similar writing task to consolidate the points focused on in the Student's Book. It also offers a writing reference section with a page for each text type in the Student's Book that includes tips and useful language.

Each Unit review also includes a short writing task and the Projects offer more extensive and freer writing practice.

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**Course components**

**Student’s components**

**The Student’s Book:**
- nine 12-page units of integrated skills with a warm-up page to introduce the topic and a language summary page at the end of the unit.
- the two main vocabulary sets and grammar points are presented and practised through a reading (1) and a listening (2) text.
- two pages are devoted to a Culture text (Around the world), Practical English and developing writing.
- three projects are included to help students consolidate the language they have learned in a practical context.
- nine CLIL pages at the back of the Student’s Book cover a range of ESO4 subjects.
- two pages of Pronunciation practice complete with audio offers extra practice of the Say it! points.
- an irregular verbs list.
- **NEW IN LEVEL 4** two pages of Review for each unit at the back of the Student’s Book in which exam-style tasks are used.

**The Workbook:**
- eight pages of additional vocabulary, grammar, reading and writing practice for each of the Student’s Book units. This includes four pages of graded vocabulary and grammar practice, one page of graded reading and a page of writing practice.
- a 40-page Grammar and Vocabulary reference with practice tasks for each grammar point and the unit vocabulary.
- an irregular verbs list.
- **NEW IN LEVEL 4** a Unit review and a Cumulative review consisting of exam-style tasks in each unit.
- **NEW IN LEVEL 4** nine pages of Practical English with listening tasks and functional language practice.
- **NEW IN LEVEL 4** eight-page Writing reference section with model texts, useful language and step-by-step instructions for each text type covered in the Student’s Book.
Course components

The Teacher's Guide contains:
- a wealth of information about the methodology of the course, Key competences, mixed ability and other areas of interest.
- photocopiable Students’ Self-Assessment Checklists.
- teaching notes and answer keys for all the Student's Book material.
- background notes, cultural information, and language notes.
- Student's Book and Workbook audio transcripts.
- the Workbook answer key.

The Tests and Resources Multi-ROM contains:
- printable and photocopiable worksheets and tests in pdf and editable Word formats.
- 30 graded grammar and vocabulary worksheets (1–3 star).
- nine CLIL extension worksheets for each of the CLIL topics in the Student's Book.
- nine video scripts suitable for drama lessons through English.
- nine communicative pairwork worksheets to offer extra speaking practice in the classroom.
- ten extra practice worksheets, which are also available on the iPack.
- a diagnostic test and 27 graded unit tests including listening, vocabulary, grammar, reading and writing activities (1–3 star).
- three end-of-term and an end-of-year test at three levels (1–3 star).
- speaking tests for each unit, three for end-of-term and one for end-of-year assessment.
- audio for the listening tests.

The Teacher’s edition of the Workbook contains:
- all the content of the Workbook with answers included.

The five Class audio CDs contain:
- all the listening material for the Student’s Book, including Pronunciation and CLIL.
- the listening material for the tests.

The VocApp:
- students practise the vocabulary from the Student’s Books on their smartphones at their own pace.
- translations into four languages (Basque, Catalan, Galician and Spanish).
- audio for each item in the word list.
- two types of quizzes to test students’ knowledge.
- personal top scores for students to track their progress over time.
- includes all the Workbook audio material.

Oxford Online Learning Zone

Oxford’s website for students using Oxford courses offers regularly updated extra online practice including:
- articles, podcasts, videos, and other features.
- tasks that are automatically marked and students’ scores are recorded in the Gradebook.
Access via www.oxfordplus.es

The iPack contains:
- the Student’s Book and Workbook on screen with pop-up answers to all the exercises.
- integrated audio clearly signposted with icons.
- one Warm-up video, one Culture video with worksheets, and one Make it big! Interactive video drama or Exam success Interactive video per unit.
- Interactive video script as PDF.
- two Interactive Vocabulary presentations per unit.
- two Grammar animations per unit.
- preparation and extension tasks for grammar, vocabulary and skills.
- grammar reference in Basque, Catalan, Galician and Spanish.
- nine interactive team games.

Oxford Premium

Online access to course components and teacher resources including:
- cultural extras and extra practice worksheets.
- training opportunities plus educational updates.
Access at www.oxfordpremium.es

- Log onto Oxford Premium to download the course Programaciones. An extensive and comprehensive programación didáctica has been developed by OUP for each level. The document includes overviews of the content and educational objectives, as well as guides on how to develop each lesson following the course methodology and within the framework of the latest educational legislation. It proposes ways to best exploit the wide array of course components within the structure of each lesson. Each programación details learning outcomes and key competences at lesson and activity levels and provides rubrics for evaluating language acquisition alongside key competences.
Unit summary

Vocabulary

Verbs: technology: access, bookmark, comment, edit, host, launch, log on/off, network, register, respond, transfer, upload
Nouns: manners: appreciation, consideration, diplomacy, etiquette, interaction, netiquette, politeness, rank, rudeness, tradition

Extra vocabulary (practised and tested in 2 and 3 star tasks and tests)
face-to-face (adj), global (adj), multiple (adj), virtual (adj)
poverty (n), respectful (adj), (social) circle (n), upbringing (n), upper classes (n)

Word builder: bring up, cheer up, own up, put up, split up

Learn it!: actually, currently

Grammar

Question forms
Verbs with -ing and to
Modals of deduction and possibility
Infinitives of purpose

Functional language

Thinking time: you know / I mean / well / like
Making suggestions: There could be … (+ noun) • We could consider … (+ -ing) • It’d be great if we could … (+ inf) • Why don’t we … (+ inf)? • Perhaps we could … (+ inf) • We’d better (not) … (+ inf) • How / What about … (+ -ing/noun)?
Expressing certainty: It’s / There is / are bound to … (+ inf) • That’s definitely … (+ noun/adj) • There’s no doubt … (+ ‘that’ clause)
Expressing doubt: I doubt / I’m not really sure / It’s unlikely … (+ ‘that’ clause)

Warm-up

Vocabulary

Aims
• Learn technology verbs.
• Talk about your favourite websites.
7 Develop competence in linguistic communication.
1 Develop digital competence.

Exercise 1

• Focus attention on the picture and ask: What kinds of digital technology can you see? (a desktop computer, a smartphone, a printer) Ask: How much time do you spend online each day?
• Ask students to read the survey and answer the questions. Allow them to use their dictionaries to help, if necessary. With a weaker group, elicit the meanings of the bold verbs first.
• You could find out which students are the most ‘digital’ by asking students to give themselves one point for each yes answer. See who has the highest score overall.

Exercise 2

• Invite a student to read the question aloud, and elicit a few answers. Give an answer yourself first, if necessary, e.g. I love YouTube. I haven’t uploaded any videos, but I enjoy watching other people’s videos and bookmarking my favourites.
• Divide the class into small groups to talk about their favourite websites.
• Invite some students to tell the class something they learned about one of their classmates.

Exercise 3

• Play the video for students to watch.

Optional activity

Give a description of how to do one of the activities in the survey, e.g. You go to the website and add your name and other details. You can then log on and use the site to chat to friends. Ask: What am I describing? (registering with a social network site)
Ask students to choose two more of the activities and write similar descriptions. Invite students in turn to read out one of their descriptions for the rest of the class to guess the activity. You could do this as a game, awarding a point to the first student to guess each activity correctly. With a stronger group, you could ask students to close their books before guessing, to make the activity more challenging.

Your views: Unit 5

• Duration: 2.50 minutes
• Topic: How important do you think it is to keep up with technology?
• Task: Discuss your views on the topic.
5.1 A changing community

Reading and Vocabulary

Aims
• Read and listen to an article about online communities.
• Answer questions on the text.
• Understand new vocabulary in context.
• Learn about the false friend actually.

Warm-up
• With books closed, ask: What is a community? Elicit that a community is a group of people who live in the same place or have something in common.
• Ask: Do you think there are also online communities? What kinds of communities are there online? Elicit a range of ideas, e.g. people who play games together or share an interest.
• Ask: What online communities do you belong to? How many online friends do you have? Is there a difference between real-life friends and online friends? Why? / Why not?

Exercise 1
Reading preparation
• A task to pre-teach vocabulary and introduce the topic.

Exercise 2
• Ask students to read the article again and, in their notebooks, complete the sentences. Emphasize that students should use their own words wherever possible and should not just copy phrases from the article.
• Allow students to compare their answers in pairs before checking them with the class.

SUGGESTED ANSWERS
1 more than one community.
2 want to be really creative.
3 she has more in common with them.
4 express an opinion in writing.
5 that they have been thinking about.
6 there is still a lot of community spirit but it is now online.

Optional activity
Ask: Which website, ‘Craftsy’ or ‘WriteHere’, appeals to you the most? Why? Elicit a few ideas. Then ask: What other hobbies can you share with people online? What are the advantages of online communities? What are the disadvantages? Discuss the questions with the class. Encourage as many students as possible to join in the discussion and express their opinions.

Further practice
Language summary, Student’s Book page 70
Vocabulary, Workbook page 40
Vocabulary reference, Workbook pages 119–120
Vocabulary worksheets, Tests and Resources Multi-ROM

The following notes refer to material on Student’s Book page 61.

Exercise 3
Focus attention on the highlighted words. Ask students to read them in context and try to work out their meanings.
• Read out the first gapped sentence and elicit the missing word. Ask students to read the remaining sentences and write the missing words in their notebooks.
• Check answers with the class, and make sure that students understand all the vocabulary.

ANSWERS
1 face-to-face  2 global  3 multiple  4 virtual

Exercise 4 Learn it!
• Read through the information in the Learn it! box with the class. Point out that actually is a false friend in English because it looks like the Spanish word actualmente. Ask students to translate the sentences into their own language.
• Discuss the translations as a class. Then refer students back to the reading text to find another sentence with actually.
• Ask students to note down the two words in the Learn it! box with examples in their notebooks.
Grammar – Question forms

Aims
• Revise the form of questions in a range of question types.
• Correct mistakes in questions.
• Transform statements into questions.
• Complete a dialogue using a range of question forms.

Grammar animation
• A presentation of question forms in context.

Exercise 5
• Read the examples aloud and model the intonation for students to repeat. Make sure that students understand them. You could ask students to translate the example questions into their own language, to highlight differences between question formation in English and their own language.
• Ask students to look at the examples again and answer the questions in their notebooks. If students have problems identifying the subject and object questions, ask them to identify the subject of the verb in each case (A site, C who, E people) and explain that C is the subject question because Who is the subject of the verb.
• You could go through the Recycle box with the class at this point (see below).
• Check answers with the class.
• Encourage students to write further example questions, or they can modify the examples here to make them more personal, to help them remember the grammar.

ANSWERS
1 B and D 2 A and E 3 C 4 A and E

Recycle
• Read through the information in the Recycle box with the class.
• Write a pair of subject / object questions on the board, e.g. Who phoned you? / Who did you phone? Ask students to translate the sentences into their own language, and discuss some possible answers to each question (Matt phoned me. / I phoned Matt.) Discuss the difference in meaning and form between the two question types.

Exercise 6
• Read the first question aloud and elicit the mistake in the question tag. If necessary, remind students of the rules for the formation of question tags.
• Ask students to write the correct questions in their notebooks.
• Check answers with the class.

ANSWERS
1 You’re Harry’s sister, aren’t you?
2 Who did you speak to at the party yesterday?
3 Maria didn’t phone while I was out, did she?
4 What is this new machine for?
5 What happened at the end of the story?
6 Which bus goes to the city centre?

Exercise 7
• Read the task aloud. Then go through the example sentence and question with the class.
• Ask students to write the remaining questions in their notebooks.
• Check answers with the class.

ANSWERS
1 What is Andy asking about?
2 Who was the group relying on?
3 What was Lily pleased with?
4 What did Ben use to be afraid of?
5 Who was Chloe speaking to?

Exercise 8
• Ask students to read the dialogue quickly, ignoring the gaps, to get the gist of it. Ask: Who does Jade enjoy networking with? (bike lovers) Why did she stop hosting a blog? (It was too much work.)
• Ask students to read the dialogue again and write the correct options in their notebooks.
• Check answers by inviting two confident students to read the completed dialogue to the class.

ANSWERS
1 have 2 do you 3 about 4 in 5 didn’t 6 happened

Grammar practice
• 1–3 star tasks to practise question forms. Also available on the Tests and Resources Multi-ROM.

Language in action

Aims
• Practise using a range of question types.
• Ask and answer questions about experiences with blogs, websites and online communities.
• Develop social and civic competence.
• Develop competence in linguistic communication.
• Develop digital competence.

Exercise 9
• Invite two students to read the example question and answer aloud. Elicit one or two more questions that students could ask.
• Ask students to prepare some questions to ask their classmates.
• Invite some students to read their questions to the class. Correct any errors, and then divide the class into small groups to ask and answer their questions.
• Invite some students to tell the class something they learned about their classmates.

Further practice
Language summary, Student’s Book page 70
Grammar, Workbook page 41
Grammar reference, Workbook pages 117–118
Grammar worksheets, Tests and Resources Multi-ROM
5.2 Remember your manners

Vocabulary and Listening

Aims
- Learn vocabulary for manners.
- Listen to a report about manners.
- Answer questions on the report.
- Understand functional language in context.

Warm-up
- With books closed, say: Imagine you are having dinner with some important people. How should you behave? What things should you do or not do? Elicit that you should behave in a polite way, and elicit a few examples of polite behaviour, e.g. you should not begin eating before other people do.
- Divide the class into pairs and give them two minutes to make a list of things you should and shouldn't do in this situation.
- Bring students' ideas together on the board, and ask: Do you think good manners are important? Why? / Why not? Elicit a few answers, then ask: Do you think that manners are the same all over the world? What things do you think are different?

Exercise 1
- Read the task aloud, and have students read the encyclopaedia entry. Ask: When did modern European table manners start to develop? (in the eighteenth century) What are there new rules for in the twenty-first century? (how to behave on the internet)
- Give students time to read the definitions. Focus attention on the highlighted words in the encyclopaedia entry and ask them to match these to the definitions.
- Check answers, and check that students understand all the words.

SUGGESTED ANSWERS
Good manners: Leaving food on your plate (in China)
Bad manners: Eating with your hands (in Japan); Blowing your nose in public (in Japan)

Optional activity
- Ask: What examples of netiquette do you know? Elicit a few ideas, e.g. not writing in capital letters to show that you are angry.
- Ask students to research more examples. Students could do the research online in class, using their phones or tablets. You could do the activity as a race, to motivate students. Alternatively, students could write the names first from memory, and then listen again to check and complete their answers.
- Check answers with the class.

ANSWERS
1 Haruko 2 Huan 3 Samuel
4 Anne 5 Haruko 6 Huan

Optional activity
Write the following questions on the board:
1 What examples of politeness are the most important? Why?
2 What kinds of rudeness annoy you the most? Why?
3 How do you show your appreciation of a good meal?
4 Do you think you should behave differently towards people who have a high rank in society? Why? / Why not?
Discuss the questions as a class, or divide the class into groups to discuss them and then report back to the class.
Check answers with the class, referring back to the table in Exercise 5, as necessary, to explain the answers.

ANSWERS
1 seeing 2 telling 3 to find 4 to have

Exercise 7
• Read through the task with the class. Ask students to write the correct verb forms in their notebooks.
• Allow students to compare their answers in pairs before checking them with the class.

ANSWERS
1 drinking 2 playing 3 working 4 to phone

Exercise 8
• Draw students' attention to the photo and the title of the questionnaire. Ask:
Do you think this girl has any regrets about her behaviour? Do you think your behaviour is generally good or bad?
• Ask students to read the questionnaire and write the correct verb forms in their notebooks.
• Check answers with the class.

ANSWERS
1 doing 2 following 3 to show 4 taking part 5 to be

Language in action
Aims
• Write questions for a questionnaire on behaviour.
• Practise using verbs followed by -ing or to.
• Answer and discuss a questionnaire on behaviour.

Exercise 9
• Ask students to write two more questions for the questionnaire. Students could work in pairs if they think they will struggle with the task alone. Go round monitoring and giving assistance as necessary.
• Put students into small groups to ask and answer the questions in the questionnaire.
• Conduct class feedback, praising good use of the target language and correcting any errors. Invite some students to tell the class about experiences to do with manners that they have had.

Further practice
Language summary, Student’s Book page 70
Grammar, Workbook page 43
Grammar reference, Workbook pages 117–118
Grammar worksheets, Tests and Resources Multi-ROM
5.3 Around the world

Reading and Vocabulary

Aims
• Read some background information on a short story about the class system in New Zealand.
• Read and listen to an extract from the story.
• Answer questions on the extract.
• Understand new vocabulary in context.
• Learn phrasal verbs with up.
• Learn about stress with phrasal verbs.
7 Develop competence in linguistic communication.
3 Develop competence in cultural awareness and expression.

Warm-up
• Focus attention on the New Zealand stamp. Elicit what students know about New Zealand, e.g. its geography, weather, sports, famous people, etc.
• Focus on the photo of Katherine Mansfield. Elicit what students know about her and her books. Point out the photo of a scene from the story. Ask: What do you think Katherine Mansfield wrote about? Elicit a few answers, and then ask students to read the information in the In context! box.
• As a class, discuss what students learned about New Zealand and Katherine Mansfield from the text.

Culture note
Katherine Mansfield
Katherine Mansfield was born in Wellington, New Zealand in 1888. Her father was a wealthy banker, so she moved in high-ranking circles and was able to observe the manners and behaviour of the people there. Katherine left her home at the age of nineteen to live in London. She moved back to New Zealand three years later, and it was at this stage of her life that she began to write. She is known especially for her short stories about New Zealand high society.

New Zealand
New Zealand is an island nation in the Pacific Ocean, to the south-east of Australia. Because of its isolation, it has many unusual plants and animals that are unique to New Zealand. The native inhabitants of New Zealand are the Maori people. The country was colonized by Britain in the eighteenth and nineteenth centuries and gained its full independence in 1947. It is still a member of the British Commonwealth (an organization of former colonies), which means that the British monarch is also the monarch and head of state of New Zealand. The official languages are English and Maori, but fewer than 5% of people now speak Maori.

As well as Katherine Mansfield, famous New Zealanders include the mountaineer Sir Edmund Hillary, who was the first person to reach the summit of Everest, and film director Peter Jackson, who directed the Lord of the Rings trilogy.

Vocabulary practice
• An interactive task to pre-teach vocabulary from the In context! text and introduce students to the topic.

Exercise 1  2.04
• Read the question aloud. Then play the recording for students to read and listen to the extract and write the names of the flowers or trees in their notebooks.
• Check answers with the class and make sure that students understand the flower names. You could take the opportunity to brainstorm other flower and plant names that students know.

ANSWERS
lilies, lavender, karakas

Exercise 2
• Give students time to read the gapped sentences. Make sure they understand marquee.
• Ask students to read the story again and write the correct options in their notebooks.
• Allow students to compare their answers in pairs before checking them with the class.

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

Exercise 3
• Focus attention on the highlighted words in the story. Ask students to read the words in context and try to work out the meaning, but do not confirm their ideas at this point.
• Read the first sentence aloud and ask whether it is true or false. Elicit the answer, and then elicit a correction of the sentence.
• Have students read the remaining sentences and decide if they are true or false. Ask them to correct the sentences in their notebooks.
• Check answers with the class, and make sure that students understand all the words.

ANSWERS
1 False; Poverty is about not having enough money.
2 True
3 False; If you are respectful, then you are polite to others.
4 False; The upper classes are people with more money and power than others in society.
5 True
Research it!
• Read through the question in the Research it! box with the class.
• Students could do the research online in class, using their phones or tablets. You could do the activity as a race, to motivate students. Alternatively, students could do the research for homework and report back in the next class.
• Remember to have a follow-up discussion in class when they have done the research. You could discuss any plants or flowers in the students’ own language which have interesting names.

SUGGESTED ANSWER
The karaka is a tree that is unique to New Zealand. It means ‘orange’ in Maori and was given this name due to the orange-coloured fruit it produces.

Word builder – Phrasal verbs with up

Exercise 4
• Refer students back to the first half of the story on page 64 and ask them to find the phrasal verbs quickly.
• Check answers, and make sure that students understand the phrasal verbs. Ask: Are they transitive or intransitive? Elicit that put up is transitive (‘the marquee’ is the direct object), and cheer up can be either intransitive (I began to cheer up) or transitive (This will cheer you up).

ANSWERS
put up, cheer up

Exercise 5
• Read through the task and the phrasal verbs in the box with the class, but do not discuss their meaning at this point.
• Read the first sentence aloud and elicit the sentence with the correct phrasal verb to replace the italics.
• Ask students to read the remaining sentences and write the correct phrasal verbs in their notebooks. They can use their dictionaries to help. Remind them that they may need to change the verb form and the word order.
• Let students compare their answers in pairs before checking them with the class. Make sure that students understand all the phrasal verbs.
• Point out that the highlighted word upbringing in the story is the noun formed from the phrasal verb bring up.

ANSWERS
1 cheer … up 2 brought up 3 put up 4 split up 5 owned up

V Vocabulary practice
• An interactive task to practise phrasal verbs with up.

Exercise 6 2.05 Say it!
• Read through the task with the class and explain that in phrasal verbs some parts of the phrase are stressed more than others.
• Focus attention on the phrasal verbs in the Say it! box. Play the recording for students to listen and repeat.
• Then play the recording for students to listen to the phrasal verbs. Elicit the answer to the question.

Language in action
Aims
• Discuss the ‘rules’ for social events.
7 Develop competence in linguistic communication.
5 Develop social and civic competence.
3 Develop competence in cultural awareness and expression.

Exercise 7
• Read through the task with the class and check students understand everything.
• Elicit some examples, e.g. for a wedding you must arrive on time, you should be smartly dressed, etc.
• Ask students to write the rules in their notebooks. Go round monitoring and giving assistance as necessary.

Exercise 8
• Divide the class into small groups to discuss their ideas and see if they agree or disagree.
• Invite some students to tell the class some of the rules that they agree or disagree about in their group. Discuss the rules as a class and see if you can reach agreement.

Culture video: Charles Dickens
• Duration: 3.59 minutes
• Topic: The life of Charles Dickens, an English author.
• Video worksheets are available in the iPack Resources tab.

Focus on … Literature
Refer students to page 127 for Unit 5 CLIL.

Further practice
Pronunciation, Student’s Book page 151
Reading, Workbook page 44
Word builder, Vocabulary reference, Workbook page 119
Curriculum extra worksheet Unit 5, Tests and Resources Multi-ROM
5.4 Practical English

Reading, Listening and Vocabulary

Aims
- Read a flyer for a festival.
- Listen to a community group meeting about a festival.
- Answer questions on the listening.
- Learn functional phrases for making suggestions, expressing certainty and expressing doubt.

5. Develop social and civic competence.
7. Develop competence in linguistic communication.

Warm-up
- With books closed, ask: Have you ever been to a music festival?
  If some students have been to festivals, ask more questions, e.g. Where was it? What kind of music did you listen to? Did you enjoy the experience? Why? / Why not?
- If students have not been to any festivals, ask: What festivals are there in your country or region? What kinds of music can you hear at the festivals? Which one would you like to go to? Why? Elicit a range of answers.

Culture note
There are a large number of festivals across the UK in the summer months. Most of the major cities have their own festival, such as Leeds and Reading, but the biggest and most famous is still the Glastonbury Festival, which is held on farmland in the south-west of England. The festival started in the 1970s and has continued to grow each year, now attracting over 130,000 festival-goers each year. There are also a large number of specialist festivals, e.g. folk music or country music festivals. On a smaller scale, a lot of small towns also have an annual festival where local artists perform.

Exercise 1
- Read the question aloud and focus students' attention on the flyer.
- Elicit the answers to the question, and encourage students to justify their answers.

ANSWERS
Stage 1: music
Stage 2: theatre
Stage 3: dance

Exercise 2 2.06 Audio script pT157
- Tell students they are going to listen to a meeting of the organizers of a community festival. Give students time to read the questions.
- Play the recording for students to listen and answer the questions in their notebooks.
- Allow students to compare their answers in pairs before checking them with the class.

SUGGESTED ANSWERS
1. They want to raise money for a new community centre. It's important because it would bring everyone together and improve interaction in their town.
2. They want to put the finishing touches to the flyer tonight.
3. It is cheaper to create a flyer rather than advertise on television.
4. They change the Gruffalo play from 9 p.m. to 11 a.m., the Danz-a-thon from 11 a.m. to 1.30 p.m. and the Folk dancing from 1.30 p.m. to 11 a.m.

Exercise 3 2.06 Audio script pT157
- Focus attention on the numbered gaps in the flyer, and give students time to read through the gapped parts of the flyer again.
- Play the recording again for students to listen and write the missing words in their notebooks. Pause the recording as necessary to allow students time to write. Alternatively, students could complete the flyer from memory, and then listen again to check.
- Check answers with the class.

ANSWERS
1. Arts  2. £10  3. Students  4. seven
5. 11 a.m.  6. dancing  7. 1.30 p.m.

Exercise 4 2.07 Audio script pT157
- Focus students' attention on the Functional language box on page 67. Read through the phrases for making suggestions and expressing certainty and doubt with the class. Model intonation and make sure students understand all the phrases.
- Play the recording and ask students to write the missing words in their notebooks.
- Check answers with the class.

ANSWERS
1. We'd better …  2. It'd be great if we could …
3. I'm not really sure …  4. There are bound to be …
5. There could be …  6. How about …
7. We could consider …  8. Why don't we …
9. It's unlikely …  10. Perhaps we could …

Optional activity
Tell students they are going to use the phrases in exercise 4 to recreate the conversation at the community group meeting. Play the recording from exercise 2 again for students to hear the phrases in context.
Divide the class into small groups and ask them to try to reproduce the conversation from the community meeting. Go round monitoring and giving assistance as necessary.
Invite groups in turn to perform their conversation for the class. Play the recording from exercise 2 again to see which group’s conversation was the closest to the original.
Speaking and Listening

Aims
- Discuss performances at a festival and agree which to attend.
- Learn about modals of deduction and possibility.
- Learn how to express certainty and uncertainty.
- Develop competence in linguistic communication.
- Develop sense of initiative and entrepreneurship competence.

Exercise 5
- Read the task aloud, and allow students time to think about their choices. Then divide them into small groups. Invite two students to read the example aloud.
- Have the groups discuss their ideas and decide on four events. Remind them to include phrases from the Functional language box. Go round monitoring and giving assistance as necessary.
- Invite some students to tell the class which events they decided on and why.

Exercise 6 2.08
- DICTATION Tell students that you are going to play a recording and they should write down exactly what they hear.
- Play the recording, pausing where necessary. You may need to play it more than once.
- Check answers by writing the sentences on the board. Make sure that students understand all the sentences.

ANSWERS
1 That can't be right.
2 There must be a mistake.
3 Twenty per cent / 20% off could make a big difference.
4 It might be better to start the play at eleven o'clock / 11.00.
5 It may improve interaction.

Exercise 7 Language point
- Read through the task with the class. Ask students to read the information on modals of deduction and possibility.
- Then ask them to look at their sentences from exercise 6 again and think about the meanings of the modals.
- Read through the Language point box and elicit the correct answers. Ask students to copy the rules into their notebooks.
- Suggest to students that they could modify the sentences from exercise 6 to make them more memorable.

ANSWERS
1 must
2 can't
3/4/5 might / may / could

Exercise 8
- Ask students to rewrite the sentences in their notebooks.
- Let students compare their answers in pairs before checking them with the class.

ANSWERS
1 Jannie definitely can't dance in the competition; she's singing on Stage 1 right now.
2 That must be the band's guitarist over there.
3 We might go to the festival this weekend.
4 It may rain on Saturday.
5 We could use Stage 2 for dancing.