

Exercise 2 page 4

- Students read the article for gist. You could point out the sentence *This was his second major blow* (line 15) and explain that this tells them there are at least two challenges or difficulties described in this article.
- In order to identify Amar's attitude, students need to look for nouns which describe personal qualities. Give a couple of general examples, e.g. *patience, independence*. Then tell students to scan the article for these types of nouns.
- Check answers as a class.

Challenges: His parents sold his bike. Travelling was difficult because his eyesight was getting worse. He started a career in finance. He set up his own company.

Attitude: enthusiasm, ingenuity, single-mindedness

Exercise 3 page 4

- Read the strategy together and explain to students that when reading an article, it is important to think about a) why the author is writing and b) how this might affect the way that they write.
- Give students a minute to read questions 1–3 and then read the first two paragraphs of the article again.
- Students discuss their ideas in pairs before a general class feedback session. As these questions deal with interpretation rather than facts, there are no clear right or wrong answers. However, students should give reasons or quote from the article to support their answers.

(Possible answers)

- 1 The author is focusing on the challenges faced by Amar and his positive attitude in facing them. He / She is trying to make the point that Amar overcame the difficulties in his situation.
- 2 The author quotes Amar in order to show his point of view.
- 3 He / She doesn't explain why Amar has experienced these problems. This is probably to encourage the reader to continue reading and find out why Amar faced these setbacks.

Exercise 4 page 4

- Students read paragraph C quickly and discuss their ideas in pairs.
- You could tell students that the strategy the writer uses is sometimes referred to as a 'teaser' – the reader wants to continue reading because they know that some important information will be revealed further on.
- Check answers as a class.

The author tells us that Amar is blind. He / She tells us now because it increases the impact of the first two paragraphs; the reader realizes the nature of Amar's challenges.

Exercise 5 page 4

- Tell students to use their scanning skills for this activity. Ask them to read through the questions first and think about key words that they should look for in the text. With a **stronger class**, ask students to read the article again and write a topic sentence to summarize each paragraph before they do the exercise. With a **weaker class**, help students to summarize each paragraph. Then tell them to use the summary sentences as guides to help them answer the questions.
- Check answers as a class.

1 D 2 B 3 E 4 C 5 G 6 F 7 A

Extra activity: Further discussion

In groups, students discuss the following questions:

- *Imagine that you have to guide a blind person around your local area. Where would you take them? What would you do with them?*
- *Think about your school. How well is it adapted for students with disabilities? Can you think of any ways it could be improved?*
- *What barriers exist in society for disabled people?*

Additional vocabulary

The following words are from the article *The only way is forward*:

- *undeterred* (adj) /ˌʌndɪr'tɜːd/ If somebody is undeterred by something, they do not allow it to stop them from doing something.
- *degenerative* (adj) /dɪ'dʒenərətɪv/ getting or likely to get worse as time passes
- *deteriorate* (v) /dɪ'tɪəriəreɪt/ to become worse
- *social inclusion* /səʊʃl ɪn'kleɪʒn/ being included in society; taking part in the activities of society
- *vivid* (adj) /'vɪvɪd/ producing very clear pictures in your mind
- *adversity* (n) /əd'vɜːsəti/ a difficult or unpleasant situation

Exercise 6 page 6

- Students discuss the questions in pairs or groups. Try to encourage positive discussion of disability and be aware of disability issues that may affect your students or their family members.
- For question 2, elicit the five different senses: hearing, sight, touch, taste and smell. Ask students to think about all five senses and how they might affect our perception of places.

Exercise 7 page 6

- Students scan the article for words to match the definitions. The paragraph letter A–F in which the word appears is given at the end of each definition. With a **weaker class**, you can give students the line numbers to help them find the correct words.
- Check answers as a class, writing the words on the board. Then ask students to vote for the most important quality. Ask a volunteer to count and write the votes next to each quality on the board so that the final list shows the students' ranking for the qualities.

- 1 perfectionism [line 20] 2 commitment [line 41]
3 perseverance [line 42] 4 tolerance [line 50]
5 compassion [line 50] 6 optimism [line 68]
7 ingenuity [line 76] 8 single-mindedness [line 78]

Exercise 8 page 6

- Tell students to read all the gapped sentences first and identify those where they know the correct answer. Ask them to complete these sentences first.
- Check answers as a class, asking different students to read out their sentences.

Insight Synonyms

Encourage students to recognize synonyms and to use them in their work. At this level, they should be using a thesaurus to extend their vocabulary and keeping notes of lexical sets. It is also worth noting that true synonyms are quite rare: often there are subtle differences, and there are reasons why a writer may use a particular word rather than one of its synonyms.

Exercise 9 page 6

- Focus attention on the highlighted words in the article. Remind students to use context to help them with comprehension. They should look at the sentences before and after a highlighted word as well as the words before and after it.
- Remind students to keep vocabulary notebooks with information about meaning, usage, pronunciation and common collocations.
- Check answers as a class.

- 1 obstacle, blow, hindrance
2 get over, overcome, conquer
3 innovative, revolutionary, ground-breaking
4 benefit

Extra activity

In groups, students prepare a TV advertisement for Traveleyes. Encourage them to use some of the vocabulary in exercises 7 and 9. If they have access to video cameras, they could film their advertisement and add background music.

Students can perform their advertisement or play their video for the rest of the class. The class can vote on the best advertisement.

Exercise 10 page 6

- If students brainstormed a list of challenges in the lead-in activity, you can refer to this again. Alternatively, get them to brainstorm some ideas about challenges, e.g. moving to a new country, learning to play a sport or a language, making new friends, studying a new subject.
- With a **stronger class**, extend the discussion by asking students to talk about how they can define their own destiny and the role of luck in the choices people make.

Vocabulary bank: Ways of looking page 134

- 1 1 d 2 e 3 h 4 c 5 f 6 a 7 g 8 b
2 1 gawped 2 glared 3 gazing 4 squinted
5 glanced 6 gaped 7 glimpsed 8 peeked
3 Students' own answers

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about facing challenges. I can scan a text for information. I can use vocabulary to describe qualities and synonyms for words about challenges. I can talk about challenges in my life.*

1B Grammar and listening

The 'we' generation

Summary

Topic: Teen activists

Grammar: Tense revision

Listening: We Day

Speaking: Issues in your local community

Lead-in

1

Write the following sentence on the board: *Teenagers today don't care about society.* Ask students to work in groups and think of two reasons why they disagree with the statement and two reasons why they agree with it. Give them two minutes to discuss their ideas and then go round the class, asking a few students to share their group's ideas.

2

Ask students to brainstorm a list of issues that are important for today's teenagers. You could start them off with a couple of ideas, e.g. *appearance, celebrity.* Build up a list of ten to twelve words on the board. Then ask students to open their books and see if their ideas are included in the list of words in exercise 1.

Exercise 1 1•01 page 9

- Give students two minutes to work in pairs and discuss the list of things. Then ask one or two students to tell the rest of the class which three things they think are the most important and why.
- Play the recording once and ask students if their opinions have changed after listening to the programme.

Audio script

Presenter Were you born between 1982 and 1999? If so, then congratulations. You're part of the 'me generation', a generation which, according to recent studies, is lazy, materialistic and self-obsessed ... or is it? Today in the studio, we're talking to James Radcliffe, a youth worker from London, who has come to argue the opposite. Welcome, James.

James Thank you ... Well, as you've just said, I don't think the 'me generation' label is entirely fair. Many teenagers volunteer their time to help their local community, or work for charities such as We Day.

Presenter Yes, that's a very popular one. What does it involve, exactly?

James We Day is all about getting young people involved with issues they care about. It could be a local issue, such as collecting food for the homeless, or a global issue, such as providing children with an education. And the money raised by We Day supports its sister charity Free the Children, which was founded by a twelve-year-old boy.

Presenter That's interesting. What's the story?

Youth worker Well, in 1995, twelve-year-old Craig Kielburger was reading a newspaper when he came across an interesting article. The story was about Iqbal, a Pakistani child, whose parents had sold him into forced labour. Eventually, Iqbal escaped and joined an organization that fought for children's rights. You see, as a small child, he had worked twelve-hour days on handmade carpets, so he knew the misery suffered by child workers. Iqbal wanted to stop it.

Presenter Did Craig ever meet him?

Youth worker Sadly, no. When he was twelve years old, the same age as Craig, he was murdered. But Iqbal's story had a huge impact on Craig and his classmates, inspiring them to help with the fight for children's rights. That's why Craig had created Free the Children, and twelve years later, he also founded We Day with his brother Marc.

Presenter So how does the charity work?

Youth worker Well, every year, We Day organizes special six-hour events or parties around the country. There are eleven in America this year. Often, celebrities and inspirational people speak or perform at them, so everyone wants to go. Kids have to 'earn' tickets by getting involved in one local and one global service project. It educates children about the importance of providing help to those in need, and aims to turn kids into life-long givers.

Presenter That's impressive.

Youth worker And recently it's been growing in popularity – it has 3.3 million followers on Facebook. That makes it one of the largest charities on Facebook.

Presenter So the 'me' generation are using the connections they build on Facebook to become the 'we' generation.

Youth worker That's right. I've always believed there are plenty of hard-working, selfless teens out there. Since We Day began, school children have given over six million hours of service, and they've collected food worth over three million pounds for local food banks. Charities like We Day are turning 'me' into 'we' one hashtag at a time.

Exercise 2 1·01 page 6

- Students work individually or in pairs to put the sentences in the correct order. With a **weaker class**, tell students which the first and last sentences are.
- Play the recording again for students to check their answers. Then go through the highlighted verbs. If necessary, write the main tenses on the board (present simple, present continuous, past simple, past continuous, present perfect, past perfect and present perfect continuous) and elicit the correct form of the verb *play* for each tense.
- Go through each sentence with the class, eliciting the correct tense and checking that students understand why the tense has been used.

Order: 8, 3, 6, 2, 4, 5, 7, 10, 9, 1

- 1 *are turning*: present continuous – an action happening around now
- 2 *had worked*: past perfect – an action which occurred before a previous past action; *knew*: past simple – an action in the past
- 3 *had sold*: past perfect – an action which occurred before a previous past action
- 4 *had created*: past perfect – an action which occurred before a previous action; *founded*: past simple – an action in the past
- 5 *organizes*: present simple – a routine action
- 6 *escaped, joined*: past simple – an action in the past
- 7 *'s been growing*: present perfect continuous – an action that started in the past and is continuing now
- 8 *was reading*: past continuous – an action in the past that was interrupted by a shorter action; *came across*: past simple – an action in the past
- 9 *have given*: present perfect – an action that happened at an unspecified time in the past

10 've always believed – an action or state that started in the past and is still happening now

Exercise 3 page 7

- Students can refer to exercise 2 to help them with this activity. You can also ask the following questions to help them understand the nuances of meaning:
 - 1 Does he still support children's rights in a and b? Why aren't both sentences in the continuous?
 - 2 Which sentence tells us when the school took part in a We Day event?
 - 3 In which sentence are they still collecting money? In which have they finished collecting?
 - 4 In which sentence did they hear the speech?
 - 5 Which sentence describes two events happening at the same time? Which describes a sequence of events?
 - 6 Which sentence describes an activity going on now? Which describes an annoying habit?
- Check answers as a class.

1a present perfect continuous

1b present perfect

In both sentences, the action or state started in the past and continues in the present. However, in 1b the continuous tense is not used because *believe* is a stative verb.

2a present perfect

2b past simple

The present perfect is used in 2a because it refers to an indefinite time in the past. The past simple is used in 2b because the event happened at a specified time in the past.

3a present perfect continuous

3b present perfect

The present perfect continuous is used in 3a because the action is ongoing. The present perfect is used in 3b to stress that the activity is completed.

4a past perfect

4b past simple

The past perfect is used in 4a because Craig gave the speech before we arrived. The past simple is used in 4b because Craig gave the speech after we arrived.

5a past continuous

5b past simple

The past continuous is used in 5a because we took the photos while the concert was still in progress. The past simple is used in 5b because we took the photos after the concert finished.

6a present continuous

6b present continuous

The present continuous is used in 6a because it describes what she is doing at the moment. The present continuous is used in 6b to express that the activity is annoying.

Grammar reference and practice 1.1 Workbook page 109

- 1 1 c 2 e 3 a 4 d 5 f 6 b
- 2 1 do you usually go 2 haven't heard
3 was driving, saw 4 had never experienced
5 's developing 6 did you first learn
7 Have you been waiting 8 left, started
- 3 1 changed 2 lost 3 had died 4 had left
5 was looking 6 was thinking 7 heard
8 want 9 am I dreaming 10 've travelled
11 've helped 12 was

Exercise 4 page 7

- Ask students to read the whole text for gist before they do the exercise. Then ask one or two general comprehension questions:
Was life difficult or easy for Kesz when he was a child? (It was difficult.)
Who helped Kesz to change his life? (Harnin Manalaysay)
What organization did Kesz start? (Championing Community Children)
- Give students three minutes to complete the text.
- Students compare their answers in pairs.
- Check answers as a class.

- 1 is smiling
2 has just won
3 wasn't always / hasn't always been
4 forced
5 ran away
6 was looking for
7 fell
8 took (him) in
9 looked after
10 had never known
11 founded
12 have been visiting
13 have given out
14 has become

Exercise 5 page 7

- If necessary, use the different tenses of the verb *play* from exercise 2 to elicit the question forms of each tense.
 - Students form the question individually.
 - Check that students have formed the questions correctly before they do the pair work activity. Ask individual students to read out their questions. Remind them that we use a falling intonation pattern with *Wh*- questions and demonstrate with the first question:
Why is Kesz smiling at the moment? ↘
- 1 Why is Kesz smiling at the moment?
2 Where did he work when he was two?
3 Why did he run away from home?
4 What was he looking for when the accident happened?
5 Who looked after him afterwards?
6 What had Kesz never experienced before?
7 What effect did this have on him?
8 What has Kesz's organization achieved since it was founded?

Extra activity

In pairs, students use the questions in exercise 5 as a framework for a radio interview with Kesz. One student plays the part of Kesz and the other student the part of the interviewer. Encourage students to make up more questions and answers about Kesz's experiences.

Ask a few pairs to perform their interviews for the class.

Exercise 6 page 7

- It might be useful to prepare for this activity by asking students to bring in copies of local magazines or newspapers in their L1. Give them a few minutes to leaf through the magazines and find out about some of the problems in their local community and who is helping to solve these problems.
- Begin the discussion with the class, brainstorming examples of challenges in the local community. You could also ask students to think of challenges or problems within their school and encourage them to think of possible solutions.
- Put students into groups to discuss how individuals can help to solve these problems. If students cannot think of any local people, mention some well-known people who have helped globally, e.g. Bono, Angelina Jolie, Bill Gates.

DVD extra Oxfam

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a report about charity work. I can use different tenses to describe past and present activities. I can understand a text about the origins of a charity. I can write, ask and answer questions about activities in the past and present.*

1C Listening, speaking and vocabulary

Do the right thing

Summary

Topic: Heroes

Listening: A news story; what makes a hero

Vocabulary: Words with *self-*

Functional language: Giving opinions, debating and discussing

Speaking: Discussing how people react in life-threatening situations; deciding who deserves a local hero award

Communication worksheet 1A: Define it, use it, give an example

Lead-in

1

Tell students that in this lesson they are going to discuss heroes. Brainstorm some heroes and heroines on the board. Encourage all ideas – celebrities, historical figures, local heroes and even comic book heroes like Superman or