

Philippa Bowen & Denis Delaney with Elizabeth Foody

onTopic

A2/B1

HOW TO WORK AS A TEAM

1 **BEFORE YOU WATCH** Work in pairs. Do you take part in any of these groups?

- sports team
- orchestra
- band
- dance group
- scouts group

2 What do you like or dislike about working in a team?

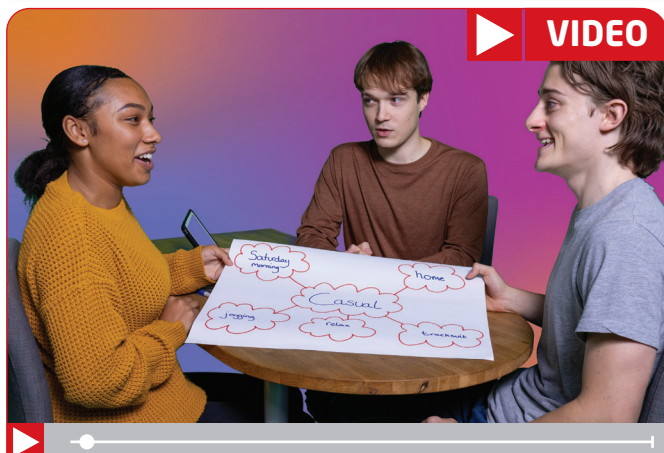
I like working with my friends.
I don't like discussing problems.

3 Read the tips. Match them to these headings.

- Choose roles Evaluate your work Prepare and plan
Solve problems Think of ideas

TOP TIPS for teamwork

- 1 _____
Teamwork is good when you know what to do and you have a specific role. What do you like doing? What are you good at?
- 2 _____
It isn't easy to work in a team. There are often problems. Be positive and try to find solutions.
- 3 _____
Before you start, divide the task into different steps. You need to think of what to do and plan your time carefully.
- 4 _____
When you finish the task, talk about it with your friends. Are you happy with your work and the result? What can you do next time to improve?
- 5 _____
At the start, think of different ideas. Make sure everyone contributes. Write the ideas down, then discuss them and decide on the best ones.



▶ VIDEO

4 **▶ WHILE YOU WATCH** Reorder the tips in exercise 3 into logical steps for teamwork. Write the headings in the flow chart. Then watch a team of students working on a school project and check your answers.



5 **▶ Watch again and complete the table.**

Step	What do the students say to:	
1	check the time available?	So, how much time _____?
2	agree?	That sounds _____.
3	invite a person to participate?	Can you work on the _____?
4	make a suggestion?	_____ add the slogan to the trousers?
5	give an opinion?	_____ that looks fabulous.

6 **AFTER YOU WATCH** What makes a good team member? Tick (✓) the things good team members do and cross (x) the things they don't do.

A good team member:

- | | |
|--|---|
| 1 <input checked="" type="checkbox"/> listens to other people. | 5 <input type="checkbox"/> thinks their ideas are the best. |
| 2 <input checked="" type="checkbox"/> talks all the time. | 6 <input type="checkbox"/> works hard. |
| 3 <input type="checkbox"/> respects other people. | 7 <input type="checkbox"/> does all the work. |
| 4 <input type="checkbox"/> asks questions. | 8 <input type="checkbox"/> helps other people. |
| | 9 <input type="checkbox"/> is always positive. |

7 Complete the map. Use the ideas in exercise 6.



8 **TIPS IN ACTION** Think of some teamwork tasks for this week. Use some of the tips in one of your tasks. Then follow these steps.

- 1 Make a list of the good things about your teamwork.
- 2 Make a list of the things you can improve.

HOW TO **MANAGE YOUR TIME**

1 **BEFORE YOU WATCH** How well do you manage your study time? Do the quiz and find out.

HOMEWORK

hero or zero?



- 1 Do you finish all your homework?
A always B usually C hardly ever
- 2 Do you make a list of the things you need to do for homework?
A always B sometimes C never
- 3 Do you leave things to the last minute?
A never B sometimes C always
- 4 Which subject do you start your homework with?
A a difficult subject
B your favourite subject
C an easy subject
- 5 Do you take breaks when you do homework?
A Yes, every 30 minutes.
B Yes, every two hours.
C No, never.
- 6 Do you check your phone when you're doing your homework?
A Never. I switch it off.
B Yes, but not very often.
C Yes, a lot.

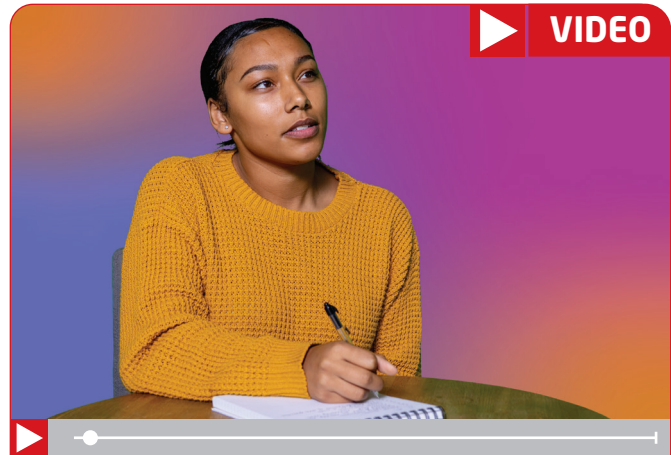
RESULTS

Mostly As: You manage your homework/study time well. Good job!

Mostly Bs: You manage your time quite well, but you can improve.

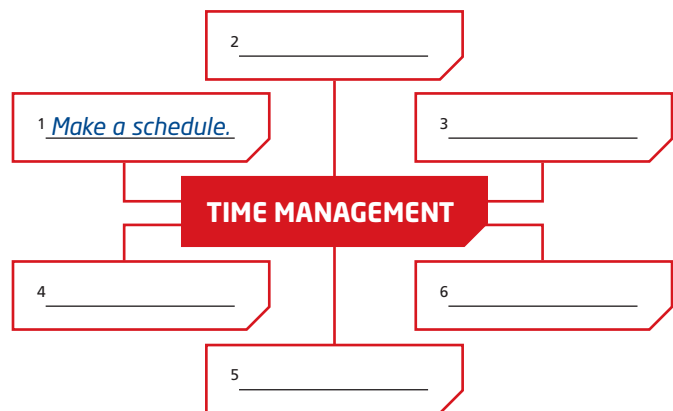
Mostly Cs: You need help!

2 Compare your answers to the quiz in pairs. Are they similar or different?



3 **▶ WHILE YOU WATCH** Watch and complete the map with these tips.

Decide on your time. **Make a schedule.**
Make a to-do list. **No distractions.** **Prioritise.**
Take short breaks.



4 **▶ Watch again and match the explanations (a-f) to the tips in exercise 3 (1-6).**

- a Divide the activities into 'do first', 'do next' and 'do later'.
- b No phones. No social media during our study time.
- c 1 Make a schedule of your activities for the week.
- d How much time have you got for each task?
- e Ask the question: 'What activities do I have to do today?'
- f You can't concentrate for two hours. You need some breaks.

5 **AFTER YOU WATCH** **TIPS IN ACTION** Think of your tasks for today. Make a to-do list and try to prioritise the activities.

Student's Book and Workbook with eBook

Philippa Bowen & Denis Delaney with Elizabeth Foody

onTopic

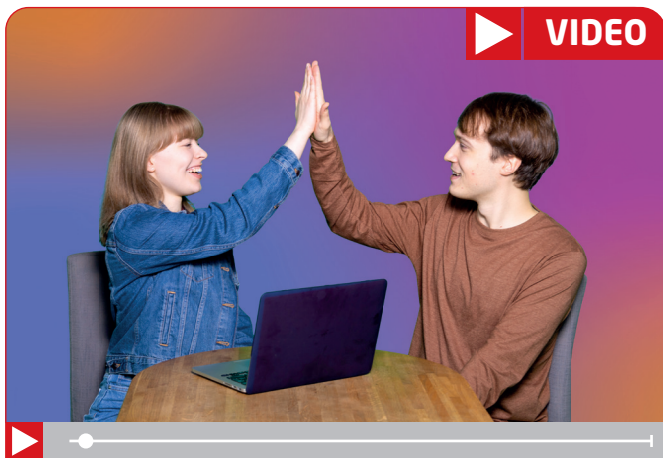
B1/B1+

HOW TO BE A GOOD MEDIATOR

1 **BEFORE YOU WATCH** What does a mediator do? Choose the correct answer (A, B, C or D).

- A gives punishments to people
- B helps resolve problems between people
- C argues with people
- D complains about things

2 What does a good mediator do? Work in groups and make a list of your ideas.



3 **▶ WHILE YOU WATCH** Watch and check your answers to exercises 1 and 2.

4 **▶** Complete the tips with these phrases. Then watch again and number the tips in the order the speakers mention them.

- attack the problem, not the people
- celebrate the agreement find the positives
- focus on the future, not the past
- listen and ask questions stay calm

- a It's important for people to see the good things about a situation, so _____. This way it's more possible to solve a problem.
- b Being angry doesn't help, so _____. When you're relaxed, it's easier to solve problems.
- c The problem has happened. So, think about what to do, not what people did in the past. _____.
- d _____. You need to understand the situation, and both points of view.
- e So, you've found a solution, which is great. _____. It helps everyone feel good about the situation and remember it.
- f _____. This makes it less personal, and you can focus on the solution.

5 **AFTER YOU WATCH** Match steps 1–5 to the Key phrases below.

- 1 Listen to the problem and ask questions.
- 2 Think of positive things to say.
- 3 Think about how to resolve the problem.
- 4 Make suggestions.
- 5 Celebrate the agreement.

KEY PHRASES

Language of mediation

- a _____
I think you could do this. I'm sure you can ...
Why don't you help him?
- b _____
It's great you all agree now.
It's good we have a solution.
We have a way forward – that's great.
- c _____
You are both good people. It isn't so bad.
We can find a solution!
- d _____
OK, tell me about the problem. What happened?
- e _____
You both want the same thing.
Let's focus on the future.

6 **TIPS IN ACTION** Work in groups of three. Choose one of the situations below and act it out. Follow the instructions. Then swap roles and act out the other situations.

- Student A and Student B, you can't agree.
- Student C, you are the mediator. Follow steps 1–5 in exercise 5 to help Students A and B. Use the Key phrases and your own ideas.

1 Student A, you saw some lovely boots in a shop and told Student B. The next day Student B came to school wearing the boots. Now you can't buy them. Student B won't apologise.

2 Student A, you and Student B have arranged to go for a pizza on Friday. Student B has invited Tom to come, too. Tom is OK, but you don't want to have a pizza with him. Why didn't Student B ask you?

3 Student A, Student B often forgets to do his/her homework and copies yours on the bus. You don't think this is fair. Student B doesn't see the problem.

HOW TO DO RESEARCH ONLINE

- 1 **BEFORE YOU WATCH** Tick (✓) the different types of research you use. Then discuss your answers in pairs.
- 1 reference books 5 the internet
 2 encyclopaedias 6 talking to people
 3 documentaries 7 asking your teachers
 4 films
- 2 Read about these students' problems with online research. What advice would you give them? Discuss your answers in pairs.

HOW DO YOU DO RESEARCH FOR YOUR SCHOOLWORK?

LIAM I do a lot of my research on the internet, but I often have problems because the information isn't always right.

OLIVIA My sister and I love using the internet to do research, but we always get distracted. There are always so many interesting articles!

MASON I don't know where to begin with my research. There's so much information on the internet and it's really hard for me to know what to look at first. I get very confused.

SOPHIA I love researching, but I usually get too much information. Then I don't know what to do with it all. I've got a million notes and I don't know what to do next!

JAMES Last week I gave my teacher an essay and I got a bad mark. Why? Because the information I got on the internet was old, so it wasn't true anymore!

HARPER There are a lot of people writing blog posts about world events. People share them on social media and it's difficult to tell the difference between facts and people's opinions sometimes.



- 3 **▶ WHILE YOU WATCH** Complete the tips with these words. There are two words that you do not need to use. Then watch and check your answers.

conclusions date focus opinions organise school teachers time true work

TIPS FOR DOING RESEARCH ONLINE

- » Start your research at ¹_____.
- » Ask ²_____ for recommendations.
- » Check the ³_____ of the information – it might be old.
- » There's a difference between facts and ⁴_____.
- » When you find a good site, ⁵_____.
- » You can waste hours. Set a ⁶_____ limit!
- » After your research ⁷_____ your information and think about your ⁸_____.

- 4 **▶ Watch again and think about your answers to exercise 2. Which tip(s) from the video could help each student?**
- 5 **AFTER YOU WATCH** **TIPS IN ACTION** Work in pairs. Do some online research on one of the social problems in the table below. Follow these steps.
- 1 Choose a problem.
 - 2 Research online to answer the questions.
 - 3 Prepare a short presentation (two or three slides). Show what the problem is and why. Suggest a solution.
 - 4 Choose some pictures to illustrate your topic.
 - 5 Give your presentation to the class.
 - 6 As a class, vote for the best solutions.

Social problems			
	Rising youth crime	Gender inequality	Racial inequality
What's the problem?			
What happens?			
Why does it happen?			
What can we do now?			

Jayne Wildman & Elizabeth Sharman

onTopic

B2

AEROBIC AND ANAEROBIC EXERCISE

1 **BEFORE YOU READ** Look at the two diagrams and answer the questions.

- 1 Which diagram shows how the body takes in oxygen?
- 2 Which diagram shows how the heart sends blood around the body?
- 3 Why have the colours red and blue been used on the second diagram?

2 **277 VOCABULARY** Match the words to their definitions. Then listen and check.

- | | |
|---|--|
| 1 <input type="checkbox"/> organs | a containing oxygen |
| 2 <input type="checkbox"/> lungs | b the parts of your body that can stretch and help you to move |
| 3 <input type="checkbox"/> muscles | c make a rhythmic movement |
| 4 <input type="checkbox"/> oxygenated | d a general word for parts of the body |
| 5 <input type="checkbox"/> deoxygenated | e the parts of your body that fill with air when you breathe |
| 6 <input type="checkbox"/> beat | f containing no oxygen |

3 **278 COMPREHENSION** Read and listen to the text. What is the connection between the body's respiratory and cardiovascular systems? Choose A, B or C.

- A They work together to deliver oxygen to all organs.
- B They work together to fill our lungs with air.
- C They work together to send deoxygenated blood to our organs.

YOUR SAY

4 **Think about sports. Discuss in pairs.**

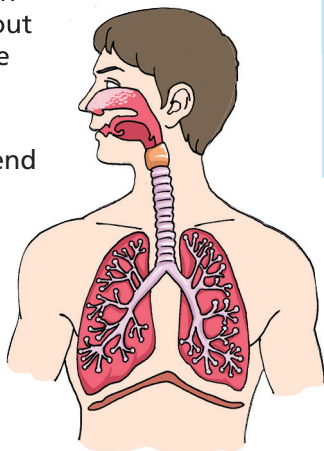
- 1 Do you do regular sport or exercise?
- 2 If you do, do you think that exercise is aerobic or anaerobic?

EXERCISE
AND OUR BODIES

THE RESPIRATORY SYSTEM

The **respiratory system** is the action of the lungs taking in air through the mouth and nose, delivering oxygen to the blood and sending out carbon dioxide through the nose and mouth again.

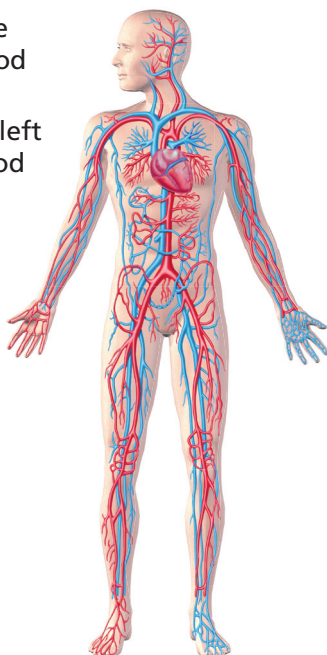
Every time we breathe in, our lungs take in air and send it through a system of tiny tubes. At the end of the tubes, the oxygen passes into our blood. When we breathe out, our lungs send the carbon dioxide that our body doesn't need back out into the air again.



THE CARDIOVASCULAR SYSTEM

The **cardiovascular system** is the action of the heart sending blood and oxygen around the body.

Every time the heart beats, the left side of it sends oxygenated blood around the body, delivering oxygen to the body's main organs. The deoxygenated blood then returns to the right side of the heart, which sends it to the lungs to collect more oxygen. This cycle repeats again and again.



AEROBIC AND ANAEROBIC EXERCISE

Aerobic exercise is when you make your muscles work in a regular way, for a sustained period of time. Your muscles need a lot of oxygen, so both your heart rate and your breathing rate will increase with this type of exercise. Aerobic exercise is excellent for your body because it provides a workout for both your heart and your lungs.

Examples of aerobic exercise:



Anaerobic exercise is when you make your muscles work over a short, intense time. You don't breathe in a regular, rhythmic way like you do with aerobic exercise, so you don't take in so much oxygen. Anaerobic exercise is good for increasing the strength of your muscles and your bones.

Examples of anaerobic exercise:



CREATE A POSTER ABOUT EXERCISE

CITIZENSHIP

Digital competence

COMPETENCES

Communication • Collaboration • Creativity

STEP 1 Prepare and plan task

1 SPEAKING Look at the different types of exercise in the photos. Discuss with a partner.

- 1 What do you think are the health benefits of each activity?
- 2 Do young people that you know do these activities?
- 3 Why do you think young people do, or don't do, these activities?



STEP 2 Think of ideas

2 Work in groups. You are going to make a poster suggesting a suitable exercise regime for people your age. In your groups, find out:

- what sports or exercise the people in your group regularly do.
- how often they do it and for what length of time.
- what physical benefits they get from it.
- what psychological benefits they get from it.
- what other forms of exercise you think are popular with your age group.

STEP 3 Choose roles

3 Assign the 4 main tasks to people in your group.

- Task 1 – Find out how much exercise per day/week is recommended for people your age and write a few sentences about the information you find.
- Task 2 – Find out what types of exercise are recommended for people your age, and which are the best for health in general. Are they aerobic or anaerobic? Write a few sentences about the information you find, explaining the difference between aerobic and anaerobic exercise.
- Task 3 – Find out the most popular types of exercise for young people in your country and write a few sentences about the information you find.
- Task 4 – Combine everyone's text into a single document and design it into a poster, adding photographs to illustrate the different forms of exercise.

STEP 4 Present your work

4 Display your finished posters in class and vote for your favourite.

STEP 5 Evaluate your work

5 Think about the tasks and answer the questions.

- 1 What was good or bad about our task?
- 2 How could we improve?
- 3 How well did our group work as a team?
- 4 What was good about other groups' tasks?



Listening

Learn about work: Leadership skills

- 4 **070** Look at the notes that a student has taken from a podcast on leadership skills. Listen to the podcast and complete the notes with these words. There are two words you don't need.

adapt communicate conversation encourage
example inspire integral listen

- 1 Autocratic leaders believe they are the experts but they don't _____ to their employees.
- 2 Authoritative leaders know that it's important to be passionate about what you do if you want to _____ people.
- 3 When you are a role model, you need to lead by _____. This means demonstrating the best way of doing things and doing it yourself.
- 4 Democratic leaders make people feel safe. They do this by making people feel an _____ part of the team.
- 5 Keep communicating with your team all the time so that they feel they are always part of the _____.
- 6 Trying new ways of doing things means that you are comfortable with change. Life changes all the time and learning to _____ is very important.

Writing

- 5 **First** Write an article about leadership. Write 120–180 words in an appropriate style. Include the following information:
- Introduction – who are you going to write about and why?
 - A great leader you have had or you have known – who they are/were and how you know them?
 - Why they are/were a great leader – what do/did they do and how has it helped you?
 - What does it take to be a great leader – what style of leadership do/did they have (Autocratic, Authoritative, Democratic, Coaching) and what did they do to show this?
 - Conclusion – what has this leader taught you and how will it be useful to you in the future?

HOW TO

CHOOSE THE RIGHT JOB



- 6 **▶ WHILE YOU WATCH** Watch the video and match the beginnings of the sentences (1–7) to the endings (a–i). There are two sentence endings that you do not need to use.

- 1 Like so many changes in your life,
- 2 It's important to follow your interests
- 3 To understand what you are interested in for a job,
- 4 You could start by talking to a teacher because
- 5 An online personality test
- 6 Talk to family and friends
- 7 The best piece of advice

- a you need to identify your skills and qualities.
- b to see if anyone you know works in the areas you're interested in.
- c choosing a job can be scary.
- d because it's important to get it right and not let people pressure you.
- e helps you see what kind of person you are.
- f is to take your time so you can get it right.
- g to make sure you get a job that relates to what you like to do.
- h try to get a job that pays a good salary.
- i they always have good ideas and know your skills.

- 7 **AFTER YOU WATCH** **TIPS IN ACTION** Imagine that you have to choose a job. Use the advice for choosing a job to work out what you would want to do. Answer these questions.

- a What are you interested in?
- b What are your skills and qualities?
- c Whose advice have you asked about it? Would you ask a teacher? If yes, which teacher would you ask?
- d What types of job would you *not* like to do? Why not?
- e Do you know anyone who does this job? Can you ask them?
- f Think about your choice again. What is the most important factor in your decision?