**MIND FLOW** is a four-level intermediate course covering CEF levels B1 and B1+. Each volume consists of 25 lessons grouped into five units, providing 30 hours of core work and additional materials that can extend the course to approximately 50 hours. Additional materials comprise extra reading texts, BYOD (Bring Your Own Device) tasks to be used in class, as well as various online activities students can do from home.

### Course Components

#### Student’s Book
- Appealing topics which allow learners to express their ideas, share experiences and develop critical thinking skills.
- Activities devised to give learners the opportunity to develop the four skills, with emphasis on speaking and listening.
- A syllabus that responds to the grammar, pronunciation and lexical needs of intermediate learners and provides inbuilt recycling.
- Target boxes with systematisation of language: grammar, vocabulary, functions and morphology.
- Pocket Expressions with conversational fixed expressions that help learners communicate more naturally.
- Language Reference pages including exercises for classroom and self-access use.
- Revision Section with further practice and revision exercises linked to each unit.
- Magazine Pages presenting authentic-like texts for extensive reading and discussion.

#### Activity Book
- Fully integrated in the Student’s Book
- Learning tips for learner autonomy
- Stop & Check activities that help students to independently evaluate their progress.

#### Teacher’s Guide
- Lesson-by-lesson plans
- Useful tips and ideas for best practices
- Answer keys and audioscripts
- Resources pack with photocopiable activities

#### Digital components
The printed materials are accompanied by a number of digital resources, which may be used inside or outside the classroom. These include:
- An optional interactive digital book version of the Student’s Book and Activity Book for use on Apple® and selected Android® tablets
- A digital version of the Teacher’s Guide
- A suite of digital materials for use in the classroom by the teacher
- Student and teacher online access to audio, video and digital activities and additional online tasks
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# UNIT 3 – LAW & ORDER

## LESSON 3A
**Better safe than sorry**
- **Function:** Talk about types of crimes and how to prevent them
- **Vocabulary:** Words related to crime and criminals
- **Grammar:** Criticising and suggesting alternatives: should/could + have + past participle
- **Pronunciation:** Connected speech and the weak form of have /əv/
- **Skills:** Reading: an article with tips on how to prevent certain crimes
- **Reusing:** Listening: a conversation about a crime witnessed by one of the speakers
- **Viewing:** Keeping safe
- **Speaking:** Discuss how to prevent certain crimes; talk about common crimes in the neighbourhood; criticise and suggest alternatives

## LESSON 3B
**Dumb criminals**
- **Function:** Talk about dumb criminals
- **Vocabulary:** Words and expressions to talk about robbery
- **Grammar:** Reporting statements and questions
- **Skills:** Reading: a note to a thief
- **Reusing:** Listening: a conversation about a dumb criminal story
- **Speaking:** Talk about dumb criminal stories; report what people say

## LESSON 3C
**Favourite baddies**
- **Function:** Talk about famous villains
- **Vocabulary:** Expressions for describing villains
- **Grammar:** Adding emphasis and exaggerating
- **Pronunciation:** Using intonation to add emphasis and exaggerate
- **Skills:** Reading: descriptions of villains
- **Reusing:** Listening: three friends playing a guessing game
- **Speaking:** Talk about and describe villains

## LESSON 3D
**The strangest laws on earth**
- **Function:** Talk about unusual laws
- **Vocabulary:** Words and expressions related to (breaking) the law and punishments
- **Grammar:** Using negative prefixes to create opposite adjectives
- **Pronunciation:** Fixed expressions for giving opinions
- **Skills:** Reading: a short article about unusual laws around the world
- **Reusing:** Listening: a radio programme about unusual laws
- **Speaking:** Speculate about unusual laws; discuss typical punishments

## LESSON 3E
**Household rules**
- **Function:** Talk about household rules
- **Vocabulary:** Households chores
- **Grammar:** Multiword verbs
- **Pronunciation:** Expressions for showing agreement/disagreement
- **Skills:** Reading: a family manifesto
- **Reusing:** Listening: three parents’ testimonials about household rules
- **Speaking:** Discuss household rules
- **Writing:** A family manifesto about household rules

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# UNIT 4 – MONEY MATTERS

## LESSON 4A
**Moneywise**
- **Function:** Talk about spending habits
- **Vocabulary:** Nouns, adjectives and expressions to talk about spending habits
- **Grammar:** Multiword verbs; fixed expressions for talking about money habits
- **Pronunciation:** Unstressed pronoun when used with multiword verbs
- **Skills:** Speaking: talk about spending habits; decide how to spend a sum of money
- **Reusing:** Reading: an article about types of spenders

## LESSON 4B
**Love and money**
- **Function:** Talk about parents and financial independence
- **Vocabulary:** Expressions related to parenting and financial independence
- **Grammar:** Passive structures: be supposed to; be forced to; be expected to
- **Pronunciation:** Using intonation to add emphasis and exaggerate
- **Skills:** Speaking: talk about financial independence; roleplay giving advice
- **Reusing:** Reading: an extract from an article
- **Viewing:** A survey in the streets
- **Listening:** Three parents’ testimonials about household rules
- **Speaking:** Discuss household rules

## LESSON 4C
**Think before you buy**
- **Function:** Talk about making wise choices when buying
- **Vocabulary:** Words and expressions related to buying and consumerism
- **Grammar:** Fixed expressions for talking about money habits
- **Pronunciation:** Using intonation to add emphasis and exaggerate
- **Skills:** Speaking: talk about buying wisely
- **Reusing:** Reading: three people talk about shopping habits
- **Viewing:** A survey in the streets
- **Listening:** Two people talk about shopping habits

## LESSON 4D
**Going shopping**
- **Function:** Talk about shopping
- **Vocabulary:** Expressions related to shopping
- **Grammar:** Fixed expressions for interacting with other people
- **Pronunciation:** Using intonation to add emphasis and exaggerate
- **Skills:** Speaking: ask about shopping; ask about buying things; roleplay dialogues in different shopping situations
- **Reusing:** Listening: three different shopping situations
- **Viewing:** A survey in the streets

## LESSON 4E
**Consumer complaints**
- **Function:** Talk about consumer complaints
- **Vocabulary:** Words and expressions to talk about consumer problems and complaints
- **Skills:** Speaking: talk about consumer complaints
- **Reusing:** Listening: a dialogue between a dissatisfied customer and a call centre attendant
- **Viewing:** An email of complaint
- **Writing:** An email of complaint

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<td>Linkers: comparing and contrasting</td>
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**Revision Section page 85**  
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**Learning tip 1** – Listen to music to improve your listening skills  
**Learning tip 2** – Pay attention to collocations  
**Learning tip 3** – Improve your pronunciation  
**Learning tip 4** – Learn with your own mistakes  
**Learning tip 5** – Stick to a studying routine  

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**Stop & Check 3–4 page 117**  

**Audioscript page 124**  
**Language Bank page 129**  
**Stop & Check Answer Key page 131**
THE ARTS

A

B

D

Banksy
Banksy does Warhol 2007
Spray paint on pavement

THE ARTS

1
Look at the photos representing different types of art. Can you guess what they are?

What is your favourite type of art? Why?

How often do you go to...
- art galleries and museums?
- craft fairs?
- music festivals?
- film festivals?
- theatre and dance performances?

Talk about a memorable experience you have had related to art.
1. Look at the pictures. They illustrate playlists on a music app. Match the adjectives in the Target box to the playlists.

**TARGET**

Talking About Moods

<table>
<thead>
<tr>
<th>She's feeling blue</th>
<th>She's really excited</th>
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<tbody>
<tr>
<td>She's a bit bored</td>
<td>He's so grumpy</td>
</tr>
<tr>
<td>They feel energetic</td>
<td>He feels relaxed</td>
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</table>

How do you feel today? Are you in a good mood?

**POCKET EXPRESSIONS**

I'm in a good/bad/foul mood today.
I'm (not) in the mood to...
I'm in no mood for...

2. Read the descriptions of three playlists in #1 and answer the questions.

1. Which playlist does each one describe?
2. Look at the highlighted words and match them to the definitions.
   a. __________ (adj.) easy to remember
   b. __________ (adj.) causing happy and positive feelings
   c. __________ (adj.) relaxed, pleasant and smooth
   d. __________ (n) something that makes you feel better and happier

**MOOD LISTS**

- **Jump for joy**
  - 83,109 followers
- **Down in the dumps**
  - 67,614 followers
- **Put your feet up**
  - 21,760 followers
- **Feel the burn**
  - 27,769 followers
- **Upbeat Jukebox**
  - 30,219 followers
- **Cheer up, mate!**
  - 65,079 followers

---

Forget about being moody. This playlist is full of **catchy** tunes and **feel-good** music.

A wonderful list that really gets you going. The perfect morning **pick-me-up**. Put on those running shoes!

A superb selection with **mellow** sounds of cool music to calm down your mind and thoughts. Close your eyes and enjoy it.
3. Which playlists in #1 would people usually listen to in these situations?

a. waking up early at the weekend  
b. being stuck in a traffic jam  
c. working out at the gym  
d. after being dumped  
e. getting ready for a date  
f. lying on the sofa on a lazy Sunday

Do you usually listen to something to suit or to boost your mood?

4. Work in pairs to create your own playlist.

5. Read a poem about music and answer the questions.

1. Which moods can be associated with each part of the poem?
2. According to the poem, how can music affect you?

6. Think about the influence of music in your life and list words related to music and feelings.

7. Write a poem.

---

**Play it on repeat**

Music makes me fly  
Music is desire  
Music lifts me high  
Sets my heart on fire

Music cheers me up  
Music is divine  
Music picks me up  
Now I’m on cloud nine

Music keeps me calm  
Music makes me chill  
Music in my palm  
Feel like lying still

Makes me feel so glad  
Maybe sounds cliché  
Listening like mad  
Let the music play!

Music makes me jump  
Music is a rocket  
Music beats and pumps  
Playin’ in my pocket

---

**Writing**

6. Think about the influence of music in your life and list words related to music and feelings.

7. Write a poem.
1. Look at the most common causes of stress. Then talk in groups.

- personal safety
- change
- relationships
- working long hours
- money
- exams

1. Which ones cause the most stress in your life?
2. Which ones are not a common cause of stress in your group?
3. Which ones are most common among your friends and family?

READING & SPEAKING

2. How stressed are you? Look at some symptoms of stress and tick (✓) the ones that are true for you. The more ticks you have, the more stressed you are.

1. You are irritable with friends and family.
2. You have trouble sleeping.
3. You feel uninterested in things going on around you.
4. You either eat too much or experience a lack of appetite.
5. You get distracted easily and find it difficult to concentrate.

Work in groups to compare your answers. Who is the most stressed out?

3. Read about people talking about causes of stress and de-stressing. Talk to a partner.

1. What is the cause of each person’s stress?
2. What do they do to relieve stress?

TESTIMONIALS

I usually have a lot on my plate, especially at work, and the only way to de-stress is going for a run. I always feel fantastic afterwards, completely relaxed. It’s as if you sweat your worries away.

KEVIN

A while back my boyfriend quit his job to finish his degree. As a result, we had some money worries and I got very irritated with him all the time. So I took up dancing. What a great way to let off steam.

PAIGE

While at uni I used to have trouble falling asleep before finals. I would toss and turn for hours and be exhausted the next day. So I watched films to take my mind off things.

SCOTT

- have a lot on your plate – have a lot of work or problems to deal with
- take your mind off things – stop thinking and worrying about something
- let off steam – do something to release stress or get rid of anger or energy

4. In groups, decide on the best activities to complete these sentences. Compare and vote as a class.

1. The best thing for letting off steam is...
2. The only way to really clear your head is...
3. Nothing is better to take your mind off things than...
4. When you have a lot on your plate, you should...
LISTENING & VOCABULARY

5. Look at pictures of other de-stressing techniques from around the world. Try to match each one to a country. Listen and check.

A
B
C
D
E
F

1. China
2. Thailand
3. Russia
4. Turkey
5. France
6. Sweden

Which one seems most relaxing?

6. Listen again and replace the underlined words in each sentence with words from the box.

- chill out - de-stress - loosen up - slow down - unwind

1. It’s quite common for women in China to relax with a zu yu. chill out
2. The Thai people are famous for relaxing with nuad.
3. The Russian way to relax is to go to a banya.
4. Keyif in Turkish means to relax by enjoying pleasurable things.
5. It is a traditional part of the French culture to relax with a petit aperitif.

SPEAKING

7. In pairs, ask and answer these questions.

<table>
<thead>
<tr>
<th>How do you relax / chill out / unwind</th>
<th>at weekends?</th>
<th>after a long hard day?</th>
<th>during a busy day?</th>
<th>at stressful times like exams?</th>
<th>in traffic jams?</th>
</tr>
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</table>

8. Work in groups. Create your own spa.

POCKET EXPRESSIONS

Talking about How to Relax

... is a great way to de-stress.
... makes me feel much better.
For me the best way to de-stress is to...
After a stressful day at...
Nothing is more relaxing than...
MULTIWORD VERBS AND OBJECTS

<table>
<thead>
<tr>
<th>A. verb + particle + object</th>
<th>B. verb + object + particle</th>
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</thead>
<tbody>
<tr>
<td>cut back</td>
<td>give away</td>
</tr>
<tr>
<td>fork out</td>
<td>pay back</td>
</tr>
<tr>
<td>run out</td>
<td>put aside</td>
</tr>
</tbody>
</table>

We’re trying to cut back on office expenses.
I’m not forking out £10 on a bottle of water!
They ran out of money in only two weeks.
If he can’t sell it, he’ll give it away.
Have you paid back the money John lent you?
She puts some money aside for emergencies.

verb + object + particle

With this type of multiword verb, when the object is a pronoun (it, him, them, etc.) it must go between the verb and the particle.
When it isn’t a pronoun it can go either between or after the verb and the particle.

Complete the sentences using one of the verbs from the box and the words in brackets.

cut back  fork out  give away
pay back  put aside  run out

1. It looks like they ________________ before the film was finished. (money)
2. She borrowed fifty quid from John and now she can’t ________________ (him)
3. We’re trying to ________________, such as gym membership and cable TV. (expenses)
4. Each month my dad ________________, for his retirement. (some money)
5. The shop is ________________ of the new shampoo with your purchase. (samples)
6. We should’ve got it earlier. Now we’ll have to ________________ to go there. (a fortune)

PASSIVE STRUCTURES

When we want to say what people should (not) do according to the rules or the law, or to talk about what is (not) expected to happen, we can use:

be + past participle + to + infinitive

What time are teenagers supposed to come back home at night where you live?
When I was a kid I was forced to drink milk for breakfast.
Italians are usually expected to be talkative people.

**Attention!!**

*Supposed to* and *expected to* are very similar in meaning in the affirmative form, when they mean *should*. However, in the negative form they have totally different meanings.

*Not supposed to* means it’s not allowed and *not expected to* means you don’t have to do it, but you can if you want to.

Employees are not supposed to wear shorts in the office. However, they’re not expected to wear formal dress either.
21. Complete the sentences using a passive structure and a verb from the box.

1. The employes are well-paid, but they__________________________ long hours.
2. Some people believe parents ________________________ their adult children financially.
3. In developing countries, children ________________________ many hours a day to help their families.

4C

GIVING OPINIONS

We can give opinions by using different expressions:

it’s + adjective + -ing
It’s not worth having a car in a city with good public transport.
It’s always interesting hearing what kids have to say, they are so honest.

it’s + adjective + to + infinitive
It’s important to think before you say something in anger.
Normally it’s not easy to spend money you worked hard for.

It’s + adjective + question word
It’s amazing how easy it is to stay in touch with family and friends nowadays.
It’s scary when you go for your first job interview.

3A. Make complete sentences giving your opinion on the following topics.

1. worth / install / solar panels

2. important / save / water and electricity

3. scary / prices / go up / recently

4. easy / travel / train / my country

5. amazing / fast / babies / learn / to swim

6. interesting / go / modern art museums

2. are expected to work
3. are forced to work
4. are supposed to support
5. are paid back
6. ran out of money
7. are out of money
8. fork out a fortune
9. cut back on expenses
10. pay him back
11. put aside some money
Music plays a big part in a lot of people’s lives. It is a way to relax after a long day at work. It can help relieve the boredom of a long car, train or plane journey. It can be a way for young people to express their identity. It is a great leisure time activity whether it is watching a concert, dancing at a club or attending a music festival. It is also a great way to connect with other people. Even to meet the love of your life!

Music can also be much, much more. Since the 1960s it has been associated with social and political change. A lot of the anti-Vietnam War feeling in the US found its voice in songs such as Country Joe’s *Vietnam Song*. This was part of a broader anti-establishment movement led by Bob Dylan, among others. More recently, in 2011 Tunisian rapper El General uploaded a song to Facebook™ criticising the dictatorship in his country. It went viral and helped kick-start the Arab Spring revolution across North Africa and the Middle East.
Music can change people’s lives for the better in many ways. Everyone has heard of Band Aid. Moved by the harrowing images of children starving in Ethiopia, musicians Bob Geldof and Midge Ure mobilised their fellow UK musicians and released the song *Do they know it’s Christmas?* It was followed by large concerts in the UK, and US musicians followed suit. Not only did this raise awareness of the problems faced by some African countries, but it also raised a lot of money to help these countries. The initial release sold 3.7 million copies and raised £8 million for famine relief in Ethiopia. It also shamed governments into doing more to help out those countries that needed it most. Since then there have been repeat performances with Band Aid II, Band Aid 20, and in 2014 Band Aid 30. It is impossible to calculate how many lives have been saved and improved by this project, but it has certainly made the world a better place.

Music can also help improve lives in many other ways. Music therapy is just another example of how music is being used to help heal troubled teens and improve outcomes for long stay patients, especially children. By lifting their spirits it lifts their physical health. Indeed many studies have repeatedly shown that mental and physical health are closely linked and can affect one another. So whether you make music or just listen to it, it may be making the world a better place or just making you feel a lot better. After all, music is universal. It reaches everyone.

*We want to hear from you.*

- How does music make you feel?
- How important is music in your life?
- What do you think the world would be like without music?
Use the word in brackets and any other words you may need to complete the dialogue.

Graham How’s your sister, Mick?
Mick I’m really worried about Gail actually. She hardly eats anything and she’s lost a lot of weight. Her (1) _____ of appetite (lack) is beginning to scare me.
Graham Really? Why do you think that’s happening?
Mick Well, I’m sure it’s because she’s been so (2) _______ (stress) recently. She’s having a hard time at work. Two people from her office left the company recently. Gail’s working (3) _______ long (long) because she has to do their work too. And when she gets home, she has to make dinner for her kids, help them with their homework and so on.
Graham That’s terrible. Does she have time to (4) _______ (chill) at weekends?
Mick No, she doesn’t. She’s also studying for her MBA so she studies on Saturdays and Sundays.
Graham It sounds like she’s got (5) _______ plate (plate).
Mick You can say that again. She says she finds it impossible to concentrate during class. She gets (6) _______ easy (easy) because she’s always thinking about her problems at work. She also (7) _______ sleeping (trouble) the night before big tests.
Graham Poor Gail! It sounds like she needs something to (8) _______ things (mind). A holiday maybe?
Mick She can’t take time off work at the moment. She couldn’t afford it anyway.
Graham Perhaps she should take up judo or karate. All that shouting and fighting must be a great way to (9) _______ steam (steam).
Mick She doesn’t have time, Graham.
Graham I’ve got it. Let’s take her out dancing on Saturday night so she can (10) _______ (hair) for a while. Your mother can babysit, can’t she?
Mick I could check. Good idea, Graham. I’m sure a night out will help her to (11) _______ up (up). Thanks.

Unscramble these words associated with stress and de-stressing.

1. widnun – relax after a hard or stressful time
2. lixlach – informal way to tell someone to loosen up
3. biliterar – gets angry quickly and/or easily

Pocket Expressions on page 33
Complete Diana’s action plan with a word from the box.

<table>
<thead>
<tr>
<th>aim</th>
<th>consider</th>
<th>decided</th>
<th>feel</th>
<th>improve</th>
<th>need</th>
<th>priority</th>
<th>reckon</th>
<th>try</th>
</tr>
</thead>
</table>

I’m in my last year at university, and so my biggest (1) ____________ at the moment is to pass my finals. However, once I’ve got my degree, my main (2) ____________ is to get a job abroad. I’ve always dreamed of living in another country. I’ve been studying English for a few years now, but I know my level isn’t good enough to be able to work in English. I have two main problems: listening and vocabulary. I (3) ____________ I need to be able to understand different accents, so after graduating I (4) ____________ I should spend some time in Britain or the USA. I may (5) ____________ to find a job as a waitress or bartender, which would give me more opportunity to talk to native speakers. I also think I should (6) ____________ doing a course abroad, so maybe I could do both those things at the same time. What I (7) ____________ is to spend more time learning new vocabulary. I’ve (8) ____________ that I’m going to dedicate half an hour a day to learning lists of words and expressions. I’m sure that will help me (9) ____________.

Studying English is best done in frequent short periods rather than an occasional marathon session. Your brain is like a muscle and using it often will make it stronger, like going to the gym. If you were preparing for a sporting event, you wouldn’t train for four hours once a week, would you? Set aside some time to study formally every day – it can be a window of as little as 15 or 20 minutes – and be self-disciplined to stick to this routine.

**LEARNING TIP!**

**VF VOCABULARY FEED**

**MULTIWORD VERBS RELATED TO PROCRASTINATION**

Everyone knows someone who has a tendency to put things off until the last minute or, in other words, someone who decides to delay or arranges to do things at a later time or date. They are what we call procrastinators. Eventually, procrastinators will have to get down to that activity, which means they will have to start doing it and direct their effort and energy to it. When they finally get round to doing what they have to do, that is, when they do what they have been intending to do for some time, it may already be too late!

Complete these sentences with the correct form of the verbs from Vocabulary Feed.

1. Never ________________________ until tomorrow the things you could do today.
2. It’s been a fantastic holiday, but now that we’re back it’s time to ____________________ some hard work.
3. I’ve been busy lately, so I haven’t ________________________ watching the final episode of the season.
### MIND FLOW 4 – SCOPE & SEQUENCE

#### UNIT 1 – THE ARTS

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<th>SKILLS</th>
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</thead>
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<tr>
<td>1A</td>
<td>A feast for the eyes</td>
<td>Vocabulary: Words related to art; Pronunciation: Word stress: adjectives</td>
<td>Speaking: talk about and describe types of art; express tastes</td>
<td>Verbs tenses and question formation (wh-questions with/without auxiliary verbs)</td>
</tr>
<tr>
<td></td>
<td>Describe art and express tastes</td>
<td>Fixed expressions for expressing tastes</td>
<td>Listening: a discussion about art</td>
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<tr>
<td>1B</td>
<td>A most treasured possession</td>
<td>Vocabulary: Words and expressions for describing possessions</td>
<td>Speaking: describe and talk about treasured possessions</td>
<td>Present tenses</td>
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<td>Describe treasured possessions</td>
<td>Fixed expressions for talking about treasured possessions</td>
<td>Reading: a mind map; extracts from an interview about treasured possessions</td>
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</tr>
<tr>
<td>1C</td>
<td>The silver screen</td>
<td>Vocabulary: Words and expressions related to films</td>
<td>Speaking: discuss quotes about photography</td>
<td>Verb + -ing: avoid, can't stand, enjoy</td>
</tr>
<tr>
<td></td>
<td>Describe films and film plots informally</td>
<td>Fixed expressions for describing film plots</td>
<td>Listening: a person talking about the plot of a film</td>
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<tr>
<td>1D</td>
<td>The art of change</td>
<td>Vocabulary: Words for talking about art changing lives</td>
<td>Speaking: discuss quotes about photography</td>
<td>Verb + -ing: avoid, can't stand, enjoy</td>
</tr>
<tr>
<td></td>
<td>Talk about how art changes our lives</td>
<td>Expression: I'll never forget... (for the first time)</td>
<td>Listening: stories of people whose lives were changed by art</td>
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</tr>
<tr>
<td></td>
<td><em>Verb + to + infinitive:</em> manage</td>
<td>Verb + -ing or to + infinitive: forget, remember, stop, try</td>
<td>Viewing: a photographer presenting a project</td>
<td></td>
</tr>
<tr>
<td>1E</td>
<td>My music</td>
<td>Vocabulary: Words for talking about moods and music</td>
<td>Speaking: talk about playlists, create a playlist</td>
<td>feel-good, superb</td>
</tr>
<tr>
<td></td>
<td>Talk about moods and music</td>
<td>Fixed expressions to describe moods</td>
<td>Reading: a poem about music</td>
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#### UNIT 2 – HEALTH

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<td>2A</td>
<td>What’s wrong?</td>
<td>Vocabulary: Words and expressions related to health problems, ailments, and accidents</td>
<td>Listening: two people complaining about a health problem</td>
<td>Parts of the body: ankle, back, elbow, finger, foot, neck, shoulder, stomach, wrist</td>
</tr>
<tr>
<td></td>
<td>Talk about health problems, ailments and accidents</td>
<td>Fixed expressions for suggesting treatments</td>
<td>Speaking: make guesses about pictures; talk about ailments, accidents and treatments; roleplay</td>
<td>Minor ailments: cold, headache, toothache, earache, stomachache, backache</td>
</tr>
<tr>
<td></td>
<td>Suggest treatments</td>
<td>must/might/can’t + have + past participle</td>
<td></td>
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<tr>
<td></td>
<td>Making deductions about the past</td>
<td>Connected speech: unstressed auxiliary have</td>
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<tr>
<td>2B</td>
<td>Live longer</td>
<td>Vocabulary: Noun phrases and adjectives related to longevity</td>
<td>Speaking: talk about healthy habits and longevity</td>
<td>Comparatives</td>
</tr>
<tr>
<td></td>
<td>Talk about longevity</td>
<td>The + comparative expression + subject + verb</td>
<td>Listening: people being interviewed about their lifestyles</td>
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<tr>
<td></td>
<td>Say that two things vary together</td>
<td>The + more (or less) + subject + verb</td>
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<tr>
<td>2C</td>
<td>Pet therapy</td>
<td>Vocabulary: Words and expressions related to the benefits of pet therapy</td>
<td>Speaking: talk about pet therapy; roleplay (cheering people up)</td>
<td>Reading: a website article about the benefits of having a pet</td>
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<tr>
<td></td>
<td>Express cause and effect</td>
<td>Fixed expressions for cheering people up</td>
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<td></td>
<td>Talk about pet therapy</td>
<td>Cause and effect linkers</td>
<td>Reading: a website article about the benefits of having a pet</td>
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<tr>
<td>2D</td>
<td>Chillax and let your hair down</td>
<td>Vocabulary: Words related to stress and de-stressing</td>
<td>Speaking: talk about stress and de-stressing techniques</td>
<td>Narrative tenses</td>
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<td></td>
<td>Talk about stress and de-stressing</td>
<td>Fixed expressions for talking about de-stressing</td>
<td>Listening: de-stressing techniques</td>
<td>Linkers</td>
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<td>2E</td>
<td>Laughter is the best medicine</td>
<td>Vocabulary: Words and expressions related to humour</td>
<td>Speaking: talk about laughter yoga, types of humour and funny moments</td>
<td>Reading: online forum posts about humour</td>
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<td></td>
<td>Talk about laughing and humour</td>
<td>Collocations with joke</td>
<td>Viewing: people being interviewed about laughter yoga</td>
<td>Writing: a post about what makes you laugh and describe a funny incident</td>
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<td>3A B____ Better than sorry</td>
<td>Talk about types of crimes and how to prevent them</td>
<td>Vocabulary: Crime and criminals</td>
<td>Reading: an article with tips on how to prevent certain crimes</td>
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<td></td>
<td>Criticise and suggest alternatives to past actions</td>
<td>Grammar: Criticising and suggesting alternatives</td>
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<td></td>
<td>Pronunciation: Connected speech and the weak form of have</td>
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<tr>
<td>3B D____ Dumb criminals</td>
<td>Talk about dumb criminals</td>
<td>Vocabulary: Words and expressions to talk about robbery</td>
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<td></td>
<td>Report statements and questions</td>
<td>Grammar: Reporting statements and questions</td>
<td>Reading: a note to a thief</td>
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<td>Pronunciation: Adding emphasis and exaggeration</td>
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<tr>
<td>3C F_____ Favourite baddies</td>
<td>Talk about famous villains</td>
<td>Vocabulary: Words for describing villains</td>
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<td>Expressions for playing a game</td>
<td>Grammar: Expressions for giving opinions</td>
<td>Reading: descriptions of villains</td>
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<td>Adding emphasis and exaggerating</td>
<td>Pronunciation: Using intonation to add emphasis and exaggeration</td>
<td>Listening: three friends playing a guessing game</td>
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<td>3D D_____ Dumb criminals on earth</td>
<td>Talk about unusual laws and how to prevent them</td>
<td>Vocabulary: Words and expressions related to (breaking) the law and punishments</td>
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<td></td>
<td>Evaluate typical punishments</td>
<td>Grammar: Fixed expressions for giving opinions</td>
<td>Reading: a short article about unusual laws around the world</td>
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<td>Pronunciation: Using negative prefixes to create opposite adjectives</td>
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<td>3E H_____ Household rules</td>
<td>Talk about household rules and how to prevent them</td>
<td>Vocabulary: Household chores</td>
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<td>Write a family manifesto</td>
<td>Adjectives and expressions for talking about household rules</td>
<td>Reading: a family manifesto</td>
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<td>Expressions for showing agreement/disagreement</td>
<td>Listening: three parents' testimonials about household rules</td>
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<td><strong>UNIT 4 – MONEY MATTERS</strong></td>
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<tr>
<td>4A Moneywise</td>
<td>Talk about spending habits</td>
<td>Vocabulary: Nouns, adjectives and expressions to talk about spending habits</td>
<td>Speaking: talk about spending habits; decide how to spend a sum of money</td>
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<td>page 56</td>
<td>Grammar: Multitask verbs</td>
<td>Reading: an article about types of spenders</td>
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<td>Pronunciation: Fixed expressions for talking about money habits</td>
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<tr>
<td>4B Love and money</td>
<td>Talk about parenting and financial independence</td>
<td>Vocabulary: Expressions related to parenting and financial independence</td>
<td>Speaking: talk about financial independence; roleplay giving advice</td>
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<td>Reach a consensus</td>
<td>Grammar: Passive structures: be supposed to; be forced to; be expected to</td>
<td>Reading: an extract from an article</td>
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<td>4C Think before you buy</td>
<td>Talk about making wise choices when buying</td>
<td>Vocabulary: Words and expressions related to buying and consumerism</td>
<td>Speaking: talk about buying wisely</td>
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<tr>
<td>4D Going shopping</td>
<td>Talk about shopping and buying things</td>
<td>Vocabulary: Nouns related to shopping</td>
<td>Listening: two people talking about shopping habits</td>
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<td>Ask about and buy things</td>
<td>Expressions for asking about and buying things</td>
<td>Expressions for asking about and buying things</td>
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<td>Fixed expressions for interacting while shopping</td>
<td>Roleplay dialogues in different shopping situations</td>
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<td>4E Consumer complaints</td>
<td>Talk about consumer complaints</td>
<td>Vocabulary: Words and expressions to talk about consumer problems and complaints</td>
<td>Speaking: talk about consumer complaints</td>
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<td>Write an email of complaint</td>
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<td>Listening: a dialogue between a dissatisfied customer and a call centre attendant</td>
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<td>Reading: an email of complaint</td>
<td>Writing: an email of complaint</td>
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<tbody>
<tr>
<td>5A</td>
<td>A world of languages</td>
<td>Talk about the importance of learning a foreign language; Talk about different ways to learn a foreign language</td>
<td>Vocabulary: Nouns and expressions for talking about learning a foreign language; Fractions; Expressions to talk about quantities</td>
<td>Viewing: a polyglot explaining his learning strategies; Reading: an article about languages around the world; Speaking: discuss how people learn foreign languages</td>
</tr>
<tr>
<td>5B</td>
<td>What’s your English?</td>
<td>Talk about varieties of English around the world; Talk about having an accent in a foreign language</td>
<td>Vocabulary: Nouns related to language learning; Adjectives and expressions related to accents; Collocations with accent; The definite article</td>
<td>Reading: a thread in an online forum; Listening: a radio interview about Australian accents; Speaking: discuss what aspects of language are more relevant to effective communication; share experiences related to listening to different accents</td>
</tr>
<tr>
<td>5C</td>
<td>Online learning</td>
<td>Talk about online learning; Discuss the advantages and disadvantages of online learning</td>
<td>Vocabulary: Words and expressions related to online learning; Grammar: Linkers: comparing and contrasting</td>
<td>Reading: an article about online learning; Listening: testimonials of people who have taken online courses; Speaking: discuss online learning; evaluate advantages and disadvantages of online learning</td>
</tr>
<tr>
<td>5D</td>
<td>I will be able to...</td>
<td>Talk about abilities and doing things in English</td>
<td>Vocabulary: Words and expressions for talking about abilities in English; Grammar: Fixed expressions for being vague; Express abilities: be able to</td>
<td>Reading: students’ answers to a survey; Listening: say how well one can do things; talk about things one is able to do in English</td>
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<tr>
<td>5E</td>
<td>An action plan</td>
<td>Talk about the characteristics of a good language learner; Write an action plan</td>
<td>Vocabulary: Words related to the characteristics of a good language learner; Expressions to outline an action plan</td>
<td>Reading: definitions of a good language learner; action plans; Speaking: discuss reasons for learning English; discuss characteristics of a good language learner</td>
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Stop & Check 3–4 page 117  
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AIM OF THE LESSON
Talk about moods and music

Vocabulary
Nouns: mood, music app, playlist, tune
Adjectives: blue, bored, catchy, energetic, excited, grumpy, mellow, pick-me-up, relaxed
Verbs: boost, calm down, feel, suit
Fixed expressions to describe moods: I’m in a good/bad/foul mood today; I’m (not) in the mood to...; I’m in no mood for... (a joke.)

Skills
Speaking: talk about playlists; creating a playlist
Reading: a poem about music
Writing: a poem about music

Recycling
Feel-good, superb

SPEAKING & VOCABULARY
15 min

Books closed.
[TS] Ask How do you feel when you wake up in the morning? Elicit vocabulary related to moods and feelings and write them on the B. Ask Do you like doing the same things when you are happy as when you are sad? How does your mood affect your music preferences? Do you have a favourite music app?
Books open.
[TS] Exploit the pictures and the titles of the playlists in the music app, helping sts with unfamiliar expressions and eliciting the types of music they might find on each playlist. Then refer sts to the sentences in the Target box describing different types of mood.
[IND] Have sts match the sentences and playlists.
[TS] Classcheck.
[TS] Refer sts to the Pocket Expressions. Play the audio and pause after each sentence for choral repetition. Focus on intonation. Highlight the importance of tone of voice and body language to express meaning.

[TS] Conduct a brief practice activity encouraging sts to use verbal and nonverbal signs to express meaning. Give commands for sts to produce sentences in pairs. If necessary, model one or two sentences yourself.

Suggested commands:
Say you are in a good mood, sounding excited.
Say you are in a good mood, sounding sarcastic.
Say you are in a foul mood, sounding grumpy.
Say you are in a bad mood, sounding blue.
Say you are in no mood for a joke, sounding bored.

[PW] Have sts answer the follow-up questions. Monitor for appropriate use of intonation.

KEY:
1. Down in the dumps
2. Upbeat Jukebox
3. Feel the burn
4. Jump for joy
5. Cheer up, mate!
6. Put your feet up

Books closed.

[GW] Have sts work in small groups and then answer the follow-up question.

[TS] Round off by eliciting a few answers to compare sts’ opinions. Ask Which playlist would you choose for yourself today?

KEY: Open answers.

BYOD – Bring Your Own Device
If sts actually have their own playlists, they could share them in small groups. Sts could try and guess something about their peers’ personalities based on the types of music they have on their playlists, and vice versa.
[TS] Tell sts they will read a poem about music. Ask them to guess the content of the poem (the effects of music on the writer). Refer sts to the questions before they read the poem.

[IND] Ask sts to read the poem silently first and then answer the questions.

[TS] Ask a volunteer to read the poem aloud. Take the opportunity to elicit/teach *on cloud nine* (very happy). Elicit sts’ opinions and reactions to the poem. Then elicit answers. Accept different answers and contributions.

**KEY:** Suggested answers:
1. Excited, relaxed, energetic, blue, happy
2. Music can suit or change your mood in different ways.

**WRITING**

[TW] Write questions on the B to help sts work on the structure of the poem:

What does the title mean? (Suggested answer: It suggests that the person is using the repeat mode in an MP3 player, for example.) How many verses are there? (Five.) How many lines in each verse? (Four.) Which word starts most lines in each verse? (Music.) Circle the rhyming words in each verse. Explain that sometimes words have the same sound but different spellings like *cliché and play*. Also help sts identify other structural elements such as the rhyming patterns, the number of syllables and the rhythm in the lines of the poem.

**PW**

Have sts discuss the influence of music in their lives and list words related to music and feelings that can help them express this influence.

**EXTRA**

If time allows, organise sts in small groups and have them read their poems to their peers. Encourage good use of body language and intonation.

Refer sts to *Magazine Page* on page 22 and encourage them to read the text at home. Give them a few tips on how to go about the reading.

**Homework**

Activity Book 1E, page 99

**Revision**

Revision Section 1E, page 86
CHILLAX AND LET YOUR HAIR DOWN

AIM OF THE LESSON
Talk about stress and de-stressing

Vocabulary
Noun phrase: personal safety
Adjectives: irritable, stressed out
Verbs: chillax, chill out, de-stress, loosen up, slow down, unwind
Expressions related to stress and de-stress: get distracted easily; lack of appetite; have a lot on your plate; have trouble sleeping; let off steam; let your hair down; sweat your problems away; take your mind off things; work long hours
Fixed expressions for talking about de-stressing: ...is a great way to de-stress.; ...makes me feel much better.
For me the best way to de-stress is to...; After a stressful day at...; Nothing is more relaxing than...

Skills
Speaking: talk about stressing and de-stressing techniques
Reading: people talk about stress and de-stress
Listening: de-stressing techniques

SPEAKING 10 min
Books closed.
[TS] Say Are you feeling stressed right now? If you are, let's look at some ways to de-stress.
Books open.

1 [TS] Refer sts to the rubric and remind them to justify their answers, giving examples.
[GW] Ask each group to tell the rest of the class the main cause of stress in their group to find out the main cause of stress in the whole class.

READING & SPEAKING 15 min

2 [TS] Ask sts to read the rubric.
[IND] Sts carry out the activity individually.

3 [TS] Go back to the causes of stress in #1. Tell sts they're going to read about some people who found efficient ways of de-stressing. Have sts do the task. Tell them to refer to the glossary box if necessary.
[IND] Sts read the texts and underline the main points.
[PW] Ask sts to answer the questions in pairs based on what they've underlined.

4 [TS] Refer sts to the expressions in the glossary box again and practise pronunciation. Set up the group activity.
[GW] Have sts vote as a class and write the most popular ideas for each category on the B. Elicit sts' opinions.
[TS] Ask sts to choose a de-stressing technique they'd like to try. Elicit some answers around the class.

LISTENING & VOCABULARY 15 min

5 [TS] Go through the pictures with sts, speculating about each de-stressing technique. Look at the countries and elicit what they know about each one and then try to do the matching activity. The pictures don't give many hints; the activity is more about discussion and speculation. Don't give any answers at this stage. Ask sts to listen and find out if their guesses were correct. Play the audio.

6 [TS] Ask sts to listen again and do #6.
[IND] Sts do the task.

7 [TS] Classcheck and have sts repeat the new words.
[KEY] 2 de-stressing 3 unwind 4 slow down 5 loosen up
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<th>7</th>
<th>SPEAKING</th>
<th>35 min</th>
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<td><strong>[TS]</strong> Go through the <strong>Pocket Expressions</strong> with sts. Play the audio and have sts repeat. Ask sts to use the vocabulary from #4 and #6 and the <strong>Pocket Expressions</strong> to talk about how they relax.</td>
<td><strong>[PW]</strong> Sts engage in the conversation. Monitor the activity and make sure all sts are on track.</td>
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<td><strong>[TS]</strong> Ask sts to come up with ideas for a spa. They have to design it, give it a name and make slogans to advertise it using language from the lesson. Then they have to present it to the class. They can use paper and pencils, pens, felt-tip pens or tablets, if available. Allow plenty of time for preparation and presentation.</td>
<td><strong>[GW]</strong> Each group designs a spa and then presents it to the class. <strong>[WG]</strong> The class decides which spa is the most appealing and conducive to relieving stress.</td>
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<th>BYOD – Bring Your Own Device</th>
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<td>Ask sts to use their smartphones or tablets in pairs and look up other de-stressing secrets from around the world. Then have them share their findings in groups of four. Sts could do their search as homework and bring their findings to the following class.</td>
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<td><strong>[TS]</strong> Show illustrations and elicit what they have in common (people under stress). Tell sts they also show the literal meaning of some of the expressions they know.</td>
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<td><strong>[PW]</strong> Sts match the words/expressions to the pictures. Classcheck by having pairs come to the B one at a time to drag the words/expressions to the corresponding pictures. <strong>Part 2.</strong></td>
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<td><strong>[PW]</strong> Sts change pairs. They have about 5 minutes to discuss the questions. <strong>[TS]</strong> Round off by having sts share some of their answers with WG.</td>
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<td>Revision Section 2D, page 88</td>
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Mind Flow is a four-level intermediate course covering CEF levels B1 and B1+. Each volume consists of 25 lessons grouped into five units, providing 30 hours of core work and additional materials that can extend the course to approximately 50 hours. Additional materials comprise extra reading texts, BYOD (Bring Your Own Device) tasks to be used in class, as well as various online activities students can do from home.

Course Components

Student’s Book
• Appealing topics which allow learners to express their ideas, share experiences and develop critical thinking skills.
• Activities devised to give learners the opportunity to develop the four skills, with emphasis on speaking and listening.
• A syllabus that responds to the grammar, pronunciation and lexical needs of intermediate learners and provides inbuilt recycling.
• Target boxes with systematisation of language: grammar, vocabulary, functions and morphology.
• Pocket Expressions with conversational fixed expressions that help learners communicate more naturally.
• Language Reference pages including exercises for classroom and self-access use.
• Revision Section with further practice and revision exercises linked to each unit.
• Magazine Pages presenting authentic-like texts for extensive reading and discussion.

Activity Book
• Fully integrated in the Student’s Book
• Learning tips for learner autonomy
• Stop & Check activities that help students to independently evaluate their progress.

Teacher’s Guide
• Lesson-by-lesson plans
• Useful tips and ideas for best practices
• Answer keys and audioscripts
• Resources pack with photocopiable activities

Digital components
The printed materials are accompanied by a number of digital resources, which may be used inside or outside the classroom. These include:
• An optional interactive digital book version of the Student’s Book and Activity Book for use on Apple® and selected Android® tablets
• A digital version of the Teacher’s Guide
• A suite of digital materials for use in the classroom by the teacher
• Student and teacher online access to audio, video and digital activities and additional online tasks