

EVIPONER SECOND EDITION TEACHER'S BOOK WITH DIGITAL PACK

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ADVANCED

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University Printing House, Cambridge CB2 8BS, United Kingdom

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103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108955508

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First published 2022

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Italy by Rotolito S.p.A.

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-95961-2 Advanced Student's Book with eBook

ISBN 978-1-108-96156-1 Advanced Student's Book with Digital Pack

ISBN 978-1-108-96159-2 Advanced Workbook with Answers

ISBN 978-1-108-96160-8 Advanced Workbook without Answers

ISBN 978-1-108-96157-8 Advanced Combo A with Digital Pack

ISBN 978-1-108-96158-5 Advanced Combo B with Digital Pack

ISBN 978-1-108-95550-8 Advanced Teacher's Book with Digital Pack

ISBN 978-1-108-95962-9 Advanced Presentation Plus

Additional resources for this publication at www.cambridge.org/empower

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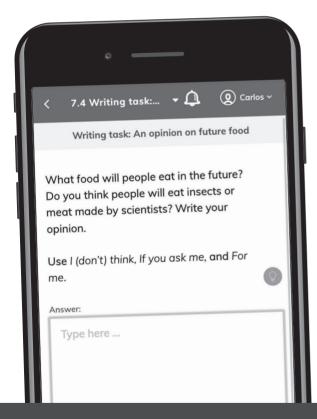
EMPOWER SECOND EDITION is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

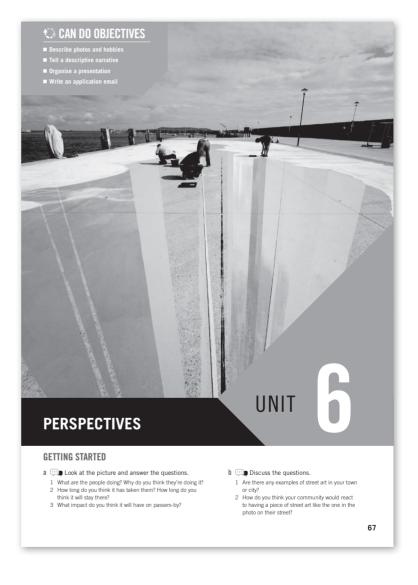
Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you love.

Assessment you

can trust.





Better Learning with Empower

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thoughtprovoking images, texts and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

WE ALL SEEM TO LOVE TAKING PICTURES

Learn to describe photos and hobbies

II SPEAKING AND READING

- 4 Do you think you're good at taking photos? Why / Why not?
- C Mhat do you think are important skills for photographers? Think about these things:

 what you choose to photograph
 the way the photos look
 the equipment you use
 your attitude and personality.

- d Read the article. Are any of your ideas from b >>> Now go to Vocabulary Focus 6A on p. 163.

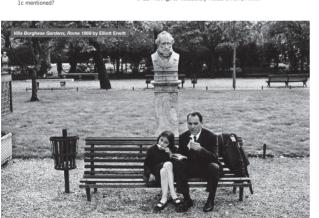
- Elliott Erwitt and the writer?

 3 What do you think Elliott Erwitt means by 'visual garbage?

 4 What attributes does the writer think are most important in a street photographer?

 5 What does the writer mean when he talks about keeping an alien mindset?

2 VOCABULARY Adjectives: describing images



PHOTOGRAPHER

n in Paris, brought up in Italy red to the USA aged 10

Lessons Elliott Erwitt has taught me about



■ DON'T PLAN TOO MUCH - WANDER AROUND ■ DON'T TAKE THINGS TOO SERIOUSLY

I think that as a street photographer, sometimes I fall into a trap of planning too much. I generally try to focus my attend on projects (having a preconceived project in mind when shooting in the streets), but I often find it also takes away from the shooting experience. One of the best things about street photography is to be a flameur – someone who wanders around without a specific destination in mind.

to what i see.

Takeaway point: Let your curiosity lead you. Just go out and shoot whatever you find interesting. Go down roads that may seem a bit foreign, and you might be lucky enough to stumble upon great street photography shots.

FOCUS ON CONTENT OVER FORM

Great photos are a combination of content (what is happening in the frame) as well as form (composition). But which is more important? Content or form?

important? Content or form?

ENNITE My wish for the future of photography is that it migh continue to have some relevance to the human condition and might represent work that evokes knowledge and emotions. The photography has content rather than just form. And I hope that there will be enough produce to balance out the visual garbage that one sees in our current file.

Takeaway point: We often find fascinating characters in the street and take photos of them, but the compositions may not be so good. On the other hand, we might take well-composed photos of a street soen, but there is nothing going on in the photo – it is boring and without soul.

When one thinks about the photography agency Magnum, some adjectives that come to mind are gritty and raw. However, Erwitt's style was vastly different. He didn't go out and take photos in conflicts or war. His photos tended to be more playful, humorous and amusing.

ERWITT Well, I'm not a serious photographer like most of my colleagues. That is to say, I'm serious about not being serious. Takeaway point: Don't take yourself and your street photography too seriously, and remember – at the end of the day you want to enjoy yourself.

HONE YOUR SKILLS OF OBSERVATION

keaway point: One of the things that is the most beautiful out street photography is that it doesn't rely on having an pensive camera or exotic lenses. Rather, it comes down to ving an observant and curious eye for people and the work yound you.

2 Personalised and relevant

Insights

Language learners benefit from frequent opportunities to personalise their responses.

Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical, and modern.

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

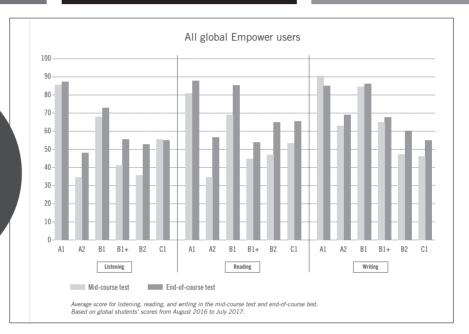
Content

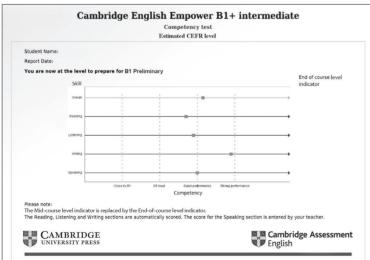
End-of-unit tests, mid- and endof-course competency tests and personalised CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.





We started using the tests provided with Empower and our students started showing better results from this point until now.

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and universities need to show that they are evaluating the effectiveness of their language programmes.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with *Empower*.

Manageable learning

1 Mobile friendly

Insights

Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



I had been studying
English for ten years before
university, and I didn't
succeed. But now with
Empower I know my level
of English has changed.

Nikita, Empower Student, ITMO University, Saint Petersburg, Russia

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

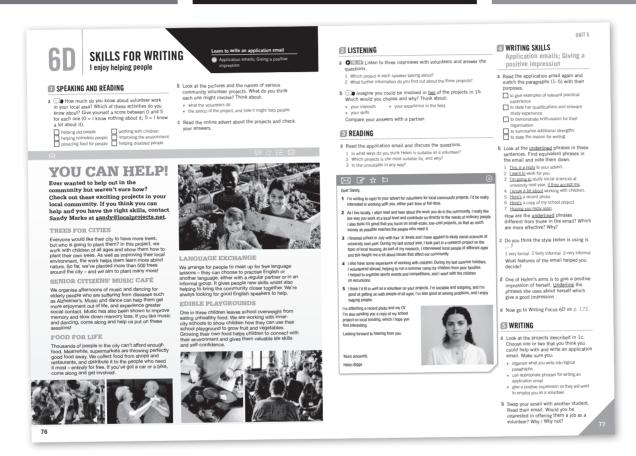
It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on.

Content

Throughout the Empower Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.



2 Beyond the classroom

There are plenty of opportunities for personalisation.

Elena Pro, Teacher, EOI de San Fernando de Henares, Spain

Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

Content

Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview

Unit Opener

Getting started page – Clear learning objectives to give an immediate sense of purpose.

Lessons A and B

Grammar and Vocabulary – Input and practice of core grammar and vocabulary, plus a mix of skills.

Digital Workbook
(online, mobile):
Grammar and Vocabulary

Lesson C

Everyday English – Functional language in common, everyday situations.

Digital Workbook (online, mobile): Listening and Speaking

Unit Progress Test

Lesson D

Integrated Skills – Practice of all four skills, with a special emphasis on writing.

Digital Workbook (online, mobile): Reading and Writing

Review

Extra practice of grammar, vocabulary and pronunciation. Also a 'Review your progress' section for students to reflect on the unit.

Mid- / End-of-course test

Additional practice

Further practice is available for outside of the class with these components.

Digital Workbook (online, mobile)
Workbook (printed)

Components

Resources - Available on cambridgeone.org

- Audio
- Video
- Unit Progress Tests (print)
- Unit Progress Tests (online)
- Mid- and end-of-course assessment (print)
- Mid- and end-of-course assessment (online)
- Digital Workbook (online)
- Photocopiable Grammar, Vocabulary and Pronunciation worksheets

Getting Started

Clear learning objectives

give an immediate sense of purpose.

Striking and unusual

images arouse curiosity.

CAN DO OBJECTIVES

UNIT **PERSPECTIVES**

GETTING STARTED

- a Look at the picture and answer the questions.
- 1 What are the people doing? Why do you think they're doing it?
 2 How long do you think it has taken them? How long do you think it will stay there?
- 3 What impact do you think it will have on passers-by?

b Discuss the questions.

- $1 \;\;$ Are there any examples of street art in your town or city?
- or city?

 2 How do you think your community would react to having a piece of street art like the one in the photo on their street?

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Activities promote emotional engagement and a personal response.

Lessons A and B Grammar and Vocabulary and a mix of skills

'Teach off the page'

A straightforward approach and clear lesson flow help to minimise preparation time.

Clear goals

Each lesson starts with a clear, practical, and achievable learning goal, creating an immediate sense of purpose.

WE ALL SEEM TO LOVE TAKING PICTURES

Learn to describe photos and hobbies

- Simple and continuous verbs
- Adjectives: describing images

11 SPEAKING AND READING

- a Discuss the questions.
 - 1 What do you usually use to take photos your phone or a camera?
 - 2 Do you take a lot of photos? Why / Why not?
 - 3 What do you usually do with the photos?
 - 4 Do you think you're good at taking photos?
- photographer Elliott Erwitt? Read the fact file on p. 69. What kind of photographs does he take?
- c What do you think are important skills for photographers? Think about these things:
 - what you choose to photographthe way the photos look

 - the equipment you use
- · your attitude and personality. ${\bf d}$ Read the article. Are any of your ideas from

- e Read the article again. Answer the questions.
 - 1 Why shouldn't street photographers plan much?
 - 2 What should be the aim of a street photograph, according to Flliott Frwitt and the writer?
 - 3 What do you think Elliott Erwitt means by 'visual garbage'?
 - 4 What attributes does the writer think are most important in a street photographer?
 - 5 What does the writer mean when he talks about keeping an alien mindset?

f Discuss the questions.

- 1 How are Erwitt's methods and style evident in the photo of the Villa Borghese Gardens? What do you think of the photograph?
- $2\,\,$ Answer the question at the end of the article: As an alien what would you find intriguing, amusing or nonsensical?
- Look at the titles of the 'lessons' (1–4) in the article. Are they relevant to other skills and/or jobs that you know about?

2 VOCABULARY Adjectives: describing images

- a Work with a partner. What do the highlighted adjectives in the article mean? Check your ideas in a dictionary.
- b >>> Now go to Vocabulary Focus 6A on p. 163.



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Manageable learning

The syllabus is informed by English Profile and the Cambridge English Corpus. Students will learn the most relevant and useful language at the most appropriate point in their learning journey. The target language is benchmarked to the CEFR.



3 LISTENING

- a Who do you know who is passionate about their hobby? What does the person's hobby involve?
- b 06.03 Listen to Monika, an amateur photographer. Do you think Monika is passionate about photography? Why?



- c © 06.03 Listen again and answer the questions.
 - 1 What motivated Monika to learn more about photography? Why did she decide to take a course?
 - 2 How has she improved since she started the course?
 - 3 Why does Monika like the photo she took, on the right?
- 4 How does she describe her other favourite photograph?
- d 👊 Do you think Monika would agree with Elliott Erwitt's lessons? Why / Why not?

4 GRAMMAR

Simple and continuous verbs

- a 06.04 Which verb form in *italics* did you hear in the interview with Monika? Listen and check
- So, 1 do you feel / are you feeling more confident with your camera now?
- It ²depends / is depending on the types of photo that I want to take. Have you ³ discovered / been discovering any bad habits since
- you ⁴ started / were starting your course 5 always choose I 'm always choosing the wrong shutter speed.
- ⁶think / am thinking I have two pictures that are my favourite pictures.
- One of them is part of a course project that I 7work / 'm working on at the moment.
- So I chose this building that is meant to be demolished. Actually, it 8 is demolished I is being demolished now
- b Look at the verb forms in the sentences in 4a. Match each example 1-8 with one or more descriptions below.

The verb is ..

- simple for a verb not usually used in the continuous
- simple for a completed action simple for general truth or attitude
- continuous for a temporary action
- continuous for a bad or annoying habit
- simple or continuous depending on the meaning of the verb



- Look at the verb forms 1 and 5 in 4a again. In each case, is the alternative verb form possible? If so, would the meaning be different?
- d >>> Now go to Grammar Focus 6A on p. 148.
- @ In each sentence below, find a verb that would be better in the continuous and change it.
 - 1 My little brother always asks me to play computer games with him, but I find them really boring.
 - 2 By this time next month, I'll have played volleyball for
 - 3 These days everyone appears to use a tablet in class rather than writing in a notebook.
 - 4 I often make mistakes when I'm not careful.
 - 5 I've looked for a good grammar app, but I can't find one
- f Change the sentences in 4e to make them true for you. Compare your ideas with a partner.

5 SPEAKING

- a ... Discuss the questions.
 - 1 What is your favourite photo of yourself? Describe it to your
 - partner. Say why you like it.

 What's the best / funniest / most beautiful photo you've ever taken? What's the story behind the picture?
- b What kind of visual art interests you most? Think about:
- nainting sculpture
- interior design
- cartoons
- drawing fashion.
- C ∵ Tell your partner about:
- 1 how you became interested
- 2 what specifically you like
- 3 where and how often you look at it 4 any ways you can learn more about this.
- d 💬 Do you and your partner share any interests in

Rich in practice Clear signposts to **Grammar Focus** and Vocabulary Focus sections offer extra support and practice.

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Regular speaking activities

Frequent speaking stages get students talking throughout the lesson.

A PERSON WAVING **FOR HELP**

Learn to tell a descriptive narrative

III VOCABULARY Emotions

a Which of the adjectives in the box are positive? Which are negative? Check new words in a dictionary.

helpless disillusioned overjoyed overexcited satisfied gleeful

b \(\begin{align*} \text{Look} at the adjectives in **bold**. Match the feelings 1–8 with their continuations a–h. Listen and check.

a It was the most beautiful thing I'd

a It was the most beautiful thing I'd ever seen.
b I needed to get in touch, but I couldn't track her down.
c My behaviour at the party was unforgivable. of It was the biggest game of the year, and we had played appallingly.
e I was the only person at the party who was over 40.
If My brother had money, friends and now a charming wife.
g I couldn't concentrate on my book or TV or work.
In There was a snake crawling across my foot.

h There was a snake crawling across my foot.

Write sentences like 1b a-h for the emotions in 1a. Read them to other students. Can they guess the feeling?

d Discontrol these pairs of sentences from 1b and mark the main stress. Now is the stress different in the a and the be sentences? Which show stronger feelings?

1 a I'm absolutely devastated.

b I'm absolutely devastated.

b I'm absolutely devastat
 a I felt extremely jealous.
 b I felt extremely jealous.
 a I feel so ashamed.
 b I feel so ashamed.

e Take turns reading aloud your sentences from 1c, showing strong feelings. Ask your partner questions to continue the conversation.

READING

a Read one of the two eyewitness accounts of the same incident.
Student A: Read the blog Brad's view. Student B: Read the email
Martha's view. Tick () the things below that are included in your story.

a man wearing a cap
a police officer
a blonde woman

a group of kids
a speeding car
a gun



BRAD'S VIEW_

haven't really enjoyed being here in the capital since larrived a couple of weeks ago to do some training. I miss my friends, and the training is boring. Left to my own devices, I've ended up spending a lot of time sitting in cafés, so I've been feeling disillusioned by my time away. Also, in big cities there's some really weird suff that goes on.

time away. Also, in big-cities there's some really weird stuff that goes on.

This morning I was sitting quietly in a cafe with my coffee, waiting for my training session to begin. In Tote of this gay, He Tooked like he might have been in his 50s, but it was hard to tell because he was wearing dark glasses and a baseball cap. He was taking photos of the buildings, stopping to look around between shots. To me it looked like he was caring the joint or something.

Looking directly at him, I saw him go up to this woman. I couldn't see her well, and all I know is that she had blonde hair and she was tall. He was talking to her and kind of leaning into her —his body language was very strange.

Them all of a sudden, this group of kids hust out of the metro and swarmed around the man and the woman. But I could see that the man and woman were sort of holding on to each other, scheming something together.

Signalling to someone driving past, the woman puts her hand up. A car screeches to a hait, and they both seemed to make a dash for the car. It is kee they'er making a getaway together. And the car takes off at top speed.

He whole thing took less than a minker, and it's the kind of situation you would

together. And the car takes of lat top speed.

The whole thing took less than a minute, and it's the kind of situation you would just overlook if's you ween't paying attention. But who were these people?

And what exactly were they up to? Why all the photography? Disturbed by what I saw, I couldn't concentrate on my training all day. It all just makes me feel very insecure about life in big cities.

ille n log cities.

It guess I should have reported it, but I don't like to get involved. I only have another fir days here, and there's no point getting pulled into something like this. It makes me fer on edge and restless. Yes, I can't wait to get away from all this intrigue.

Learner engagement

Engaging images and texts motivate students to respond personally. This makes learning more memorable and gives learners ownership of the language.

GRAMMAR Participle clauses

- a Compare the <u>underlined</u> participle clauses from the story with the clauses in *italics*. Do they have exactly the same meaning? How are the participle clauses different in form from the clauses in *italics*?
- different in form from the clauses in italics?

 1. Left to my oun devices. I vended up spending a lot of time sitting in cafes.

 Because I've been left to my own devices ...

 2. This morning I was sitting quietly in a cafe with my coffee, wailing for my training assolin to begin ...

 while I was wailing for my training session to begin.

 3. Anyway, wailing at the bus stop. I just happened to notice this woman.

 devices a few swalling at the bus ston.

- b In 3a, which are present participle clauses and which are past participle clauses? c What comes before the participle in the clause below? Which clause in *italics* (1 or 2) has the same meaning? What kind of clause is this?
- ... her arm went up in the air like a person waving for help
 1 ... like a person who was waving for help
 2 ... because she waved to a person for help
- d <u>Underline</u> more examples of participle clauses in both texts.
- 8 Complete the extracts from fiction below with the participle clauses in the box. What do you think the stories are about?

having finished her breakfast crying her eyes out pulled from behind into a darkened room approaching the house wanting to reassure him

- 1 At the sound of a car _____
- and fled.
 2 On my last visit to the camp, I found a small girl
- 3 _____, I whispered, 'You'll be fine.' But I knew it wasn't true.
- ______, Amaranth walked down to the front and entered the Grand Hotel. Where better to sit and be seen?' she thought. ________, he tried to turn around to see who had caught him.
- f Which participle clauses in 3e \dots ?
- a show the sequence of events
 b give a reason for an event
 c describe an action in progress
- g Think of other participle clauses that could complete the extracts in 3e.
- At the sound of a car entering the car park,
- h >>> Now go to Grammar Focus 6B on p. 149.

 Add three or more participle clauses to the story below to make it more interesting.
 I walked down the street. I went into a café. I ordered a cup of coffee and a sandwich. I saw an old friend. I went over to say helio to him. I said goodbye. I went out of the café. pare your ideas with other students.

4 LISTENING





UNIT 6

- b 000.111 Listen again and answer the questions.

- Who is Sione Leat?
 How serious was Mr Leota's medical condition?
 What do we find out about the woman who helped him?
 Why doesn't anyone know who the woman is?
 What appeal does the newsreader make? Why?

⑤ SPEAKING AND WRITING ●

- Think of a situation that happened to you or someone you know where first impressions were mistaken.
 Make notes.
- b Tell another student your story.
- c Write the first part of the story that outlines only the first impressions. You can write your story or your partner's, if you prefer it. Remember to use:

 adjectives to describe feelings and reactions
 participle clauses.
- d Swap your story with a different student. Read aloud each other's stories and try to guess what the outcome was and which first impressions were mistaken.

Spoken outcome

Each A and B lesson ends with a practical spoken outcome, so learners can use language immediately.

Lesson C Effective real-world spoken communication

Everyday English

Thorough coverage of functional language for common everyday situations helps learners to communicate effectively in the real world.

Learn to organise a presentation **EVERYDAY ENGLISH** S Present an application for a grant Intonation in comment phrases First and foremost **III** LISTENING a Discuss the questions Who are the most famous people the world today? What are they famous for?
 In what ways can you measure a person's fame? person's tame?
3 How is fame today different from ...?
• 10 years ago
• 50 years ago
• 100 years ago b about the science fiction author

Max Redwood. How do you think
these numbers will be relevant? half a million 8 300,000 Watch or listen to Part 1 and check. USEFUL LANGUAGE C A Quarter of the questions. Watch or listen to Part 1 again to check.

1 Why does Paul need to decide on whether they should interview Max again?

a Nadia is convinced they shouldn't be interviewing Max again.

b There's a chance things might go wrong again.

c Paul is coming to their next team meeting.

What point is Sara illustrating with the facts and figures? Organising a presentation Complete Sara's opening to her presentation. Listen to the extract to check. Can you paraphrase the phrases you completed?

Yes, that's right – an _______ author but not a ______ one, as poor Oscar discovered. Do you think that her opening was successful? Why / Why not? b © 06.14 Complete these expressions from Part 1. I isten and check.

figures?

A Max is famous for good reasons.

Max will attract new listeners to City FM.

A Max's popularly is on the increase.

What angle does Sara propose to take in her interview?

a She's going to ask about the detail of his next book.

She's going to discover the source of his inspiration.

She's going to look at what real-life events feature in his writine. his writing.

4 How does Sara propose to make the second interview C Answer the questions. d Language in context *Idioms 1*1 What do you think these idioms mean?

a I really think this **is worth a shot**.
b I'll just have to **cross that bridge when I come to it**. 2 Can you think of situations in your own life when you might use these idioms?

more ...

and foremost, he wrote his book from a bench.

fore is clear – Max Redvood is on the road to becoming an international best-selling author.

Furning now the flocus of the interview ...

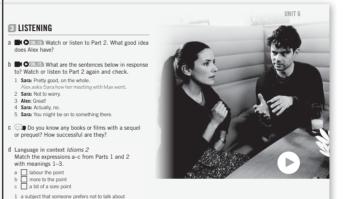
specifically, i propose to find out ...

So to recap — what I've been saying ...

If you'd like me to ___ on anything I've just said ... Auswer the questions.
 Which of the words in **bid** in 2b can be replaced with ...?
 take - moving on
 Which of the expressions in 2b can be used ...?
 to introduce a presentation
 to highlight ideas
 to sequence ideas to sequence uses
 at the end of a presentation
 Can you think of other expressions you can use in oresentations?

Comprehensive approach to speaking skills

A unique combination of language input, pronunciation, and speaking strategies offers a comprehensive approach to speaking skills.



4 PRONUNCIATION

Intonation in comment phrases

a Look at the phrase in **bold** from Part 1. Without it, would the sentence make sense? Now as luck would have it, I bumped into Max the other

C DISTIN Listen to the intonation in the comment phrases in the pairs of sentences below. Tick (*/) the sentences, a or b, which have rising intonation.

the semences, a or o, which have rising intoriation.

1 a | Prefty good, on the whole.

b | On the whole, prefty good.

2 a | It's a bit of a sore point, actually.

b | Actually, it's a bit of a sore point.

3 a | More to the point, he's agreed to do a proper intoriate.

b He's agreed to do a proper interview, more to the point.

d Complete the rules with fall-rise or rising.

e Practise saying the sentences in 4c

end of the sentence, they have a ____

■ SPEAKING •

grant on
the impact the grant will have on the school and its students

In pairs, plan your presentation. Here are some ideas:

In pairs, plan your presentation. Here are some ideas an arts grant to fund a film project or trip to an exhelibilion a sports grant to instal a gym or to equip a football team a technology grant to buy an interactive whileboard, or tablets and ebooks an environmental grant to create a conservation area or improve recycling capabillies.

c In new pairs, give your presentations. Decide whether you will award a grant to your partner or not.

→ CHECK YOUR PROGRESS

Everyday English video

Language is showcased through high-quality video, which shows language clearly and in context.

Unit Progress Test

Learners are now ready to do the Unit Progress Test, developed by Cambridge Assessment English.

Spoken outcome

Each C lesson ends with a practical spoken outcome.



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Lesson D Integrated skills with a special focus on writing

Skills for writing

The D lessons are highly communicative and cover all four skills, with a special focus on writing. They also recycle and consolidate the core language from the A, B and C lessons.

Receptive skills development

Clearly staged tasks practise and develop listening and reading skills while supporting learners' understanding of texts.

SKILLS FOR WRITING

I enjoy helping people

Learn to write an application email

M Application emails; Giving a positive

11 SPEAKING AND READING

- a How much do you know about volunteer work in your local area? Which of these activities do you know about? Give yourself a score between 0 and 5 for each one (0 = I know nothing about it; 5 = I knowa lot about it).
 - helping old people helping homeless people helping homeless people improving the environm providing food for people helping disabled people
- working with children improving the environment
- b Look at the pictures and the names of various community volunteer projects. What do you think each one might involve? Think about:
 - what the volunteers do
 - the aim(s) of the project, and how it might help people
- C Read the online advert about the projects and check vour answers.



YOU CAN HELP!

Ever wanted to help out in the community but weren't sure how? Check out these exciting projects in your local community. If you think you can help and you have the right skills, contact Sandy Marks at sandy@localprojects.net.

TREES FOR CITIES

Everyone would like their city to have more trees, but who is going to plant them? In this project, we work with children of all ages and show them how to plant their own trees. As well as improving their local environment, the work helps them learn more about nature. So far, we've planted more than 500 trees around the city - and we aim to plant many more!

SENIOR CITIZENS' MUSIC CAFÉ

We organise afternoons of music and dancing for elderly people who are suffering from diseases such as Alzheimer's. Music and dance can help them get more enjoyment out of life, and experience greater social contact. Music has also been shown to improve memory and slow down memory loss. If you like music and dancing, come along and help us put on these sessions!

FOOD FOR LIFE

Thousands of people in the city can't afford enough food. Meanwhile, supermarkets are throwing perfectly good food away. We collect food from shops and restaurants, and distribute it to the people who need it most – entirely for free. If you've got a car or a bike, come along and get involved.



LANGUAGE EXCHANGE

We arrange for people to meet up for free language lessons - they can choose to practise English or another language, either with a regular partner or in an informal group. It gives people new skills whilst also helping to bring the community closer together. We're always looking for good English speakers to help.

EDIBLE PLAYGROUNDS

One in three children leaves school overweight from eating unhealthy food. We are working with innercity schools to show children how they can use their school playground to grow fruit and vegetables. Growing their own food helps children to connect with their environment and gives them valuable life skills





Personal response

Clear model texts on which students can base their own writing are provided.

Staged for success

Careful staging and scaffolding generate successful outcomes.

Comprehensive approach to writing skills

A clear focus on key aspects of writing helps develop effective real-world writing skills.

UNIT 6

2 LISTENING

- a Q06.18 Listen to three interviews with volunteers and answer the questions.
 - 1 Which project is each speaker talking about?
- 2 What further information do you find out about the three projects?
- b ☐ Imagine you could be involved in two of the projects in 1b. Which would you choose and why? Think about:
 - your interests
- · your experience in the field.
- vour skills

Compare your answers with a partner.

3 READING

- a Read the application email and discuss the questions.
- 1 In what ways do you think Helen is suitable as a volunteer?
- 2 Which projects is she most suitable for, and why?
- 3 Is she unsuitable in any way?

Dear Sandy,

- 1 I'm writing to reply to your advert for volunteers for local community projects. I'd be really interested in working with you, either part-time or full-time.
- 2 As I live locally, I often read and hear about the work you do in the community. I really like the way you work at a local level and contribute so directly to the needs of ordinary people. I also think it's great that you focus on small-scale, low-cost projects, so that as much money as possible reaches the people who need it.
- 3 I finished school in July with four 'A' levels and I have applied to study social sciences at university next year. During my last school year, I took part in a research project on the topic of local housing. As part of my research, I interviewed local people of different ages and this taught me a lot about issues that affect our community.
- 4 I also have some experience of working with children. During my last summer holidays I volunteered abroad, helping to run a summer camp for children from poor families. I helped to organise sports events and competitions, and I went with the children on excursions
- 5 I think I'd fit in well as a volunteer on your projects. I'm sociable and outgoing, and I'm good at getting on with people of all ages. I'm also good at solving problems, and I enjoy helping people.

I'm attaching a recent photo and my CV. I'm also sending you a copy of my school project on local housing, which I hope you find interesting.

Looking forward to hearing from you.

Yours sincerely, Helen Biggs



4 WRITING SKILLS

Application emails; Giving a positive impression

- a Read the application email again and match the paragraphs (1-5) with their purposes.
 - to give examples of relevant practical
 - to state her qualifications and relevant study experience
 - to demonstrate enthusiasm for their organisation
 - to summarise additional strengths to state the reason for writing
- b Look at the <u>underlined</u> phrases in these sentences. Find equivalent phrases in the email and note them down.
 - 1 This is a reply to your advert.
 - 1 want to work for you.
- 3 <u>I'm going to</u> study social sciences at university next year, <u>if they accept me</u>.
- 4 I know a bit about working with children.
- 5 Here's a recent photo.
- 6 Here's a copy of my school project.
- 7 Hoping you reply soon.

How are the <u>underlined</u> phrases different from those in the email? Which are more effective? Why?

- C Do you think the style Helen is using is
 - 1 very formal 2 fairly informal 3 very informal What features of the email helped you decide?
- d One of Helen's aims is to give a positive impression of herself. <u>Underline</u> the phrases she uses about herself which give a good impression.
- e Now go to Writing Focus 6D on p. 172.

5 WRITING •

- a Look at the projects described in 1c. Choose one or two that you think you could help with and write an application email. Make sure you:
 - organise what you write into logical paragraphs
 - use appropriate phrases for writing an application email
 - give a positive impression so they will want to employ you as a volunteer.
- b Swap your email with another student. Read their email. Would you be interested in offering them a job as a volunteer? Why / Why not?

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Personal response

Frequent opportunities for personal response make learning more memorable.

Written outcome

Each D lesson ends with a practical written outcome, so learners can put new language into practice right away.

Review and Extension

Extra practice of grammar and vocabulary is provided.

Review and extension

GRAMMAR

- a Match the sentences that go together.
 - 1 Do you come from Tokyo?
 2 Are you coming from Tokyo?
 - - Yes, it'll be a long flight.
 - b Yes, I've always lived there.

 - 3 Emily always consults me on everything.
 4 Emily is always consulting me on everything.

 - a She is very considerate.b She can't think for herself
 - 5 My sister hasn't written for ages.
 6 My sister hasn't been writing much.
 a She has been very busy recently.

 - b I haven't had a single message from her.

 - Joan just told me what happened.
 Joan was just telling me what happened.
 - a Unfortunately, you interrupted her
- b But it was nothing I didn't already know.
- b Rewrite the <u>underlined</u> phrases as participle clauses.
 - $1\,\,$ My friend knows the people that were involved that day.
 - 2 I didn't want to seem rude, so I pretended to agree with her. 3 A friend who I hadn't seen for ages was on the train that
 - was approaching platform 5. 4 Since he didn't understand Spanish, he struggled to
 - communicate. 5 While we were waiting for the tour to start, we looked at the pictures that were displayed in the foyer
 - 6 I <u>used just my hands and</u> felt my way across the dark room.

2 VOCABULARY

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- a Correct the spelling mistakes.
- 1 The Sydney Opera House is an ikonic building.
- 2 The play is quite humourous.
- 3 Her photographs are very playfull.
- 4 The images he creates are flawles
- 5 A black-and-white picture can be really envocative.
- 6 I found his work very meanful.
- 7 The jungle scenes are wonderfully ecsotic.
- b Complete the sentences with the correct word. The first letter is given.
- 1 John was j____ of Brad's new car.
- 2 I was p_____ when I saw how high up we were.
 3 I felt too a_____ to stand up and admit I was wrong.
- 4 Without my phone, I feel completely h_ 5 Millions of teenage fans were d_____ __ to hear about the
- boy band breaking up.
- 6 I often feel r_____ when it's too cold to go out.
 7 The kids were really o_____ at the party.

3 WORDPOWER Idioms: Feelings ←

a Match comments a-f with pictures 1-6. Where are the people and why are they saying this?













- 'They loved it, but I just had to grin and bear it.'
- 'I'm over the moon to have won.
- 'My noisy neighbours really get on my nerves.'
- 'It had changed so much. I **couldn't believe my eyes**. 'Tony thinks he's great but he really **gets my back up**.
- 'I can't cope! I'm at the end of my tether
- **b** Match the idioms a–f in 3a with definitions 1–5.
- $1 \ \square$ have no strength or patience left
- tolerate, put up with be very pleased and happy be made angry by something/someone be very surprised
- \mathbf{c} Complete the questions with the correct words or phrases. Ask and answer the questions.
 - 1 What do people do that _____ your ____ 2 When was the last time you were at the ____
 - 3 If you don't like your meal in a restaurant, do you
 - __ and _____ it, or say something? 4 Have you been _____ about some good news
 - recently? When?
 - 5 Have you ever seen a price tag so high that you couldn't __ your ___
- 6 Which noises really ___ _ on your _

Wordpower

Vocabulary extension recycles the vocabulary.

Documentary video

Engaging video documentaries provide students with further opportunities to explore the themes of the unit.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN
describe photos and hobbies
tell a descriptive narrative
organise a presentation
write an application email.

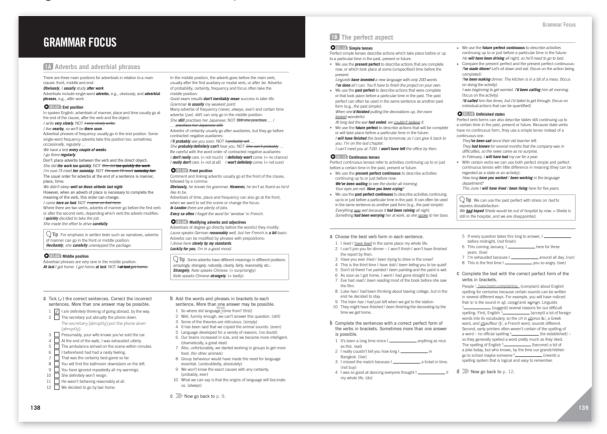
Review Your Progress

helps students reflect on their success.

Each unit links to additional sections at the back of the book for more grammar, vocabulary, and speaking practice.

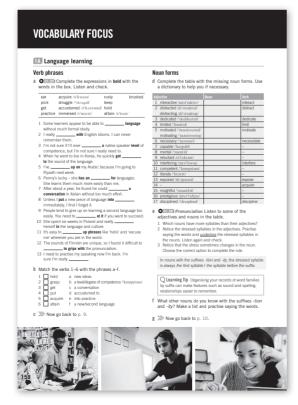
Grammar Focus

Provides an explanation of the grammar presented in the unit, along with exercises for students to practise.



Vocabulary Focus

Extends and consolidates the vocabulary.



Communication Plus

Provides a series of communication activities for each unit, providing additional opportunities for students to practise their speaking.



Empower Methodology

A Learner-Centred Approach

Empower, with its unique mix of learning and assessment, places students and their needs at the centre of the learning process. This learner-centred approach also applies to the course methodology – the Student's Book and the additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills. This wide range of materials also means different learning preferences are catered to in each unit of the course. It provides teachers with flexibility with different learner groups.

Meeting the Needs of Learners at Different Levels

Supporting the Teacher

Empower also supports the teacher with classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between students and teachers. Empower:

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills.

Measurable Progress

Empower includes a uniquely reliable assessment package developed by test experts at Cambridge Assessment English. This allows teachers and learners to measure progress and determine learners' strengths and needs. Not only do learners feel more motivated when they can see they are making progress, but they are then able to target and address specific learning needs.

Key Methodological Principles

1 Learner engagement

Getting Started

Each unit begins with a Getting Started page, designed to engage students from the very start of the unit – leading to greater motivation and more successful learning. It does this in the following ways:

- Striking images take an unusual perspective on the theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Speaking activities prompt a personal response exploring beyond the surface of the image – while providing a cognitive and linguistic challenge for the student and a diagnostic opportunity for the teacher.

Remarkable texts, audio and video

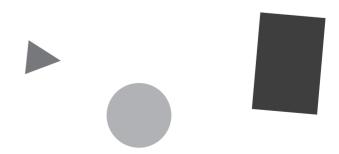
Throughout the course, learners encounter a range of **reading texts**, along with **audio and video**. The texts have been carefully selected to appeal to learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy and provoke an emotional response. The texts, audio and video in *Empower* provide learners with new insights and perspectives on a variety of topics. By using a varied range of spoken and written contexts, students are consistently motivated to engage with the target grammar and vocabulary.

Frequent opportunities for personal and critical response

There are frequent opportunities to contribute personal views, experiences and knowledge when discussing each lesson's themes. Every lesson includes regular activities that encourage learners to respond personally to the content of the texts and images. These include **personalisation** tasks which make the target language in every unit meaningful to the individual learner. Many activities also involve some kind of critical response to the content of texts. This helps develop students' critical thinking skills as well as gives them further speaking practice.

Independent learning

In order to make progress, learners must build their language knowledge and their ability to use this knowledge in an active way. Reading and listening widely in English will help students to progress faster, as will the development of good study skills. In *Empower*, **Learning Tips** support learners both in and outside the classroom. These features accompany the texts and audio and encourage learners to notice and systematically note useful language. The Teacher's Notes for each lesson include **Homework activities** which encourage students to put the Learning Tips into practice in their independent learning and motivate further reading and listening outside the classroom.



2 Manageable learning

A second core principle that informs *Empower* is a recognition of the importance of manageable learning. This offers students (and their teachers) reassurance that the material is suitable for the level being taught: the language syllabus avoids overly complex language at any given level, and the reading, listening and video materials are carefully chosen to be accessible while consistently acknowledging learners' linguistic competencies and challenging them. *Empower* classroom materials reflect the concept of manageable learning in the following ways:

1 Syllabus planning and the selection of language

A key element in making learning material appropriate is the selection of target language. In *Empower*, two powerful Cambridge English resources – the Cambridge Corpus and English Profile – have been used to inform the development of the course syllabus and the writing of the material. This means that learners using *Empower* are presented with target language that includes:

Grammar

- a logically sequenced progression of grammar items and activities that focus clearly on both meaning and form
- systematic recycling of grammar within units and across each level
- a fresh approach to familiar language accompanied by Cambridge Corpus–informed Tips, with notes on usage and typical errors – helps learners improve usage and tackle habitual mistakes

Vocabulary

- lexical sets that make vocabulary memorable and easier to learn
- an appropriate lexical load for each lesson so learners are not overwhelmed by too many vocabulary items
- activities that clarify different meanings of vocabulary
- Wordpower activities that aim to develop learners' vocabulary range.

Each level is carefully designed to offer measurable progress through the core syllabus while students develop toward each level's competency as independent individual learners.

2 Lesson flow

Teaching and learning are also made manageable through the careful staging and sequencing of activities, ensuring that each individual learner will be challenged and engaged while working together as a class. Every lesson is comprised of several sections, each with a clear focus on language and/or skills. Each section builds on the next, and activities within sections do likewise. Every section of language input ends in an output task, offering learners the opportunity to personalise the target language. At the end of each lesson, there is a substantial, freer speaking and/or writing activity that motivates learners to use new language in context.

3 Task and activity design

Tasks and activities have been designed to give students an appropriate balance between freedom and support. As an overall principle, the methodology throughout Empower anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports students, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson, which means that necessary preparation time is reduced to a minimum. Students at all levels need to increase their language knowledge and their ability to use spoken and written language in a variety of situations. However, learners' needs can vary according to level. For example, at lower levels, students often need more encouragement to use language in an active way so they can put their language knowledge into immediate use. Conversely, at higher levels, learners need to be more accurate in the way they use language in order to refine their message and convey their ideas with more complexity and subtlety. Empower responds to these varying needs in the following ways as the course progresses from level A1 to C1:

- Topics, tasks, and texts with an appropriate level of cognitive and linguistic challenge at each level motivate learners by providing new challenges.
- Multiple communicative opportunities in every lesson either encourage fluency or allow students to refine their message using a wider range of language.
- Varied and stimulating texts motivate learners to develop their reading and listening skills so that a wider range of texts becomes accessible as the course progresses.
- **Listening and video materials** expose students to a wide variety of voices and natural, colloquial speech, while giving a strong focus on the language that students need to produce themselves.
- **Learning Tips** support learners in developing a broad vocabulary both in and outside the classroom.



3 Rich in practice

It is essential that learners be offered frequent opportunities to practise the language they have been focusing on – they need to activate the language they have studied in a meaningful way within an appropriate context. *Empower* is rich in practice activities and provides students and teachers with a wide variety of tasks that help learners to become confident users of new language.

Student's Book

Throughout each *Empower* Student's Book, learners are presented with a wide variety of practice activities, appropriate to the stage of the lesson and real-world use of the language.

- There are frequent opportunities for spoken and written practice. Activities are clearly contextualized and carefully staged and scaffolded. Extended spoken and written practice is provided in the final activity in each lesson.
- Grammar Focus and Vocabulary Focus pages at the back of the Student's Book offer more opportunities for practicing the grammar and vocabulary, helping to consolidate learning.
- Review and Extension activities at the end of each unit provide more opportunities for both written and spoken practice of the target language.

Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Such activities – seven per unit – are provided in the photocopiable activities in Cambridge One, providing fun, communicative practice of grammar, vocabulary, and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

Other components

- The Workbook provides practice of the target input in each A, B and C lesson.
- The Digital Workbook component offers practice activities that can be completed on a mobile device or computer.
- Through Cambridge One, Empower provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom.

A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often a priority for learners. *Empower* is systematic and comprehensive in its approach to developing both speaking and writing skills.

Speaking

The **C lesson** in each unit – Everyday English – takes a comprehensive approach to speaking skills, and particularly in helping learners to become effective users of spoken language for social and professional purposes. The target language is clearly contextualised by means of engaging video and audio that will be relevant and familiar to adult learners.

These Everyday English lessons focus on three key elements of spoken language:

- Useful language focusing on functional language that is most relevant to learners' needs
- Pronunciation focusing on intelligibility and the characteristics of natural speech, from individual sounds to extended utterances, developing learners' ability to express meaning by varying intonation and stress
- Conversation skills speaking strategies and sub-skills that help learners to become more effective communicators

This comprehensive approach ensures that speaking skills are actively and appropriately developed, not just practised.

Writing

In the *Empower* Student's Book, learners receive guidance and practice in writing a wide range of text types. Writing lessons are not 'heads-down.' Instead, and in keeping with the overall course methodology, they are highly communicative, mixed-skills lessons with a special focus on writing. In *Empower*, writing is dealt with in the following ways:

- Writing is fully integrated into listening, reading, and speaking – as it is in real life – and is not practised in isolation.
- There is an explicit focus on key linguistic features of written language that encourage students to express themselves with greater clarity and accuracy.
- A process writing methodology is embedded in the instructions for writing activities, and learners are often encouraged to self-correct and seek peer feedback.
- Communicative outcomes writing lessons lead to a final, communicative task, ensuring that learners are always writing for a purpose.



Assessment

Learning Oriented Assessment What is Learning Oriented Assessment (LOA)?

Teachers are naturally interested in their students' progress. Every time they step into the classroom, teachers note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, the teacher will know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with a more formal or structured assessment, such as end-of-unit or end-of-course tests. LOA is an approach that allows the teacher to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into students and their progress feeds into total assessment of the learner. It also allows the teacher to use all of this information not just to produce a report on a learner's level of competence, but to plan and inform future learning.

How does Empower support LOA?

Empower supports LOA both informally and formally, and both in and outside the classroom:

1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests and skills-based Competency Tests)
- A clear record of learner performance through Cambridge One

2 LOA classroom support

- Clear learning objectives and activities that build toward those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into their lessons as part of normal classroom practice

1 Assessment that informs teaching and learning

Empower offers two types of tests written and developed by teams of Cambridge Assessment English exam writers. The tests in the course have been piloted, involving thousands of candidates across all tests and levels, to ensure that test items are appropriate to the level. Cambridge Assessment English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions. Empower tests are designed around the following essential principles:

- Validity tests of real-world English and the language covered in the Student's Book
- Reliability tasks are consistent and fair
- Impact tests have a positive effect on teaching and learning, in and outside the classroom
- **Practicality** tests are user-friendly and practical for teachers and students.

Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit that tests the target grammar, vocabulary, and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas of mastery and where the learner has encountered difficulties and needs more support. Paper-based versions of the tests are also available.







Competency Tests

Empower offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, and Listening and Speaking and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and students with a digital record of achievement which indicates the students' performance in all language skills within the relevant course level.

Cambridge One provides teachers and students with a clear and comprehensive record of each learner's progress during the course, helping teachers and learners to recognise achievement and identify further learning needs. Cambridge One helps teachers to systematically collect and record evidence of learning and performance, and in doing so demonstrates to teachers and students how much progress has been made over time. Paper-based versions of the tests are also available.

2 LOA classroom support

Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In *Empower*, each unit begins with a set of 'can do' objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear 'Learn to ...' goal, and the activities all contribute toward that, leading to a significant practical outcome at the close of the lesson. At the end of each unit, there is a Review Your Progress feature that encourages learners to reflect on their success, relative to the 'can do' objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning and peer feedback.

LOA classroom tips for teachers

In a typical lesson, teachers are likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centred stages of the lesson
- elicit information and language
- concept check new language
- drill new vocabulary or grammar
- encourage learners to review and reflect after they've worked on a task.

The chart below summarizes core and LOA-specific aims for each of the above techniques. All of these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasise those parts of a teacher's thinking that involve forming evaluations or judgments about learners' performance (and therefore what to do next to better assist the learner). The 'LOA teacher' is constantly thinking things like:

- Have they understood that word?
- How well are they pronouncing that phrase?
- Were they able to use that language in a freer activity?
- How many answers did they get right?
- How well did they understand that listening text?
- How many errors did I hear?
- What does that mean for the next step in the learning process?

The Empower Teacher's Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course, it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It's important that teachers make sure feedback is well balanced so that learners know what they are doing well in and what needs a little more work.

	Teaching techniques				
	monitoring	eliciting	concept checking	drilling	providing feedback
Core aims	checking learners are on task checking learners' progress making yourself available to learners who are having problems	checking what learners know about a topic in order to generate interest	checking that learners understand the use and meaning of new language	providing highly controlled practice of new language	finding out what ideas learners generated when working on a task praising learners' performance of a task indicating where improvement can be made
LOA aims	Iistening to learners' oral language, and checking learners' written language, in order to: ** diagnose potential needs ** check if they can use new language correctly in context	 finding out if learners already know a vocabulary or grammar item adapting the lesson to take into account students' individual starting points and interests 	 checking what could be a potential problem with the use and meaning of new language for your learners anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals 	checking that learners have consolidated the form of new language checking intelligible pronunciation of new language	asking learners how well they feel they performed a task giving feedback to learners on specific language strengths and needs fostering 'learning how to learn' skills

LOA and learner motivation

The teaching and learning materials in *Empower* ensure learners maintain motivation throughout the course. In addition, teachers can further amplify learner motivation by adopting LOA approaches in their lessons. Here are some core LOA motivation ideas:

- Make learning aims explicit to learners teachers should point out the 'can do' objectives and tell students how they will help their language development.
- Modify learning objectives on the basis of learner feedback – after learners complete an activity, teachers can get feedback on how they thought it went and respond to their suggestions (for example, learners may wish to repeat the activity because they feel they could do it better the second time).
- Judge when to give feedback on learner language –
 different learner groups and different activities require
 different types of feedback. Sometimes a teacher can
 give language feedback as learners are speaking, and
 sometimes it's better to wait until they have finished the
 activity; teachers should consider the most appropriate
 approach for each activity.
- Balance developmental feedback with praise it's important to acknowledge what learners do well and praise their efforts, so teachers should give balanced feedback, but they should also make sure praise is targeted and not too general, otherwise it may sound insincere.

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LOA and capturing learner language

One of the biggest challenges for teachers during the course of a lesson is being able to tune into learner language. This is particularly difficult with larger classes, when students are all speaking at the same time in pair or group work. If teachers want to adopt an LOA approach and capture language samples from a range of learners, they can consider some of the following techniques:

- Listen only for the target language that has just been taught and whether students are using it accurately don't worry about the other mistakes learners might make.
- Target specific learners for each activity sometimes it's not possible to listen to all learners for every activity, so if there are three speaking activities during the course of the lesson, the teacher can aim to tune into a different third of the class for each activity. By the end of the lesson, the teacher will have listened to all of the learners.
- Ask learners to complete the speaking activities located in each unit of the Digital Workbook they can record their responses using a smartphone and submit the recordings in Cambridge One. The teacher can then give written feedback it's not very different from giving feedback on written work that students have submitted.



Documentary videos

Expose your students to English via authentic, real-world contexts.

These high-interest supplementary Empower videos are thematically linked to the topics and language of each unit.

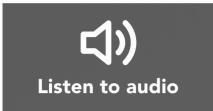
Each video comes with a downloadable and printable video worksheet.

Teachers can use the video and worksheet at any point in a unit.



eBooks

The *Empower* eBook includes all of the content from the print Student's Book, and can also be used to:









Empower and the CEFR, English Profile

The CEFR and English Vocabulary Profile

The *Empower* course syllabus is informed by English Profile and the Cambridge English Corpus and is carefully benchmarked to the Common European Framework of Reference (CEFR). This ensures that students encounter the most relevant and useful language at the right point in their learning.

The Cambridge English Corpus is a multi-billion word collection of texts taken from a huge variety of sources, including newspapers, the Internet, books, magazines, radio, schools, universities, the workplace and even everyday conversation – and is constantly being updated.

Our language research features in most of our materials. In particular, we use it to:

- ensure that the language taught in our courses is natural, accurate and up-to-date
- select the most useful, common words and phrases for a topic or level
- focus on certain groups of learners and see what they find easy or hard
- analyze spoken language so that we can teach effective speaking and listening strategies.

English Vocabulary Profile offers reliable information about which words (and which meanings of those words) and phrases are known and used by learners at each level of the CEFR.

For more information on English Profile and the Cambridge English Corpus, please use these links:

http://www.englishprofile.org

https://languageresearch.cambridge.org/cambridge-english-corpus

The CEFR is a standard guideline to recognise a learner's level of language fluency. Each level of *Empower* is carefully mapped to the appropriate CEFR level in accordance with English Vocabulary Profile, guaranteeing that students encounter the right language at the right level.

Empower	CEFR Level
Starter	A1
Elementary	A2
Pre-Intermediate	B1
Intermediate	B1+
Upper Intermediate	B2
Advanced	C1

Resources – How to access

To access the online resources, go to cambridgeone.org and register.

	For Teachers	For St	udents
Resource	Teacher's Book with Digital Pack	Student's Book with eBook	Student's Book with Digital Pack
Class Audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Class Video	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Activity Sheets	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Teaching	cambridgeone.org		
Notes / Answer Keys			
Digital Workbook	cambridgeone.org		cambridgeone.org
End-of-unit	A Unit Progress Test for every unit (automatically		A Unit Progress Test for every
assessment	marked) covers grammar, vocabulary, and		unit (automatically marked)
(Online version)	functional language.		covers grammar, vocabulary, and
	cambridgeone.org		functional language.
			cambridgeone.org
Mid- and end-of-	Mid-course and end-of-course competency tests		Mid-course and end-of-course
course assessment	cover all four skills and generate a CEFR report		competency tests cover all
(Online version)	which reliably benchmarks learners to the target		four skills and generate a CEFR
	level.		report, which reliably benchmarks
	cambridgeone.org		learners to the target level.
			cambridgeone.org
End-of-unit	Unit Progress Tests with Teacher's answer key	Please ask your	Please ask your teacher for further
assessment	for every unit which covers grammar, vocabulary,	teacher for further	information.
(Print version)	and functional language.	information.	
	cambridgeone.org		
Mid- and end-of-	Mid-course and end-of-course competency Tests	Please ask your	Please ask your teacher for further
course assessment	with Teacher's answer key for every unit which	teacher for further	information.
(Print version)	covers grammar, vocabulary, and functional	information.	
	language.		
	cambridgeone.org		
Workbook audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Workbook answers	In Workbook with Answers or		
	cambridgeone.org		
Photocopiables	cambridgeone.org		
Presentation Plus	Displays all Student's Book material, plays all Class		
	Audio and Video, shows answer keys and more.		
	For access, contact your local Cambridge		
	representative.		
Teaching with	An introduction to the <i>Empower</i> online		
Empower	assessment and practice materials, via a short		
	teacher training course. For access, contact your		
	local Cambridge representative.		

Empower components

The following Empower components are available for 6 levels (A1–C1):

- Student's Book with eBook
- Student's Book with Digital Pack
- Workbook with Answers
- Workbook without Answers
- Combo A with Digital Pack
- Combo B with Digital Pack

- Student's Book with Digital Pack, Academic Skills and Reading Plus (levels A2, B1, B1+, B2)
- Teacher's Book with Digital Pack
- Presentation Plus

Find out more:

cambridge.org/empower

Introduction to the Cambridge Life Competencies Framework (CLCF)

How can teachers prepare their students to succeed in a world that is rapidly changing? They need to help students develop transferable skills, to work with people from around the world, to think creatively, to analyze sources critically and communicate their views effectively. How can they teach these skills alongside language? In response to these questions, Cambridge University Press has developed the Cambridge Life Competencies Framework. The Life Competencies are explored throughout the *Empower* course.

The Cambridge Life Competency Framework

The Framework outlines core areas of competency that are important for development: creative thinking, critical thinking, learning to learn, communication, collaboration, social responsibilities.

Creative Thinking	Preparing for creativity	Generating ideas	Implementing ideas and solving problems	
Critical Thinking	Understanding and analysing ideas and arguments	Evaluating ideas and arguments	Solving problems and making decisions	
Learning to Learn	Developing skills and strategies for learning	Taking control of own learning	Reflecting on and evaluating own learning	
Communication	Using appropriate language and register for context	Facilitating interactions	Participating with appropriate confidence and clarity	
Collaboration	Taking personal responsibility for own contribution to a group task	Encouraging effective group interaction	Managing the sharing of tasks in a group activity	Working towards task completion
Social Responsibilities	Understanding personal responsibilities as part of a social group	Showing intercultural awareness	Understanding global issues	
Emotional Development	Identifying and understanding emotions	Managing own emotions	Empathy and relationship skills	



Student's Book Scope and Sequence

Less	on and objective	Grammar	Vocabulary	Pronunciation	Everyday English
	1 Language				
	ng started Talk about animals learning la		Laurena la susiane	Mand shase were former with	
1A	Talk about learning a second language	Adverbs and adverbial phrases	Language learning; Noun forms	Word stress: noun forms with -tion and -ity	
1B	Describe languages and how they change	The perfect aspect	Describing changes	Sentence stress	
1C	Express yourself in an inexact way			Sound and spelling: ea, ee and ie	Expressing yourself in an inexact way
1D	Write a web forum post				
Revi	ew and extension More practice		WORDPOWER Idioms: E	Body parts	
	2 Going to extremes				
Getti	ng started Talk about tolerance of extrer				
2A	Describe extreme sensory experiences	Comparison	Multi-word verbs: social interaction	Consonant-vowel linking	
2B	Talk about plans, intentions and arrangements	Intentions and arrangements	Verbs of movement		
2C	Give advice			Word groups and main stress; Emphatic stress	Giving advice
2D	Write a report				
Revi	ew and extension More practice		WORDPOWER Idioms: N	Movement	
Unit	3 Travel and adventure				
Getti	ng started Talk about a mishap on a roa	d trip			
3A	Emphasise positive and negative experiences	Inversion	Wealth and poverty	Intonation in inversion structures; Word stress	
3B	Describe journeys and landscapes	Future in the past; Narrative tenses	Landscape features	Different pronunciations of t	
30	Paraphrase and summarise			Consonant clusters across two words	Paraphrasing and summarising
3D	Write a travel review				
Revi	ew and extension More practice		WORDPOWER Idioms: I	andecanes	
	4 Consciousness		WORDI OWER IGIOTIIS. I	Landscapes	
	ng started Talk about manipulating the s	senses			
4A	Talk about using instinct and reason	Noun phrases	Instinct and reason	Sound and spelling: /ʃəs/, /iəs/, /dʒəs/	
4B	Talk about memories and remembering	Structures with <i>have</i> and <i>get</i>	Memory	Sentence stress	
4C	Use tact in formal discussions			Homophones in words and connected speech	Being tactful in formal discussions
4D	Write a profile article			·	
Revi	ew and extension More practice		WORDPOWER mind		
Unit	5 Fairness				
	ng started Talk about activities for prisor				
5A	Talk about crime and punishment	Relative clauses	Crime and justice	Sound and spelling: s and ss	
5B	Talk about job requirements and fair pay	Obligation, necessity and permission	Employment	Word stress: nouns and verbs	
5C	Recall and speculate			Main stress	Recalling and speculating
5D	Write an opinion essay				
Revi	ew and extension More practice		WORDPOWER Idioms: 0	Crime	

Listening	Reading	Speaking	Writing
Interview: A bilingual upbringing	Blog post: Speaking Italian to cats	Describing experiences of language learning Discussing language learning factors	Five pieces of advice for language learners
Monologue: The origins of words Four monologues about how languages change	Article: How quickly is the English language changing? Fact file: How languages are special	Speculating when English words originated Discussing interesting facts about your language and others	Changes in your world
Friends and rivals		Sharing rough details of an experience	Unit Progress Test
Monologue: The dominance of English as a world language	Four web forum posts	Predicting the main points of a talk and discussing your predictions	Web forum post Expressing opinions
Monologue: My vow of silence	Article: I've been to the quietest place on Earth	Questionnaire: <i>How sensitive are you to sound?</i> Discussing different views on communication	
Interview with a base jumper	Article: The wonder of weightlessness: A short history of zero-gravity flight	Giving opinions on zero-gravity flights and extreme sports Discussing a blog post	Blog post: A new experience
A guest overstays his welcome		Advising a friend about a problem	(Unit Progress Test
Four monologues about university social programme activities	Report: Review and recommendations of a social programme committee	Discussing the merits of activities for a student social programme	Reports Linking: contrast and concession
BBC talk: The problem with volunteering, Daniela Papi	Two reviews: Thinking of volunteering abroad?	Discussing volunteer work abroad Describing new experiences	Blog post: An unusual travel or tourism experience
BBC audio blog: Journey of a lifetime, Will Millard	Narrative article: Survival on the Mano River	Telling the story of an adventurous journey	Article: An adventurous journey
A bad interview		Paraphrasing and summarising	Unit Progress Test
Two monologues about Cusco	Traveller's review: Cusco getaway	Describing the best and worst places you have been to as a tourist Expressing an opinion about a place	Travel review Descriptive language; Writing briefly
BBC radio discussion: Gut instinct in medical diagnosis	Article: Learn to trust your gut!	Quiz: Do you have a sixth sense? Dilemmas: Would you go with your gut instinct?	
Three monologues about childhood memories	Article: False childhood memories Article: How eyewitness evidence can be unreliable	Talking about a childhood memory Giving an eyewitness account of a crime Discussing ways to improve memory	
Feedback and an unexpected opportunity		Giving opinions tactfully	Unit Progress Test
Interview: musician Noni-K	Profile article: <i>Noni-K</i>	Asking and answering questions about being interviewed for a profile article Interviewing a classmate for a profile article	Profile article Organising information; Showing time relationships
Dadia anna Dinama alam	Article Community and the second		
Radio news: Bizarre crimes	Article: Can we have a swimming pool? Life at Halden Prison	Giving definitions of crime vocabulary Discussing punishments for crimes	
Four monologues about employment	Two job descriptions: Bomb disposal diver and Pet food taster	Discussing employment terms and conditions Exchanging information about different jobs Negotiating salaries for a range of jobs	
Opening up		Recalling and speculating	⟨ ✓ Unit Progress Test
Two monologues about job applications and social media	Essay: Social media and recruitment	Discussing how an employer should respond to employee comments on social media	Opinion essay Essays; Linking: addition and reinforcement

Less	on and objective	Grammar	Vocabulary	Pronunciation	Everyday English
	6 Perspectives				
Getti	ng started Talk about the impact of 3D s	street art			
6A	Describe photos and hobbies	Simple and continuous verbs	Adjectives: describing images		
6B	Tell a descriptive narrative	Participle clauses	Emotions	Main stress and emphatic stress (adverbs and adjectives)	
6C	Organise a presentation			Intonation in comment phrases	Organising a presentation
6D Bovid	Write an application email		WODDDOWED Idiomor F	a alia ga	
	ew and extension More practice 7 Connections		WORDPOWER Idioms: F	eenngs	
	ng started Talk about technology in the	classroom			
7A	Speculate about inventions and technology	Speculation and deduction	Compound adjectives	Main stress: compound adjectives	
7B	Emphasise opinions about the digital age	Cleft sentences	Nouns with suffixes: society and relationships	Intonation in cleft structures	
7C	Apologise and admit fault			Sound and spelling: ou and ough	Apologising and admitting fault
7D	Write a proposal				
Revi	ew and extension More practice		WORDPOWER self-		
	8 Body and health				
	ng started Talk about physical activity in		01		
8A	Describe sleeping habits and routines	Gerunds and infinitives	Sleep	Stress in fixed expressions	
8B	Talk about lifestyles and life expectancy	Conditionals	Ageing and health	Pitch: extra information	
80	Negotiate the price of a product or service			Intonation in implied questions	Negotiating
8D	Write promotional material				
	ew and extension More practice 9 Cities		WORDPOWER and		
	g started Talk about an obstacle to urb	an development			
9A	Talk about city life and urban space	Reflexive and reciprocal pronouns	Verbs with re-	Sound and spelling: re-	
9B	Describe architecture and buildings	Ellipsis and substitution	Describing buildings	Word stress	
9C	Deal with conflict			Sound and spelling: foreign words in English	Dealing with conflict
9D	Write a discussion essay				
Revi	ew and extension More practice		WORDPOWER build		
	10 Occasions				
Getti	ng started Talk about an unusual weddi	ng			
10A	Give a presentation or a speech	Regret and criticism structures	Communication verbs	Word groups and main stress	
10B	Talk about superstitions and rituals	Passive reporting verbs	Superstitions, customs and beliefs	Consonant clusters	
10C	Take turns in more formal conversations			Intonation in question tags	Turn-taking
	Write a film review				
Revi	ew and extension More practice		WORDPOWER luck and o	chance	
Comi	munication Plus p. 127	Grammar Focus p. 138		Vocabulary Focus p. 158	

Listening	Reading	Speaking	Writing
Interview with an amateur photographer	Article: Lessons Elliott Erwitt has taught me about street photography	Discussing photography skills Talking about your favourite photos	
News report: The conclusion of the story of the suspicious encounter	Blog post and email: Two views of a suspicious encounter	Discussing first impressions Telling a personal story	The first part of a short story
A big presentation		Organising a presentation	Unit Progress Tes
Three interviews with volunteers	Advertisement: You can help! Application email	Talking about volunteer work in your local area	Application emails; Giving a positive impression
Three monologues: Inventions that	Article: <i>Human augmentation – a</i>	Discussing 'superpowers'	
would make the world a better place Radio show: From my bookshelf	dream or a nightmare? Article: Loneliness and temperature	Presenting a new invention Talking about what you read online Explaining how you would overcome a	
Unsolicited suggestions		hypothetical problem Apologising and admitting fault	Unit Progress Tes
Four monologues: People express their opinions of their colleagues	Proposal: A team-building programme	Ordering the personality attributes of an effective team member	Proposals Linking: highlighting and giving examples
			Siving overnibles
Radio interview with a sleep researcher Radio phone-in programme about waking up at night	Article: Top tips to help you sleep Article: The myth of the eight-hour sleep	Discussing tips for a good night's sleep Planning a typical day for someone with a segmented sleep pattern	
BBC interview: Living on a calorie- restricted diet	Article: Anti-ageing treatments Interview: We don't have to get sick as we get older	Discussing anti-ageing treatments Presenting your views on health and ageing issues	
An exclusive story		Negotiating	Unit Progress Te
Radio interview: The Stone Age diet	Home page: Ancestors restaurant	Discussing what's important when you eat out	Promotional material Using persuasive languag
Podcast: New ideas for 'smart cities'	Article: If you want to get close to nature, head into the city Fact file: Biophilic cities	Sharing information about initiatives to improve cities Presenting ideas for 'smarter' cities	
Conversation: Tourist attractions	Article: Kazuyo Sejima: Passion and precision	Describing buildings Presenting a proposal for the redevelopment of a derelict building	
A leak and a fall-out		Complaining and responding to complaints	Unit Progress Te
Conversation: Life in a rural community in New Zealand compared to life in a city	Essay: Urban migration	Discussing rural and urban living	Discussion essay Linking: reason and resul
Three monologues about giving a presentation	Article: Don't be boring!	Discussing what makes a good presentation Giving a one-minute speech: Learning from my mistakes	
Radio interview: Superstitions in sport	Article: The game before the game	Discussing superstitions, customs and beliefs; Talk about rituals you or people you know have	
A successful interview		Turn-taking	Unit Progress Tes
Four monologues about how people use reviews	Two film reviews: Knives Out	Discussing how much reviews influence your choices	Film reviews Concise description

UNIT LANGUAGE

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and summarise details, attitudes and opinions in an article about language learning experiences and how the English language is changing
- follow broadcasts and lectures about language acquisition and English as a global language, and note and summarise details and attitudes
- understand details, allusions and jokes in idiomatic conversations between colleagues
- use lexis accurately and appropriately to discuss and describe their own learning experiences, factors in language learning, changes and unique language features
- use a range of expressions in interaction and descriptions to express themselves in an inexact way when appropriate
- express opinions in a web forum post clearly and respond to the opinions of others with an awareness of register and the emotional impact of their choice of lexis

UNIT CONTENTS

G GRAMMAR

- Adverbs and adverbial phrases (types and position)
- The perfect aspect (for complete and incomplete states and actions)

V VOCABULARY

- Language learning (Verb phrases): acquire a (new/second) language, attain (a level/degree of competence), brush up on (my Arabic), get accustomed to sth, get rusty, get to grips with sth, grasp new ideas, have an ear for (languages), hold a conversation, immerse yourself in sth, keep at sth, pick up (phrases), put sth into practice, struggle with sth
- Noun forms: acquisition, capability, competence, dedication, discipline, distraction, exposure, insight, interaction, interference, limitation, literacy, mentality, motivation, necessity, prestige, reluctance
- Describing changes: barely perceptible, clearly on the increase, grow substantially, (not) be noticeable, on the way out, ongoing, see a rapid rise, a steady shift over time, subtle, take hold
- Language in context: Expressing meaning; Irony and understatement
- Wordpower: Idioms: Body parts: be a safe pair of hands, be head and shoulders above sb, bite your tongue, fight tooth and nail, have a nose for, lose your head, stick your neck out

P PRONUNCIATION

- Word stress: noun forms with -tion and -ity
- Sentence stress
- Sound and spelling: ea, ee and ie

GETTING STARTED

♥ OPTIONAL LEAD-IN

Books closed. Ask students to write a sentence about one thing they did yesterday, e.g., *I downloaded an app for my sister*. Tell students to draw a maximum of three symbols or pictures to represent their sentence. Put students into pairs to look at each other's drawings and 'translate' them into a sentence. Ask the class how effective this system of communication is and how it could be improved.

a Ask students what animal this is (a bonobo /ˈbɒnəbeʊ/ – a small, intelligent African ape with black or brown fur, similar to a chimpanzee). Do the questions as a class. If you wish, give students information from the Culture Notes below.

CULTURE NOTES

This photo shows the scientist Dr Sue Savage-Rumbaugh instructing Kanzi, a bonobo, to make a campfire, by using pictures. Kanzi then collects firewood, arranges the sticks in a pile and lights them. Then he sets up a grill over his fire and cooks burgers and marshmallows over it, using a frying pan. We share 99.5% of our genes with bonobos. Dr Savage-Rumbaugh argues our differences are mainly cultural.

b Pre-teach *converse* (have a conversation with someone). Put students into groups to discuss the questions. If students need encouragement, prompt them with ideas from the Possible answers below. Take feedback as a class.

Possible answers

- 1 sport, e.g., a jockey and horse; disabled people and service dogs; owners and pets
- 2 primates generally, dolphins and whales, dogs, parrots

Play Pictionary. Whisper a word to one student. The student has to draw a picture representing that word on the board for the other students to guess. Students cannot speak, use gestures or write words on the board. Students take turns to draw the word you tell them. Start with easier words to illustrate, e.g., furniture, run, and then give more abstract words, e.g., problem, law.

1A

I THOUGHT I COULD PICK UP ITALIAN BY EAR

Books closed. Use a 'live listening' to give students a chance to find out about you and introduce the topic of the lesson. Write or project the statements from 1a on the board and give students time to read them. Explain to students that you are going to tell them about your own language learning experience(s) and that you want them to decide which of the statements they think you might agree with. Talk for about three minutes about your experience(s), making sure you cover one or two of the areas in the statements, e.g., I moved here to Italy four years ago and so I was able to immerse myself in the language every time I went out in the street. However, I really struggled with Put students into small groups to compare what they understood and decide which statements you might agree with. Check answers as a class.

READING

- **a** Ask students to read the statements and think about whether they agree with them. Put students into pairs or small groups to discuss their opinions before discussing their ideas as a class.
- **b** Students read the article and decide which statements in 1a Scott Fletcher would agree with. Encourage students to guess the meaning of the words in the Vocabulary support box if they ask about them. Help with meanings if necessary. They then compare their ideas in pairs. Take feedback as a class and ask students to share the reasons for their answers, e.g., Scott Fletcher says, 'I packed one of those "teach yourself Italian" books in my luggage' so I think he must agree with statement 2.

Possible answers

- 1 He might agree and disagree. Matteo's feedback was negative, but speaking with the woman on the train was positive.
- 2 Agree. He talks about needing to memorise language.
- 3 Agree. He talks about feeling less self-conscious.
- 4 Disagree. He tried to just acquire Italian, but that wasn't successful, and he needed to use grammar books.
- 5 Probably agree. He doesn't state this, but he quickly made friends with Italians and seems to want to be able to communicate with them in Italian.
- 6 Disagree. He downloaded an app but it was hard work and he struggled.
- 7 Disagree. His knowledge of French didn't seem to help him learn

At the end of this lesson, students will be able to:

- read and understand an article about why and how different people learn languages
- use adverbs and adverbial phrases in their correct positions in a sentence
- use a lexical set related to language learning
- understand a podcast with an interview with someone that had a bilingual upbringing
- form nouns from adjectives and/or verbs in the same word family

MOCABULARY SUPPORT

make a vow - to make a serious promise or decision

get stuck – not able to move anywhere

crestfallen - disappointed or sad

slip away - to go somewhere quietly or quickly

breakthrough – an important discovery or development that helps solve a problem

self-conscious – too aware of what other people are thinking about you and your appearance

Tell students to read the article again in detail and encourage them to guess the meaning of any new words from the context. In pairs, students discuss the questions. Take feedback as a class and encourage students to justify their answers to questions 1–3 as far as possible using extracts from the article. Finally, ask them which situation they relate to most and why.

2 GRAMMAR

Adverbs and adverbial phrases

a Individually, students add the highlighted adverbials from the article to the lists. Check answers as a class.

Answers

- 1 Comment: basically, somehow
- 2 Degree: sort of, enormously
- ${\tt 3}\>\>\> {\tt Manner: fluently, by ear, properly, on my own, well, gradually}$
- 4 Time: at the time, to begin with, after three months, a few weeks after that, suddenly
- 5 Frequency: all the time, more often than not
- **b** Talk about the first adverbial with the class. Elicit that it can be used either at the front of the sentence or at the end, but not in the middle. Ask students: *Does the meaning of 'in the end' change depending on the position in the sentence?* (No, it doesn't.). In pairs, students then discuss the other adverbials. Check answers as a class, feeding in the additional information in the Language notes below as appropriate.

Answers

- 1 b 1, 2, 3
- 2 a 3; b 1,2
- 3 a 1, 2, 3; b 3
- 4 a 3
 - b 1 (comment = obviously), 3 (adverb of manner = in a way that I can understand)
- 5 a 1,2
 - b 1 (used to indicate an explanation will follow), 3 (adverb of manner = to a high standard)

COLLANGUAGE NOTES

Some adverbials have different meanings in different positions. In the examples in 2b, the following adverbials change meanings:

- clearly used at the front or in the middle of a sentence indicates that you consider what you are about to say obvious, e.g., Clearly, you need to learn French if you want to live in France. It can also be used at the end to mean that something is (not) easy to understand, e.g., The connection's terrible, could you speak more clearly?
- naturally used at the front or in the middle of a sentence indicates that you consider what you are about to say totally normal and unsurprising, e.g., Naturally, he failed the exam he hadn't done any work! It can also be used at the end to mean that something is done in a normal way, e.g., Relax and try to behave naturally.
- c >>> 01.01-01.04 Students read the information in Grammar Focus 1A on SB p. 138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are pronouncing the adverbs and adverbial phrases correctly. Tell students to go back to SB p. 9.

Answers (Grammar Focus 1A SB p. 138)

- a 3 ✓
 - 4 ... utterly exhausted.
 - 5 /
 - 6 Beforehand, I ... / ... feeling beforehand.
 - 7 Certainly, that was the best ... / ... certainly the best
 - 8 🗸
 - 9 ... repeatedly ignored ...
- 10 🗸
- 11 🗸
- 12 go home by taxi
- **b** 2 ... we still can't
 - 3 ... simply ridiculous.
 - 4 It has even been said / we even copied
 - 5 No doubt language ...
 - 6 ... dramatically increased / ... increased in size dramatically ..., a great deal more intelligent
 - 7 unfortunately for other animals
 - 8 Undoubtedly, group behaviour, ... absolutely essential
 - 9 We probably won't ever know ...
- 10 ... always fascinate ..

CAREFUL!

The most common student mistake with adverbials is word order error, particularly after the verbs be and have, e.g., The third day of our trip wasn't very good also. (Correct form = ... our trip also wasn't very good.). At C1 level, the most likely error is for students to place the adverbial too late in the sentence, e.g., You can find easily an English language newspaper to read at the library. (Correct form = You can easily find an ... with the adverb of manner placed before the correct verb).

⊕ FAST FINISHERS

Ask fast finishers to look at the five categories of adverbials on SB p. 9 (comment, degree, manner, time, frequency) and the sentences in Grammar Focus Exercises a and b and find at least one example for each category of adverbial, e.g.,:

comment: Presumably, your wife ...

degree: Some of the theories are **simply** ridiculous.

manner: The secretary put the phone down abruptly.

time: I had had a nasty feeling beforehand.

frequency: ... the origins of language will always fascinate us.

- and ask students to imagine what you might be talking about, e.g., salsa dancing, playing tennis. Then read out the second speech bubble and ask students to refine their ideas, e.g., Well, it can't be salsa dancing, but it could be playing tennis. Finally, read the last speech bubble and elicit their ideas, e.g., It must be playing golf! Ask students: Can you remember which adverbials I used? (obviously, properly, extremely). Books open. Give students a few minutes to work individually and think of an experience to talk about. Help with vocabulary as necessary.
- e Students work in pairs to describe the activity without naming it. Stress that students should not tell their partners what skill they are talking about. Students take turns to tell each other about their experience and try to guess what skill their partner is talking about.

LOA TIP MONITORING

- Be careful not to interfere with pair or group work as you monitor. Students may want to ask you questions if you stand in front of them, which will stop their interaction.
- Do not join in the discussion to prompt, give your personal reaction or correct errors. Let students speak and give feedback after the activity.
- Discourage students from appealing to you during the activity by not making eye contact with them as you monitor.
- It is worth explaining these 'rules' of pair/group work in your first lesson and repeating them when you set up tasks like this.

♥ EXTRA ACTIVITY

Choose an activity you do or a skill you have, but don't tell students what it is, e.g., playing the piano. Say a sentence about the activity using an adverbial, e.g., This is something I do fairly well. Elicit what type of adverbial you have used (manner) and ideas of what you might be talking about, but don't confirm the answer yet. Using a variety of adverbials from the lesson and Grammar Focus 1A, continue saying sentences until you have given students five in total, e.g., Usually, I do this in the evenings and on Sunday mornings. (frequency). Every Thursday afternoon I have a 20-minute lesson to help me do this better. (time). The people in the flat below get very annoyed if I play late at night. (degree). Apparently, my great-grandmother was an excellent player and gave concerts. (comment). After each sentence, students identify the type of adverbial used and guess what you are talking about. After five sentences, tell students what the activity or skill is if they haven't already guessed. In pairs or small groups, students then make up sentences of their own and repeat the activity.

3 VOCABULARY Language learning

a Individually, students match the underlined parts of the article with the definitions. Check answers as a class.

Answers

1 c 2 d 3 a 4 b

b Doll.05 Students complete the exercises in *Verb* phrases in Vocabulary Focus 1A on SB p. 158. Play the recording for students to check their answers to Exercise a. Monitor Exercise b and check answers as a class. Tell students to go back to SB p. 9.

Answers (Vocabulary Focus 1A SB p. 158)

а	1	acquire		8	practice
	2	struggle	struggle		
	3	attain		10	immersed
	4	accustomed	11	pick	
	5	brushed	12	get	
	6	ear		13	rusty
	7	hold			
b	1	c 2 a 3 d	4 e	5	f 6 b

- **c** Give students a few minutes to read the questions and think of two more questions. Monitor and point out errors for students to self-correct.
- **d** Put students into pairs to ask and answer the questions. Give feedback as a class on any answers students gave that their partner found particularly interesting.

4 LISTENING

- **a** Since Discuss the questions as a class and encourage students to justify their answers.
- **b** 10.06 Draw students' attention to the photos and give them time to read through the sentences. Play the recording. Students listen to the conversation for general meaning and answer the questions about Katya. Check answers as a class.

Answers

- 1 English, Russian, Portuguese, Spanish, Mandarin
- 2 Her father spoke to her in English, her mother in Russian, and she picked up Portuguese by living in Brazil.
- 3 Positive. She believes it has helped her to study better and the benefits are immeasurable.

Audioscript

JOSH This is Josh Rowe for Linguistically Speaking. In today's podcast, we're going to talk to Katya Bandolin on what it's like to grow up bilingual. Or in Katya's case – multilingual. Did she get confused? Did it affect her learning overall? What effect has it had on her life? Hello, Katya.

KATYA Hi there.

- J Or I could say ... privet.
- K Da.
- J Or...olá.
- κ Sim.
- J So for those of you in the know, Katya speaks three languages: English, Russian and Portuguese.
- K And also Spanish and some Mandarin.

- J Right. So is that all?
- K Isn't it enough?
- J It certainly is it's amazing. But I'd like to focus a bit on the first three languages I mentioned: English, Russian and Portuguese, because they were the languages you grew up with. Is that correct?
- K Yeah, they were. My situation was fairly unique. My father is British, my mother is Russian, and I spent most of my childhood in Brazil.
- J Why Brazil?
- K My parents were both teachers at an international school in São Paulo.
- J So you were born in Brazil?

- No, I was born in the UK. We moved to Brazil when I was about two years old. But my multilingual or I should say at that stage bilingual education had already got underway. Right from the beginning, my mother spoke to me only in Russian and my father only in English. So I got exposure to both languages right from the beginning.
- J So does your mother not speak English very well?
- K Oh, no, she speaks English exceptionally well she's more or less bilingual herself. But she wanted her children to be bilingual too, so she worked very hard to give me as much exposure to the language as possible.
- J And does your father speak Russian?
- K Hmm...he gets by. He understands more than he can say. So it's not like my mother and I could keep any secrets from him!
- J Did you get confused switching between the two languages?
- K I have no idea. I mean, I was so young, I wasn't even conscious of there being two languages. I just knew that I communicated with my father in one way and then with my mother in another way.
- J But what language did your parents speak to each other?
- K They used English. But my mother never used English with me
- J And then Portuguese?
- K Yeah, well that just got added into the mix when we moved to Brazil. My parents had a Brazilian babysitter for me, and I went to a nursery school there, so I must have worked out that if I wanted to communicate, I had to use Portuguese. It was a necessity.
- **J** So you just picked it up?
- K Again, I don't really remember this, but my parents tell me I did
- J And you weren't confused?
- K I have a vague memory of getting frustrated sometimes at nursery school, which was probably because of language.
- J And you didn't lose any English or Russian?
- K Not really, no. I mean, it just kind of worked out this way – English with Dad, Russian with Mama and Portuguese with friends. Oh, and at school.
- J And what about reading and writing in English and Russian?
- **K** Well, my parents were teachers themselves, so they taught

- me to read and write in both languages at home. They were both great at reading stories aloud to me. I loved that, and I wanted to be able to read the stories myself, so that gave me great motivation to learn to read.
- J Then you moved back to the UK?
- K That's right. When I was ten. So I had to fit into a whole different education system. That was hard.
- J One of the criticisms people have of this kind of upbringing is that it slows down cognitive development, so there's a reluctance on the part of some parents to let their children learn a second language. Do you agree with that?
- K Not really. Sure, when I came back to England it was hard work, and it took me about a year to sort of catch up. But I think that was more about the difference in education systems and culture than it was about language.
- J A lot of studies say that bilingual students actually do better at school.
- Well, I don't want to brag too much, but my marks were always pretty good! But I've also noticed – especially when I was at university – I'm usually able to focus on a task really well. My classmates would be fooling around and getting distracted, but that never happened to me. And my memory's quite good – I find it very easy to remember information. But, then, I'm just one person.
- J True, but the research on bilingual people pretty much backs up what you're saying. It also mentions good problemsolving skills.
- K Nice to know.
- J So you mentioned Spanish and Mandarin at the beginning. Tell us about those.
- K Well, I studied Mandarin at uni. I'd say I was sort of intermediate level.
- J Did knowing other languages help?
- K Definitely. It's a very different language from the ones I already knew, but I found I made much faster progress than everyone else in my class. And my motivation was much higher. It's like there's a part of my brain that gets real pleasure from engaging with another language.
- J And Spanish?

- K I lived in Spain for a year after university. Spanish is so similar to Portuguese. I picked it up in a few months.
- J A few months?
- K Yeah, more or less.
- J Your advice to anyone thinking of raising their children bilingual?
- K Don't think twice. It's a real gift. It can be hard work sometimes for both the parent and the child, but the outcome – the benefits it brings later in life – are immeasurable.

M LANGUAGE NOTES

Highlight that the interview portrays a character that is multilingual and has been exposed to multiple languages and cultures. Remind students that even native speakers frequently make mistakes when speaking and that there are a huge number of variations in the kinds of English used around the world. Point out that it is an important skill for higher-level learners to be able to deal with speakers who do not speak 'perfect' English. If students mention errors in recordings, e.g., speakers forming sentences which are grammatically incorrect, ask them to correct them.

c 01.06 Before students listen for specific details and answer the questions, use the Vocabulary support box to help with vocabulary if necessary. Play the recording again. Students compare answers in pairs. Check answers as a class.

Possible answers

- 1 True
- 2 False (Katya's mother used only Russian when she spoke to Katya.)
- 3 True
- 4 True
- 5 False (Her parents taught her to read and write in English and Russian.)
- 6 False (She had some problems catching up in her school in the UK.)
- 7 True
- 8 False (She found she made good progress and was motivated when she was learning Mandarin.)

NOCABULARY SUPPORT

add to the mix – to incorporate, like in a cake recipework sth out – to finally understand something or someone after a lot of thought

work out - if a problem or difficult situation works out, it
gradually becomes better

cognitive development - development of thinking

 brag – to talk with too much pride about something you have done or something you own

back up (someone/something) - to give support

♥ FAST FINISHERS

Ask fast finishers to think about the English language music and media they currently engage with and discuss it with another fast finisher. Tell them to list their recommendations for other students in the class.

d Put students into small groups to discuss the questions. If students are interested and motivated by the topic, extend this to a full-class discussion.

5 SPEAKING AND VOCABULARY

Noun forms

a Dol.07 Books closed. Write sentence 1 from 5a on the board including the gap but without the word in brackets. Point to the gap and ask: What kind of word do we need here? (noun). Write expose on the board and ask: What kind of word is this? (verb). Then ask students to change the adjective to the noun form and elicit the spelling. Books open. Students complete sentences 2–4 individually. Play the recording for students to check. Check spelling as a class.

Answers

1 exposure 2 necessity 3 reluctance 4 motivation, pleasure

Answers (Vocabulary Focus 1A SB p. 158)

d	1	interaction	10	interference
	2	distraction	11	competence
	3	dedication	12	literacy
	4	limitation	13	exposure
	5	motivation	14	acquisition
	6	necessity	15	insight
	7	capability	16	prestige
	8	mentality	17	discipline

- 9 reluctance
- e 1 limitation, capability, mentality
- 2 dedi<u>ca</u>tion, limi<u>ta</u>tion, moti<u>va</u>tion, ne<u>ce</u>ssity, capa<u>bi</u>lity mentality
- 3 the syllable before the suffix

EXTRA ACTIVITY

Books closed. Play a 'last one standing' game with the class. Tell students to stand up and explain that you are going to give them a word from the table in Exercise d on SB p. 158 and a part of speech. They have to change the word to the form you give them, spell the word correctly and use it in an example sentence. The first student who is ready to do that knocks on the table and has to answer immediately. Any student who does not answer immediately or makes any mistakes is eliminated and sits down. Give students an example, e.g., necessary - noun. Ask the first student who knocks on the table to give you the noun form (necessity), the correct spelling and an example sentence with the word, e.g., Doing your homework is an absolute necessity if you want to learn a language. When you are sure students have understood the activity, play the game. Continue the game using words from the table on SB p. 158 until only one student is left standing and is declared the winner.

♥ HOMEWORK ACTIVITY

Ask students to follow the advice given in the Learning Tip and record the vocabulary in Exercises d and f on SB p. 158 according to their suffixes.

- Read through the factors with the class and elicit a few ideas for each item from the students. Then put students into pairs and give them time to discuss each of the factors in more detail. Take feedback as a class.
- **d** Read about the first person together and ask students if they know anyone who matches the description. Then elicit some pieces of advice for that person from the class. Suggest students choose the person who they think they have the most advice for before they work individually and write their pieces of advice. Monitor and help as necessary.
- Put students into pairs or small groups. They then compare their ideas and make additional suggestions if appropriate. Finally, ask each pair to choose four suggestions to share with the class during feedback.

ADDITIONAL MATERIAL

Workbook 1A

Photocopiable activities: Grammar 1A, Vocabulary 1A

Documentary video Unit 1 Language

Video worksheet Unit 1 Language

1B

LANGUAGE HAS BEEN CONSTANTLY EVOLVING

OPTIONAL LEAD-IN

Books closed. Write *synonyms* in a circle in the centre of the board. Then draw five lines off it and five smaller circles with *good*, *bad*, *angry*, *nice* and *pretty*. Put students into five groups and assign each group one of the words. Give them two minutes to think of synonyms for their word, e.g., *fine*, *wicked*, *cross*, *pleasant*, *attractive*. Regroup students so that the new groups have at least one person for each word. Students copy and complete the word web, telling each other their words and suggesting additional ones. In class feedback, ask five students to come up to the board and complete the word web for each of the five different words. Point out and correct any spelling mistakes. Elicit and add any additional words to the word web on the board.

11 SPEAKING

- a in small groups, students discuss the words and what they mean. Take feedback as a class but don't check the answers at this point.
- **b** In their groups, students decide when each word was first used in English, giving reasons for their decisions. Again elicit students' ideas as a class but don't check answers.
- c 01.09 Students listen to the recording for specific details and check their answers to 1a and 1b. They then discuss the significance of the two pictures in their groups. Check answers as a class and use the Vocabulary support box to help with vocabulary if necessary.

At the end of this lesson, students will be able to:

- talk about the meanings of words and how meanings evolve and change with time or distance
- understand a text about how the English language is changing and relate the content to specific examples
- describe changes, being precise in both the speed/ scale of the change and the register of the language
- use the perfect aspect correctly for completed actions and unfinished actions and states
- understand a fact file about unusual language features and suggest similar facts about their own language

Answers

1900s radio

1910s environmentalism

1920s spacecraft

1930s babysitter

1940s technophobe

1950s brainwash

1960s in-joke

1970s Bollywood

1980s ecotourism

1990s blog

2000s sudoku

2010s selfie

Photo 1 shows the first known selfie, taken by Robert Cornelius in 1839, around 170 years before the word *selfie* was first used. Photo 2 shows the first real spacecraft, *Sputnik*, launched in 1957, around 30 years after the word *spacecraft* was first used.

Audioscript

NARRATOR The word *radio* was first used in the 1900s, although of course radios were invented long before that, in the 1820s, but they were originally called *wirelesses*.

The word *environmentalism* was first used in the 1910s. People began to be concerned about pollution and wildlife towards the end of the 19th century, and in 1916 a National Park Service was set up in the USA to help protect wildlife.

The word *spacecraft*, meaning any kind of spaceship or satellite, first appeared in the 1920s, at about the same time that science fiction stories became popular in films and magazines. However, the first real spacecraft, the Russian *Sputnik*, wasn't launched until 1957.

People started talking about *babysitters* in the 1930s, and the word *technophobe*, meaning someone who has a fear of technology, was first used in the 1940s. This was about the time when people started using technology such as vacuum cleaners and washing machines in the home. *Brainwashing* is making people believe an idea by constantly telling them it's true. This word was introduced in the 1950s. And an *in-joke* – a joke that is only understood by a particular social group – was first used in the 1960s. In the 1970s people first started talking about *Bollywood* – the Indian film industry based in Bombay – in other words, the Bombay version of Hollywood.

The concept of *ecotourism* came in in the 1980s when the tourism industry began to respond to the demand for tours which benefited, or at least did not harm, the local ecosystem.

The 1990s saw the invention of *blogs* – originally called *web logs* – as more and more people became connected by the Internet. And in the 2000s, people all over the world started doing the Japanese puzzle, *sudoku*. The word *selfie* was introduced in 2013, to describe photos people take of themselves with their mobiles – although the first known selfie was taken 170 years earlier by Robert Cornelius, who took a photo of himself using a mirror in 1839.

VOCABULARY SUPPORT

environmentalism – an interest in or the study of the environment, in order to protect it from damage by human activities

spacecraft – a vehicle used for travel in space

technophobe – someone who dislikes new technology, especially computers, and is not able to use it with confidence

brainwash – make someone believe something by repeatedly telling them that it is true and preventing any other information from reaching them

in-joke — a private joke that can only be understood by a limited group of people who have a special knowledge of something that is referred to in the joke

Bollywood – the centre of the Hindi film industry, based mainly in the Indian city of Mumbai, which used to be called Bombay

ecotourism – the business of organising holidays to places of natural beauty in a way that helps local people and does not damage the environment

sudoku – a number game in which you have to write a number between 1 and 9 in each small box of a 9x9 square

selfie – a photograph that you take of yourself, usually with a mobile phone. Selfies are often published using social media

d Write a new word that has recently come into the English language on the board and elicit its meaning, e.g., hangry means hungry and angry. Glamping is glamorous camping (e.g., sleeping in air-conditioned cabins instead of flimsy tents). Give students two minutes to discuss the question in their groups and make a list. Ask groups to share with the class any interesting new words and add them to the board.

♥ EXTRA ACTIVITY

Tell students that two new words that have recently come into the English language are *bikeable* (meaning within distance of a cycle ride) and *hackable* (meaning a computer system that can be broken into). Elicit the meaning of the verb suffix *-able* (= can be) and ask students to think of words they know with this suffix, e.g., *breakable*, *loveable*. Ask students to make up five new words by adding *-able* to verbs and then check in a dictionary to see if they exist. Tell students that even if they don't exist, the meaning would be clear to native speakers as *-able* is used creatively in speech.

2 READING

a Students work individually, reading the text and identifying the points the writer makes. They then compare answers in pairs before checking answers as a class. Use the Vocabulary support box to help with vocabulary if necessary.

Answers

Many changes to language take place gradually, so we may not notice them.

Modern technology has helped us see how language is changing.

VOCABULARY SUPPORT

perceptible - that can be seen, heard or noticed

plague (C2) – cause worry, pain or difficulty to someone or something over a period of time

transcribe – record something written, spoken or played by writing it down

b Give students time to read the questions and think about their answers. They then discuss their ideas in pairs before sharing their answers and ideas with the class.

Answers

- 1 far-out; excellent rad: extremely exciting or good wicked: excellent awesome: extremely good
- 2 Students' own answers
- c Divide the class into pairs and assign A and B roles. In Communication Plus 1B, Student As read about language changes 1 and 2 on SB p. 127 and Student Bs read about language changes 3 and 4 on SB p. 131. They answer the question and prepare to explain how each heading represents the change described. Monitor to check students understand what they have to do and clarify any problems before the pairwork stage. Tell students to go back to SB p. 11.

Answers

Student A

The first heading is a famous quote from Shakespeare highlighting that *to* + infinitive is more old-fashioned, and the question *To be or not to be?* suggests that there is an alternative to using an infinitive.

The second heading is an example of the use of the continuous verb form with *be* that wouldn't have sounded correct 150 years ago.

Student B

The first heading uses *Do you want to* rather than the more formal *Would you like to*.

The second heading uses the *get* passive, which the text says is taking over from *to be* in passive structures.

d Put students into A/B pairs. Students look at the sentences, discuss which sentences show the changes they read about and explain these changes to their partner. Monitor and identify students who give good, clear explanations for each item and describe the change accurately. Allow time for class feedback and ask these students to share their explanations with the class.

Answers

- 1 yes (Student B, Text 3: Modal verbs are gradually giving way to other less formal expressions ...)
- 2 yes (Student B, Text 4: ... the use of *get* passives has grown substantially.)

- 3 yes (Student A, Text 1: ... there was a steady shift towards more frequent use of the verb + -ing after verbs like begin, start, like, love and hate, and these are still on the increase.)
- 4 yes, both students (Student A, Text 2: Constructions such as *I* must be going now ... wouldn't have sounded correct 150 years ago, but nowadays are fairly high frequency.) (Student B, Text 3: words like *shall* and *ought* are on the way out and words which cover the same ground, such as *going to*, have to, need to and want to are taking over.)

3 VOCABULARY Describing changes

a Individually, students read the sentences and match the expressions in bold with the kinds of changes. Check answers as a class.

Answers

a 6, 10, 11

b 9

c 2, 4, 5, 8

d 11, 12

e 3, 8, 14

f 1

g 7, 10, 13, 14

b Give students a few minutes to write their sentences. Monitor and point out errors for students to self-correct. Then put students into small groups to compare their ideas. Take feedback as a class.

♥ FAST FINISHERS

Ask fast finishers to work together and change phrases 1, 2 and 5 in 3b to mean the opposite and then make suggestions for the category, i.e., 1 something that is on the way in in your culture (= something which is just about to start to become common or fashionable), 2 a place that hasn't changed at all, 5 a major change to a popular product.

4 LISTENING AND GRAMMAR

The perfect aspect

a ©01.10 Tell students that they are going to hear four people commenting on the article in 2a. Play the recording. Students listen to the recording and answer the questions. Use the Vocabulary support box to help with vocabulary if necessary. Check answers as a class.

Answers

- 1 Paul: the influence of the Internet on the way language spreads and evolves and how words and expressions come in and out of fashion very fast
 - Rosa: the decline in the quality of written communications, particularly related to punctuation and spelling, and how spell checkers and predictive text are partly to blame
 - Greg: the increasing speed at which language is changing because of international communication, and the progressive disappearance of dialects of English as people now speak the same kind of English
 - Claire: the changing nature of language and how this shows that English is alive, incorporating new words for things and assigning new meanings to existing words
- 2 Paul: LOL, BTW, wearable technology, cloud storage Rosa: lose/loose, affect/effect Greg: movies, cinema/film Claire: selfie, wireless/radio

Audioscript

- PAUL Language has been changing much faster since people started using the Internet. Now, people pick up words and expressions from each other and new words spread much faster. This means, though, a lot of new expressions probably won't last very long. LOL, BTW, wearable technology, cloud storage. I mean, 20 years ago these terms didn't exist no one used them. But, in a few years' time, they will have gone out of fashion and other new words will have come into the language.
- ROSA Another thing that's changed is punctuation. Texting has had an effect on the way people write. I mean, people have stopped using strict rules for punctuation, so people use commas much less than before. Spell checkers and predictive text mean that people don't need to know how to spell. And people's spelling seems to just be getting worse: lose/loose; affect/effect they don't get caught by spell checkers. It's a shame. People are getting more information, but they're getting worse at expressing themselves.
- dreg I agree with the article that language often changes slowly, but I think this process has been speeding up over the last few decades. Because of international communication, dialects are disappearing and people are starting to speak the same kind of English. For example, the word movies, which was originally used mostly in ... in North America, has now replaced cinema and film all around the world. In about 50 years, most dialects of English will have died out. And I think dialects are important because they're, they're part of people's identity. It's a shame they're disappearing and everything's just becoming more uniform.
- **CLAIRE** Some people complain about new words, but it shows that the English language is alive ... um ... like the world is changing and languages need to change with them. And this is nothing new. Um ... older generations have always complained about language changing. They've always felt strongly about it, but ... it's a natural process. New words come into the language because they enrich the language. For example, the word *selfie*, which people started using in around 2013. People had been taking photos of themselves before 2013, but they didn't have a single word for it, so it caught on quite quickly. And some words also change their meaning. Since computers have come along, we talk about *wireless* for Internet connections, *wireless LAN* and *wi-fi*, but before that, the word *wireless* had had a completely different meaning it used to mean *radio*.

M VOCABULARY SUPPORT

LOL – abbreviation of laugh out loud

BTW – abbreviation of by the way

wearable technology – smart electronic devices which can be worn or used close to the body

cloud storage – keep your files and documents digitally by an external provider

predictive text – a feature of a mobile phone in which words are suggested automatically while you are writing a text message

dialect (C2) – a form of a language that people speak in a particular part of a country, containing some different words and grammar, etc.

LAN – abbreviation for *local area network*: a system for connecting the computers of people who work in the same building

b With a monolingual class, discuss the question as a class and encourage students to give examples. With a multilingual class, put students into groups of the same L1 to discuss the question and give examples before taking feedback as a class.

c 01.11 Books closed. Write on the board: 1 Language much faster since people started using the Internet. 2 In about 50 years, most dialects of English. students: Can you remember what the speakers said? (1 has been changing 2 will have died out). Ask: What do the two verb forms have in common? (They are both perfect forms.) Then ask: How are they different? (They are in different tenses. Sentence 1 is the present perfect continuous and talks about a continuing action. Sentence 2 is the future perfect and talks about a completed action.) Books open. Individually, students do the exercise. Check answers as a class.

- 1 Present perfect continuous d
- 2 Present perfect c
- 3 Future perfect e
- 4 Past perfect continuous a
- 5 Past perfect b
- **d** Students work individually, answering the questions and choosing the best word to complete the rule. Check answers as a class.

Answers

before

LOA TIP CONCEPT CHECKING

After discussing the questions and rule in 4d, check students understand some of the key areas relating to perfect verb forms by asking them: Which perfect form (simple or continuous) do we use to focus on the fact that we have finished an activity? (simple) and elicit an example from students. Then ask: Which perfect form (simple or continuous) do we use to focus on the duration of an activity? (continuous) and elicit an example. Finally, ask: Which perfect form (simple or continuous) do we use to answer questions with 'How many'? (simple)

- e **Doi:** 11 **Pronunciation** Play the recording again for students to listen and identify the kinds of words that are stressed and unstressed. The main verbs are stressed. The auxiliary verbs are unstressed. Check answers as a class and drill the sentences.
- 1 Students read the information in Grammar Focus 1B on SB p. 139. Play the recording where indicated and ask students to listen and repeat, making sure students are stressing only the main verbs, not the auxiliaries, in the perfect tenses. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 12.

Answers (Grammar Focus 1B SB p. 139)

a 1 have lived 6 went 2 won't have finished 7 read 3 tried 8 had 4 told 9 had 5 been painting 10 finished

5 won't finish / won't have finished **b** 1 've eaten 2 've been living / 've lived 6 will have lived / 'll have been living

3 hadn't bought 7 've been running 'd been doing 8 've seen

c 2 have suggested

- 5 has become 6 will have invented
- 3 has accepted 4 had been established



CAREFUL!

Even at higher levels, there are still numerous common student mistakes with perfect tenses. When talking about the present, students frequently use the present simple or past simple when they should use the present perfect (and vice versa), e.g., Forthe past six years, I live in Berlin. (Correct form = For the past six years, I've lived in Berlin.). When talking about the past, students often use the past perfect instead of the past simple, e.g., He got very angry when the teacher had been ill and cancelled the class. (Correct form = He got very angry when the teacher **was** ill and ...). They also often use the past simple when they should use the past perfect, e.g., We should have taken an exam after that course to prove how much we **learned**. (Correct form = ... to prove how much we had learned.)

g Read through the bullet points with the class and give students some examples from your own experience. In small groups, students talk about words in their own language. With a multilingual class, if possible group students so that they all have a different L1 in order to give students more opportunities for authentic communication. Take feedback as a class.

15 READING AND SPEAKING

In pairs, students look at the pictures and answer the questions. Check their ideas as a class.

Possible answers

- 1 The woman is using the points of the compass when we would expect her to use an expression like Could you move over a little?
- 2 The passenger is not using the colour but instead is using the shade. We would expect someone to use red rather than dark in
- 3 The man is giving an extremely precise definition. In English, fruit would not be defined in such detail. Saying Half a dozen bananas, please would be sufficient.
- **b** Students read the fact file and then discuss the questions in pairs. Use the Vocabulary support box to help with vocabulary if necessary. Take feedback as a class.

***** VOCABULARY SUPPORT**

downstream - in the direction a river or stream is flowing inland - away from the sea

seaward - towards the sea

longing (C2) – a feeling of wanting something or someone very much

impermanence – the state of not lasting forever or not lasting for a long time

c Language in context Expressing meaning

Remind students that learning to understand the meaning of words from their context is an essential language-learning skill and will allow them to become more independent learners. Individually, they complete the example sentences with the highlighted words in the correct form. Check answers as a class.

Answers

1 interpret 5 indicate 2 distinguish 6 conveyed 3 differentiates 7 embodies

4 illustrate

♥ FAST FINISHERS

Ask fast finishers to list the noun forms of six of the highlighted words (distinguish, differentiate, convey, indicated, interpret, embody, illustrate). Tell them to use a dictionary if necessary to check which verb doesn't have a noun form (distinguish) and which noun form doesn't have the same meaning as the verb used in the fact file (conveyance).

d Give students time to think about the question and the three areas. Monitor and help as necessary. Students then work in pairs and explain their choices.

EXTRA ACTIVITY

Remind students how important it is to be able to explain the meaning of words in order to be able to convey what they want to say even if they don't know the exact word in English. Ask them to choose five words from their language which they don't know the English for and to think about how they will explain the meaning of these in English to a partner. Put students into pairs to explain in as much detail as possible the meaning of the words they have chosen. With a monolingual class, their partner then guesses the word and suggests an English translation. With a multilingual class, if possible pair students with different L1s so that they can listen to each other's definitions and find out if they know the word their partner is describing in their own language and in English. Support students on any words students think are untranslatable into English.

e Students read the opinion and discuss it in their pairs. If students are interested and motivated by the topic, extend this to a full class discussion. Alternatively, structure it as a more formal debate, dividing the class in half and telling each half whether they will be arguing for or against the opinion.

(+) ADDITIONAL MATERIAL

Workbook 1B

Photocopiable activities: Grammar 1B, Vocabulary 1B,

Pronunciation 1B

Documentary video Unit 1 Language

Video worksheet Unit 1 Language

EVERYDAY ENGLISH

Something along those lines

♥ OPTIONAL LEAD-IN

Books closed. Ask students if, why and how they listen to the radio, e.g., through podcasts to learn English. Put them into groups to discuss which of these radio programmes would be most interesting to them: news, interviews, talk shows, live sport events, music shows, documentaries. Take feedback as a class.

1 LISTENING

- **a** Ask students if a colleague could be a friend or if work and personal life should be divided. Put students into groups to discuss the questions. Take feedback as a class.
- **b** Ask students if the picture looks like a nice working environment. Put students into groups to discuss the questions. Take feedback as a class but don't check the answers at this point.

At the end of this lesson, students will be able to:

- understand conversations between people in a work environment and infer details about the relationships between them
- use and recognise irony and understatement in conversations
- describe an experience using appropriate language for expressing details in an inexact way
- recognise the relationship between sound and spelling for *ea*, *ee* and *ie*
- c D01.15 Play Part 1 of the video or the audio recording for students to check their answers. If necessary, preteach turn in (submit a piece of work to an organisation or a person in authority). Ask how and why Alex thinks Sara can help him. Check answers as a class.

Answers

- 1 Sara and Alex work at a radio station called City FM.
- 2 They're colleagues.
- 3 Sara isn't looking forward to a meeting she's got with her boss, Nadia, later that morning. Alex is going on holiday to Italy. Alex wants Sara to teach him some Italian because her father is Italian

Videoscript/Audioscript (Part 1)

oscar Well, that's all from me today. Coming up after this short break is Katya with the City FM news ...

ALEX Nice one. Oscar.

- Yeah, not bad. You've not broken the equipment again, have you, Alex?
- A No. That's your job!

A Hi Sara! How are you this morning? Oh. Full of the joys of spring, I see!

SARA What? Oh, Alex, it's you ...

- A Well, don't sound so pleased to A No way! Hey, maybe you could
- **s** Sorry, message from the boss.
- A Right...?
- **s** She wants a meeting this morning.
- **A** And ...?
- s I've got a feeling it's not exactly A Hey, Sara! Ciao bella! good news

- A Oh, don't be so negative. Nadia probably just wants to thank you for all your hard work.
- **s** Hm, that'd be something of a surprise. When's the last time I turned in anything decent?
- A Oh come on!
- **s** Anyway, what are you so cheerful about?
- A I've just booked my holiday.
- s Oh, good!
- A Yeah, Italy!
- s Lovely. You know, my Dad is Italian.
- teach me some bits and pieces. y'know, basic survival phrases, 'please' and 'thank you' and stuff like that?
- s Survival phrases? I think I need a few of them myself!

FAST FINISHERS

Ask fast finishers to write down the five most important survival phrases, not single words, for learners of English from their country who are going abroad, e.g., Where is the Argentinian Embassy?.

d Language in context Irony and understatement

- 1 Say to students 1,000 euros is very cheap for a radio. and 1,000 euros for a radio is rather expensive for most people. Ask which sentence is an example of irony (the first) and which is an example of understatement (the second). Tell students to match the comments with the situations. (If necessary, you could play Part 1 of the video or the audio recording again and pause it after each comment.) Check answers as a class.
- 2 Ask students to discuss the questions in pairs. Take feedback as a class.

Answers / Possible answers

- 1 a 3
- b 2
- c 4
- d 1
- 2 They want to use irony and understatement for humour in order to handle bad news or difficult topics in a lighter way. This is quite common between people who know each other well.

M LANGUAGE NOTE

Point out that speakers typically signal irony or understatement by putting extra stress on a key word and/or exaggerated intonation, e.g., in 1,000 euros is very cheap for a radio the main stress is on very with perhaps a rise-fall intonation, too. Tell students to be careful about using irony or understatement with people they don't know well as they could sound sarcastic or rude.

e 101.16 Play Part 2 of the video or the audio recording for students to find the relationship between the characters. If necessary, pre-teach get the hang of things (C2) (learn how to do something, especially if it is not obvious or simple), leave it out (stop doing or saying

that) and touch base on sth (to talk to someone for a short time to find out what they think about something). Check answers as a class.

Answers

Nadia and Sara: boss and (new) employee still on a temporary contract

Sara and Oscar: colleagues in direct competition Alex and Emma: boyfriend and girlfriend in a new relationship

Videoscript/Audioscript (Part 2)

NADIA Ah, Sara. Take a seat. **SARA** Thanks, Nadia.

- N Now, do you know why I've asked to see you?
- **s** Um ... Is it something to do with our long-running series of interviews with authors?
- N Exactly. Look, Oscar has already booked six authors, give or take. s Leave it out, Alex.
- s Six?!
- N He's even managed to persuade
- N Max whatshisname you know, A Go on, tell me all! author of Solar Wind? The guy **s** Well, basically, she said if I who wrote the entire book sitting on a bench on the Palace Pier, here in Brighton.
- **s** Max Redwood! Wow, that's great news!
- N So, how far have you got?
- **s** Well, um, I'm still sort of like in the research phase, y'know.
- N | I appreciate you're still finding your feet here at City FM.
- **s** Well, I'm beginning to feel like I've got the hang of things.
- N OK, but you must understand ... For me to be able to offer you a permanent contract here, I need to see some evidence of your capabilities.

- s I understand, Nadia. I'll get something to you soon, I promise.
- N Ah Oscar, do come in. Let's touch base soon, Sara.
- ALEX Scusami, signorina, parla inglese?
- A Don't tell me she's promoted you to editor-in-chief!
- Max whatshisname to come in. **s** Something along those lines, yeah.

 - don't get something big, like an interview with a best-selling author, I'm out of here, or words to that effect.
 - A Ah!
 - s You don't happen to know, like, a best-selling author or something, do you, Alex?
 - A No, 'fraid not.
 - **s** That's not your new girlfriend, again, is it?
 - A Yeah, it's Emma!
 - **s** She's keen, isn't she?
 - A Oh! Hang on, Em!
- 01.16 See if students know any answers before they watch or listen again. Play Part 2 of the video or the audio recording again for students to check. Check as a class.

- 1 the long-running series of interviews with authors
- 2 because he has already booked about six authors, and has even persuaded Max Redwood, the author of Solar Wind, to come in
- 3 She wants some evidence of her capabilities
- 4 He jokes that Nadia has promoted Sara to editor-in-chief.
- 5 finding a best-selling author for her to interview
- 6 She's keen on Alex and phones him (possibly too) frequently.
- **g** Ask students if they think Nadia is being too hard on Sara as a newcomer to the station. Put students into groups to discuss the questions. Take feedback as a class.

Possible answers

- 1 It's a radio station called City FM which features programmes with presenters, advertisements and the news. It seems to be a small company. Nadia is the boss. Sara (like Oscar) is a radio presenter, whereas Alex's job is more technical.
- 2 very worried, under pressure
- 3 Students' own answers

Ask fast finishers to predict how the story and characters will develop through the rest of the book. Tell them they can look forward at the pictures in the SB to get some ideas.

USEFUL LANGUAGE

Expressing yourself in an inexact way

a Ask the students what the difference between *Put it there* and *Put it somewhere there* is (*somewhere there* is more inexact). Tell students to match the expressions with the meanings. Check answers as a class.

Answers

1 d 2 c 3 a 4 b

b Ask students which three of the expressions in bold they could use in 2a. Check answers as a class and then ask students to rewrite the three ideas in 2a using these words. Check as a class. Ask students to do the matching task to show why they can't use the other two expressions in 2a.

Answers

- 2 Max thingy
- 3 somewhere in the region of six authors
- 4 I'm out of here, or something along those lines.
- a 4
- b 3
- **c** Tell students to rewrite the sentences with the expressions for being inexact. Don't check answers until 2d.

Possible answers

- 1 William <u>whatshisname/thingy</u>, you know, the guy who wrote *Romeo and Juliet / thingy*.
- 2 I went to the market and bought <u>some bits and pieces / three</u> items, give or take / somewhere in the region of three items.
- 3 She told me to go away, or <u>words to that effect</u> / <u>something along those lines</u>.
- 4 I know a little Polish you know, 'hello', 'goodbye', (the numbers one to ten) and <u>stuff like that</u>.
- 5 I've been to <u>somewhere in the region of</u> 15 countries. / I've been to 15 countries, <u>give or take a few</u>.
- **d 1.17** Play the recording for students to compare answers. Use the answer key in 2c to check any variations. Drill different ways of saying the sentences in 2c.

Audioscript

- 1 William whatshisname, you know, the guy who wrote *Romeo* and Juliet
- 2 I went to the market and bought a few bits and pieces.
- 3 She told me to go away, or words to that effect.
- 4 I know a little Polish you know, 'hello', 'goodbye', and stuff like that.
- 5 I've been to 15 countries, give or take a few.

3 PRONUNCIATION

Sound and spelling: ea, ee and ie

a **Oll.18** Show students that the sound and spelling correspondence in English is not perfect by writing the non-word *ghoti* on the board and asking students to pronounce it. Then say it is pronounced *fish: gh* is pronounced as in *tough*, *o* as in *women*, *ti* as in *nation*. Play the recording and ask students to listen to the words. Then ask students what sound the letters in bold make (/i:/). Ask students if /i:/ is always spelt with two letters (no, *decent*) and elicit other examples of when /i:/ isn't spelt with two letters, e.g., *me*.

Answers

The letters in bold always make the sound /i:/. It is not always spelt with two letters.

b • O1.19 Check that students know how to say the IPA sounds and highlight that *ea*, *ee* and *ie* aren't always pronounced /iː/. Then play the recording for students to listen and put the words in the correct columns. Check answers as a class. Drill the sounds and the words.

Answers

2 /e/	3 /eɪ/	4 /eə/	5 /ɪə/	6 /31/
friend	great	bear	cheerful	research

c D01.20 Tell students to put the words into the correct columns. If necessary, write *pierce* on the board and give its definition (to go into or through something, making a hole in it using a sharp point). Play the recording for students to check. Ask students which sound in 3b is the only short sound. Drill the words.

Answers

- 1 /ix/ meet; Greek; meaning; increase; niece
- 2 /e/ meant; steadily; breakfast 3 /eɪ/ break 4 /eə/ pear
- 5 /1ə/ hear; pierce; idea; career 6 /3:/ learn; heard; early /e/ is the only short sound

LOA TIP ELICITING

- Students need to know how a sound is pronounced before you drill it in a word. With vowels and diphthongs, this means showing the shape of the lips and telling students whether the sound is long or short and whether the tongue is close to the roof or bottom of the mouth and at the front or back of the mouth. This is a complex combination so the most effective way to teach students the shape of the sound is to elicit the sound as they produce it and as they experience what they are doing with their tongue and lips.
- Ask students to put their tongue close to the front and roof of their mouth, spread their lips and blow out a steady stream of air through the middle of the tongue. Ask a student to point to the IPA symbol they are making (/iː/). Give students time to repeat the sound and then drill it with the words they have put in column 1 in 3b.
- With diphthongs you need to elicit the movement of the tongue between vowels. Once students know the shape for /e/ and /I/ you can elicit the diphthong /eI/. Tell students to spread their lips and move their tongue slowly from the front and middle of the mouth (/e/) to nearer the higher /I/ position, blowing out a stream of air through the centre of their tongue. Once students are comfortable with the movement, tell them to speed it up until they produce an /eI/ sound. Ask a student to point to the IPA symbol they are making (/eI/). Give students time to repeat the sound and then drill it with the words they have put in column 3 in 3b.

EXTRA ACTIVITY

Draw this 5x5 square on the board. Challenge individual students to pronounce all the words in the square correctly.

р	i	e	С	е
е	а	r	l	У
b	r	e	а	k
S	е	e	k	S
b	е	а	С	h

Put students into groups. Tell them to write a new 5x5 square in their notebooks. Tell them to fill it with new words containing *ea*, *ee* and *ie*. The first group to finish and pronounce all the words correctly wins.

4 SPEAKING

a Dol.21 Play the recording for students to listen and answer the questions. Check as a class. Ask students how they would have reacted if they had been the new flatmate.

Answers

- 1 meeting a new flatmate for the first time
- 2 the new flatmate arriving but her room being full of lots of the speaker's stuff

Audioscript

SPEAKER Well, I'd been renting accommodation, a room in a nice cottage in a village 60 miles from London, for four or five weeks, give or take. The landlord had told me at some point I'd be getting a flatmate, but to be honest, I'd kind of got used to being there on my own. To start with, I'd had all my stuff in my room, of course, but as the weeks went by, I kind of thought, 'Hmm, I could put some bits and pieces in the spare room.' And then, 'Oh! I'll put my drum kit in there too.' And so it went on. I was really making myself at home!

I'll always remember the morning I met Michelle for the first time: I had a cold, and I was still in bed feeling sorry for myself, when suddenly I heard a key turn in the lock of the front door. I raced down the stairs with the full horror of the situation dawning on me. Just as I got to the bottom step, she opened the door to see me in my pyjamas and a blind panic. She looked at me and said, 'Have I come at a bad time?', or something along those lines. That was roughly 13 years ago now, and we've been close friends ever since – after we moved all my stuff out of her room!

b 01.21 Play the recording again for students to write down the expressions for being inexact from 2a and b.

Answers

give or take; stuff; bits and pieces; something along those lines

- C Tell students to plan to talk about an experience they had, using the ideas given. Ask them to make notes and decide what exact details to give and what information to give in an inexact way. Give an example: I want to tell you about missing a university deadline. Shall I tell you exactly how many words my essay was?
- **d** Put students into pairs to talk about and compare their experiences. Encourage students to use the expressions for being inexact. Take feedback as a class and ask pairs to retell particularly memorable experiences.

(+) ADDITIONAL MATERIAL

Workbook 1C

Photocopiable activities: Pronunciation 1C

Unit Progress Test

1D

SKILLS FOR WRITING

You're spot on there!

♥ OPTIONAL LEAD-IN

Books closed. Write *sudoku* on the board. Ask students if they remember this word from 1a in Lesson 1B. Ask them which language English has borrowed the word from (Japanese). Tell them that English borrows heavily from other languages and that these words are called *loanwords*. Write these loanwords and the languages they come from randomly on the board, and ask students to match them: *soprano – Italian*, *ski – Scandinavian*, *icon – Russian*, *tornado – Spanish*, *hamburger – German*.

Check answers as a class. Elicit other loanwords students know in English, e.g., ballet – French, mosquito – Spanish.

At the end of this lesson, students will be able to:

- understand a person talking about the dominance of English as a world language and discuss the points made
- understand a web forum post and the opinions expressed in the comments and responses
- use phrases for agreement, disagreement, uncertainty and partial agreement/disagreement, and soften these where necessary
- express their opinion in a web forum post and respond to and comment on the opinions of others appropriately

SPEAKING AND LISTENING

a Class. Check students understand that džús, lonche, maiku, gol, biznismyen and kampyutara are phonetic approximations of juice, lunch, mice, goal, businessman and computer in Slovakian, Mexican Spanish, Japanese, Spanish, Russian and Hindi respectively. In Brazilian Portuguese, the adjective outdoor has mutated dramatically to become a noun referring to a billboard.

Possible answer

Because they convey a concept which may have originated in an English-speaking culture or come from an area of language where common terminology is essential. Sometimes using English words might be seen as fashionable, even when there is a nativelanguage equivalent.

- b Give students a few examples of words from other languages that are often used in English, e.g., paella (from Spanish). Then give them one minute to think of words that their language has borrowed from English. Put students into pairs or small groups to discuss the questions. Take feedback as a class.
- c in their pairs or small groups, students make predictions about what they think Maxwell Kingsley will say about 1–6. Ask for suggestions and collate these on the board for the six areas.
- d D01.22 Play the recording for students to listen and check their ideas from 1c and make notes. Use the Vocabulary support box to help with vocabulary if necessary. Make sure students know what you expect by 'making notes'. Ask: Should you write down full sentences? (no). Should you include all the information? (no). Which information should you include then? (the main points). Check answers and discuss the question as a class.

Possible answers

- Around a billion people worldwide speak English as a foreign or second language.
- 2 Some people say English is easy, but it's no easier than other languages.
- 3 Latin played a similar role to English and was the international language for about 1,000 years.
- 4 English is the dominant world language, but doesn't have much effect on other languages.
- 5 Native speakers of English have less need to learn other languages, which is a disadvantage for them.
- 6 English has only been a truly global language for about 50 years, and no language is dominant forever.

Audioscript

MAXWELL KINGSLEY I think we're in a unique situation today with regard to language diversity and there is no precedent for it in history. The English language has become the world's dominant language, and although other languages such as Chinese and Spanish are more widespread, English is spoken by the largest number of non-native speakers. In fact, there are a vastly greater number of people who speak it as a non-native language than there are people who have English as their first language. There are probably around a billion people worldwide who speak English to some degree of proficiency as a foreign or second language - it's a huge number of people. It's been estimated, for example, that something like 80 percent of all conversations in English between tourists are between non-native speakers, so a Russian talking to a Japanese, or a Spanish speaker talking to a German, but using English. The implications of this are, of course, enormous. Naturally, this is quite unrelated to the nature of the English language itself. Some people say English is an easy language, but in fact English has the same degree of complexity or simplicity as other languages, and the reasons for its dominance are largely historical, and to some extent, accidental. It just so happened, for example, that the USA adopted English as its national language, rather than French or Spanish. I mentioned earlier that the dominance of English is unique. It's true, of course, that Latin played a similar role as an international language for around a thousand years, starting with the Roman Empire and continuing until the 16th century. Latin was the language of science and of theology and, rather like English today, it was used in intercultural communication. But its use was limited to a few highly educated people, so it wasn't used nearly as widely as English is today. English is used by everyone, not just a small elite.

People often talk about how English is threatening other languages, but I don't personally believe that dominance of English as a world language is going to have much effect on the diversity of human languages. It's true that smaller languages have been dying out and they will continue to die out, but that's more as a result of improved communication, and not because of the spread of English. People are going to go on speaking their own language, whether it's Russian or Italian or Arabic or whatever it is. There's no sign at all that everyone is going to drop their own language or that there will be one single language spoken by everybody. It simply isn't going to happen, in my view. So the only real disadvantage of the dominance of English, as I see it, is for native speakers of English themselves, as it means that they have less need to learn other languages, so in a sense that's an impoverishment for them.

Also, of course it's quite understandable that speakers of other major languages might resent the rise of English as a global language, but the good news for them is that the dominance of English probably won't last. Before English, French was of course the international language, at least among educated people, for a couple of hundred years, and before that it was Latin and Arabic and Greek and so on. In other words, various languages have played this role and this has come and gone over time, and no doubt it will be the same with English. Take Sumerian, for example, which was the main written language in most of the Middle East for centuries. The last records of Sumerian are from the third century, so it survived as an international language for over 3,000 years, but of course now most people haven't even heard of it, it's a dead language. Compare that with English – so far English as a truly global language has been going for about 50 years at the most, so who knows what's going to happen to it? One thing that's certain is that nothing lasts forever.

M VOCABULARY SUPPORT

there is no precedent for sth – there has never been a similar situation, so we have nothing to compare it with

widespread (C1) – existing or happening in many places and/or among many people

elite (n.) (C1) – the richest, most powerful, best-educated or best-trained group in a society

threaten (C1) – be likely to cause harm or damage to something

impoverishment – the process of making something weaker or worse in quality

resent (C2) – feel angry because you have been forced to accept someone or something that you do not like

2 READING

a Books closed. Write on the board: *Maxwell Kingsley makes* the point that Do you think he's right?. Tell students they are going to read an Internet web forum in which people comment on one of the points Kingsley made in his talk. In pairs, students predict what the point is. They read the post at the top of SB p. 17 to check their ideas and read the four responses. Use the Vocabulary support box to help if necessary. Elicit which two writers agree with each other.

Answer

Ömer and Gabriela

***** VOCABULARY SUPPORT**

interfere (C1) - prevent something from working effectively or from developing successfully

bombard sb with sth - direct so many things at someone that they find it difficult to deal with them

buzzword – a word or expression from a particular subject area that has become fashionable by being used a lot, especially on television and in the newspapers

fuss (n.) (C1) - a show of anger, worry or excitement that is unnecessary or greater than the situation deserves

isolate – put a person, country or organisation in a situation where they are seen as being separate

heritage (C2) - features belonging to the culture of a particular society, such as traditions, languages or buildings, that were created in the past and still have historical importance

b Give students one minute to reflect on the posts. Take feedback as a class.

3 WRITING SKILLS Expressing opinions

a Put students into pairs to identify the elements used by the writers. Check answers as a class and ask students to justify their answers using the relevant sections of the posts.

Answers

- A Ömer, Gabriela, Flying B
- B All
- C Flying B, Ömer
- D Ömer, Gabriela
- E Flying B, Ömer, Haru
- **b** Individually, students complete the table. Check answers as a class.

Answers

- 1 ... that's nonsense.
- 4 I'm in two minds about this.
- 2 ... there's no way ...
- 5 ... you're spot on there!.
- 3 ... you are missing the point ... 6 I agree up to a point ...
- **c** Ask students to look again at the highlighted phrases for disagreement in the forum. Discuss the questions as a class. Elicit the examples from the post and then any additional words and phrases students can think of for softening opinions. Tell students that another common technique for softening opinions is to avoid a negative adjective, e.g., I'm not sure that's a very good idea, rather than That's a terrible idea.

Answers

- 1 If you ask me ...; as far as I'm concerned ...; as far as I can tell ...; It seems to me ..
- 2 Students' own answers, e.g., I'm afraid that ...; I understand what you're saying, but ...; Sorry, but ...
- **d** Ask students to use a dictionary and identify which expressions are informal. Check answers as a class. Emphasise that students should take care when using the phrases for disagreement in spoken English as they could all be perceived as aggressive/rude depending on the intonation used.

Answers

That's a load of rubbish; that's nonsense; there's no way ...; You've hit the nail on the head.

e Students complete the exercises in Writing Focus 1D on SB p. 169. They read the table and then cover it for Exercise a. Check answers to Exercise a and b before discussing the questions in Exercise c as a class. Tell students to go back to SB p. 17.

Answers

- a 1 possibly think; the point
 - 2 to say; isn't true
 - 3 spot on; go along; mixed feelings
 - 4 nonsense / a load of rubbish
 - 5 make sense
 - 6 on the head
- **b** Reply 3: I must say . . .; Reply 4: I'm sorry, but ...; Reply 5: 'really' in 'doesn't really make sense
 - You could add phrases like: If you ask me ...; It seems to me ...; etc.

♥ FAST FINISHERS

Ask fast finishers to come up with a counter-argument for the six comments on Eva's post, e.g., 1 English isn't any more beautiful or richer than any other language. 2 You can create a language, Esperanto, for example.

Individually, students compare the two posts. Check answers as a class, discussing the different features.

Answers

more formal and abstract: Flying B - abstract nouns, e.g., uniqueness; sentence length and structure (longer sentences with more complex

more informal and personal: Gabriela – personal examples; questions and exclamation marks; colloquial expressions, e.g., there's no way . . .;

Discuss the question as a class. Read the Writing Tip with the class and remind students to bear these points in mind as they complete the final task.

4 WRITING

- a Individually, students read the opinions and tick the ones they agree with. Check the meaning of influx (C2) if necessary (the fact of a large number of people or things arriving at the same time).
- Students write an initial post for a discussion forum about the opinion they chose in 4a. Check students understand the task by asking them to look at Eva's initial post on SB p. 169 again. Monitor and point out errors for students to self-correct.
- **c** Tell each student to pass their post to the person sitting on their left. They then read the post and respond to it or add a comment. Continue to monitor and help as necessary.
- **d** Students should respond with their opinion or a reaction to three other posts. Give them time to read and think of what to write. Help individually if necessary.
- Return each discussion forum to the person who started it. Students read the four comments and decide which they found the most interesting. Take feedback as a class.

ADDITIONAL MATERIAL

Workbook 1D

UNIT 1

Review and extension

11 GRAMMAR

a Correct the first mistake as an example with the class. Students then correct the other sentences, working individually. Remind them that some adverbials might be correct in more than one position. Check answers as a class.

Answers

- 1 Please try to speak slowly.
- 2 He will probably be late.
- 3 We do our washing by hand.
- 4 We will be living in Paris in June.
- 5 She made me laugh so loudly.
- 6 (In the end,) I managed to get in touch (in the end)
- 7 You can (easily) compare the different brands (easily).
- **b** Students complete sentences with the correct form of the verb in each one. Check answers as a class. Drill the sentences, paying particular attention to the weak pronunciation of the auxiliary verbs.

Answers

- 1 have never visited
- 2 I've been learning
- 3 was crossing
- 4 wanted
- 5 has had
- 6 had been studying

2 VOCABULARY

a Complete the first item with the class as an example. Individually, students replace the words in italics in the sentences with an expression in the box. Check answers as a class.

Answers

- 1 struggle with
- 2 immerse yourself in
- 3 hold a conversation
- 4 acquire
- 5 brush up on
- 6 get to grips with
- 7 rusty
- **b** Students work individually, completing the missing word in each sentence. Check answers as a class.

Answers

- 1 rapid
- 2 subtle
- 3 shift
- 4 lasting
- 5 way 6 ongoing
- 7 perceptible

3 WORDPOWER Idioms: Body parts

a O1.23 Ask students to cover the words in the box. Focus students on the title of the section *Idioms: Body parts.* Then tell students to look at the words in the box and complete the idioms. Play the recording for students to listen and check.

Answers

1	nose	5	shoulders
2	head	6	tongue
3	hands	7	tooth
1	nack		

b Students match the idioms with the definitions. Check answers as a class

Answers

a 4 b 7 c 1 d 6 e 2 f 3 g 5

② EXTRA ACTIVITY

Ask students to change the sentences in 3a into more personal, memorable examples, e.g., 1 My uncle has absolutely no nose for business investment; he's tried three different businesses and they've all lost money. 7 I will fight tooth and nail to stop him being elected to the local council. Monitor and point out errors for students to self-correct. Ask students to compare their sentences with a partner before asking them to share some of their sentences with the class.

c Individually, ask students to complete the questions with the idioms in 3a. Check answers as a class.

Answers

1	stick your neck	5	tooth and nail
2	a nose	6	bite their
3	head and shoulders	7	safe pair of hands
1	thair haad		

d In pairs or small groups, students ask and answer the questions in 3c. Monitor and check that students are using the idioms correctly. Ask students to share some of their answers with the class.

♥ FAST FINISHERS

Ask fast finishers to make a list of other idioms with body parts which they know, e.g., pull sb's leg, head start, Achilles heel, a pain in the neck, put your foot in it. Ask them to tell another fast finisher what the idiom means and give an example sentence using it. Encourage them to say if there is a similar idiom in their own language or if they think the English idiom is untranslatable.

Photocopiable activities: Wordpower 1

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

2 GOING TO EXTREMES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and summarise details, attitudes and opinions in articles about extreme sensory experiences and thrill-seeking activities
- understand, note and summarise details, opinions and attitudes in: extended speech and interviews describing physical and mental experiences; idiomatic conversations in which people discuss sensitive issues and give advice tactfully
- use a range of lexis and main stress accurately to discuss, describe and evaluate: extreme experiences; future plans; communication styles; suggestions for how to cope with noise; various extreme sports and leigure activities
- use a range of lexis to write descriptions of extreme experiences and future plans
- use a range of expressions to give advice in an appropriate register
- write a clearly structured, cohesive report, prioritising key issues, outlining problems and solutions and using linkers of contrast and concession appropriately

UNIT CONTENTS

G GRAMMAR

- Comparison (modifying comparisons with than and as ...
 as ...; comparative patterns; superlative patterns)
- Intentions and arrangements (will, going to; present continuous; future continuous; present simple; expressions with be)
- Linking: contrast and concession: *alternatively* (offering alternatives), *by comparison* (comparing), *even though* (conceding), *on the contrary* (opposing), etc.

V VOCABULARY

- Multi-word verbs: Social interaction: bombard (sb) with, bring out (the best/worst in sb), come across (to sb), cut (sb) off, fit in, go on about sth, hold (sb) back, relate to (sb), run (sb) down, slip out
- Verbs of movement: crawl, creep, drift, hurtle, leap, limp, march, plunge, roll, rush, slide, soar, stagger, stroll, whirl, whizz, whoosh, zoom
- Language in context: Sounds; Synonyms; Being tactful or frank
- Wordpower: Idioms: Movement: crawl, drift, plunge, soar, whirl, whizz

P PRONUNCIATION

- Consonant-vowel linking
- Emphatic stress

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs to compare how long they could do these things and which would be the most challenging. When taking feedback, tell students the world records given in brackets for these extreme achievements:

- standing on one foot (76 hours)
- · holding their breath (22 minutes)
- going without sleep (264 hours)
- running without stopping (80 hours / 558 km)
- staying in an ice bath (2 hours).

a Ask students what the man is doing, and how he feels. Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

This photo shows a man bathing in a hole in the ice in a lake. Cold-water swimming may be done as a challenge, for health reasons or even as a sport. The International Ice Swimming Association requires that the water is colder than 5°C (41°F) for ice-swimming competitions. In 1987 Lynne Cox swam the freezing Bering Strait between Alaska and the then Soviet Union, braving waters of just 3.3°C (the water in a swimming pool is about 27°C). Ice swimming is most popular in Eastern Europe and Russia; for example, there is a tradition in Russia of jumping into an icy pool after a *banya* (a kind of dry sauna) because it is believed this hot/cold contrast helps the immune system. (Advise students that cold-water swimming, anything below 15°C, may be a risk for people with certain health conditions, such as high blood pressure.)

b Put students into pairs to discuss the questions. Make sure that they make a list of at least six questions to ask the man and then ask their partner to answer the questions as best they can. If students need encouragement, prompt them with ideas from the Possible answers below. When taking feedback, find out the most interesting interview questions and who has had the coldest/hottest experience.

Possible answers

1 How often do you do this? How long do you stay in the water for? How do you feel afterwards? Is it painful to be in such cold water? Why don't you wear a wetsuit? Do you think you'll keep doing this as you get older? Why / Why not?

EXTRA ACTIVITY

Put students into different pairs to take turns to be an interviewer from the local newspaper and the man in the ice. Tell them to ask each other their questions from b1.

I WOULD **HAPPILY HAVE** STAYED LONGER

OPTIONAL LEAD-IN

Books closed. Get students to write down three sounds that they find pleasant and three that annoy them. Give some examples, e.g., a coffee machine working and the alarm clock in the morning. Students then compare ideas as a class.

SPEAKING

a D02.01 Tell students to listen for one minute and then tell you what they heard around them, e.g., a car parking nearby. Play the recording for students to listen to the six sounds. Put students into pairs to identify the sounds and discuss the questions. Take feedback as a class and ask students which sound they have experienced most recently and how they felt.

Possible answers

1 at a market 4 in a forest/wood 2 on a beach 5 in a park 3 at a nightclub 6 in a restaurant

b Tell students to go to SB p. 127 and do Communication Plus 2A. Put students into pairs to do the questionnaire. Discuss their answers as a class and see who is the most sensitive to sound. Students then discuss the questions in b. Check students understand apprehensive (feeling worried about something that you are going to do or that is going to happen). Take feedback as a class and tell students to go to SB p. 128 and do Communication Plus 2A. Ask students to read and discuss each suggestion with their partner, answering the questions. Take feedback as a class. Tell students to go back to SB p. 20.

2 READING

- a Ask students where they go if they need to have some peace and quiet. Tell students to look at the picture and caption and say which country the 'quietest place on Earth' is in (the USA – Minneapolis is a city in the Midwest). Highlight that the pronunciation of anechoic is /ænrˈkəʊɪk/. Tell students to discuss the questions. Check ideas as a class.
- **b** Give students two minutes to read the text quickly and find out whether the experience was positive overall. Check the answer as a class.

Answer

Yes, it was. He says he felt rested and calm and would happily have stayed longer in there, despite some disappointment.

LOA TIP REVIEW AND REFLECT

Get students to highlight the exact part of the text that told them that George had a positive experience. The key information can be found in the second from last paragraph, began to enjoy it, in the first sentence. In the last paragraph George then makes a more general point about what the experience should teach us. Tell students that a final paragraph often summarises and evaluates a text.

At the end of this lesson, students will be able to:

- talk about their reactions to extreme physical and mental sensory experiences
- talk about the role and forms of social interaction
- read an article for detailed comprehension and work out the meaning of new words from context
- use a range of comparative forms to give different degrees of comparison
- listen and react to a personal narrative
- use multi-word verbs to describe social interaction
- **c** Do the first comprehension question with the class and ask students to identify the part of the article with the answer (the first paragraph). Give students time to read the article and answer the questions. To save time, students could underline the relevant parts of the article rather than writing out sentences. Encourage students to guess the meaning of the words and phrases in the Vocabulary support box if they ask about them. Help with the meanings if necessary.

Answers

- 1 He needed to get away from the constant noise in cities like New York and recapture a sense of peace.
- 2 It is insulated with layers of concrete and steel, internally lined with buffers and the floor is a suspended mesh.
- 3 No, they don't. Most people find its perfect quiet upsetting.
- 4 People can experience extreme symptoms, from claustrophobia and nausea to panic attacks and aural hallucinations.
- 5 He thought he might go mad or be disappointed.
- 6 He felt very peaceful.
- 7 No, he didn't. He was a little disappointed that he didn't experience total silence.
- 8 They should become master of their own sound environment.

MOCABULARY SUPPORT

cower - to lower your head or body in fear

lined – with a thin layer of material covering the inside surface buffer - a barrier that gives protection from something sensory deprivation – a situation in which the senses (sight, hearing, etc.) are not stimulated at all

business as usual - said when things are continuing as they

be plunged into darkness – suddenly be in the dark jangle your nerves – make you feel annoyed or nervous be going overtime - working much more/faster than usual

♥ FAST FINISHERS

Ask fast finishers to find the word in the text which means a fear of closed places (claustrophobia). Ask them to think of as many other phobias as they can while the other students finish, e.g., technophobia (fear of technology, which came up in Lesson 1B), aquaphobia (fear of water).

d Tell students to cover their article. Ask why George mentioned astronauts (NASA astronauts train in an anechoic chamber). In pairs, students try and remember the six things. When taking feedback, try and get as much information from students as possible, e.g., for question 1, elicit what exactly happened in the subway.

Answers

- 1 It's where the deafening noise made him want to find total silence.
- 2 They are very quiet places he went to in his search for absolute silence
- 3 He could hear the blood rushing in his veins, so the anechoic chamber wasn't completely silent.
- 4 He became so aware of the sounds of his body that he heard the sound of his scalp moving over his skull when he frowned.
- 5 Everyone was impressed that he'd beaten the record, but he enjoyed the experience and only came out because his time was up.
- 6 Turning off the TV is a way of becoming master of your sound environment.
- **e** Ask students if they think George is eccentric (someone who behaves in a strange or unusual way). Then put students into small groups to discuss whether they could repeat his experience. Take feedback as a class.

f Language in context Sounds

- 1 Ask students to look at whining, the first highlighted word in the text on SB p. 21 (note there is one highlighted word in the picture caption). Ask: Is this a nice or not nice sound? (not nice). How do the children feel? (unhappy). What part of speech is it? (verb). Ask students to go through the definitions and find the correct one (d). Students then match the rest of the highlighted words with the definitions. Check answers as a class.
- 2 Ask students to find the adjectives next to roar, whisper and thump. Tell them that dull and soft basically have the same meaning, not loud, but that dull collocates with roar and thump, while soft collocates with whisper.
- 3 Ask students to read the Learning Tip. Tell them that recording words as collocations increases your vocabulary and often makes words easier to remember. Then ask students to find the collocations for noise and sound(s) in the article and their part of speech, using a dictionary. Encourage students to look at the full information for words in the dictionary entry, e.g., ambient applies to both sound and light around you and is a technical word.

Answers

- f roar 1 a eerie b deafening g thump c hammered h whisper d whining i decibels
 - e gurgling
- 2 dull; soft; dull
- 3 stop sound (v.), ambient sound (adj.), presence of sound (n.), sound is absent (adj.), make a noise (v.), the sound became noticeable (adj.), strange, metallic, scraping noise (adjs.), constant background noise (adj., n.)

W HOMEWORK ACTIVITY

Highlight the sentence from the article *The experience was* nowhere near as disturbing as I had been led to believe. (at the end of the second to last paragraph) and ask which adjective collocates with experience (disturbing). Tell students to use several dictionaries to find as many collocations for experience as they can. Students then choose one of the collocations, e.g., amazing experience, and prepare and present a short anecdote about this in the next class, e.g., about a great holiday they had.

Possible answers

adjective + experience: great; memorable; personal; terrible; unusual compounds: hands-on experience; life experience; work experience experience + preposition: experience as something; (no) experience of doing something; experience in something

3 GRAMMAR Comparison

a Write on the board *George stayed in the room* anyone else. Elicit comparative phrases to go in the gap, e.g., a lot longer than. Tell the students to cover the article and complete the sentences. Check answers as a class.

Answers

1 the 4 and 2 The 5 nowhere near 3 considerably 6 infinitely

b Tell students to look at sentence 1 and ask if you hear more things if it is quiet or loud (quiet). Tell students to look at sentence 6 and ask if the experience was more or less disturbing than George thought before he went in (less). Tell students to answer the questions in pairs, then check as a class.

Answers

- 1 1 and 2; dependent
- 3 3: slightly, decidedly, a good deal, significantly 5: nothing like,
- © 02.02–02.04 Students read the information in Grammar Focus 2A on SB p. 140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 21.

Answers (Grammar Focus 2A SB p. 140)

a 1 and 6 considerably/slightly/way 2 the 7 not 3 considerably/slightly/way 8 nowhere 4 considerably/slightly/way 9 far

- **b** 4 A kilogram of iron is no heavier than a kilogram of feathers.
 - 5 Sales have been marginally better since last June.
 - 6 The harder the rain fell, the more difficult the game became.
 - 7 The new car wasn't nearly as expensive as we thought.
 - 8 They've made three times as much money as (they did) last year.

CAREFUL!

A typical error students make is with word order and *much more*. Highlight that when *much more* modifies a verb, it goes after the noun phrase: Students will enjoy much more the film club than before. (Correct form = Students will enjoy the film club **much** more than before.). Point out that when much more modifies an adjective or noun, it goes before the adjective or noun phrase: They replaced the computers with new ones much more expensive. (Correct form = They replaced the computers with much more expensive new ones.). Students also often make the mistake of adding at and/or the to the fixed phrase last but not least. At last but not the least, the publicity for the club is boring. (Correct form = Last but not least, the publicity for the club is boring.). Another typical error is to use either just as or so ... as instead of as ... as. I'm surprised as you. (Correct form = I'm as surprised as you.). The candidates were not so experienced as I would like them to be. (Correct form = The candidates were not as experienced as I would like them to be.).

d Give your own example (it doesn't need to be true!) of a place or an event using several comparative structures. Then ask students to think of a place or an event and discuss the questions in pairs.

EXTRA ACTIVITY

Ask students to compare these experiences using the target language where possible:

- having no sense of smell / no sense of taste
- dealing with a broken arm / broken leg
- working outside in extreme heat / extreme cold
- being an only child / having six other siblings
- being unemployed / working 12 hours a day.

4 LISTENING

- Try and communicate something to the class using only gestures, e.g., what you did that morning. Stop after a few minutes and ask the class what they understood. Ask students if they have ever had a situation when they had to communicate in this way, e.g., they were in a foreign country and couldn't use English. Then put students into pairs to discuss the questions.
- **b** 02.05 Ask students to look at the picture of Lena. Elicit what a *vow of silence* is (a promise not to speak for a period of time) and predict why a young woman would want to take one. Play the recording of the first part of Lena's story for students to listen and see if their prediction is correct. Check the answer as a class.

Answer

She was intrigued by the idea of a public vow of silence and wanted to see how it would affect her and other people.

Audioscript

LENA A few months ago, I went to a friend's place for dinner. It was a fun night – lots of lively company – y'know, one of those nights you feel you've talked about everything and solved the world's problems! Towards the end of the evening, I was feeling a bit tired and I just kind of sat back and watched and listened – did nothing. It was interesting. It struck me how what we say sort of defines who we are. Talking is a way of fitting in – y'know, a way of showing that we belong to a social group. The next day I couldn't stop thinking about this and began to wonder what would happen if I just stopped talking altogether and was just ... silent. What would happen to me? How would I come across to other people? I decided to read up on the topic of vows of silence. There were some really interesting stories online. Often a vow of silence is for spiritual purposes, and people go into some kind of retreat to cut themselves off from the outside world. I guess you could say that's not about communicating at all – it's like taking time out to focus on yourself. But some of the other stories I read were about people taking what you'd call a more public vow of silence. What I mean is they continued to live in the real world and communicate with people – just they didn't speak. Some people did this as a protest - y'know, like against censorship or something like that.

I didn't have any kind of burning cause I wanted to protest against but, for my own reasons, I was still intrigued by the idea of a public vow of silence. So I decided to take one – just for a weekend. I knew I'd find it hard to last much longer than that. I looked on it as a kind of social experiment. I knew it was going to be a challenge!

***** VOCABULARY SUPPORT**

read up on sth – to learn about something by reading take time out – spend time away from one's usual work or studies, for rest or leisure

a burning cause – a strong belief about something in society you want to change

c 202.05 Ask some questions before you play the recording again, e.g., *Did Lena enjoy the dinner party?* (yes). *How did she get information about vows of silence?* (through the Internet). Play the recording for students to summarise what Lena says about the four things.

Possible answers

- 1 It was fun, and everyone talked a lot.
- 2 She realised that what you say defines who you are and that by talking you show you belong to a social group.
- 3 A spiritual vow of silence means you retreat from the outside world, look inside yourself and don't communicate with other people.
- 4 A public vow of silence means you continue to live in the real world and communicate with people without speaking.
- **d** Tell students to discuss the questions in pairs. Ask some questions to get students thinking about what situations might be difficult, e.g., What if she meets a friend? Will people who don't know about her vow think she's rude?
- e 02.06 Play the recording of Part 2 of Lena's story for students to check their ideas.

Audioscript

LENA So ... a whole weekend without speaking. The person I found hardest to deal with was ... myself. When I'm alone I often talk to myself, or sing or hum. But, no – I wasn't allowed to do any of that. I had to keep my vocal cords completely out of action. I managed OK, except for a couple of times – like when someone held a door open for me and a little 'thank you' slipped out.

Also, when my phone rang, I couldn't answer. I was quite proud that I remembered, even when someone woke me up calling early on Saturday morning. But I did text back. So, you see, I still communicated – email, text – all that sort of thing. I just had to keep my mouth well and truly shut.

The first thing that amazed me was just how easy it is to communicate without words – like, buying a coffee. I just sort of pointed to what I wanted and nodded in agreement when the person in the café got it right. I even met a friend for a chat. I could react to what he had to say by means of a facial expression. Occasionally, I did have to write some things down on a notepad, but I was amazed how much information I could get across without trying too hard.

The most interesting thing was the way other people related to me. When I was queueing in the supermarket, a woman tried to have a conversation with me. She bombarded me with questions. When she eventually realised that I couldn't or wouldn't speak, she just made up her own answers to her own questions. She had a whole conversation with herself about why I couldn't speak! She thought I was unwell.

Also, my landlord was interesting. I had to go and pay my rent on the Saturday. He always goes on about something when I go and see him – he usually likes to run down some politician or other. I don't always agree with him, and we often end up having a heated discussion. But this time, I just listened ... And when I left he said, 'It was great to have a good chat.' This was interesting. I don't think he really noticed that I hadn't been saying anything. He was so caught up in what he was saying, he wasn't very aware of me. And it made me think ... well, aren't we all a bit like that? We're all so busy talking and expressing our ideas – it's like a kind of prison that doesn't allow us to communicate with each other and see what's going on around us. Most of the time people treated me kindly. I often felt that my silence brought out the best in people. Being silent for two days really gave me a chance to see and feel things without feeling I needed to respond or react. I mean, I often wanted to, but I had to hold myself back. And this meant I just had to let things go – just let them be. And, you know, I felt more peaceful – more connected with everyone and everything. So it really was fascinating - my weekend of silence. I recommend giving it a go.

f • 02.06 You can treat this as a summarising exercise similar to 4c, playing the recording straight through, or you can pause after each person (this is helpful for less advanced students who tend to get lost in a long listening). Check answers as a class.

Possible answers

herself: she was the person she found hardest to deal with; she generally remembered not to speak but broke her own rules a couple of times; she still communicated by text and email the person in the café: she could communicate by pointing and nodding

her friend: she could communicate by using facial expressions and writing some things down

the woman in the supermarket: she managed to have a conversation with herself while Lena said nothing; the woman thought Lena was ill

her landlord: they usually get into political arguments but this time he thought they'd had a good conversation even though Lena had said nothing

At the end of her experiment she felt more peaceful and more connected with everyone and everything.

VOCABULARY SUPPORT

out of action (C1) - not in use

well and truly - completely

a heated discussion – a discussion in which people get excited/ angry because they feel strongly

be caught up in sth – be so involved in an activity that you do not notice other things

let sth go – not react to something annoying which somebody else says or does

let sth be – not interfere or try to control a situation *qive sth a qo* – try something new

g Put students into small groups to discuss the questions. Then compare ideas as a class. Ask students if it would be easy for someone to do this in their country.

5 VOCABULARY

Multi-word verbs: social interaction

a D 02.07 Write on the board:

I don't get __ well with my sister-in-law.

Ask students to complete the multi-word verb (*get on*) and give an equivalent phrase (*have a good relationship*). See if students can complete the sentences without listening again and then play the recording to check. Point out that *relate to* (to understand someone and be able to have a friendly relationship with them) can also mean *be connected to: This growth is related to the economic trends of those years.*

Answers

1	in	5	to	9	out
2	across	6	with	10	back
3	off	7	about		
4	out	8	down		

CAREFUL!

A typical error students make is to use *fit in* not *fit in with* when there is an object: *He doesn't fit in the rest of us*. (Correct form = *He doesn't fit in with* the rest of us.)

b Get students to categorise the multi-word verbs according to their meaning by looking back at the sentences. Check answers as a class.

Answers

social interaction in general	spoken interaction
come across cut yourself off	bombard sb with questions go on about
relate to sb bring out the best in people hold yourself back	run sb down

my sister-in-law on the board again and ask students to repeat it. Ask whether get on sounds like one or two words (one) and why (there is linking between the final consonant and opening vowel). Tell students that identifying linking is very important for listening to connected speech and linking will help them sound more natural in many contexts, too. Play the recording for students to listen and identify the linking consonant sound. Check the answers as a class.

Answers

/m/; it's an example of consonant-vowel linking

d O2.09 See if students can identify the linking before they listen and then play the recording for them to check. Check answers as a class. Drill the phrases concentrating on the consonant–vowel linking.

Answers

... cut themselves_off from ...; /z/
 ... a little 'thank you' slipped_out ...; /t/
 ... goes_on_about something ...; /z/ /n/
 ... my silence brought_out the best ...; /t/

e Give your own examples of people you know and then ask the students to talk about people they know in pairs. Alternatively, you could organise this as a *Find somebody who* ... activity, with students going around the class and asking one another questions until they have a person for every multi-word verb in 5a. Take feedback as a class. Then elicit different ideas from the class for learning multi-word verbs before asking students to read the Learning Tip. Tell students that they also need to record grammatical information about multi-word verbs, e.g., separable verbs like *run* (*sb*) *down* or *run down* (*sb*) and non-separable verbs like *relate to* (*sb*).

Revise the multi-word verbs by saying sentences and getting students to rephrase them with a multi-word verb.

Do I belong here? (fit in)

I asked him a lot of questions. (bombarded him with)

She gives the impression of being bored. (comes across as)

Stop repeating it again and again. (going on about it)

Our teacher does things so that we do as well as we can. (brings out the best in us)

I wouldn't criticise people who do crazy sports. (run down)

W HOMEWORK ACTIVITY

Ask students to create and record in their vocabulary notebooks examples of the multi-word verbs in 5a using people they know or know about. Give students some examples of your own, e.g.:

My friend Janice is really nice but she sometimes **comes across** as a bit arrogant.

On TV last night the reporter really **bombarded** the star **with** auestions.

In the next class, put students into groups to compare sentences. Take feedback as a class and elicit any interesting sentences.

6 SPEAKING

Write on the board *Humans are the only animals which* can communicate in a meaningful way, and get students to agree or disagree with you in a short class discussion. Put students into small groups first to read and then discuss statements 1–5, answering the questions.

ADDITIONAL MATERIAL

Workbook 2A

Photocopiable activities: Grammar 2A, Vocabulary 2A, Pronunciation 2A

Documentary video Unit 2 Going to extremes

Video worksheet Unit 2 Going to extremes

2B

I'LL BE JUMPING FROM 900 METRES

♥ OPTIONAL LEAD-IN

Books closed. Ask students for ideas of how an astronaut would need to prepare for their first trip into space, what would be enjoyable and what would be difficult. Give an example:

Astronauts would need to learn how to move around. It would be fun to float around; it would be difficult to perform tasks while wearing a thick spacesuit.

a Students look at the photo and the headings, and

read the introduction. They discuss what the article

whether they would like to be in this situation.

might be about. Take feedback as a class and ask students

The article is about the history and science of zero-gravity flight and

Students then compare ideas as a class.

READING AND SPEAKING

how it has become a commercial activity.

Answers

- 1 F They were invented by scientists in the USA.
- 2 F They take off at an angle of 45 degrees.
- 3 F Planes reach a height of over 8,000 metres.
- 4 F Your weight stays the same but can be measured differently.

with similar meaning

detailed description

and arrangements

• use a range of verbs of movement

• follow an interview and understand a

use a range of future forms for intentions

At the end of this lesson, students will be

talk about experiencing a zero-gravity flight
understand the main points and detail of a magazine-style article and identify words

- 5 T
- 6 T
- 7 T

b Students work on their own to complete the quiz, ticking true or false. Do not check answers at this stage.

C Put students into groups of four and ask them to compare their answers to the quiz. Encourage them to tell their group anything else they know about zerogravity flights, then take feedback as a class.

8 F The water will float by you.

d Students work in the same groups and each student

chooses a paragraph in the article. Tell them to decide

on their own which questions from the quiz in 1b their paragraph answers.

Answers

Text A - questions 1, 5 & 6

Text B - questions 2 & 3

Text C - question 4

Text D - questions 7 & 8

e Ask students to read their paragraph again and make notes. Tell them they need to prepare to present the information to other people in their group. Use the Vocabulary Support box to provide support if necessary.

23

M VOCABULARY SUPPORT

weightlessness – the state of having or appearing to have no weight; the fact of not being affected by gravity

soar (C2) - to rise very quickly to a high level

padded – containing a layer of soft material used for protection arc – the shape of part of a circle, or other curved line

the space race – the twentieth-century rivalry between the USA and the USSR to prove their superiority in space travel

nausea - the feeling that you are going to be sick

hurtle – to move very fast, especially in a way that seems dangerous parabola – a type of curve such as that made by an object that is thrown up in the air and falls to the ground in a different place parabolic – describing such a curve

thrust – the driving force produced by, for example, an aircraft engine

manoeuvre – a movement or set of movements needing skill and care

scales – a device for weighing things or people

internal organs – the main organs inside the body, such as the heart, lungs and brain, that are necessary for life

f Students take turns and use their notes to tell other group members the information in their paragraph. As a group, they check their answers to 1b. Take feedback as a class

FAST FINISHERS

Fast finishers write down three extraordinary experiences that they would like to have, e.g., *visiting the North Pole*, and compare their list with other fast finishers. Do they share their partner's ambitions?

- **g Language in context** Words and phrases with similar meaning
 - 1 Tell students to try and match the words in the box with the words and phrases in italics without looking at the text. They then check their answers in the text. Take feedback as a class.

Answers

a joyride; right d puzzles b exerts e blob c free fall f elation

2 Tell students to look again at the words in the box and the sentences in g1 and tick the reasons which the writer uses. Check answers as a class and point out that students can use words with similar meaning to make their writing more interesting.

Answers

a, c, e

h Put students into pairs and ask them to imagine they have received a free ticket on a zero-gravity flight. Tell them to discuss the questions. When taking feedback, ask students what the advantages/disadvantages of these flights are and whether they will become more common in the future.

Ask students in pairs to think about everyday tasks that would be (1) easier, and (2) more difficult in zero-gravity (e.g., making a cup of tea would be more difficult, as you couldn't pour water; cleaning windows would be easier, as you wouldn't need a ladder). They should decide on two of each. Groups then share their ideas as a class.

2 VOCABULARY Verbs of movement

a Students look at the sentences and categorise them according to whether they describe speed, circular movement or downward movement, using a dictionary if needed. They should also check in the dictionary whether there is any sound suggested. Check answers and, when giving feedback, tell students that *whoosh* is a good example of an onomatopoeic word, based on the sound in real life.

Answers

- 1 soar, whoosh, hurtle, zoom, plunge, whizz, whirl
- 2 whoosh, zoom, whizz
- 3 roll, whirl
- 4 plunge

Ask fast finishers to list other onomatopoeic words that they know in English, e.g., *crash, babble, screech*, and find some new ones. The easiest way to do this is to find the English translation for words that describe a sound in their own language.

b 202.10 Students complete the exercises in Vocabulary Focus 2B on SB p. 159. Play the recording for students to check their answers to Exercise a. Check answers to Exercise b, c and e. Monitor Exercise d and ask students to compare sentences in Exercise f. Tell students to go back to SB p. 25.

Answers (Vocabulary Focus 2B SB p. 159)

- **a** 1 k 2 o 3 q 4 p 5 l 6 j 7 i 8 n 9 h 10 m
- **b** 1 stagger; limp; crawl; creep; stroll; drift
 - 2 soar; hurtle; zoom; whizz; plunge; whirl; whoosh; rush; slide; march; leap
 - 3 crawl, creep; drift
- 4 crawl, stagger; limp
- c crept, creep; slid, slide
- e 2 She staggered/crawled down the road.
 - 3 He crept down the road.
 - 4 She hurtled/rushed/whizzed/zoomed down the road.
 - 5 He limped/crawled down the road.
 - 6 She drifted/strolled down the road.
 - ${\it 7\ \, He\ hurtled/slid/whizzed/zoomed\ down\ the\ road.}$
 - 8 It soared/whirled/whizzed/whooshed/zoomed down the road.
 - 9 He hurtled/rushed/whizzed/whooshed/zoomed down the road.
- 10 It drifted down the road.
- 11 It crawled down the road.

3 LISTENING

a **Q02.11** If you have the technology, show a short YouTube video of base jumping and get the students to share their impressions. If you don't, tell students to look at the picture and ask: How do the people watching feel? How does the person jumping feel? How high do you think they are? Put students into pairs to say what

base jumpers do and predict what Ada will say about base jumping. Then play the recording for students to check. Pre-teach *hit* (succeed in reaching or achieving a number) and *keyed up* (very excited or nervous, usually before an important event) if necessary.

Answers

- 1 Base jumpers jump from high places like cliffs and bridges.
- 2 Before the jump: I'm nervous but excited. I feel ready.
 After the jump: It was scary at first, but then I felt in control. After the parachute opens, it's peaceful.

Audioscript

PRESENTER Millions of visitors come to the Swiss Alps every summer.

There's walking, climbing, swimming, cycling, paragliding – almost no limit to what you can do here. For some people, these sports aren't exciting enough. Instead, they go base jumping. This means jumping off a cliff and free falling before opening your parachute and landing safely, they hope, in the valley below. The idea of jumping off a mountain may be a nightmare for some people. Base jumpers say it's an experience like no other. To find out, I watched 24-year-old Ada Hoffman go on her first jump.

So Ada, you're about to go base jumping, and it's your first time. **ADA** Yes. I'm due to jump in about 10 minutes.

- P How are you feeling? Nervous?
- A Yes nervous, but also excited, very excited. I'm keyed up you know, I'm going to enjoy this. I've been parachute jumping quite a bit. I've had training in that; I jumped maybe ... about, er ... 300 jumps. Most people say, like, 200 is a minimum, other people say 5 ... 500 is a minimum so ... I feel ready for this base jumping, so ..., yes, it feels like a natural step.
- P And what are you going to do exactly? You'll be jumping off the mountain, right?
- **A** Yes. There is a platform which sticks out over the cliff. And um ... yes, basically, I'm planning to jump off that one.
- P And then?
- A Then I'll be jumping from about 900 metres ... So ... I'm aiming to free fall for exactly 25 seconds. And um ... then I'm going to fall for a further 30 seconds with er ... the parachute completely open.
- **P** And land safely in the valley?
- A Yes you'd hope so, yeah.
- **P** And how will you know when it's time to open the parachute?
- A I'm going to count the seconds that's the only way of doing it. Um ... when I reach 20 seconds, or count on 20, I'm going to pull this string hard and um ... then the parachute will open in about 5 seconds.
- P OK, well good luck. I'll talk to you again after the jump.
- A Thank you.

... **A** Hi.

- P Hi, you made it.
- A Yes.
- **P** So how was it?
- A Oh, it was good, it was a good jump. Everything was fine.
- P How did it feel?
- A Amazing there's nothing like it really absolutely amazing! A bit scary at first you know, you walk along this platform and then you just have to jump. And then, you feel really calm, completely in control. And after the parachute opens it's quite peaceful you know ... it's just ... you drift down, and it's ... oh ... it's just wonderful.
- **P** So will you go base jumping again?
- A Oh yes, definitely. I'm definitely going to do it again. Maybe I'll go later today, actually. I'm also thinking of trying a tandem jump some time. You know when you jump with somebody else, you jump together? I think that should be really fun, but er ... you have to be very careful.
- With the number of jumps likely to hit 30,000 this year, it's clear that the sport is highly attractive. But there's no question that it is a very dangerous sport, and not everyone survives. Many people say it should be better regulated, or even banned. But base jumpers disagree.
- A Well, it certainly is dangerous. Yes, it's very dangerous and I think you need to be aware of the risks when you take a jump. So ... if you don't ... if you're not aware, then you maybe shouldn't jump. But you know, you're not coming here thinking, 'Oh, I'm planning to have an accident'. That's ... that's not what you're aiming to do. You come here with the intention of having a great experience, and ... and that's what you do.

b © 02.11 See if students can remember what the numbers refer to before they listen again. Then play the recording to check.

Answers

- 1 a the number of minutes until Ada jumps
 - b the number of parachute jumps Ada has done
 - c the height in metres she'll be jumping from
 - d the number of seconds people free fall
 - e the number of seconds (you count) before you open your parachute
 - ${\sf f}\>\>$ the number of jumps that will probably take place this year in the Swiss Alps
- 2 She says it is dangerous and you need to be aware of the risks.
- Ask students to discuss the question in pairs. Then take feedback as a class.

4 GRAMMAR Intentions and arrangements

- **a** © 02.12 Write these sentences on the board:
 - 1 Ada is going to fall off the mountain!
 - 2 Ada is going to do another base jump.
 - 3 Ada is going to jump next weekend.

Ask students how the meaning of *going to* is different in each one. Elicit that sentence 1 is a prediction (Ada doesn't want to do this!), sentence 2 is her intention and sentence 3 is an arrangement. Ask students if they know any other ways of talking about intentions and arrangements. Students look at the pairs of sentences. Tell them to try and remember which one Ada said and explain why she said it. Then play the recording for them to check which sentence Ada used and then check students' explanations as a class.

Answers

- 1 a Ada's jump will happen very soon.
- 2 a She's expecting to jump at a certain, pre-arranged time.
- 3 b The jump height is fixed, therefore this will happen naturally, with no further decisions or arranging.
- 4 a She intends to do it again (but has not arranged it yet).
- **b** 02.13 Students look at the sentences and try and remember what Ada said. Then play the recording for them to check.

Answers

- 1 thinking
- 2 planning
- 3 aiming
- 4 intention
- c ≥ 02.14–02.17 Students read the information in Grammar Focus 2B on SB p. 141. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 25.

Answers (Grammar Focus 2B SB p. 141)

- 2 going
 - 3 will you be
 - 4 going
 - 5 'll be standing
 - 6 planning
 - 7 going
- 8 'll be wearing
- (forms that are not possible)
 - 2 'll be doing
 - 3 don't see
 - 4 is looking
 - 5 wears
 - 6 'm not aiming to answer
 - 7 repays
 - 8 aims
 - 9 due
 - 10 are becoming

- - 3 thinking
 - 4 due/going
 - 5 he
 - 6 due/going/about
 - 7 not
 - 8 won't

 - 9 'll/will
 - 10 will

CAREFUL!

Students often make mistakes with word order. A common error is to put adverbials like as soon as and this morning/weekend etc. between the verb and noun. We're going to give as soon as possible the exact date. (Correct form = We're going to give the exact date as soon as possible.) We'll be organising this year transport. (Correct form = We'll be organising transport this year.) Another problem students have is prepositions. Students sometimes use in in front of this morning/weekend, etc. The report will be ready in this week. (Correct form = The report will be ready this week.) Remind students to use in not after with measurements of future time. I'm going to be back after two days. (Correct form = I'm going to be back in two days.)

- **d** Talk about your own plans using as much of the target language as you can. Then give students time to write down some ideas of their own. Give some more prompts if necessary (places they intend to visit, people they haven't seen for a long time that they want to meet up with, hobbies they want to take up, etc.).
- Put students into groups to compare their plans. Ask who has the most unusual or challenging plan. Then find out if any students have the same or similar plans. Put them into groups made up of students who have the same or similar plans, if possible. Ask them to talk about how they are going to achieve their plans, perhaps by helping each other.

5 SPEAKING AND WRITING

a Ask students to look at the photo, guess where it is and say why someone would want to live there.

The photo shows the Rocky Mountains in Canada.

b Tell students to go to Communication Plus 2B on SB p. 132, read the blog, and answer the questions. Put students into pairs. Tell them to read the prompts and write a blog post about their plans. They could make a real blog post online if they have the technology or they could just write in their notebooks. Pairs swap blog posts. They read them, think of questions to ask and add comments. Students give back the blogs with the comments. Students imagine that a year has passed. They ask and answer questions and respond to the comments. You could have an extra speaking stage where pairs compare their experiences, and say what the comments were and how they responded to them.

He works in insurance. He's probably writing to the people he used to work with

EXTRA ACTIVITY

In groups, ask students to make a multiple-choice personality test to work out how adventurous someone is. Tell students to write questions testing the traits and attitudes, and ideally the vocabulary, covered in the reading and the lesson. Give an

If you won a thousand euros, how would you be inclined to spend it?

A go on holiday to somewhere new and exciting

B put it in the bank

C buy something I need for the house

Ask students to think of question types in their groups, divide them up, and write them out of class. They then compile and check them in class, write a key to interpret the answers, and give the test to another group to do.

(+) ADDITIONAL MATERIAL

Workbook 2B

Photocopiable activities: Grammar 2B, Vocabulary 2B

Documentary video Unit 2 Going to extremes

Video worksheet Unit 2 Going to extremes

2C

EVERYDAY ENGLISH

Don't get so wound up ahout it

⊕ OPTIONAL LEAD-IN

Books closed. Ask students to rank these typical aims for young people who have just finished school or university from 1 (easiest to achieve) to 6 (most difficult to achieve):

- · finding a good job
- becoming financially independent from parents
- keeping in touch with friends from school/university
- finding new friends and interests
- understanding what they want to do with their life
- finding somewhere to live.

11 LISTENING

a Ask students where they live and how long they've lived there. Put students into small groups to discuss the questions. Take feedback as a class and ask students to justify their opinions on question 2.

♥ EXTRA ACTIVITY

Tell students that a shortage of housing in the UK is making it increasingly difficult for young people to buy their first property and that the cost of renting has increased. Have a short class debate on what governments could do to help young people buy or rent their own homes.

- **b** Tell students to look at the pictures. Ask: *Does* Emma look happy? (no). What book is Alex holding? (Solar Wind). Do you think Max would be a good guest? (no). Students work in pairs and guess the connection between the pictures.
- c © 02.18 Check students understand the idiom get on sb's nerves (to annoy someone a lot) and pre-teach volatile (likely to suddenly become angry) and boot sb out (force somebody to leave). Play Part 1 of the video or the audio recording. Check answers to 1b as a class.

Emma and Alex are girlfriend and boyfriend. Max Redwood is Emma's brother. Alex is reading Max's book and his colleague Oscar is interviewing Max on City FM the next day.

Videoscript/Audioscript (Part 1)

EMMA Uh-huh ... yeah ... uh-huh. **E** He's getting on my nerves, to be **ALEX** Right, so I'll pick you up about seven.

- **E** Great!
- A What else is going on today, then?
- E Nothing much. Max is due back A Hmm ... soon.
- A Max? Who's Max?
- **E** My brother. He's staying with me at the moment, remember?
- A Oh, yeah, that's right.

- honest. There's just not enough space!
- A Wait, he's not still sleeping on the sofa, is he?
- **E** Yes! And his stuff's everywhere!
- E And he's just so volatile! It's like walking on eggshells half the
- A Isn't it about time you asked him to leave?

At the end of this lesson, students will be able to:

- understand conversations between people in which they talk about their problems and concerns
- talk about problems and discuss solutions
- use a range of expressions to be tactful and frank
- recognise and use emphatic stress
- use a range of expressions for giving advice and warnings
- **E** Well, I keep dropping hints, but **A** The same as that guy who he doesn't seem to notice.
- A Why don't you just tell him straight, then? Don't beat around the bush. There's a lot to be said for being upfront about things.
- E I can't just boot him out!
- A Hang on, did you say his name is Max?
- E Yeah
- **A** Max Redwood?
- E Yes.

- wrote Solar Wind?
- E No, he is the guy who wrote
- A You mean it is him?! Your brother is the Max Redwood!
- E It's no big deal.
- A I don't believe it! Oscar is interviewing him tomorrow!
- E I know. Look, I've really got to go. Max will no doubt be hungry when he gets in. See you tonight.
- A Yeah, OK. Bye then
- 02.18 Play Part 1 of the video or the audio recording again and ask students to answer the questions. Check answers as a class.

Answers

- 1 Max is staying with her and he's very untidy and volatile.
- 2 She's kept dropping hints.
- 3 She should tell him what she thinks.
- 4 Emma isn't impressed. Alex is excited and impressed.
- e Language in context Being tactful or frank
 - 1 Doz.19 Tell students to match the halves of the expressions from Part 1. Play the recording for students to listen and check.
 - 2 Make sure that students understand what they are being asked by concept checking tactful and frank language. Say to students: You're making too much noise. It's very annoying, and then ask Was that tactful? (no) Was it frank? (yes). Then say: It seems a bit noisy here. Ask students: Was that tactful? (ves). Ask students which of the expressions describe being frank and which describe being tactful. Books closed. Read out half of the expression. Tell students to complete it and say whether it is frank or tactful, e.g., drop ... (hints, tactful).

Answers

- 1 1 e
- 2 c
- 3 h
- 5 d
- 2 being tactful: walk on eggshells; drop hints being frank: tell someone straight; be upfront about things; don't beat around the bush
- **f** Put students into groups to discuss the questions. Check that students understand outstay your welcome. Ask: If your guests outstay their welcome, do you want them to stay longer? (no). Check ideas as a class. Ask pairs to share interesting anecdotes about their experiences with the whole class.

EXTRA ACTIVITY

Tell students to think of five tactful ways of telling a friend or a family member that their new dress/suit looks awful, e.g., *It isn't the best thing in your wardrobe*. Check ideas as a class and ask students whether they would ever be this honest in real life.

2 PRONUNCIATION Emphatic stress

and elicit some answers from the class. Write the question on the board and ask students how many word groups there are (one) and where the main stress is (book). Play the recording for students to listen and underline the main stress in the word groups. Then ask them to say which word in a group has the main stress, and to refer to the rule on SB p. 26 if necessary. Check answers as a class.

Answers

- 1 Max is due back soon.
- 2 He's getting on my nerves.
- 3 Isn't it about time you asked him to leave?
- 4 Did you say his name is Max?

The *last* word that carries meaning in each word group usually has the main stress.

b Q2.21 Borrow a student's book and say *This isn't* <u>my</u> book. Ask students if the rule on SB p. 26 applies here (no). Tell students to listen and underline the main stress in the word groups.

Answers

- 1 He's not still sleeping on the sofa, is he?
- 2 He is the guy who wrote Solar Wind.
- 3 You mean it is him!
- 4 Your brother is the Max Redwood!
- **c** Put students into pairs to answer the questions. Check answers as a class. Ask students how *the* is pronounced differently in 4 (/ði:/ not /ðə/).

Answers

- 1 Alex and Emma emphasise different words to communicate more precisely: 1 showing disapproval 2 correcting 3 checking / showing disbelief 4 (See answer to question 2 below.)
- 2 'the Max Redwood' means the famous person called Max Redwood, rather than another, non-famous person who has that name.
- **d** Write *I know Max*. on the board. Say it three times, putting the main stress on a different word each time and asking students how the meaning changes.

I know Max. (normal main stress)

I know Max. (not everyone does)

I know Max. (but he's not really a friend)

Then tell students to match the sentences with their meanings. Students repeat the sentences with the main stress in the appropriate place.

Answers

1 d 2 b 3 a 4 e 5 c

Read out the sentences and encourage students to think of an appropriate follow-up, e.g., I'll give you a ring later. (You will? Why? Isn't Nino around today?)

Drill all three sentences. Put students into pairs to make and practise a conversation for each sentence. Stronger students can plan in their heads. Encourage other students to make notes rather than write out the conversations in full. Take feedback as a class and ask students to act out one of their conversations. The other students say which of the three sentences the conversation is based on.

3 LISTENING

- a Tell students to look at the picture. Ask them to say what might be happening between Emma and Max and how each person might be feeling. Pre-teach wound up (very worried, nervous or angry), be short of sth (not having enough of something) and desert island (an island where no people live). Put students into pairs to look at the picture and guess who said the sentences.
- **b** 02.22 Play Part 2 of the video or the audio recording and tell students to check their answers in 3a. Check answers as a class.

Answers

1 Max 2 Max 3 Emma 4 Emma 5 Max

Videoscript/Audioscript (Part 2)

EMMA So, Max, I was thinking – have you thought about the possibility of finding your own place to live?

MAX Hadn't really thought about it, to be honest.

- **E** Well, I mean, it's not as if you're short of cash any more, is it?
- **M** True.
- **E** It might be in your interests to invest some of it in property.
- **M** Invest? Property? What are you talking about?
- **E** Well, it would be lovely to have your own workspace, wouldn't it? What do you think?
- **M** Sure. Yeah. Yeah. But I can't think about any of that right now.
- **■** Why not?
- **M** Well, I've got that radio interview tomorrow.

- **■** Uh-huh?
- M I don't know what to say!
- Oh, don't worry about it. You might want to have a think about what you could say tonight.
- M There's nothing else to say about *Solar Wind!* The book is the book
- **E** Oh Max, don't get so wound up about it. It's only an interview.
- **M** Only an interview?! You're ioking.
- E Hey. I'll be able to listen to you.
- M Don't you dare listen!
- **E** All right, all right. Calm down!
- **M** Maybe I'll just go far, far away, take a vow of silence, live on a desert island somewhere ...
- **E** Yeah, you might as well!
- м Emma!
- c D02.22 Ask students to read the questions and note down any answers they remember. Play Part 2 of the video or the audio recording again for students to answer the questions or check their answers. Check answers.

Answers

- 1 because he isn't short of cash any more
- 2 It would be a good investment; it would be lovely for him to have his own workspace.
- 3 She suggests that he might want to have a think about what he could say that night.
- 4 He doesn't want her to listen.
- 5 He doesn't feel he has anything to say in the radio interview and he is being dramatic about how to avoid it.

d Put students into groups to discuss the questions. Take feedback as a class.

EXTRA ACTIVITY

Give students a copy of the Part 1 audioscript and ask them to find the word used in written dialogue to represent the sound that people make to show they agree with or understand what someone is saying (*uh-huh*). Tell students to try and guess what these sounds mean when used in writing: *ahem* (a little cough to get attention), *tut-tut* (disapproving), *ugh* (something very unpleasant), *uh-oh* (something has gone wrong), *phew* (relieved or tired and hot).

4 USEFUL LANGUAGE Giving advice

a Tell students to look at the picture and ask: *Who do you think the man with the map is?* Put students into groups to discuss the questions. Check answers as a class.

Possible answers

- 1 It depends if there is a train coming or not; fine if there's no sense of urgency.
- 2 Look out! / Don't stand there you're on a railway line! / Get off the line! / Move!, etc.
- 3 if someone was unintentionally in the way of somebody else and there is no urgency or danger involved / if there were plans to build an airport near your home / if your neighbours were very unpleasant, etc.
- **b** 02.23 Tell students to match the sentence halves. Play the recording for students to listen and check. Check answers. You could point out that we use *it's* (*about*) *time* + past tense to say that it's past the time when something should have happened: *It's about time he got a job.*

Answers

- 1 b
- 2 e 3 d
- 4 g
- 5 c
- 6 f
- 7 a
- **c** Put students into pairs to answer the question and check answers as a class. Ask students why the two expressions sound more polite and formal (the modal verb *might* is less strong than *must* or *should* so it implies a less bossy, more polite attitude from the speaker).

Answers

It might be in your interests to Have you thought about the possibility of **d** Tell students to complete the sentences with expressions in 4b. Check answers.

Answers

- 1 might want
- 2 thought about the possibility of
- 3 a lot to be said for
- 4 might as
- 5 your interests to

FAST FINISHERS

Tell fast finishers to think about question 2 and to write two advantages and two disadvantages of working overseas.

e Ask students to read the pairs of sentences and decide which conversation is more formal. Encourage them to consider the context for each conversation.

Answers

Conversation 2 is more formal.

Conversation 1 could involve one speaker trying to encourage the other to confront an issue/person they're finding it hard to deal with. Conversation 2 could be two colleagues discussing a contract.

f Put students into pairs. They should have two conversations together, using the ideas they had in 4e.

5 SPEAKING

Put students into pairs. Tell Student A to turn to Communication Plus 2C on p. 127 and Student B to p. 131. Ask students to discuss the problems and try to find solutions, using the language from 4b.

♥ EXTRA ACTIVITY

Put students into new pairs. Ask them to role-play a conversation between either the two flatmates or the boss and the employee. Tell them to discuss the situation and to try and find a solution. You could ask some pairs to act out their conversations for the class.

ADDITIONAL MATERIAL

Workbook 2C

Photocopiable activities: Pronunciation 2C

Unit Progress Test

2D

SKILLS FOR WRITING

Less adventurous students could try paintball

♥ OPTIONAL LEAD-IN

Books closed. Give these examples of possible new sports: *underwater golf, synchronised bungee jumping, melon-and-spoon racing*. Ask students what kind of event could have these sports, e.g., an under-21 Olympics, and choose the most suitable event. Put students into groups to think of ideas for sports for this event. Compare ideas as a class and ask students to vote for the sport they'd like to include.

III LISTENING AND SPEAKING

- a Ask students what kind of activities their university or school have organised for them and if these include any of the activities shown in the photos. Put students into pairs to choose one activity based on the criteria given. Check ideas as a class.
- **b** 02.24 Play the recording. Tell students to listen to the speakers and make notes on their feedback on the two activities they tried out. You may wish to pre-teach the words and phrases from the Vocabulary support box.

Answers

	Positives	Negatives
bungee jumping	a big rush	dangerous, expensive
whitewater rafting	a lot of fun; exciting	expensive; risk of injury (hurt ankle); not as exciting as the bungee jump
other feedback		no one from the social club committee came to the events

Audioscript

LUBA The social activity I liked most was the whitewater rafting excursion. I'd never done anything like that at all, and it was a lot of fun. It was quite expensive to do, but I think it was worth it. We had to pay for the guide and hire of the wetsuits and everything like that. But the feeling of being swept along by the current of the water was a bit like being on a roller coaster – it was infinitely more exciting because everything was far less predictable. The only negative thing that happened to me was that when I got off the raft, I slipped on a wet rock and sort of twisted my ankle. Still, it won't stop me from trying this again.

MEHMET I did both the social programme activities: whitewater rafting and the bungee jump. The rafting was nowhere near as exciting as the jump. I loved it – so much, in fact, I'm planning to do another jump before I go back home ... For me, there was one thing I found a bit strange about these activities. When we went to the river, and to the jump site, we were just picked up by a minivan driver – there was no one from the social programme who came with us. I mean, we had a good enough time just with ourselves, but it was a bit odd that no one from the committee was there. Not very friendly, I thought.

At the end of this lesson, students will be able to:

- · discuss different sports activities
- make notes on a listening involving multiple speakers
- understand the structure and content of a formal report
- identify and use a range of linking devices in understanding and writing a report
- plan and write a report

PAOLO Actually, I didn't do either of the sports activities. I like sports, but I'm not so keen on these extreme sports. The more dangerous they are, the less I want to do them. So, with the whitewater rafting – well, I'm not such a good swimmer, and I was told it'd be a bit risky. And then with the bungee jump – well, I've never really understood the thrill of throwing yourself off a bridge. I'm quite good at 'normal' sports – football, tennis, volleyball – and I like hiking. Why do sports have to be extreme all the time? Some people complained about the cost, but that didn't surprise me. These things cost money. I don't mind paying – it's just it needs to be something I really want to do.

CHANGYING For me, the highlight of the year was doing the bungee jump. To begin with, I really wasn't sure about it, and I remember when we were in the minivan on the way there, the closer we got, the more nervous I became. I almost pulled out at the last minute, but everyone encouraged me to go ahead with the jump. It was truly amazing – the initial free fall is the most incredible sensation I've ever felt – just a big rush with this amazing sense of freedom. The only negative aspect of the experience was that we had to pay half the price. A hundred dollars is a lot of money. I'd been led to believe that all these activities would be paid for. I mean, I could afford it and it was worth it, but I thought these things were meant to be covered as part of the social programme.

M VOCABULARY SUPPORT

be swept along by sth – something powerful makes you move very fast and without control

twist your ankle (C1) – injure your ankle by suddenly turning it *pull out of sth* – withdraw from something you had planned to take part in

a rush – a sudden strong emotion or other feeling

be led to believe sth – be caused to believe information which later is revealed as untrue

sth be covered (by sb/sth) – an expense is paid for by somebody else, or from a particular source of funds

Put students into new pairs to think about the sports and activities they would choose. Then ask them to choose at least two different sports. Put pairs together into groups of four to explain their choices to one another. Check ideas as a class.

2 READING

a Ask students what the purpose of a report is (to analyse a situation and make recommendations). Tell students to read the report, compare the content with their notes on the four speakers' feedback, and answer the questions. Check answers as a class.

Answers

- 1 safety, cost
- 2 No one from the social programme committee went with the students to the river or jump site.
- **b** In pairs, students discuss if the recommendations in the report agree with their own. Take feedback as a class.

3 WRITING SKILLS

Reports; Linking: contrast and concession

a Ask students which order the headings should logically go in. Then tell the students to match the headings with the paragraphs. Highlight that report headings should be clear and brief. Check answers.

Answers

- 1 Introduction
- 4 Cost and budget
- 2 Level of challenge
- 5 Recommendations
- 3 Safety concerns
- **b** Ask students to go through the report and find and underline the phrase which introduces the reason for the report and a phrase which introduces recommendations, noting whether the register is formal or informal. When taking feedback, tell students that the register of reports is usually formal.

Answers

- 1 The purpose of this report
- 2 we would recommend (that) (we choose)
- These phrases are formal.
- C Tell students to cross out the word in italics in each sentence which is not possible and explain why. Check answers as a class.

Answers

- 1 agenda (this is about meetings)
- 2 establish (not a synonym of recommend)
- 3 resolution(s) (can mean the solution to a problem, but is not used in this kind of text or context)
- **d** Ask students to give three examples of linkers, e.g., but, however, because of. Elicit that linkers are either conjunctions, which connect ideas in sentences (but), adverbs, which give extra information (however), or prepositions, which go before noun phrases (because of). Students replace the words in the sentences with the linkers in the report. Check answers.

Answers

- 1 In contrast to
- 4 Despite
- 2 Nevertheless, However
- 5 Even though
- 3 On the other hand

LOA TIP ELICITING

When you elicit, give as much support as you can for students to give the correct answer. What is a linker? isn't an easy question to answer. Could a conjunction be a linker? is easier because it requires a Yes/No answer. Could words like 'but' and 'so' be linkers? is easier still because there are concrete examples.

e Write these two sentences on the board. Ask students to say which linker expresses a comparison where two different things are contrasted and which linker expresses a concession where two different ideas about the same subject are contrasted.

I'll try it, even though I'm scared. (concession)
Unlike football, rugby is quite dangerous. (comparison)
Explain that concession and contrast are not separate concepts; contrast means that two ideas are different

in some way, which includes concession, some kinds of comparison and more. Some linkers, e.g., *however*, can be used flexibly for different kinds of contrast, but others only have one use, e.g., *even though* for concession, *unlike* for comparison. Students match the sentences and underline the linkers.

Answers

- 1 b Although 4 e When compared to 2 f Despite 5 d Regardless of 3 a On the contrary 6 c While

Ask fast finishers to choose three of sentences 1–6 and finish them in a different way, e.g., $1 \dots$ not everyone agrees that they belong on the social programme.

f Students complete the exercises in Writing Focus 2D on SB p. 170. Tell students to complete the sentences in Exercise a with linkers in the box and then, in Exercise b, to think of alternative answers from the table. Check answers as a class. Students rewrite the sentences in Exercise c using the linker in brackets. Check answers as a class. Then tell students to complete the sentences in Exercise d with their own ideas. Compare answers as a class. Tell students to go back to SB p. 29.

Answers / Possible answers

- a 1 Regardless of2 However3 By comparison5 On the contrary6 When compared to
- **b** 1 In spite of; Despite 4 Although
- 2 On the other hand; Alternatively 5 –
- 3 However; On the other hand 6 In contrast to; Unlike
- **c** 1 Despite the large class, it was still possible to get individual attention.
 - 2 The teacher we had was very strict, unlike my old teacher, who was very easygoing.
 - 3 Although I was very disappointed with the lunches, the evening meals were great. / I was very disappointed with the lunches, although the evening meals were great.
 - 4 For all that it rained every single day, I enjoyed everything that we did. / It rained every single day. For all that, I enjoyed everything that we did.
 - 5 There were several injuries. Nevertheless, spirits were high among the groups.

4 WRITING

- a Check students understand *itinerary* (a detailed plan or route of a trip). Put students into small groups. They should think of and discuss problems overseas students might have during a three-day visit. Give some examples in addition to the prompts, e.g., local people not speaking much English.
- b Tell students to plan the report in groups. Remind students that the first step is to decide on the headings as this gives the report structure. Students then make notes based on their discussion in 4a, writing possible linkers under each heading. Read the Writing Tip with the class and remind students to bear these points in mind as they complete the final task.
- **c** Ask students to write the report individually or in groups, with different students taking responsibility for a heading or paragraph. Encourage students to use the linkers covered in the lesson.

d Students read one another's reports and compare the structure and content. To save class time, students could post their reports and comments on a closed group of a social networking website.

♥ EXTRA ACTIVITY

Put students into small groups to act as a student committee. Tell students they have a budget of 12,000 euros and they need to choose how to spend the money. Write the budget on the board (add new categories if you like).

Cost	Categories
€4,000	Subsidising extreme sports
€5,000	Grants to students in financial hardship
€3,000	New sports equipment for the student sports hall
€2,000	Subsidising a late-night minibus service
€3,000	End-of-year party for all students
€6,000	Improving the quality of student accommodation
€4,000	Grants for students to study abroad

Students decide on their budget and explain it to the rest of the class.

(+) ADDITIONAL MATERIAL

Workbook 2D

UNIT 2

Review and extension

1 GRAMMAR

a Tell students to complete the sentences with one word only. Highlight the example and make sure students understand that the missing word is a grammar, not a content, word. Check answers as a class.

Answers					
2	deal	6	like		
3	far	7	nea		
4	the	8	as		
5	more				

FAST FINISHERS

Ask fast finishers to write two more sentences each with a gap to test other fast finishers on comparative forms.

b Tell students to choose the best option for expressing intentions and arrangements. Check answers as a class.

Answers					
1	are going to	4 will you be			
2	will begin	5 going to			
3	going to get	6 due to			

2 VOCABULARY

a Tell students to match the sentence halves, remembering which preposition/adverb goes with each verb to make a multi-word verb. Check answers as a class.

Answers								
1	d	4	С					
2	а	5	b					
3	е							

b Tell students to answer the questions with one word only. Give an example: *Would a soldier or a base jumper march?* (soldier). Check answers as a class.

Answers								
2 cat	6 small child							
3 no	7 stones							
4 lorry	8 ice							
5 someone ill								

3 WORDPOWER Idioms: Movement

a 02.25 Elicit the difference in meanings of the words in the box. Which is faster, 'whizz' or 'crawl'? (whizz). If something plunges, does it go up or down? (down). If things are whirling around in your head, do you feel calm? (no). Ask Are any of these verbs irregular? (no). Tell students to look at the pictures and describe them. Then ask students to replace the word in italics in the sentences with the correct form of the verbs in the box. Play the recording for students to check their answers.

Answers1 a soaring b plunged

2 a drift b whirling 3 a whizzing b crawl

b Give an oral example first and ask students to read out the definition that applies: *City will definitely win their next match, they're playing so well.* (on a roll). Students then match the expressions with the definitions. Check answers as a class.

Answers

- 1 do something you are afraid of
- 2 get a sudden strong feeling
- 3 accept something eagerly
- 4 having a series of successes
- 5 try something for the first time
- **c** Write an example on the board and elicit the answer: *No one noticed that the boat had begun to ___ out to sea.* (drift). Students choose two words or expressions and write two sentences with a gap for the word/expression. They read out their sentences for other students to guess. Remind students that the word or expression should be in the correct form.

♥ EXTRA ACTIVITY

Dictate to students: live in an English-speaking country for a year, go parachuting, be interviewed on TV, take part in a clinical trial for extra cash, travel back in time. In pairs, ask students to discuss whether they would jump at the chance to do each one.

Photocopiable activities: Wordpower 2

DESCRIPTION LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

UNIT 3 TRAVEL AND ADVENTURE

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and summarise details, attitudes and opinions in articles about various kinds of travel experiences
- follow broadcast material, including a speech and a podcast, and extended speech about various kinds of travel experiences, and make notes and summarise details and attitudes
- use a range of lexis to give clear, detailed descriptions and narratives of their own travel and tourism experiences and discuss and evaluate voluntary projects in other countries, using lexis and intonation accurately to emphasise particular events
- understand a radio interview and an emotional conversation and identify details and implicit opinions and attitudes of the speakers
- use a range of expressions which paraphrase and summarise information to clarify their remarks in social interaction
- write a descriptive narrative about a travel experience and a travel review of a tourist destination using appropriate lexis to express details precisely

UNIT CONTENTS

G GRAMMAR

- Inversion (adverbial + question word order for emphasis)
- Future in the past; Narrative tenses (review)
- Writing briefly: Informal ellipsis

V VOCABULARY

- Wealth and poverty: affluent, deprived, destitute, disposable income, hardship, impoverished, live within your means, make ends meet, prosperity, well off
- Landscape features: an arid desert, calm turquoise waters, dark pools of stagnant water, dense fog/vegetation/ undergrowth, empty moorland, forest canopy, the heart of the rainforest/capital/jungle, huge sand dunes, a mosquito-infested swamp, the mouth of a cave, pristine beaches, a remote area/forest/village, a rich green meadow, rocky ground, rugged coastline, sheer cliffs, a tropical rainforest/ storm/island/paradise, an untouched wilderness/forest/plate of food, wooded slopes
- Language in context: Unusual experiences; Descriptive verbs; Exaggerating
- Word power: Idioms: Landscapes: be a slippery slope, be swamped, a drop in the ocean, get bogged down, get the lie of the land, out of the woods, an uphill struggle

P PRONUNCIATION

- Intonation in inversion structures
- Word stress
- Consonant clusters across two words

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write these sentences on the board:

1 Travel broadens the mind.

2 He's got itchy feet again.

Put students into pairs. Ask students to explain what the sayings mean and what their implications are. Ask students if they know any idioms or sayings in their language(s) connected with travelling. Tell them to translate and explain them to the rest of the class.

Possible answers

- 1 Travelling makes you more tolerant.
- 2 He's bored and wants to go somewhere new.
- a Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture Notes. Take feedback as a class.

CULTURE NOTES

This photo shows people trying to help a bus that has fallen off what has been called the world's most dangerous road, the North Yungas road from La Paz to Coroico in Bolivia. Most of the road is a narrow single-lane descent of over 3,000 metres with no barriers to stop vehicles falling off the cliffs. The rainy season from November to March is particularly dangerous and 200–300 travellers a year are killed on the road. Despite or perhaps because of the dangers, mountain bikers and other extreme sports enthusiasts come from all over the world to experience the road.

- b Put students into pairs to retell the story of the day to each other. Tell them to take different perspectives, e.g., one student is the bus driver and the other is one of the people helping to get the bus back on the road. When taking feedback, ask some students to tell their story to the whole class.
- Put students into groups to discuss whether they would enjoy a journey on this road or something similarly extreme. Take feedback as a class.

Ask students to imagine they are a passenger on the bus and to write a text message (maximum 160 characters) to a relative explaining the situation and asking for help. If students have mobile phones, they could send the text to a partner, compare their messages and write back answers.

3A

NEVER HAVE I HAD SUCH A REWARDING EXPERIENCE

OPTIONAL LEAD-IN

Books closed. Write the proverb *Charity begins at home* on the board and ask students what it means (look after your own family/society before you help others). Put students into groups to discuss whether and how they have ever given their time or money to help people in their own country. Elicit ways in which students have helped and list them on the board.

11 READING AND SPEAKING

- a Ask students where Belize, Cambodia and Ghana are and what they know about these countries. Show them where these countries are on a map if you have one and also point out the Caribbean (/kærr'biːən/) Sea. Put students into different groups to discuss the different volunteer jobs. Take feedback as a class.
- **b** Students discuss the questions in the same groups. Take feedback as a class.
- **c** Ask students to look at the pictures, read the reviews quickly and say which of the jobs in 1a are described (1, 2). Then ask students to read the reviews in more detail and answer the questions. Encourage students to guess the meaning of the words and phrases in the Vocabulary support box if they ask about them. Check answers as a class.

Possible answers

- 1 Similarities: Both reviews mention the relationships with the children, the types of work they did, the intense heat and that the experience was rewarding.
 - Differences: Debbie focuses more on physical discomfort and relationships with children; Linda and Malcolm mention tourism as well as volunteering, they compare children at home with children in Belize and they mention gaining life skills through volunteering.
- 2 Debbie: sweating profusely, being bitten by insects, missing home comforts, being frustrated, the intense heat saps a lot of your energy
 - Linda and Malcolm: not being prepared for the intensity of the heat, Malcolm being able to carry out more manual work than Linda

NOCABULARY SUPPORT

a fair few - (informal) a considerable number, several
 chilling out - (informal) spending time relaxing with other people
 shortcomings - weaknesses/failings; ways in which something is not good enough

d Ask students which job seems the most interesting/challenging. Then check students understand *prospective* by asking which review would be more helpful to people thinking about becoming volunteers. Elicit some reasons from the class.

At the end of this lesson, students will be able to:

- read personal experiences, interpret the perspectives of the writers and work out the meaning of vocabulary and expressions connected with the theme of experiences
- discuss unusual and challenging travel and volunteer experiences
- use a range of adverbials using inversion for emphasis
- signal inversion with the appropriate intonation
- write a paragraph for a blog using inversion for emphasis
- listen to a speech and summarise the topic areas covered
- use a range of words and expressions connected with wealth and poverty

LOA TIP REVIEW AND REFLECT

- Help students to reflect on the reading task more systematically. Elicit some criteria to evaluate the usefulness of each review, e.g., practical details; description of the responsibilities; objectivity; balance of positive and negative points; useful extra information.
- Ask students to evaluate the usefulness of each review according to these criteria. They could give a 1–5 rating for each criterion and/or make notes.
- Students then compare their evaluation in groups, e.g.,
 Debbie's review is more practical because it gives a timetable for the day.

e Language in context Unusual experiences

- 1 Books closed. Write *feel* __ *by* a *fair few things* (frustrated), *to* __ _ *more manual work* (carry out) from the reviews on the board and tell students to fill in the missing words. Books open. Students check in the reviews. (Example 1 is in paragraph 1 of the first review and example 2 is in paragraph 2 of the second.) Students then do the matching exercise, using a dictionary if necessary. Check answers as a class.
- 2 Explain *comfort zone* (a situation in which you feel comfortable and in which your ability and determination are not being tested). Students complete the expressions with prepositions. They then check their answers in the reviews.

Answers

1	1	С	3	f	5	b	7	g
	2	е	4	а	6	h	8	d
2	1	in	2	out	3	of		

Put students into groups of four. Each group chooses the volunteer job in either Ghana or Belize. Two students are candidates and prepare for an interview for the job. The other two students are interviewers and think of questions. Each interviewer interviews each applicant separately. The two interviewees then compare how their interviews went while the two interviewers compare notes and decide on one of the students for the job.

2 GRAMMAR Inversion

- **a** Ask students to read the sentences and ask which sentences are about experiences (1 and 2) and which are about ideas or opinions (3 and 4). Ask students whether they think these particular experiences and opinions were important to the writers. Tell students to tick the reason for using these phrases. Check the answer as a class (for emphasis).
- **b** Ask students if they notice anything unusual about the word order in the phrases in bold in 2a (the auxiliary verb comes before the subject). Tell them to complete the rule. Check answers.

Answers

- 1 negative 2 question
- Tell students to think of reasons for why these sentences might be inverted. Ask students to share their reasons with the class and then to produce examples orally. Check answers as a class.
- d >>> 03.01 Students read the information in Grammar Focus 3A on SB p. 142. Make sure students read the tip about not overusing inversion. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 33.

Answers (Grammar Focus 3A SB p. 142)

- **a** 2 a 2 b 1 3 a 1 b 2 4 a 1 b 2 5 a 2 b 1
- **b** 2 Only in the evenings did we feel relaxed.
- 3 Barely had I got home when the phone rang.
- 4 Seldom does Rita take responsibility for her actions.
- 5 Not a single shop did we find.
- 6 On no account will I accept.
- c 2 No sooner had I arrived
 - 3 not in a million years did I think
 - 4 Not until 9 pm did I find
 - 5 not a single person did I see
 - 6 Rarely have I been / Rarely had I been

3 SPEAKING AND WRITING

- **a** © 03.02 Say to the students: *Seldom can you find one when you need one* and ask what this could refer to (a taxi on a rainy day). Put students into pairs, play the recording and ask students to discuss what the context for each sentence could be. Take feedback as a class.
- **b** 03.02 **Pronunciation** So students can tune their ears, say *No* as a refusal in order to elicit that the intonation falls and then *No* as a question in order to elicit that the intonation rises. Play the recording for students to mark the intonation. Drill each sentence: first only the phrases in bold (fall then rise) and then the phrases in bold and the rest of the sentence (finishing with a fall). Check the answer as a class (b, fall then rise).
- Give your own short example of a travel story using inversion. Tell students to prepare their story individually and practise. Encourage them to use the adverbials in the box. Then put students into pairs to tell their stories. Ask students to share the most interesting experiences as a class.
- **d** Students write a paragraph for a blog about the travel experience they have just spoken about. Make sure they use inversion in two sentences. Ask some students to read out their paragraphs and give feedback.

4 LISTENING

- a if necessary, elicit the meaning of *low-income* country (a country or area that is economically vulnerable with a poorer population). Put the students into groups to discuss the question and compare ideas as a class.
- **b** © 03.03 Play the recording for students to compare the problems mentioned with their ideas in 4a. Check answers as a class.

Answers

Problems mentioned: lack of preparation/research; money was wasted; corruption; disillusionment; failure to speak the language; lack of skills, experience, knowledge of life in the place; lack of questioning about volunteering plans

Audioscript

DANIELA PAPI I volunteered all over the world – building homes in Papua New Guinea, doing post-tsunami work in Sri Lanka, helping paint a school in Thailand. And I used to think it was the best way to travel. In 2005, I decided to organise my own volunteer trip - a bike ride across Cambodia with five friends. We were going to teach students we met along the way and raise funds to build a school. We spent months fundraising – through book sales and bake sales and speaking at community groups. We named the trip 'The PEPY Ride' - with PEPY being 'Protect the Earth, Protect Yourself' - because we were going to teach about the environment and health. The thing is, it turned out, there was more than one small problem with our plan. First of all, we didn't really know that much about the environment or health, or Cambodia for that matter. And the money that we raised for other small projects that we hadn't researched very much got wasted or landed in corrupt hands. And that school we helped to build, well, when I arrived to see it, I found a half-empty building and realised something I already should have known: schools don't teach kids, people do. I was pretty disappointed, as you can imagine, that we'd spent the better part of a year fundraising and planning and things hadn't turned out to be as simple as the celebrity volunteer trips I'd seen on TV. So, I decided to stay in Cambodia a bit longer and figure out how we could put that school building, and the rest of the funds we had raised, to better use. That 'little bit longer' turned into six years living in Cambodia, during which time I founded an education NGO and, to raise money for the non-profit work we were doing, I started a volunteer travel company – where I led hundreds of volunteers on trips to Cambodia. At first, our tours looked a lot like that first bike ride, and I took people on trips where we'd teach English or yoga or paint a building. But I slowly began to see that I was part of a growing system that I no longer believed in. After a decade of joining and leading volunteer trips, and from interviewing volunteers from all around the world as part of a book I am now co-authoring, I now firmly believe that the growing practice of sending young people abroad to volunteer is often not only failing the communities they are meant to be serving, but also setting these travellers, and by extension our whole society, up for failure in the long run. More and more young people are going abroad to volunteer each year - as part of school requirements, to build their CVs, or part of gap-year trips. Much of this demand is fuelled by the opinion that because we come from financially wealthier countries, we have the right, or obligation, to bestow our benevolence on people. Never mind if we don't speak the language, don't have the skills or experience to qualify for the jobs we are doing, or don't know anything about what life is like in that, quote-unquote, 'poor place'. Now, as a former serial-volunteer myself, I am in no way trying to criticise the good intentions of these volunteer travellers. I know from my former experience our desire to help is sincere. But I also now know that good intentions are not enough. Yet, good intentions are usually enough to get people to support your efforts. The praise and encouragement for international volunteering is almost blind to the details, the process or the research for how these young volunteers are actually going to help. Throughout the time we were

fundraising for that first bike trip, countless numbers of people praised our generosity and bravery – yet very few people questioned us at all about our plans. Perhaps instead of handing us a cheque, someone should have asked us how we planned to learn all we needed to know to be of help to anybody. The local papers wrote articles about us that made it sound like part of our heroism was the fact that we didn't know very much. I believe that our lack of critical engagement when it comes to international volunteering is creating a double standard.

c 03.03 Go through the questions and see how much the students can already say about them. Play the recording again for students to summarise what Daniela says. You may wish to help students with the meaning of the phrases in the Vocabulary support box. Check as a class.

Possible answers

- 1 to teach Cambodian students about the environment and health, and raise funds to build a school
- 2 Their knowledge of environmental and health issues, and of Cambodia, was insufficient. Lack of research meant that much of the money they raised was wasted or used dishonestly. Although a school was built, only half of the building was used as there wasn't enough money to staff it.
- 3 She founded an education NGO (non-governmental organisation) and started a travel company for volunteers going to Cambodia.
- 4 The increasing number of programmes for young volunteers abroad often fail the people they are designed to help and therefore also fail the volunteers and society as a whole, too.
- 5 Good intentions are not enough and praising them ignores the question of how young volunteers are actually going to help.

VOCABULARY SUPPORT

meet along the way – meet without planning, during the time that you are doing something

land in sb's hands – unintentionally arrive in the possession of that person

the better part of - most of

set sb up for failure – create a situation which will cause somebody to fail

gap year – a year between leaving school and starting university that is usually spent travelling or working

be fuelled by sth – be caused / made stronger by something quote-unquote – said to show that you are repeating someone else's words, especially if you do not agree

be blind to sth (C2) – not be conscious of or deliberately ignore something obvious

lack of engagement – the state of not considering something carefully/enough

double standard – a standard of good behaviour that is applied unfairly to different groups of people

d Ask students to think about the project they discussed in exercise 4A and the challenges they expect to face. Then ask them to think of how talking to someone with experience could help them be more prepared. Put students into pairs to discuss the questions. Compare ideas as a class.

5 VOCABULARY Wealth and poverty

a Tell students to make a table with *wealth* and *poverty* in their vocabulary notebooks and write down the words under each category by reading the words in context in the sentences. Point out that they need to find one word/phrase that applies to everybody. Check answers.

Answers

Wealth: affluent, prosperity, well off, disposable income Poverty: hardship, impoverished, make ends meet, deprived, destitute

Any level of income: live within our means

b Tell students to look back at the sentences and answer the questions. Check answers as a class.

Answers

1 prosperity 4 make ends meet

2 destitute 5 b

3 well off

recording. Ask: *How many syllables are there in the word in bold?* (two) *Which one is stressed?* (the first). Play the whole recording for students to work individually. Check as a class and then drill the words and phrases.

Answers

1 <u>hard</u>ship 6 well <u>off</u>

2 impoverished 7 disposable income

3 <u>a</u>ffluent 8 de<u>prived</u>

4 prosperity 9 <u>live</u> within our <u>means</u>

5 <u>make</u> ends <u>meet</u> 10 <u>des</u>titute

d Ask students to think of an example of each phrase in italics in 5a from their own knowledge/experience and compare their sentences in pairs. Take feedback as a class.

6 SPEAKING

- a Tell students to look at the pictures and say what kind of volunteer work this is and how it might help the community. Pre-teach *cheetah* (a wild cat with black spots that can run faster than any other animal). Go through the four projects and ask students what would be interesting/challenging about them. Students think of someone they know and choose one of the projects for them or think of another project, perhaps a real one.
- **b** Ask students for some more ideas about what to say to their volunteer about practical preparation, e.g., speak to volunteers who have done this before, collect sports equipment. Tell students to make notes under the categories.
- Put students into pairs to tell each other about the project they have chosen, their volunteer and what they would say to them. Ask students to think of possible questions the volunteer might have, e.g., *How can I learn some of the local language quickly?* and how they can answer them.

(+) ADDITIONAL MATERIAL

Workbook 3A

Photocopiable activities: Grammar 3A, Vocabulary 3A, Pronunciation 3A

3B

I WAS EXPECTING IT TO BE TOUGH

♥ OPTIONAL LEAD-IN

Books closed. Ask students to choose one of these dream journeys:

- touring Australia, flying and staying in comfortable hotels
- trekking in northern Thailand, visiting local hill tribes
- cycling around the south coast of France, camping on beaches
- taking the Trans-Siberian railway across Russia.

Put students into groups according to their choices, e.g., all touring Australia, and ask them to talk about what they expect from their journey.

11 READING AND GRAMMAR

Future in the past

- **a** Ask students questions about the map: Where are these two countries? (West Africa). Is this journey up or down the river? (down). Put students into pairs to use the prompts and their own ideas to discuss the journey. Check ideas as a class.
- **b** Ask students to look at the pictures and say what kind of environment this looks like (African wilderness). Give students time to read the article and answer questions 1 and 2. Check answers as a class. Make sure students understand *paddle* (to push a pole with a wide end through the water in order to make a boat move). Although a demonstration is more effective, understanding complex explanations is a key skill for advanced students. Elicit why students think Will decided to paddle down the rivers rather than use some easier form of transport. Then put students into pairs to discuss question 3 and take feedback as a class.

Answers

- 1 It's unique. It's one of the last untouched wildernesses of the Upper Guinean forest belt and contains more than a quarter of Africa's total mammal species, with some creatures that don't exist anywhere else.
- 2 He wanted to find out what life in the heart of a tropical rainforest was really like. He paddled (went on a raft) down the rivers, as this was probably the only way to travel through such a wild environment and the best way to be at the heart of the forest.
- 3 Students' own answers
- **c** Tell students to find and read the underlined sentence in the article and then complete the sentences with phrases in the box. Check answers as a class and explain that this form is an example of the future in the past.

Answers

in the future in the past

At the end of this lesson, students will be able to:

- use the future in the past to talk about past intentions
- use a range of words and phrases to describe landscape features
- understand the informal conversational features of a spoken narrative
- read a travel narrative and work out the meaning of descriptive verbs
- understand when final /t/ sounds are not pronounced in connected speech
- consolidate their range of narrative tenses
- speak and write about an adventurous journey

LOA TIP ELICITING

- When you elicit grammar, use a simple personalised example before focusing students on the example in the SB. This is an easier and more engaging first stage. Tell students: I felt bad this morning. I was going to have the day off, but then I felt better so I came to school. Ask: Am I telling you something about the past or future? (past). Did I intend to have the day off? (yes). Was I thinking about the future or past this morning? (future).
- Elicit the form after the meaning. Write the sentence on the board and say: Which verb form shows I was thinking about the future in the past? (was going to).
- Now move on to the SB example.
- **d** Tell students that there are different ways of expressing the future in the past. Adapt Will's example with was planning to rather than was going to, e.g., I was planning to paddle down these rivers Students underline six more examples in the article. Check answers.

Answers

was planning to start would be in radio contact / on my own / separated was expecting it to be was to become

He uses: past continuous of certain verbs (+ indirect object) + to + infinitive (was planning to start, was expecting it to be); be going to + infinitive (was going to paddle); would + infinitive (would + be); past simple of be + to + infinitive (was to become)

e Tell students to look at the examples and write five sentences using the future in the past about other things Will might have considered before his journey. Encourage students to use a variety of verb forms. Students compare their sentences in pairs. Take feedback as a class.

EXTRA ACTIVITY

Write these sentences on the board: Last summer, I was going to ..., but When I was younger, I thought I would ... and This weekend, I was planning to ..., but Students complete the sentences and compare them in pairs. Take feedback as a class.

f Put students into pairs and ask them to predict what will make Will's journey difficult and dangerous. Discuss ideas as a class, but do not confirm or deny any ideas.

2 VOCABULARY Landscape features

a Ask students what the connection is between the highlighted words (they are all about landscape). Ask students which two words are very similar (jungle and rainforest). Ask: *Which would have more vegetation* – *a jungle or a wilderness?* (jungle). Put students into pairs to give definitions for the words and find the similarities and differences. Check answers as a class.

Answers

jungle: a tropical forest in which trees and plants grow very closely together

wilderness: an area of land that has not been used to grow crops or had towns and roads built on it, especially because it is difficult to live in as a result of its extremely cold or hot weather or poor soil rainforest: a forest in a tropical area that receives a lot of rain vegetation: plants in general, or plants that are found in a particular

Jungle and rainforest are very similar. Both have thick vegetation, but a rainforest has a canopy of tall trees overhead, blocking out light.

b Ask: *Would we say 'thick forest' or 'full forest'*? (thick). *Why*? (it's a collocation). Tell the students to complete the collocations and then check their answers in the text. Check answers as a class.

Answers

1 the heart of the

4 an untouched

2 a tropical

5 a remote

3 dense

⊕ FAST FINISHERS

Ask fast finishers to think of one more noun for each of the words and phrases in the box, e.g., a tropical fruit, a remote beach. Tell them to compare their answers with another fast finisher.

C 303.05 Students complete the exercises in Vocabulary Focus 3B on SB p. 160. Monitor Exercise a and check answers as a class. Draw students' attention to the Tip. Play the recording for students to check their answers to Exercise b. Monitor Exercise c and take feedback as a class. Tell students to now go to SB p. 36.

Answers (Vocabulary Focus 3B SB p. 160)

a 1 d 2 c 3 f 4 g 5 b 6 a 7 e

b 1 pools 2 meadow 3 slopes 4 ground 5 moorland
 6 cliffs 7 cave 8 face 9 dunes 10 undergrowth
 11 canopy 12 beaches 13 waters

3 LISTENING

- a © 03.06 Ask students what kind of sounds they think Will will hear going down the river. Play the recording for students to compare the sounds with their predictions. Tell students to name the sound/activity and say what might be happening on the journey. Elicit students' ideas, but don't check answers at this point.
- **b** 03.07 Pre-teach *raft* (a small rubber or plastic boat that can be filled with air see the picture on SB p. 37). Play the whole recording for students to check their answers.

Answers

- 1 Will pumping up his raft
- 2 Will paddling and insect sounds
- 3 Will paddling and bird calls
- 4 Insect noises around Will's camp at night
- 5 Rapids on the river

Audioscript

WILL What do you think to my boat, Saqba?

SAQBA Oh, the boat – it's nice ... no problem.

- w You think it's nice? No problem?
- s Yeah, no problem.
- **w** Cool ... OK, I'm going to try and get inside. Ooh ... This will be my home for the next few weeks. Here we go ... Can you push me off, Saqba?
- s Yeah, no problem.
- w Thanks, buddy ... OK, see you in a few days.
- **s** Yeah. We shall see again. Safe journey.
- W Thanks, mate! My first paddle strokes. Oh ... First of thousands, probably. This is absolutely amazing. It's very shallow in parts. You might be able to hear the base of the boat just rubbing along the rocks, but it's so quiet out here. I've only been going about 20 minutes and already I've seen far more wildlife than I've seen in the last three days, just in the forest surrounded by jungle. There's dragonflies buzzing around, cattle egrets, large blue herons, kingfishers ... There's a whole cloud of white butterflies just on the Sierra Leonean bank. I'm completely hemmed in on both sides by jungle. Ooh, a fish, a big fish swam straight past. The water is so clean here. I'm just silently drifting up to this enormous fish eagle. I can't be much more than eight feet away from it now. It's just staring straight at me. Big white-capped head, dark wings, burgundy-brown across the back. Just close enough now to see that it's got a massive catfish in its talons. I think I might leave him to it.

Managed to just get my camp sorted. So this is my first night alone in the forest. Er ... I've got my mosquito net up. I'm actually in my hammock, but my hammock's on the floor because ... I'm in a little stone island in the middle of the river. Just at the end of the day there was quite a large cataract, and I didn't really fancy taking it on till tomorrow, so I've just camped in this little island, basically, but I'm kind of worried if it rains tonight, though, that the rain might just run straight through the middle of my camp or something. I don't know though; I guess I'll find out.

I'm just trying to catch my breath. I think ... I think the island last night marked the start of a series of rapids, just these rock-strewn whitewater passages, maybe 100 to 150 metres long. And then you get a short break, and then another, and then another, and another. I just took on this last one here and made a terrible mess of it, ended up sideways, hit this big rock in the middle of the river, which almost flipped the raft, just managed to get control of it again, and shot out of the bottom of this kind of small waterfall. So I'm just taking some shelter in this eddy right now and I'm going to have to unpack everything and tip out any water that I've taken on. And the thing is just got to be so careful because if I lose the raft, I'm finished. It's got all my communication equipment on, it's got all my food on, it's got my shelter on it. Without it, I cannot survive and now I am so far from the next village.

c • 03.07 Play the recording for students to listen again and summarise what Will says about each picture. Use the Vocabulary support box to help where necessary but also refer students to the Learning Tip and emphasise that they don't really need to know, for example, what an *egret* is to understand the text.

Answers

- 1 He's seeing lots of wildlife, including dragonflies buzzing around.
- 2 He's drifting close to a large fish eagle with a white head, dark-coloured wings and a red-brown back. The bird has caught a big catfish and is holding it in its talons/claws.
- 3 He's in his hammock but his hammock isn't hanging from anything. It's on the ground on a small stone island in the middle of the river.
- 4 He's sheltering in some quiet water in the middle of a series of rapids, each one about 100 to 150 metres long with whitewater and full of dangerous rocks.
- 5 He can't survive without his raft because it holds all his communication equipment, his food and his shelter.

***** VOCABULARY SUPPORT**

egret - a white bird from the heron family

heron – a large bird with long legs, a long neck and grey or white feathers that lives near water

kingfisher – a small brightly-coloured bird with a long pointed beak that lives near rivers and lakes and eats fish

be hemmed in – be surrounded by barriers

leave sb to it – (informal) not interfere with somebody, so they can continue their activity

get sth sorted - (informal) complete the process of organising /
setting up something

take sth on – attempt a particular task (especially a difficult one) catch your breath – after being very active, rest for a moment so that you can breathe more slowly

make a mess of sth - do something very badly

shoot – move very quickly in a straight line

be finished – (of a person, informal) not be able to continue with something / survive

P HOMEWORK ACTIVITY

Ask students to follow the advice given in the Learning Tip and find a short authentic text, less than one page, describing a journey or adventure. Students first read the text to understand the general meaning and only then underline any words and phrases they don't know. Tell them to look up these words and phrases in a dictionary just for interest. Ask students to bring their texts into class. Tell them to cross out all the words and phrases underlined and swap texts with a partner. They read their partner's text and tell each other what they have read. This activity is a very effective way of demonstrating the Learning Tip as students will find it motivating to be able to understand a text that is not even complete.

d Ask students if they can remember any examples of informal language from the listening, e.g., buddy / mate = friend. Tell students to underline the examples in the sentences. Check as a class. Then ask students to say the sentences in more neutral language. Take feedback as a class.

Answers

1 mate 4 I guess 2 get sorted 5 I'm finished

- 3 didn't really fancy
- e 03.08 Pronunciation Play the recording and ask what is happening in this part of Will's journey (his raft with all his kit on it almost overturns). Play the recording again and ask how the words in bold are pronounced (without the /t/ sound at the end). Ask the students if the word following each word in bold starts with a consonant or vowel (consonant). Elicit the rule that when a /t/ sound is followed by a consonant it is not pronounced. Drill the phrases.
- **f** Put students into pairs to discuss the question. Take feedback as a class.

4 READING

- a Check students understand *malaria*, a disease you can get from the bite of a particular kind of mosquito, which causes periods of fever and makes you feel very cold and shake. Put students into groups to discuss the questions and then share ideas as a class.
- **b** Give students time to read the text and check their answers.

Answers

- 1 because malaria is a serious illness and he was alone in the rainforest
- 2 a bad headache, a fever, pain in his joints
- 3 Make contact with someone (on the Sierra Leone bank) and get to a hospital for treatment.
- **c** Remind students of the Learning Tip on SB p. 36, which applies to reading as well as listening. Give students time to read the text again and answer the questions. Check answers as a class.

Possible answers

- 1 It is almost silent so you can approach wildlife discreetly. Rivers are a very good place to see wildlife feeding, drinking and socialising.
- 2 He heard their sounds a screaming call, a scuffle in the bushes, a warning shriek and saw a flash of fur. They were never quite close enough to see.
- 3 He was planning to have *fried and liquid-based treats*, i.e., more delicious food and drink than he had with him in the jungle, in the nearest village.
- 4 His symptoms got worse: his headache developed into a fever and he had heard of a woman who had ignored flu-like symptoms and died.
- 5 He was lucky that he was seen by a woman who called for help. He was rescued by local people. He had enough money to pay for hospital treatment.

VOCABULARY SUPPORT

 $\label{eq:unencumbered} \textit{unencumbered} - \textit{without} \ \textit{anything} \ \textit{that} \ \textit{makes} \ \textit{it} \ \textit{difficult} \ \textit{to} \ \textit{proceed}$

storybook (adj.) – (of real life) pleasant in the way of a children's picture book

a flash of sth – an occasion when you see something for a very short time

 $\mathit{scuffle}$ (n.) – the noise of hurried movement, or a short, sudden fight

put sth down to sth – decide that the cause of something is a particular thing

felt tip – a kind of pen, often used by children to colour with *be no stranger to sth* – be familiar with something

FAST FINISHERS

Point out the gap in the text on SB p. 37 marked by $[\dots]$. Ask fast finishers to write two or three sentences to complete this gap. Tell them to compare their ideas with another fast finisher.

- **d** Ask students if they think Will could have done anything to avoid getting ill. Put students into groups to discuss the questions. Take feedback as a class.
- **e Language in context** *Descriptive verbs*Tell students to read the definitions and then look at the first highlighted word, *teeming*. Ask: *What follows 'teeming'*? (with life); *Does that mean the jungle had a*

lot of living things or not many? (a lot). Ask students to give the definition (b). Students work individually. Check answers as a class. Concept check some of the vocabulary, e.g., If you have an important exam the next day, your friends might tell you not to ...? (fret).

Answers

a 4 grind	d 7	prop up	g	2	shrug off
b 1 teem	e 5	crouch down	h	3	fret
c 9 haul	f 6	peel	i	8	summon

5 GRAMMAR Narrative tenses

a This is a review so students should already be familiar with the verb forms involved. The objective is to get students to use a range of narrative tenses more fluently and accurately. Books closed. Say sentences using these verb forms and tell students to name the tenses, e.g., Will had always wanted (past perfect) to do this journey. He would dream (would + infinitive) about it back at home, but he didn't know whether he'd get the opportunity (past simple, would + to + infinitive for future in the past). He had been feeling bad, (past perfect continuous) but he was hoping (past continuous) it wasn't serious. Will's family were told (past simple passive) he had been taken (past perfect passive) to a hospital. Books open. Put students into pairs. Students match the sentences with the verb forms and explain why that form is used. Check as a class.

Answers

7	past simple	4	past continuous
3	past perfect	1	past perfect continuous
6	past simple passive	5	past perfect passive
2	would + infinitive		

b 33.09 Students read the information in Grammar Focus 3B on SB p. 143. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Exercise b could lead to a discussion of nightmare holidays students have had. Tell students to go back to SB p. 37.

Answers (Grammar Focus 3B SB p. 143)

- a 2 would be getting 7 had been working 3 was to have paid 8 got 4 had been about to make 5 wondered 10 would 6 was driving
- **b** 2 hadn't gone / been
 - 3 had told
 - 4 turned / would turn
 - 5 were still preparing
 - 6 had brought
 - 7 was hoping / had been hoping
 - 8 was planning / had been planning
 - 9 got
 - 10 had lost
 - 11 would give
 - 12 was going to sue / would sue
 - 13 (have) apologised
- c 1 ✓ 4 had started started 2 waited had been waiting / had waited 5 ✓

6 she'll she'd

•

CAREFUL!

A typical student error is to use the past perfect rather than the past simple, especially following time conjunctions like when: Hecame very upset when the coach had broken down and the visit was cancelled. (Correct form = I became very upset when the coach broke down and the visit was cancelled.).

C Put students into pairs to compare the verb forms. Check answers as a class.

Answers

- 1 had heard implies the action is now complete and finished, he has stopped hearing the primates; had been hearing emphasises that the sound continued up to the time of speaking, and suggests he may still be hearing this noise
- 2 heard implies this happened once on his trip; 'd hear implies it happened every day on his trip, as a routine action
- 3 was summoned describes a completed action, the next thing that happened in a series of events; was being summoned implies that the action was in progress and incomplete, he could hear or knew this was happening while he lay against the tree

6 WRITING AND SPEAKING

a Ask students how many paragraphs there are in Will's article (six). Tell them to answer the questions. Check answers as a class.

Answers

- 1 with a time expression
- 2 opening paragraph: to set the scene closing paragraph: to summarise the experience
- **b** Ask students if they have read *Around the World in 80 Days* (written by Jules Verne), *The Beach* (written by Alex Garland, also a Danny Boyle film with Leonardo DiCaprio), *Wild: From Lost to Found on the Pacific Crest* (written by Cheryl Strayed, also a Jean-Marc Vallée film with Reese Witherspoon) or any other books about travel and adventure. Put students into groups to read the prompts and talk about an adventurous journey made by themselves or other people, real or imaginary. Take feedback as a class.
- c Tell students to make a plan of the paragraphs of their article. Tell them that the first paragraph should set the scene, the last should summarise their experience and the middle paragraphs should start with time expressions to show the progress of events. Tell students to use the prompts as a guide as they write and to include a range of narrative tenses and descriptive verbs.
- d Put students into pairs to read out their story to each other and give feedback on the content and language of their partner's story. Remind students of the pronunciation point on SB p. 36 and tell them not to pronounce the final /t/ sound before consonants.
- Put students into groups to share their stories. Each group should decide on the most interesting story to tell to the whole class. When taking feedback, provide error correction on the use of narrative tenses and descriptive vocabulary.

(+) ADDITIONAL MATERIAL

Workbook 3B

Photocopiable activities: Grammar 3B, Vocabulary 3B Documentary video Unit 3 *Travel and adventure*

3C

EVERYDAY ENGLISH

To cut a long story short

♥ OPTIONAL LEAD-IN

Books closed. Ask students to think of a famous person, alive or dead, who they admire. Put students into pairs. They must interview each other and try and find out through the questions they ask who their mystery guest is (they can't ask *What's your name?* or *Who are you?*!). See which student can find out the mystery guest's identity in the fewest questions.

1 LISTENING

- **a** Ask students where they can watch or listen to live interviews, e.g., on a chat show. Put students into groups to discuss the questions. Take feedback as a class.
- **b** Ask students if they can remember why Max is famous (he wrote the bestseller science-fiction story *Solar Wind*). Tell students to look at the picture and then answer the questions. Check ideas as a class.
- c 03.10 If you have the video, play it without the sound first. Ask who is doing most of the talking (Oscar) and why that might be. Play Part 1 of the video or the audio recording and ask students to check their answer in 1b2.

Answers

- 1 Oscar is conducting a radio interview with Max.
- 2 ... where you got the basic idea for Solar Wind, Max?
- ... did you get the idea from your own travels and experiences of other cultures, for example?
- ... it all just came from your imagination, then? Were you interested in science fiction growing up? What happens next?
- ... when will Solar Wind 2 be published?
- So it's top secret information, then?
- ... you're not allowed to give any dates yet?

Videoscript/Audioscript (Part 1)

- **OSCAR** OK! Max. So, I'll just talk for a minute to introduce you, and then we'll begin the interview, OK? Are you ready?
- MAX Er, well, yeah, er, I think so ...
- OK, when the light turns red, we're live. Hello, I'm Oscar Simmons from City FM, and I'm here to talk to Max Redwood, author of the bestseller *Solar Wind*. Thank you for coming in to talk to us, Max!
- M Thanks.
- O So, as many of you will already know, Solar Wind is a story about space travel. And basically, in a nutshell, a group of explorers are visiting a remote planet which is populated by people, that is to say, aliens! Now, these aliens look very similar to humans, but have a radically different culture. I'd like to begin by

- asking you where you got the basic idea for Solar Wind, Max?
- **M** Well, the idea came to me when ... it came to me when ...
- o I mean, <u>did you get the idea</u> from your own travels and experiences of other cultures, for example?
- **M** I haven't really travelled much, actually. I was planning a trip across Asia once ...
- o Oh, right?
- **M** But, well, to cut a long story short, I had to cancel it, so ...
- Right. So in other words, it all just came from your imagination, then?
- **M** Well, you could say that, yes.
- OK. So next I'd like to move on to your childhood. <u>Were you</u> <u>interested in science fiction</u> growing up?
- **M** Er..... Well... Yeah.

At the end of this lesson, students will be able to:

- understand an interview in which an author promotes his work, and evaluate how successful the interviewer and interviewee were
- pronounce consonant clusters over word boundaries
- learn phrases for exaggerating
- paraphrase and summarise ideas using a range of functional language
- Right, so now for the question that all our listeners will be asking ... What happens next?

 Or, to put it another way, when will Solar Wind 2 be published?
- **M** Um
- Right, I see. <u>So it's top secret</u> information, then?
- M Um, I'm sorry?
- What I meant by that was, you're not allowed to give any dates yet?
- **м** Ег..
- Right, so, to wrap things up now, I'd just like to thank Max

- Redwood for taking the time out of his busy writing schedule to come in and talk to us today. Thank you, Max, and looking forward to *Solar Wind 2*!
- M Yeah, thanks. No problem.
- **ALEX** Max. Hi. Alex. I'm, er, Emma's boyfriend.
- **M** Emma's ... Alex! Of course.
- **A** Yeah, listen, um, I've read the book ...
- M Look, I'm really sorry. I've got to go.
- A Nice to meet you too!
- **d** D03.10 Play Part 1 of the video or the audio recording again. Tell students to choose the true ending for each sentence and say why the other endings are wrong. Check answers as a class.

Answers

- 1 b Oscar says, 'these aliens look very similar to humans, but have a radically different culture'.
- 2 a Oscar says, 'I mean, did you get the idea from your own travels and experiences with other cultures, for example?'
- 3 b Oscar asks, '... when will *Solar Wind 2* be published?' and says, 'looking forward to *Solar Wind 2*'.

Ask fast finishers to make a list of interview tips for both the interviewer and the interviewee, e.g., what to wear, and to present them to the class when the other students have finished

e Put students into pairs to discuss the questions. Ask students to share interesting interview stories with the class.

♥ EXTRA ACTIVITY

Ask students to work in pairs and rewrite the interview between Max and Oscar with Max confidently giving interesting and articulate answers to all the questions. Ask some pairs to act out their interview to the class.

2 PRONUNCIATION

Consonant clusters across two words

a Q03.11 Write these names of books on the board and ask students to underline the consonant clusters (more than two consonants together): *The Great Gatsby, Frankenstein, Goldfinger, Midnight's Children*. Point out that *Midnight's Children* is an example of consonant clusters going across

words (/tstʃ/). Tell students to listen and underline the letters that match the transcription /kspl/, etc. Check answers as a class.

Answers

explorers space travel aliens look long story bestseller

b 03.12 Books closed. Say the first three phrases and see if students can write the transcription for the consonant groups across two words themselves. Books open. Tell students to do the matching exercise. Check answers and drill the phrases.

Answers

1 f 2 e 3 c 4 d 5 a 6 g 7 b

FAST FINISHERS

Ask fast finishers to think of another two-word phrase for each of the consonant groups, e.g., /kspl/ takes place; /l0kr/ health cruise; /ksr/ likes rice; /nsf/ once for; /nsdʒ/ once jumped; /psp/ top speed; /mst/ optimism starts.

c D03.13 Drill *bestseller* and ask students whether they can hear the /t/ clearly (no). Play the recording and ask students whether they can hear the letters in bold clearly in 1 or 2. Check the answer as a class.

Answer

2

d Ask students to complete the name of each group. Check answers as a class.

Answers

1 consonant 2 vowel

e Drill the phrases, concentrating on the pronunciation of /t/ and /d/.

C LOATIP DRILLING

- Include a lot of variety and pace in drilling so that students don't get bored and switch off. First play the recording, pause and drill each phrase with the whole class. Then say each phrase yourself and drill. Repeat but go through the phrases more quickly. Next say pairs of phrases, Westgate Street, Westgate Avenue, and drill. Repeat at a quicker pace. Then choose individual students to repeat individual phrases and pairs of phrases after you.
- As a final stage, put students into pairs or groups (or both in separate stages) to drill amongst themselves. Monitor and make sure that all students are involved and pronouncing the /t/ and /d/ only where it's natural to do so.

I LANGUAGE NOTES

We usually pronounce /t/ and /d/ before /h/, e.g., stopped him, called home.

3 LISTENING

- a Tell students to look at the picture and answer the questions in pairs. Check ideas as a class.
- **b** 03.14 Ask students to predict how Emma is dishonest. Then play Part 2 of the video or the audio

recording for students to check. Check the answer as a class.

Answer

She says that she didn't listen to the interview, but she did.

Videoscript/Audioscript (Part 2)

EMMA Oh, hello Max.

MAX You didn't listen, did you?

- **E** Er, no. How did it go?
- M It was an outright disaster! I came across as a blithering idiot!
- E Calm down. I'm sure it wasn't that bad!
- M OK, let me try and think about this calmly, shall I? All things considered, I think my first and last radio interview, listened to

by the entire city, was, how shall I put this ...? ... A complete and utter embarrassment! And my career's totally ruined! And I'll never be able to show my face again! Yes, I think that just about sums it up.

- E Calm down. I'll put the kettle on. You'll feel better after a cup of tea. And a biscuit? A chocolate one...
- c © 03.14 Tell students to complete the sentences. Then play Part 2 of the video or the audio recording again for students to watch or listen and check. Check as a class.

Answers

1 bad 2 face 3 the kettle

EXTRA ACTIVITY

D03.14 Put students into groups. Play Part 2 of the video or the audio recording again. Pause after *How did it go?* and ask students to write down as much as they can remember of Max's reply. Play the video or the audio recording again for students to check.

d Language in context Exaggerating

1 O3.15 Check students understand the meaning of exaggerate. Give a personal example, e.g., My hair's getting so long. It'll be down to my knees soon. Ask students if it is true that my hair is long. (yes) Ask students if it is true that it will grow to my knees soon. (no) Elicit that exaggerate means to state something is much more, better, longer, harder, etc. than it really is. Tell students to complete Max's words. Play the recording for students to check their answers.

Answers

1 outright 2 blithering 3 complete and utter 4 totally

2 Put students into groups to discuss why they think Max exaggerated about his interview and in what situations people exaggerate. Give the example that old people may exaggerate about how hard life was when they were younger. Take feedback as a class.

LANGUAGE NOTES

Point out that *blithering* /'blɪðərɪŋ/ is only found in the phrase *blithering idiot* (an extremely stupid person) and highlight that like many *and* phrases (students will encounter more later, in Unit 8 Wordpower on SB p. 102), you cannot reverse the order of *complete and utter* (NOT *utter and complete*).

Ask students to give an opinion on something you are wearing or something in the classroom, e.g., *Do you like my shirt?* When they answer, ask if they were being honest, and why (not). Put them into groups to discuss the questions. Take feedback as a class.

4 USEFUL LANGUAGE

Paraphrasing and summarising

a Ask students to paraphrase these expressions from the text on SB pp. 36–7 (see 4e): *haul* (pull something heavy), *shrug off* (treat something worrying as if it is not important), *summon* (call someone to be present). Write this short paragraph on the board and ask students to summarise it in one sentence: *At the hotel we enjoyed the meal we ate in their restaurant. We thought the rooms were excellent, too. The prices were very reasonable.* (The hotel was great and good value for money.) Ask students to work individually and match the expressions with their uses. Check answers as a class.

Answers

1 paraphrase 2 summarise

b 03.16 Students complete the extracts with the phrases. Play the recording for students to check their answers.

Answers

1 in a nutshell 2 that is to say 3 to cut a long story short 4 in other words 5 What I meant by that was

c Students decide which phrases are paraphrasing and which are summarising and complete the table. Check answers and drill the phrases.

Answers

Paraphrasing: to put it another way; in other words; that is to say; what I meant by that was

Summarising: all things considered; in a nutshell; to cut a long story short

FAST FINISHERS

Give fast finishers a copy of the audioscripts for Parts 1 and 2 and ask them to complete these sentences with the correct expressions: *Right, so, ______now, I'd just like to thank Max Redwood ...* (to wrap things up); *Yes, I think that just about _____.* (sums it up). Tell them to think of more multi-word verbs with *up* and to list them in their vocabulary notebook with their meanings.

d Books closed. Read out each of the expressions in 4b with a mistake in it, e.g., to cut a short story long, and tell students to correct you. Then tell students to complete the sentences using their own ideas. Take feedback as a class.

5 SPEAKING

Tell students to go to Communication Plus 3C on SB p. 129. Tell students to read and complete the conversations using their own ideas. Students then think about how they will describe the situations. Divide the class into pairs and assign A and B roles. Tell Student As to use the pink bubbles and Student Bs the green bubbles and role play the four conversations. They then swap roles. Monitor and make sure students are paraphrasing and summarising where appropriate using the expressions in 4c.

ADDITIONAL MATERIAL

Workbook 3C

Photocopiable activities: Pronunciation 3C

Unit Progress Test

3D

SKILLS FOR WRITING

The view is stunning

OPTIONAL LEAD-IN

Books closed. Write on the board (or show the students pictures of): *The Great Pyramid of Giza, The Hanging Gardens of Babylon, The Lighthouse of Alexandria*. Ask students if they know what these places have in common (they are three of the Seven Wonders of the Ancient World – amazing ancient buildings/constructions which were listed by ancient Greek authors). Put students into groups. Ask them to make a list of seven wonders of the modern world and then compare their list with other groups.

At the end of this lesson, students will be able to:

- use descriptive language to talk and write about tourist destinations
- improve their writing style by using more concise language
- use adjectives and phrases with a positive or negative connotation

1 SPEAKING

- **a** Ask students what makes a rewarding place to visit, e.g., a long history, good infrastructure for tourists. Put students into groups to discuss the questions. You could tell students to discuss this in two categories: places in their country and places abroad. Take feedback as a class.
- **b** Ask students what they know about Cusco. Tell them to describe the pictures and say what impression they make. Give students time to read the website and tell a partner what appeals to them about Cusco and what doesn't. Take feedback as a class.

2 LISTENING

a ©03.17 Tell students to read the questions. Ask: *Have Roberto and Annie been to Cusco?* (yes). You may wish to pre-teach *look beyond sth* (to ignore something superficial so you can see some more permanent/important quality). Play the recording. Tell students to answer the questions individually and then compare their answers in pairs. Check answers as a class.

Possible answers:

- 1 Roberto: The town is in a bowl in the mountains; you can see the ancient Inca walls with the Spanish colonial buildings sitting on top; there are narrow cobbled streets and steps.
 Annie: beautiful old buildings and cobbled streets; you can still see Inca remains, walls they built; breathtaking view across the whole city; maze of tiled roofs; bare mountains all around it.
- 2 They both mention the Inca remains/walls and the setting of the city. They both mention that it has changed because of tourism.
- 3 *Roberto*: Maybe, but he doesn't like it as much as before (he thinks it's been a bit spoiled by tourism) *Annie*: Yes, she's only been there once and she loved it.

Audioscript

ROBERTO Well, I know Cusco quite well. I've been there several times and I even have friends who live there. And I'd say, of course, it's one of the most beautiful cities in Peru. The whole city is in a kind of bowl in the mountains; it's an amazing setting. And the city centre is really well preserved. You can still see the ancient walls that the Incas built, with the Spanish colonial buildings sitting on top of them - of course, that's one reason why so many people go there, to see that. And then there are these little lanes going up from the centre with narrow cobbled streets and steps and lovely little squares. So it's a fantastic city and definitely worth visiting, that's for sure. But seeing how Cusco has changed over the years, I think it's been a bit spoiled by tourism. It's not quite like it was before. Like, the old streets used to be full of little shops selling ordinary things, but now it's really all tourist shops and restaurants, and people trying to sell you souvenirs, and crowds of tourists - I mean obviously it's a major tourist destination these days. So I'd recommend trying to go to Cusco outside the main tourist season, although I don't think there's any time when it isn't busy. Friends of mine who live there say they don't go to the city centre much any more because it's too crowded. They tend to go to other parts of the city which aren't so touristy. I think it's a shame the way tourism tends to take over these historic places - it changes their character a little, I think.

ANNIE I went to Cusco last year and I loved it. It has such a romantic atmosphere; you can really feel the history of the place — all the beautiful old buildings and the cobbled streets and the squares with little fountains. It used to be the Inca capital, and you can still see Inca remains in the city: all these amazing walls they built, just incredible. Some people say that it's been spoiled by tourism, and I suppose that's true in a way. It's definitely on the main tourist route, and the centre's full of tourist shops and usually teeming with people. But I think if you can look beyond that and just appreciate the buildings and the layout of the city, it's a magical place. The thing I loved most in Cusco was walking up the hill above the city. We went up these twisty narrow paths, lots of steps - and then right at the top there's an old Inca citadel - and we had this breathtaking view across the whole of the old city. And looking down, it was like a maze of tiled roofs spread out beneath us with these bare mountains all around it. I took so many photos of Cusco – every corner there's something to take a picture of. It was wonderful. It was quite tiring, though; Cusco's over three thousand metres above sea level, so you really feel the altitude!

b 03.17 Ask students which verb in box A was also used by Will when he was talking about how much wildlife there was (teeming). Tell students to match *teeming* with the correct phrase in B (with people). Then ask students to match the other phrases. Play the recording again for students to check.

Answers

ancient walls cobbled streets teeming with people romantic atmosphere breathtaking view tiled roofs well preserved crowds of tourists

FAST FINISHERS

Give fast finishers a copy of the audioscript for 03.17 and tell them to find these words. Tell them to mark the number of syllables and the stress: <u>narrow</u> (2), <u>lovely</u> (2), <u>spoiled</u> (1), <u>crowded</u> (2), <u>character</u> (3), <u>breathtaking</u> (3). Ask students to write three sentences with gaps for three of these words and to give them to another fast finisher. Students take turns to read out the complete sentence to their partner with the correct pronunciation of the word, e.g., <u>My niece gets everything she wants</u>. (spoiled)

LOA TIP CONCEPT CHECKING

- At an advanced level, you need to check that students have a full understanding of new vocabulary and its meaning in extended contexts, e.g., 'Well-preserved' can be about a place, but can it be about a person? (Yes, someone who looks younger than their age.). If you cobble something together, would it look nice? (No, 'cobble something together' means to make something quickly and not very carefully.).
- It's important that students' vocabulary knowledge also includes grammatical information about the words. Books closed. Ask: What preposition follows 'teeming'? (with). Do we usually use 'teem' in the simple or continuous? (continuous).
- Put students into resident groups and tourist groups. Tell them to discuss the issues from their point of view. Then combine residents and tourists into new groups to present and defend their arguments. Take feedback on the issues as a class.

EXTRA ACTIVITY

Put students into groups to discuss how tourism might change in the future, e.g., *growth of ecotourism* (ecotourism = the business of organising holidays to places of natural beauty in a way that helps local people and does not damage the environment). Take feedback as a class.

3 READING

Tell students to read the review and find the extra information, using 2a to help them. Check that students don't include information they already know by asking There is Spanish architecture. Is this new? (no). You may wish to pre-teach photo ops (another way to say an opportunity to take a photograph). Check answers as a class.

Answers

Walls and buildings: massive Inca walls with perfectly interlocking stones; the Spanish buildings are built in slightly forbidding

The Inca citadel: it's ruined; it's called Sacsayhuamán; it's built of massive stones; you can't put a piece of paper between the stones; it has zigzag walls and stone doorways.

4 WRITING SKILLS

Descriptive language; Writing briefly

a Tell students to replace the words in italics with words or phrases from the article. Do the first one as a class by asking students to read out the first paragraph until they find the phrase that could be substituted with were very helpful (put themselves out for us, which means to make a special effort for someone). Check answers as a class and read through the Writing Tip with the class.

Answers

- 1 really put themselves out for us
- 2 kind of a nightmare
- 3 a must-see attraction
- 4 was quite rough
- 5 great photo ops
- 6 authentic cuisine
- 7 very reasonably priced
- 8 overpriced
- **b** Give students time to read the review again if necessary and ask them to complete the exercise individually. Before sharing with the class, divide them into pairs to see if they had similar ideas. Check answers as a class.

Answers

- 1 There was only one problem.
- 2 I/We took hundreds of photos.
- 3 Then we went back down to the hotel for a quick shower.

Explain that ops is short for opportunities. Write these short forms on the board. Ask fast finishers to find out what they mean and to add other short forms and their meanings to the list: app (application), hols (holiday/s), op (operation), TV (television).

c Ask students to read the review to find more examples of words being omitted. After they find them, have students check the reason for omitting words. Check answers as a class.

Possible answers

(It had) really impressive architecture

(It was) quite rough

(There were) great photo ops from the top

(it has) massive Inca stones

(it was) definitely worth the climb

(It was) a much better option ..

Effect of leaving out words: 2

d Students complete the exercises in Writing Focus 3D on SB p. 170. Ask students to read the description and say what kind of text it is and how they know. Students then say which words have been left out and complete the rest of the exercises. Check the answers to Exercises a-d as a class. In Exercises e and f, tell students to write a review of a tourist attraction, show a partner and ask each other questions. Tell students to go back to SB p. 41.

Possible answers (Writing Focus 3D SB p. 170)

- a Because it's written in an informal style. Some words are left out.
- b There were lots of narrow windy streets, and there was a great view from the top.
 - I/We took hundreds of photos! It's a fabulous place. I'm/We're definitely planning to come back here next year.
- c 1 There's not much to do here in the evenings, and the food in most places is overpriced. It's quite a disappointing place to visit.
 - 2 I've been to most resorts in Mexico but there's nowhere as impressive as Tulum / but nowhere's as impressive as Tulum.
 - 3 The best time to visit is in the late autumn. There are no tourists and it's great weather.
 - 4 / went to Budapest last year. It was much more interesting and had more reasonable prices.
- d 1 Great place for a honeymoon so romantic.
 - 2 So much to take photos of! Good thing I had my camera.
 - 3 Arrived late. Nowhere to eat. Not very impressed!
 - 4 Go early to beat the heat. Beautiful beach at foot of cliff great for cooling off.
- e Students' own answers
- Students' own answers

5 WRITING

- **a** Ask students to think about the local area and what these different kinds of people would enjoy seeing and doing: a student, a retired widower, a couple with young children, a middle-aged disabled person. Put students into pairs to make a list of things worth seeing locally and things not worth seeing. Combine pairs into groups to compare their lists. Take feedback as a class.
- **b** Tell students to write a review of two or three attractions (or just one for less advanced students). Remind students to look back at the Writing Tip and to include comments on accommodation and food.
- **c** Put students into pairs to compare their work and suggest improvements using adjectives with a stronger positive or negative meaning and shorter sentences. Write an example on the board and ask students to improve it: The views were nice (Breathtaking views).
- Tell students to read out their reviews and see what other students think. If you have a large class or are short of time, tell students to pin their reviews around the classroom walls. Students then walk around and add their comments under each review.

ADDITIONAL MATERIAL

Workbook 3D

UNIT 3

Review and extension

GRAMMAR

a Write these words on the board and tell students to reorder them beginning with the adverbial to make a sentence: place / been / like / a / I / have / this / to / never (Never have I been to a place like this.). Tell students to reorder the words into sentences. Check answers as a class.

Answers

- 1 John was about to get on a plane.
- 2 Very rarely did you see her at home.
- 3 Amelia thought that she was going to faint.
- 4 On no account must anyone be told.
- 5 We were set to leave early the next day.
- 6 No way would I go on a trip like that.
- **b** Ask students why we can use the two forms in the example (both future in the past). Tell students to go through the sentences in pairs and say why one form is not correct. Check as a class.

Answers (crossed out options)

- 2 would be taking
- 3 had been arriving
- 4 had been using
- 5 might complain
- 6 would be

Tell students to make sentences using the verb forms they crossed out in order to tell a story, e.g., She would leave for work at 8 o'clock every morning. She knew that her friend would be taking the same train ...

2 VOCABULARY

a Ask Is 'affluent' usually used to describe people or places? (places). Is 'disposable' about money you have to spare or money you owe? (money to spare). Tell students to complete the sentences. Check answers as a class.

Answers

1 affluent 5 well off 2 disposable 6 prosperity 3 deprived 7 hardship 4 destitute 8 means

b Do the first question as an example. What part of speech is this? (a noun). Could it be talking about location? (yes). What word can mean 'centre'? (heart). Students complete the sentences individually. Check as a class.

Answers

1 heart 5 arid 6 pristine 2 vegetation 3 untouched 7 swamp

4 rugged

3 WORDPOWER Idioms: Landscapes

a Ask the students *Is a swamp a nice place?* (no). Tell students to read the first conversation and then ask: Does A need help? (yes). Tell students to find the matching definition (f). Students do the rest of the exercise individually. Check as a class.

Answers

- 1 f
- 2 c
- 3 d
- 4 g 5 e
- 6 b
- 7 a
- ▶ 03.18 Read out this sentence with a gap for the expression and ask students to complete it: It will be to raise enough money for my trip (an uphill struggle). Students complete the sentences. Play the recording for them to check.

Answers

- 1 a drop in the ocean
- 2 get the lie of the land
- 3 an uphill struggle
- 4 out of the woods
- 5 a slippery slope
- 6 get bogged down with
- 7 been, swamped

EXTRA ACTIVITY

Tell fast finishers to underline the /t/ and /d/ sounds in these phrases which would not be pronounced: swamped this week, out of the woods, get the lie of the land, getting bogged down with, just a drop in the ocean.

Put students into pairs to imagine a context for each sentence. Take feedback as a class.

EXTRA ACTIVITY

Put students into pairs to make a dialogue using one of the sentences in 3b. They act out their dialogue in front of the class without using that sentence. The other students guess the missing sentence.

Photocopiable activities: Wordpower 3

LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

UNIT 4 CONSCIOUSNESS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and evaluate stated and implied opinions and summarise and relay the main details of popular science texts
- follow the main argument and respond to radio discussions on popular science topics; understand and compare accounts of versions of narratives and spoken and written interviews
- use a range of lexis accurately to discuss intuition and memory, and give clear detailed narratives about childhood experiences
- understand a formal discussion in which feedback is given and identify details and implicit opinions and attitudes of the speakers
- speak tactfully in formal discussions using a range of expressions to soften contradictory opinions and criticisms
- write an article based on an oral interview, creating coherence with effective use of time phrases and tenses and using appropriate devices to engage the reader

UNIT CONTENTS

G GRAMMAR

- Noun phrases (compound nouns, adverbs and adjectives, clauses and prepositional phrases, possessives)
- Structures with have and get (e.g., have your bag searched, get sb thinking)

V VOCABULARY

- Instinct and reason: conscientious, conscious, consider, deep down, gut instinct, have a hunch, logically, objective, on a whim, on impulse, rational, reasonable, selfconfident, self-conscious, sensible, sensitive, spontaneous, subconsciously, think it over, think twice, weigh up
- Memory: distant/lasting/painful/photographic/vague/vivid memory, cast your mind back to, come to mind, refresh your memory, slip your mind, treasure the memory of, trigger a memory, vaquely remember
- Language in context: Doubt and uncertainty; Idioms 1/2
- Wordpower: mind: bear in mind, cross your mind, put your mind to sth, read sb's mind, speak your mind

P PRONUNCIATION

- Sound and spelling: /ʃəs/, /ɪəs/, /ʤəs/, e.g., prestigious, outrageous
- Sentence stress
- Homophones in words and connected speech, e.g., *due/dew*

a Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture Notes below.

CULTURE NOTES

This photo shows a staff member wearing a virtual-reality headset as food is served during a demonstration in the Tree by Naked restaurant in Tokyo, Japan. It is a virtual reality restaurant. Through projected images and lighting, diners follow a storyline, where a tree grows from a seed, as they eat a six-course meal costing ¥23,000 per person (£150). Scientists have long understood that the sense of taste does not just come from how food feels in your mouth.

b Put students into pairs to discuss the questions. Take feedback as a class.

Put students into groups. Tell them that they have to design a restaurant to stimulate the senses in innovative ways. Give some examples, e.g., tablecloths with designs of exotic fruits, edible plates, waiters trained to explain and emphasise how (wonderful) each dish tastes. Ask one student from each group to read out their list of design features for the class to choose the three most effective.

GETTING STARTED

☑ OPTIONAL LEAD-IN

Books closed. Read out these words and ask students to classify them under the five senses – *sight*, *smell*, *sound*, *taste* or *touch*: *spicy*, *intonation*, *hairy*, *dim*, *off*, *thunder*, *gorgeous*, *texture*, *aftershave*, *raw*, *subtitles*, *smoke*, *grab*, *echo*, *bland*. Ask students to compare their answers and explain any differences.

4A

THAT LITTLE VOICE IN YOUR HEAD

OPTIONAL LEAD-IN

Books closed. Bring in some photographs of different people who the students won't know. Ask students what they think about each person based on their photograph. Ask specific questions, e.g., What does she do? Do you think you could be friends with her? Where does she go on holiday? Then ask students what they are basing their opinions on and how much they trust their judgement.

SPEAKING

- Ask students what they think the saying You never get a second chance to make a first impression means and what the consequences are if it is true (you can't change people's first impression of you; this first impression may not be logical or fair). Put students into pairs to discuss the questions and elicit that a 'sixth sense' is an ability that some people believe they have that seems to give them information without using the five senses of sight, hearing, touch, smell or taste. Take feedback as a class.
- **b** Say to students: If you suddenly felt very worried about someone in your family for no apparent reason, what would you do? Discuss different reactions as a class. Put students into pairs. Tell students to do the quiz individually and then compare answers with their partner.
- **c** Tell students to check their scores on SB p. 131. Do they agree with the description of their behaviour? Tell students to go back to SB p. 44. Go through some of the questions with the class and compare answers.

2 VOCABULARY Instinct and reason

a Say: *I took a chance and bought the bike.* Ask if you are A or B according to the quiz (A). Students categorise the statements. Check as a class.

Answers			
1 B	3 A		
2 A	4 B		

b Tell students that *objective* in the box is an adjective. Ask students to replace the words in the sentences with words in the box and explain any differences in meaning to a partner. Check answers as a class.

Answers

- 1 objective
- 2 on a whim
- 3 deep down
- 4 consider
- C → 04.01–04.03 Students complete the exercises in Vocabulary Focus 4A on SB p. 161. Play the recording where indicated and check answers to Exercises a–c. Take feedback as a class for Exercise d. Tell students to now go to SB p. 45.

At the end of this lesson, students will be able to:

- talk about feelings, doubts and intuitions using a range of words and expressions for expressing instinct and reason, doubt and uncertainty
- read a text on gut instincts, work out the meaning of new expressions and respond to the content
- pronounce -ious, -eous endings
- use complex noun phrases in speaking and writing
- listen to a discussion on a popular science topic and identify the stance of the speakers
- discuss dilemmas based on gut instinct and find solutions

Answers (Vocabulary Focus 4A SB p. 161)

- **a** 1 f 2 d 3 e 4 a 5 c 6 a 7 b 8 c 9 c 10 d
- **b** 1 spontaneous/iəs/

2

1 /ʃəs/	2 /iəs/	3 /dʒəs/
subconscious ambitious precious conscientious	hilarious simultaneous curious	prestigious courageous outrageous

- **c** 1 reasonable: using good judgement and therefore fair and practical; rational: showing clear thought or reason
 - 2 sensitive: easily upset by the things people say or do, or aware of what will upset others; sensible: acting on good judgement and practical ideas or understanding
 - 3 *conscious*: very aware of and concerned about something; *conscientious*: putting a lot of effort into your work
 - 4 *self-conscious*: nervous or uncomfortable because you are thinking about what people think about you or your actions; *self-confident*: behaving calmly because you have no doubts about your ability or knowledge



Some students make the mistake of using sensible instead of sensitive: This kind of life is depressing and can be difficult for sensible people. (Correct form = This kind of life is depressing and can be difficult for sensitive people.) Sensible is about how you think and sensitive is about how you feel.

3 READING

a Make sure students understand gut feeling/instinct (a strong belief about someone or something that cannot completely be explained and does not have to be decided by reasoning). Ask students if there could be any biological or scientific reasons for gut instinct, e.g., a defence mechanism for early humans. Put students into groups to read the article and answer the questions. Use the Vocabulary support box to help with vocabulary as necessary. Check answers as a class.

Answers

- 1 How to trust your intuition.
- 2 The left brain puts the world into a logical whole, while the right brain sees the big picture and reacts spontaneously.
- 3 Pay attention to physical symptoms so you know when your right brain is trying to tell you something.

VOCABULARY SUPPORT

the big picture – the whole situation; all the facts/information/factors and how they are connected

blissfully ignorant – completely and happily unknowing tune in to sth – become sensitive to something by paying attention to it

clammy palms – when the inside surface of the hands is slightly sweaty

tingle (n.) – a light pricking sensation in a part of the body *take the time to do sth* – allow/make the necessary time for something to be done (well)

help sb on their way – help somebody to start doing something independently

b Students match the headings and advice. Remind students that we say *piece of advice* because *advice* is uncountable. Check answers as a class.

Answers

1	е	4	(
2	а	5	Ł
1 2	٦		

c Students work individually to look at the underlined parts of the article and think of an example of what the writer means. Tell them to use a dictionary if necessary. Ask students to compare their ideas in pairs. Then take feedback as a class.

Possible answers

the left brain dismisses the urges of the right as irrational: the left brain automatically ignores messages from the right brain if they don't immediately make sense – e.g., ignoring a feeling that something is too good to be true

letting yourself in for trouble down the road: causing problems for yourself later – e.g., finding out you need an operation because you hadn't been to a doctor

one of humanity's oldest survival mechanisms: an instinctive behaviour that helped us to survive before civilisation – e.g., running away from wild animals

Our urge to help others is often outbid by other priorities: we look after our own immediate needs rather than other people's – e.g., not stopping to help someone who is hurt because you are late for work a decision that could affect the course of your future life: a lifechanging decision – e.g., whether to accept a job offer

€ LOA TIP CONCEPT CHECKING

- When you are concept checking long expressions, it is often
 effective to give situations that fit one of them for students
 to supply the correct expression. For example, if you want
 to concept check the underlined parts of the article, say:
 Your sister wants you to give her a lift to the station but you
 have to stay at home and wait for the electrician. (our urge
 to help others is often outbid by other priorities).
- After students say the expression, check they have understood the full meaning: Did I really want to help my sister? (yes). Was helping her more important for me than the electrician's visit? (no).
- **d** Ask students if they have ever had a *premonition* (a feeling that something, especially something unpleasant, is going to happen) or know any stories about premonitions. Put students into groups to discuss the questions. Take feedback as a class.

♥ EXTRA ACTIVITY

Give students this psychology test. Tell them that they must draw what you ask quickly based on their gut instinct. Say: *Draw a house.* and give students 30 seconds to draw it. Then give students this key:

- Conventional houses show you are fairly traditional.
- The larger the house, the more self-confident you are.
- The more floors, the more ambitious you are.
- The more windows, the more open you are.
- The more doors, the more opportunities you are looking for.
- Any people around means you are very sociable.
- A garden shows a love of nature.

Ask students to compare drawings and interpretations. Ask students if they think tests like this have any value.

4 GRAMMAR Noun phrases

a Tell students to underline *You feel an inexplicable certainty that you should not get on that plane.* from the first paragraph of the article. Explain that after *feel* the rest of the sentence is one long noun phrase. Make sure students understand the difference between nouns, parts of speech and noun phrases. Point out that the function of the noun phrase in this sentence is to provide the object after *feel.* All nouns are parts of noun phrases and a noun phrase may be one word or several words. Break down this noun phrase on the board to show students how complex noun phrases can be:

article	adjective	noun	that-clause
an	inexplicable	certainty	that you should not get on that plane

Explain that noun phrases can be formed in many ways. Tell students to match the noun phrases with their type. Check as a class.

Answers		
1 c	4	f
2 d	5	а
3 b	6	е

b Write this noun phrase on the board and ask students to rephrase it using the pattern article + adjective + noun: *a holiday that I won't forget* (an unforgettable holiday). Tell students to rephrase the noun phrases. Check as a class.

Answers

- 2 my best/close friend's dreams
- 3 a day to remember
- 4 a disturbingly vivid dream
- 5 dark secret thoughts
- 6 the human capacity for imagination
- c Students read the information in Grammar Focus 4A on SB p. 144. Students then complete the exercises. Check answers as a class. Tell students to now go to SB p. 46.

Answers (Grammar Focus 4A SB p. 144)

- a One memorable summer day I was coming home after an exhausting day at work when I met an old friend who I hadn't seen for ages. I don't know why, but I had the strong feeling that this was no mere coincidence. In fact, she had a proposition to make to me which was about to change my life. She said that she was looking for a reliable partner who she could trust to invest in a project started by a few friends of hers. I made a few phone calls to the bank and had the money needed to get involved. My boring days of sitting behind a desk were behind me.
- **b** 2 the train station
 - 3 a brilliantly written book
 - 4 an eagerly awaited occasion
 - 5 an hour-long meeting / a one-hour meeting
 - 6 a life-changing injury
 - 7 Ed's bright idea
 - 8 the aunt of the girl that I introduced you to yesterday
- hiring decisions, costly/expensive mistakes, decision-making skills, nightmare interview, relatively inexperienced manager

CAREFUL!

A common mistake made by students is to leave out articles in noun phrases, e.g., before ordinal numbers: Second benefit is that there's less pollution. (Correct form = The second benefit is that there's less pollution.). Students can also use the wrong article, e.g., the instead of a for something that has not been mentioned before: Going to the new country and meeting new people is always scary. (Correct form = Going to **a** new country and meeting new people is always scary.). Another typical mistake is to use the possessive 's instead of an of phrase when the possessor is an object not a person: Hread your advertisement in the last Fun World's edition. (Correct form = I read your advertisement in the last edition of Fun World.). Students can also make mistakes by using an of phrase instead of the possessive 's, e.g., time expressions aren't usually used as part of an of phrase: Most students felt fine about the programmeof last year. (Correct form = Most students felt fine about last year's programme.).

5 LISTENING

- Tell students to look at the picture and ask how doctors deal with patients like children who can't explain or don't know what is wrong. Put students into pairs to discuss the question. Compare ideas as a class.
- **b** 04.04 Ask students to say which statement they personally agree with. Pre-teach the abbreviation *GP* (general practitioner: a doctor who provides general medical treatment). Play the recording for students to say what the three speakers agree on. Check as a class.

Answer

Audioscript

PORTER Now, you know that little voice in your head that questions if you've locked the car properly, or turned the iron off? That uneasy feeling that you get when you think there is something you should be doing, but you just can't remember what it is? More often than not, these are groundless anxieties that simply reflect that many of us are born worriers, but sometimes that voice in your head – that gut feeling – warrants your attention. And many doctors, particularly GPs, do pay it attention when faced with a patient that doesn't quite fit the description in the textbook. All may appear well on the surface, but you're left with a nagging doubt that all is not quite as it seems. So are doctors right to heed their gut instincts? Ann Van den Bruel is a GP and research fellow at the University of Oxford.

- VAN DEN BRUEL A lot of GPs especially, they recognise this feeling that they get sometimes, although not everybody admits or, or acknowledges that they sometimes act upon it it's seen as something mysterious or maybe you should not talk about it. But it is real, and when you talk to GPs about it, they're really happy to be able to share that experience of having this gut feeling and using it sometimes in their medical decision-making. So it is something real, but it's not always acknowledged as a valid, or a useful tool.
- P Well, do we know if it's useful?
- Well we do, because, er, we've been doing studies in, for example, serious infections in children – so that's meningitis or pneumonia – and we have found that gut feeling is the most powerful predictor in general practice of a serious infection in a child.
- P But how do you go about measuring the effect of something like gut feeling?
- Well, we asked doctors to record whether they felt something like gut feeling or an instinct that something was wrong in 4,000 children, and then we compared those recordings with what ultimately happened to those children, and we were able to calculate the diagnostic accuracy, if you want, of gut feeling. And we found that it is very, very accurate – it's very useful. It's not a hundred percent right, but the chance that something serious is going on is much higher when a doctor has a gut feeling.
- P Well, Margaret McCartney's been listening in from our Glasgow studio. Margaret, I suspect that none of this will come as a surprise to you.
- **MCCARTNEY** No ... And I think gut instinct is one of those real rich seams of general practice that kind of goes under-explored and, I think, unacknowledged as well. When you talk to doctors over coffee, y'know, one of the things that we're always saying to each other is, y'know, 'I'm just not quite sure about that lady,' Or, 'I'm just not quite sure about that hanging together.' But, I think there's also a little bit of shame that goes along with it, y'know, I think sometimes it's seen as being a bit unscientific – y'know, just having this kind of ... gut instinct, this sort of feeling about someone, and it's a kind of slightly romantic idea that kind of harks back to the kind of, um, old-style videos of pictures of doctors sort of just having a feeling about someone. And for me it's not unscientific at all, it's actually highly scientific, because what you're doing is you're saying actually, out of all the people that I've seen with similar symptoms, you're just a bit different from everyone else, so it's almost like recognising that this person just doesn't quite fit the pattern, but you're not quite sure in what way they don't fit in with that pattern. So what you're doing is you're opening up to saying, 'Well, I'm unsure, I'm uncertain, and the possibilities here are potentially something quite serious, and I'm not going to just let that go.'
- P And this isn't the only piece of evidence that suggests that it's a powerful tool ...
- M No ... And what I find really fascinating is when you go and ask doctors around the world, as some researchers have done, 'Do you experience a similar kind of phenomena?', all doctors will say that they do. Some people will describe it as feeling something in their stomach something just not quite right. Other doctors will say that they feel it in their bones that something's just not right. And it's just this idea that you get: something that jars something that just doesn't quite fit properly together and you have a sense that you're not actually very certain about what's going on here at all.
- V In general practice, we have to deal with a lot of uncertainty we don't have all the tests and all the technology the hospital doctors do have ... and ... so, we're used to dealing with uncertainty and we're used to not having that much at our disposal, to make our decisions. So gut feeling for us is like our safety net; when we feel 'Hmm ... I'm not really happy about this,' then we may want to ask a second opinion, or we may want to schedule another appointment, or we may want to give the parents very detailed information on when to come back that's how we want to deal with that uncertainty that is left at the end of the consultation.

c 04.04 Tell students to read the statements. Then play the recording for students to listen again and choose the best answer. You may wish to help students with words from the Vocabulary support box. Check answers as a class.

Answers

1 often 5 important 2 having 6 less 3 how accurate gut instinct is 7 similar 4 correct 8 more

***** VOCABULARY SUPPORT**

heed - pay attention to something, especially advice / a warning a research fellow – a member of a group of academics of high rank act upon a feeling – do something as a direct result of a feeling tool - something you use that helps you do a particular activity a rich seam – an area full of good information/ideas/ material, etc.

hark back to (a time) - remind people of details of a time open up to sth - become more willing to consider or accept

have sth at your disposal (B2) – have something available for you

a safety net – a plan or system that will help you in a difficult situation

- **d** Ask students if they think advances in science and technology are reducing the significance of gut feeling in medicine. Put students into groups to discuss whether they've changed their minds about the role of gut feeling. Take feedback as a class.
- e Language in context Doubt and uncertainty
 - 1 **Q** 04.05 Tell students to complete the sentences. Then play the recording for students to check their answers.
 - 2 Ask students: If you feel it in your bones, are you absolutely sure? (no, it's just gut instinct). Ask students if this phrase is connected with a, b, c or d (d). Tell students to categorise the other words and phrases. Check as a class.

Answers

- 1 1 feeling 4 pattern 2 anxieties, worriers 5 bones 3 doubt 6 jars, fit 2 a uneasy feeling, a nagging doubt b groundless anxieties, born worriers
 - c doesn't quite fit the pattern / together

 - d feel it in their bones

Explain to fast finishers that jar is a homonym (a word that sounds the same or is spelled the same as another word but has a different meaning): jar (n.) a container / jar (v.) used when something doesn't quite fit the pattern. Tell students to make a list of as many homonyms as they can, e.g., fine (adj.) good / (n.) penalty; object (n.) thing / (v.) complain.

6 SPEAKING

- **a** Pre-teach can't put your finger on it (not be able to understand exactly why a situation is the way it is) and sterile (having no imagination, new ideas or energy). Put students into groups to read and discuss each dilemma. Take feedback as a class.
- Ask students for examples of jobs where gut instinct may be important, e.g., customs officers. Check that students know that CEO is Chief Executive Officer. Put students into groups to go through each job and discuss the role of gut instinct. Take feedback as a class.
- Students choose a job, write a dilemma and pass it to other students to discuss. Encourage students to use the language of doubt and uncertainty in 5e in their writing and discussion.

♥ EXTRA ACTIVITY

Put students into groups and ask them to use a dictionary and find as many expressions with gut as they can within a time period you set. Give groups one point for finding an expression, another for the definition and another for a personalised example. See which group gets the most points and share the vocabulary information on the board.

Possible answers

bust a gut (work very hard or make a big effort to achieve something): I bust a gut to pass the last progress test. gut-wrenching (making you feel very upset or worried): There was a aut-wrenchina cry of agony.

gutted (very disappointed and upset): City were gutted to lose the

have guts (B2) (have the bravery and determination that is needed to do something difficult or unpleasant): You don't have the guts to climb to the top.

hate sb's guts (feel strong hatred towards someone)

(+) ADDITIONAL MATERIAL

Workbook 4A

Photocopiable activities: Grammar 4A, Vocabulary 4A, Pronunciation 4A

Documentary video Unit 4 Consciousness

Video worksheet Unit 4 Consciousness

4B

HE GOT HIMSELF LOCKED IN A SHED

♥ OPTIONAL LEAD-IN

Books closed. Give students this memory test on Units 1-3.

- 1 For what does the Albanian language have 27 different words? (moustaches, Unit 1)
- 2 In which decade did people use the adjective wicked to describe their favourite music? (1990s, Unit 1)
- 3 Where is the quietest place in the world? (the anechoic chamber in Orfield Laboratories, Minneapolis, Unit 2)
- 4 What extreme sport did Ada do? (base jumping, Unit 2)
- 5 What disease did Will get? (malaria, Unit 3)
- 6 Who was the interviewer in what Max described as his 'first and last radio interview'? (Oscar, Unit 3)

Ask the students who got the most answers right to say why they think they have a good memory.

LISTENING AND GRAMMAR

Structures with have and get

- **a** Ask students when childhood ends. Ask if there was a particular moment, like going on holiday without their parents, that signalled the end of childhood. Put students into groups to discuss the questions. Take feedback as a class.
- b 04.06 Ask students what the wooden building is in photo C (a shed). Play the recording and ask students which photo is about which speaker (A Clara, B Tommy, C Marissa). Then tell them to answer the questions. Give students the information in the Culture Notes if they don't know what Transformers are. Check answers and take feedback as a class.

Possible answers

- 1 Photo a shows a mother with her daughter. Clara was so shocked by being left by her mother for the first time that she didn't react to anyone or anything at first. Eventually, a little boy asked her to play with him and she did. He became her best friend at nursery but then they didn't see each other for 15 years. Now he's her husband.
 - Photo b shows a room after a burglary. Tommy was burgled once and he was very upset because all his Transformer toys were stolen. The thieves were caught when the toys were found as a result of a security bag check at a football match. The toys were returned but Tommy never played with them again.
 - Photo c shows a shed. Once, Marissa's brother went missing and people spent all night looking for him. He was found by a teacher the next morning in the garden shed at school and has liked gardening ever since.
- 2 Students' own answers

VOCABULARY SUPPORT

pick up on sth – understand something that is not communicated directly

blank (look) - showing no feeling or understanding

bump into sb - meet someone you know by chance

the rest is history – everything that happened since then is well-known or obvious

At the end of this lesson, students will be able to:

- speak, read and listen about the role and reliability of memories and respond using a range of words and expressions connected with memory
- use a range of structures with *have* and *get* in speaking and writing
- use sentence stress and rhythm to communicate more effectively

Audioscript

TOMMY We got burgled once ... and believe it or not, they got the burglars. My parents were having their kitchen renovated – security wasn't very good and the burglars got in really easily. They took all the usual stuff – the TV, jewellery, but I also had all my toys stolen. That's strange! But I did have an impressive collection of Transformer toys. I felt really upset – my world had come to an end. Now the funny thing was, my toys were actually how they caught the thieves. One went to a football game and had his bag searched as part of security – the thief took the Transformer items to sell to a mate. Now, this particular security guard had a friend who was a policeman, and he'd told him about the strange theft of my toys, and he'd got in touch, and the thief got arrested as he was leaving that game! And the good thing was I got my toys back. I was happy on the day I got them back, but I lost interest in them almost immediately. I never played with them again.

MARISSA My brother got himself locked in the garden shed at school and he couldn't get out. What happened was, was my brother didn't come home from school, so my mom and I, we started looking for him and ... I mean, I was with my mother and she started getting more and more upset, and at first, I didn't completely understand what was going on, but I think I picked up on the general anxiety, and that made me cry.

So his disappearance got everyone looking for him, in a small forest near our house. And people searched all night calling for him – I mean, I remember them shouting, 'Charlie! Charlie!' I mean, it was terrible and . . . there was this desperate sound in their voice – I was so afraid. Anyway, the next day, the teacher arrives early at school and heard my brother crying in the shed. No one knows how it happened. I mean, maybe the door got locked from the outside. Anyway, the funny thing is, is he's always loved gardening! I'm surprised it didn't put him off.

CLARA Er, so it was my first day at nursery, and I was left by my mother.

This was the first time I'd been without her. Mum told me the nursery teacher was really worried. She said she was used to tearful, upset children but, apparently, I was like an ice statue!

She didn't really know what to do with me. She had me sitting on my

own, and I think I remember her saying something like, 'I'll get you set up with some paper and crayons,' but ... I just sat there looking at her. I'm sure I had some kind of blank look on my face. I guess it was a kind of a shock.

Er, eventually, a little boy asked me to join in a game. I'm not sure why – I went with him ... and that literally broke the ice. He got me to play when no one else could. Guess who that little boy was ...? It was my husband, Andrew! We ended up being best friends at nursery, and I actually didn't see him for 15 years. And then suddenly, we bumped into each other after university and the rest is history.

CULTURE NOTES

Transformers are action toys originally from Japan which you can change in shape from robots to vehicles. Transformers are incredibly popular and there are comics and movies based on the concept.

Ask students what toys were popular when they were children. Put students into groups to discuss the questions. Take feedback as a class.

d Ask students what happened to Clara and the boy she met and elicit *They got married*. Explain that we use *get* and *have* in different constructions. Tell students to look at the first pair of sentences and ask: *Is there a difference?* (yes); *Who is renovating in sentence 1a?* (workers); *Who is renovating in sentence 1b?* (the parents). Put students into pairs to go through the sentences and discuss whether there is a difference in meaning. Check as a class. Then ask the students which of the uses a–d sentence 1a should go with (b). Students match the other sentences. Check as a class.

Answers

1 yes 2 no 3 yes 4 yes 5 yes 6 yes a 2 b 1 c 4,5,6 d 3

e Write 1 Sandra got fired by Tim. and 2 Sandra got Tim fired. on the board. Ask: Who lost their job in each sentence? (1 Sandra, 2 Tim) Ask: What is Tim and Sandra's relationship in each sentence? (1 Tim is Sandra's boss. 2 Sandra is not Tim's boss, she is probably a colleague. Ask: In sentence 2, why did Tim lose his job? (Sandra caused him to lose it; for example, she might have told the boss that he was stealing from the company) Ask if we can say Sandra had Tim fired. (yes). Tell students to complete the table and answer the questions. Check as a class.

Answers

Subject	Verb form 1	Object	Verb form 2
My parents	were having	the kitchen	renovated.
1	had	all my toys	stolen.
Не	got	himself	locked in the garden shed.
His disappearance	got	everyone	looking for him.
She	had	me	sitting on my own.
Не	got	me	to play when nobody else could.

- 1 yes; no, it doesn't, although *got all my toys stolen* could imply that it was in some way due to his own carelessness.
- 2 no: had our car broken into and had himself locked in the shed changes the meaning to mean we/he asked somebody to do these things deliberately; had everyone looking for him no change in meaning; no: had me to play is not possible.

CAREFUL!

The difference in meaning between *have* and *get* can be confusing for many learners, especially those with Portuguese, Italian and Spanish L1s. With structures with *have* and *get*, learners may use *have* (meaning engage somebody else to do something) instead of *get* (meaning take an active role in completing something). *i'll help you have everything sorted out*. (Correct form = I'll help you *get everything sorted out*.) The situation makes it harder to have deals closed. (Correct form = The situation makes it harder to *get deals closed*.)

Answers (Grammar Focus 4B SB p. 145)

a 2 get myself measured 5 to give 3 had it checked 6 have

4 Selling your house 7 had everyone shouting

b 2 Tina worked hard and got herself promoted.

3 My bike got stolen.

4 Have your eyes tested.

5 The news got everyone panicking/panicked.

6 It wasn't easy to get the children to calm down / calmed down.

7 Our teacher had us write an essay.8 Alex got me to go with him.

c 2 handed3 working4 done5 done6 to make7 working

EXTRA ACTIVITY

Put students into pairs to discuss these questions:

Would you like to get your hair cut really short?

Have you ever had your bag searched in customs at an airport? What kinds of things get you stressed?

Is it easy for you to get people to do what you want?

If you got yourself arrested but you'd done nothing wrong, what would you do?

Compare answers as a class.

2 SPEAKING

a **Q**04.09 **Pronunciation** Drill *He got himself* <u>locked</u> in the <u>shed</u>. and ask students which syllables are stressed (see underlining). Tell students to underline the stressed syllables in sentences 1–8. Play the recording for students to listen and check. Say: *Are content words stressed?* (yes). What kinds of words are unstressed? (grammar words). Drill all the sentences.

Answers

- 1 I had my <u>bike</u> <u>stol</u>en.
- 2 They had me <u>doing all</u> the <u>cleaning</u> for <u>weeks</u>.
- 3 I had my <u>arm broken in a football match.</u>
- 4 She had me doing all her homework.
- 5 It got me thinking about what I'd done wrong.
- 6 I got myself <u>locked</u> out of the <u>house</u>.
- 7 I got my mum to say I was sick.
- 8 My <u>brother got</u> me <u>pun</u>ished un<u>fairly</u>.
 Pronouns, auxiliary verbs, prepositions and articles are usually unstressed.
- the first president of the USA and the cherry tree. When he was a young boy, George had an axe which he loved to use. One day, he cut down a cherry tree in his garden. The problem was it was his father's favourite tree. His father came home, saw the fallen tree and demanded to know who had done it. George was frightened and ashamed but he said to his father, 'I cannot lie. I cut the tree down.' George's father hugged him and said that telling the truth was more important than any tree. Give students time to read the questions and think of a childhood incident. Put them into pairs to tell each other about it. Encourage students to tell the class about particularly interesting incidents.

3 LISTENING AND READING

a 204.10 Show some photos of people and places from your childhood and tell students what you remember about them. Students may be able to share similar photos on their mobile devices or have photos with them. Play the recording, which gives Marissa's story again, followed by Charlie's version of the same incident for students to make notes and compare.

Answers

Marissa: Charlie got locked in the shed at school overnight; everyone searched for him all night in a forest; found by teacher arriving early at school the next morning

Charlie: was so interested in the teacher showing him how to grow seeds in the shed at school that he forgot about the time and didn't go home from school; Marissa and his mother came to school in the late afternoon and found him

Audioscript

MARISSA My brother got himself locked in the garden shed at school, and he couldn't get out. What happened was, was my brother didn't come home from school, so my mom and I, we started looking for him and ... I mean, I was with my mother and she started getting more and more upset, and at first, I didn't completely understand what was going on, but I think I picked up on the general anxiety, and that made me cry.

So his disappearance got everyone looking for him, in a small forest near our house. And people searched all night calling for him – I mean, I remember them shouting, 'Charlie! Charlie!' I mean, it was terrible and ... there was this desperate sound in their voice – I was so afraid.

Anyway, the next day, the teacher arrives early at school and heard my brother crying in the shed. No one knows how it happened. I mean, maybe the door got locked from the outside. Anyway, the funny thing is, is he's always loved gardening! I'm surprised it didn't put him off.

CHARLIE So, my sister Marissa always tells this story of me getting myself locked in a garden shed. That's just ... it's just not true ... I mean, I wasn't locked in ... I was in there with my science teacher, Mrs James. I mean, she was showing me how to grow things from seeds. Er, we were transferring seedlings from large containers to individual ones. We were like, just so concentrated on the job we forgot about the time. Marissa has a strange idea everyone searched through the night for me and Mrs James found me in the morning. That's just not true. I think my mom was just slightly concerned I wasn't home from school. Er ... my mom came with Marissa to school late in the afternoon and found me and Mrs James at work. Mrs James was er ... a bit embarrassed. Mom was pleased I'd, y'know, taken an interest. Marissa was right about one thing, though ... Thanks to Mrs James, I've always loved gardening.

- b Tell students that most historians think the story about George Washington and the cherry tree is false. Ask how and why the story could have become popularised. Put students into groups to discuss the questions. Take feedback as a class.
- **c** Divide the class into pairs and assign A and B roles. Student As read the text *False childhood memories* and Student Bs read the text *How eyewitness evidence can be unreliable*. Tell students to answer the questions about their text. If necessary, pre-teach to Student As *so-called* (used to say that something called by that name is

wrong) and *plausible* (it could be true), and pre-teach to Student Bs *line-up* (a row of people for a witness to identify a suspect from, also called an *identity parade*) and *inadvertently* (not done intentionally). Check the two sets of answers as you monitor.

Answers

Student A

- 1 Our brains are not developed enough to remember events before the age of two; we often invent something on the basis of what we've heard or a photo we've seen, and the more we talk about it the more real it seems.
- 2 Humans like stories and narrative, and creating memories is a way of telling the story of our life.
- 3 If the memory is very detailed, it is probably not a real one.

Student B

- 1 Our memory is easily influenced by what we believe; witnesses of a crime often experience shock, and this affects the accuracy of the memory; we tend to build a memory from pieces of information; and we are often eager to help the police catch the criminal.
- 2 Expectations about the situation can force witnesses into making a false identification; non-verbal behaviour by the police can influence the witness's choice.
- 3 They are beginning to video the process of collecting testimony from a witness and this is shown during the trial.
- **d** Tell students to compare texts and say what they found interesting or surprising. Share ideas as a class.
- **e** Put students into pairs. Tell them to go through the two texts and guess the meaning of the words and expressions. Students then check in a dictionary. Do the first word, *embellish*, as a class. Say *Look at the words around 'embellish'*. *Are the old memories clear?* (no). *What could this mean about the old memories?* (they are made more interesting). Check answers as a class.

Answers

 $\it embellish$: make something more interesting by adding something to it

bear little resemblance to: be very different from

thrive: grow well

malleable: being easily influenced or changed

sibling: a brother or sister

fallible: able to make mistakes

susceptible: easily influenced or harmed by something

fuse (v.): join or become combined

perpetrator: someone who has done something very bad gaze: a long, steady look

EXTRA ACTIVITY

Play the memory game Alibi. Explain *alibi* (proof that someone who is thought to have committed a crime could not have done it, especially the fact or statement that they were in another place at the time it happened). Put students into groups of four: two suspects and two police officers. Tell the suspects that they have committed a robbery. Give the suspects five minutes to make up an alibi for where they were and what they were doing together while the police officers think of questions to catch them out, e.g., *What was your friend wearing?* One police officer interviews one suspect while the other police officer interviews the other suspect. Police officers then compare the answers the suspects gave. If they find any differences in their stories, the suspects' alibi is broken.

4 VOCABULARY Memory

a Say to students: *I can remember my first day of school as if it were yesterday*, and ask them to tell you the collocation (a vivid memory). Tell students to match the collocations with the definitions. Check answers as a class.

Answers		
1 d	4	е
2 b	5	а
3 f	6	С

b Tell students to look at the collocations in 4a and see which one is different. Check as a class.

Answers

4 a photographic memory: It's a skill, not something remembered.

Ask fast finishers to write one personal example for each collocation, e.g., *My driving test is still a painful memory*. They then compare their examples with another fast finisher.

C 304.11-04.12 Students complete the exercises in Vocabulary Focus 4B on SB p. 161. Play the recording for students to check their answers to Exercises a and b. Tell students to go back to SB p. 49.

Answers (Vocabulary Focus 4B SB p. 161)

а	1	vague	4	lasting
	2	painful	5	vivid
	3	distant	6	photographic
b	1	С	5	g
	2	е	6	f
	3	а	7	b
	4	d		

d Ask students to remember their first English class with you. Elicit how they felt and what they noticed. Give students time to read the questions, then put students into pairs to ask and answer them. Take feedback as a class.

LOA TIP MONITORING

- To avoid having to step in and interfere with the free speaking when the discussion breaks down or is not developed enough, write a framework for discussion of each point on the board which you can refer students to as you monitor.
- Write this framework and example on the board (elicit some of the content from students):

Question	How clearly do you remember the time before you went to school?
Response and example	Quite well, I mean, I'm still in touch with some of my friends from nursery.
Response	Really? I guess you talk about those times with them then.
Follow-up	What we can remember, yes. Anyway, what about you?

 As you monitor, notice when groups run out of things to say and point to the appropriate part of the framework, e.g., follow-up, to show students how they can expand the discussion.

5 SPEAKING

- a Divide the class into pairs and assign A and B roles. Student As study the pictures in Communication Plus 4B on SB p. 132 and Student Bs study the pictures on SB p. 130 for one minute. Next, tell students they have one minute to write down as many of the new words from the lesson as they remember. Tell students to check with each other and then look back at SB pp. 47–49. Ask what kinds of words were easiest / most difficult to remember. Student As then go to SB p. 132 and Student Bs to SB p. 130. They test their partners on the pictures they studied and ask questions about details they have forgotten. Then ask the class how reliable their partners' memories were and whether they would make good witnesses.
- Ask students to name things that are important to remember, e.g., people's names, vocabulary, passwords. Put students into groups to make a list of memory techniques. Take feedback as a class.
- Tell students to read the fact file about memory techniques on SB p. 133 and find out if any of their ideas are listed. Tell students how *mnemonic* /nrˈmɒnɪk/ is pronounced. Take feedback as a class.
- Ask: Do you think men and women have better memories for different things? Put students into groups to discuss the questions. Take feedback as a class.

♥ EXTRA ACTIVITY

Ask students what this mnemonic could mean: *Naughty Elephants Squirt Water* (North, East, South, West). Put students into groups to find out or make up mnemonics for:

- the names of the planets
- the colours of the rainbow
- · months with 30 days

(+) ADDITIONAL MATERIAL

Workbook 4B

Photocopiable activities: Grammar 4B, Vocabulary 4B

Documentary video Unit 4 Consciousness

Video worksheet Unit 4 Consciousness

EVERYDAY ENGLISH

I see where you're coming from

♥ OPTIONAL LEAD-IN

Books closed. Tell students to choose one person from history and to think of three questions to ask them. Students compare interviewees and questions in pairs, and try to predict the answers the person would give to their partner's questions. Take feedback as a class and find out which of these people students think would be hardest to interview and why.

1 LISTENING

- **a** Ask students how they would prepare for an interview with the famous person they talked about. Put students into groups to discuss the questions. Compare ideas as a class.
- **b** 04.13 Ask students what they can remember about Max's interview with Oscar. Tell students to look at the picture and guess what Nadia, Sara and Oscar are discussing. Play Part 1 of the video or the audio recording. Check the answer with the class. Tell students the meaning of the informal use of grand here (very good).

Answer

the interviewer

Videoscript/Audioscript (Part 1)

NADIA So, Oscar, before you go, can we have a quick word about your interview with Max Redwood?

oscar Grand, yes!

- N How do you think it went?
- Well, if you don't mind me saying so, it was like trying to get blood out of a stone.
- N Right
- **SARA** Yeah, he wasn't an easy guy
- Tell me about it! If you ask me, maybe he should stick to writing.
- but guys, I think we're forgetting something here.
- o What's that?
- N We're the professionals.
- OK, but I thought I was being ... professional.
- N It's our job to get the best from our interviewees.
- Are you saying it was my fault?
- N Look, don't take this personally, Oscar. I'm trying to be constructive.
- o Really?!
- N I think a good interviewer can get blood out of a stone.

- o OK ...
- N I think we all need to learn from this
- o I do take your point, but I'm not sure there's anything more I could've done.
- N I beg to differ. I agree Redwood wasn't particularly forthcoming, but my feeling is that there's always a way.
- s No offence intended, Oscar, but ... I couldn't understand why you were asking about a sequel.
- Well, he will be writing another book, surely?
- **N** I see where you're coming from, **s** Well, anyway, Max clearly was a very hard nut to crack
 - N With all due respect, Sara, I don't think you're in a position to tell us what does and doesn't make a good interviewer. We need to bear in mind that we're trying to run a business here. It's about getting results. We could lose a lot of listeners with an interview like that.
 - o OK, point taken.
 - N Let's pick this up again tomorrow.
- c D04.13 See if students can name who mentioned the topics and any details about them. Then play Part 1 of the video or the audio recording again for students to check their answers.

At the end of this lesson, students will be able to:

- · speak tactfully in formal discussions using a range of functional language to give opinions
- identify homophones in words and connected speech

Answers

- 1 Oscar: he suggests Max should stick to writing (rather than speaking in interviews) and assumes that Max will write another book
- 2 Nadia: being professional involves getting the best from interviewees; Oscar: he thought he was being professional during the interview with Max
- 3 Sara: she couldn't understand why Oscar was asking about a sequel; Oscar: he assumes Max will write another book
- 4 Nadia: they could lose a lot of listeners with an interview like Oscar's with Max

Give students examples of books and their sequels:

- The Hobbit and The Lord of the Rings, by JRR Tolkien
- The Adventures of Tom Sawyer and Adventures of Huckleberry Finn, by Mark Twain.

Ask students to work in pairs and choose one book and its sequel they know. Tell them to discuss whether the sequel was better than the original. Take feedback from the class. You could ask students to research and write a comparison of the books.

d Put students into groups to discuss the questions. Take feedback as a class. Ask students if they agree with Nadia that it was Oscar's fault.

Possible answers

- 1 Oscar is angry, hurt and defensive. Sara agrees with Nadia's feedback but is sympathetic towards Oscar and keen not to hurt his feelings.
- 2 Students own answers

e **D**04.13 Language in context Idioms 1

Check students know the meaning of forthcoming (friendly and helpful, willing to give information or to talk). Tell students to answer the questions. Play the recording for students to check their answers.

Answers

- a like trying to get blood out of a stone
- b a very hard nut to crack

Ask fast finishers to use dictionaries to find out other idioms with blood and nut.

USEFUL LANGUAGE

Being tactful in formal discussions

a Ask students if they can remember any expressions describing tactful behaviour from Lesson 2C (walk on eggshells, drop hints). Tell students to match the expressions with their uses. Check as a class. Drill the expressions.

Answers

1 c 2 b 3 a 4 b 5 b 6 a 7 a

b 04.14 Play the recording. Students match the expressions with the uses in 2a. Check as a class. Drill the expressions.

Answers

1 a 2 c 3 b

c Say some direct statements and ask students to make them more tactful, e.g., You're wrong (I can see where you're coming from, but I'm not sure I agree). Put students into pairs to make the discussions more tactful and expand them. Students then act out their discussions. Give feedback as a class.

Possible answers

- 1 A My article was rather clever.
 - **B** No offence intended, but I beg to differ. It was potentially offensive.
 - A I see where you're coming from, but people shouldn't be so
 - **B** I do take your point, but you need to be more tactful.
- 2 A I think I handled that meeting quite well.
 - **B** With all due respect, you allowed Leon to talk for too long.
 - A I do take your point, but you could have interrupted him and helped me out.
 - **B** If you don't mind me saying so, it was your job to chair the meeting.

LOA TIP REVIEW AND REFLECT

- Students will understand the purpose of new language and skills more if you show them how they are relevant to them. Personalise the expressions for being tactful and show their usefulness.
- Ask students to think of a time when they were not tactful or someone was not tactful with them. Give some example situations, e.g., giving advice to a friend who is quite sensitive; negative feedback at work.
- Put students into pairs to role play the original untactful situation and then role play the situation again, this time using tactful language. Ask students to compare the two role plays and how each one made them feel.

3 PRONUNCIATION

Homophones in words and connected speech

04.15 Check students understand homophone (a word that is pronounced the same as another word but has a different meaning or spelling, or both) and ask students to give you more examples, e.g., I/eye, here/hear. Play the recording. Students find the incorrect words and write the correct homophones. Check answers as a class and check students understand dew (drops of water that form on the ground and other surfaces outside during the night), grate (to rub food against a grater in order to cut it into a lot of small pieces) and knot (C2) (a join made by tying together the ends of a piece or pieces of string, rope, cloth, etc.).

Answers

- 2 weigh way 3 knot not; fare fair
- 6 hole whole; seen scene
- 7 grate great: wait weight
- 4 sells cells
- 8 bare bear
- 5 pear pair
- **b** Write buyer nice cream on the board and ask students to say it as a different phrase (buy an ice cream). Tell students to complete the homophone phrases. Read them aloud if students need help. Check as a class.

Answers

2 name 3 up 4 for/four cakes 5 locked inside

c • 04.16 Play the recording for students to listen to the sentences. Tell students to write out the phrases as they were said in the interview. You could then distribute copies of the audioscript for students to check they have written the phrases correctly. Use the information in the Language Notes below to help students if necessary.

- 2 if you don't mind me saying so
- 3 I think we all need to learn from this
- 4 no offence intended
- 5 we need to bear in mind

LANGUAGE NOTES

- When a word finishes in a consonant and the next word starts with a vowel, there is often linking, so think it sounds like
- Remind students that the final /d/ or /t/ is often unpronounced before a word beginning with a consonant, so the d isn't pronounced in nee(d) to (see 2e on SB p. 38).
- A final /n/ sound may become a /m/ sound if the following sound is /m/, as in min(d) me.
- **d** Ask students why homophones might cause problems in listening (you may think it's one word/phrase when it is actually two). Tell students to complete the advice. Take feedback as a class.

Possible answer

think about whether it could be a homophone or part of a homophone phrase.

4 LISTENING

- Tell students to look at the picture and say why Sara looks so happy. Discuss the question as a class.
- **b** 104.17 Play Part 2 of the video or the audio recording for students to check their answer in 4a.

get Max Redwood's phone number from Emma

Videoscript/Audioscript (Part 2)

SARA Phew, that was hard going! **ALEX** What, Nadia? Yeah, she can be quite tough, can't she?

- **s** You're telling me! It's the first time I've heard her criticise Oscar, though.
- A Probably because of his
- **s** You've hit the nail on the head! **s** Well, yeah.
- A Speaking of which ...
- **s** Such a shame. I've read his book and it's fascinating. He must have loads to say about it. journalist to start with though.
- **A** Yeah. Speaking of which, you'll **S** Hm ... Yeah, you're right. I'll say never guess what I found out recently. Max Redwood is my girlfriend's brother!
- s You're kidding! Emma's brother?!
- A Yep.

- s No way! Have you met him?
- A Um, sort of. But he is staying with Emma at the moment.
- s Hey, I wonder if ...
- A Yeah?
- **s** Well, y'know could you maybe, y'know ...?
- interview with Max Redwood. A What? Get his number for you?

 - A Yeah, sure, I'll call Emma.
 - s Brilliant! Thanks, Alex!
 - A I wouldn't mention that you're a
 - I'm a fan!
 - A Well, you are a fan, aren't you?
 - s Well, yeah, I suppose I am!
 - A Hi Emma! Yeah, listen, I've got a favour to ask about your brother ...

c 04.17 Ask students to read the questions. Then play Part 2 of the video or the audio recording again. Students answer the questions. Check answers as a class.

- 1 the same: she's very tough; different: she criticised Oscar for the first time
- 2 embarrassed; she's taking advantage of Alex's personal contacts
- 3 She shouldn't mention she's a journalist because Max's interview with Oscar didn't go well.
- **d** Put students into pairs to discuss the question. Compare ideas as a class.
- e Language in context Idioms 2
 - 1 D04.18 Tell students to complete the idioms. Play the recording for students to check their answers. Concept check the meaning and ask which idiom means I feel the same way (Tell me about it!), You are exactly right (You've hit the nail on the head!), I know this already (You're telling me!).
 - 04.18 Tell students to underline the main stress. Play the recording again for students to listen and check. Check answers as a class. Drill the idioms.

Answers

- 1 1 Tell 2 telling 3 hit
- 2 1 Tell me about it!
 - 2 You're telling me!
 - 3 You've hit the nail on the head! The idioms all express agreement.

♥ EXTRA ACTIVITY

Put students into groups with the same L1. Ask half the groups to translate Part 2 from the start to No way! Have you met him? and the other groups to translate from Not yet, no. to the end. Put groups with the same L1 together to combine translations and check each other's work. Play Part 2 of the video recording again but without sound and tell a group to dub it with their combined translation by speaking in their L1 at the same time as the characters. This will take some practice and you will need to pause the video at points, but it is fun and challenging.

5 SPEAKING

Divide the class into pairs and assign A and B roles. Tell students that A is an employee and B is a boss. Tell them to read their role play cards in Communication Plus 4C, Student As on SB p. 127 and Student Bs on SB p. 133. They then carry out the conversation, using the expressions for being tactful on SB p. 50. Then tell them to swap roles, perhaps in new pairings. Monitor the role plays and give feedback to the class.

(+) ADDITIONAL MATERIAL

Workbook 4C

Photocopiable activities: Pronunciation 4C

Unit Progress Test

SKILLS FOR WRITING

So what was her

breakthrough moment?

♥ OPTIONAL LEAD-IN

Books closed. Tell students to list as many different kinds of music as they can, e.g., rap, with - in their view - the best example of a modern-day performer of that genre from their country. Put students into groups to say what they think about each kind of music and the performers they have listed.

SPEAKING AND LISTENING

- **a** Ask students to write down one interesting thing about themselves, e.g., I was born on the same day of the week as my mother, and then tell other students. Tell students to read the questions and make notes. Then put students into groups to discuss the questions. Take feedback as a class.
- **b** Ask if students know any people that were 'overnight sensations'. Tell students to read the six things Noni-K says and then put them into groups to discuss how these things may have affected her. Take feedback as a class.

At the end of this lesson, students will be able to:

- understand the effect of using direct quotes in writing
- use different tenses and time expressions to organise information more efficiently in writing
- · write an article based on an interview

c 04.19 Tell students to listen and summarise what Noni-K says about the influences in 1b. You may wish to pre-teach the phrases in the Vocabulary support box. Check as a class.

Possible answers

- 1 She didn't want to sing in public.
- 2 She never really felt at home in London and wrote songs just for herself. These songs are on her album.
- 3 When she was 17, she stayed with friends in Johannesburg, and that's when she really got into making music and feeling more confident.
- 4 She started playing with other people, experimenting with other types of music and writing new stuff.
- 5 She was able to start recording her album.
- 6 It was a success all over the world and she suddenly became well known.

Audioscript

INTERVIEWER In just over a year, you went from being almost unknown to being talked about as one of the big names in South African hip-hop. How do I OK. But you did move on? you feel about that?

NONI-K Oh, I'm really happy about it, yeah, sure. But I mean - it's not the main thing for me, you know? Um, if my music speaks to other people, that's cool, but that's not really what I'm doing it for. I make the music I believe in, it's a way to find out who I am.

- I Have you always felt you had talent, that you'd be a star one day?
- N Not really, no. I've always liked singing, but I never performed in public, not even right into my early teens. I was actually really shy. I mean, I liked singing and I knew I could sing well, but I didn't want to sing in public,
- But that changed?
- N Yeah, it took a long time,
- I And when you were eight, your family moved from South Africa N Yeah, that's right. I hooked to London. What was that like for you?
- N Oh, it was a real eye-opener in lots of ways. All these different people suddenly, different cultures, different ways of living. You know, I'd come from a small town in South Africa, so it was really, eh ... different. Yeah – so ■ Soul? it was good in some ways, but I never really felt at home in London.
- Like an outsider?
- N Yeah, that's it. So I went back into myself quite a bit, all the way through my teens really yeah, so it was quite a weird time. I mean, I was writing songs, but just for myself; I wasn't performing much.
- I That comes across in your album, Breakout. It's quite dark in places, isn't it? Quite reflective?
- N Yeah, that's right, it is. It's kind of about me changing, and seeing that I could move on from

- what I was like before. So I was tapping into those early teen years, in London. The teenage me, that was the dark part!
- N Yes, but probably not until I moved back to South Africa. When I was 17, I stayed with friends in Johannesburg, and that's when I really got into making music.
- I That must have been a huge
- N Oh yeah. Like coming back to my roots. And it was so much livelier.
- Livelier than London?
- N Oh, definitely, yes. Johannesburg is just – so much happening, so creative ... music, art, everything - fashion, food, people! It feels really alive, you know? It was like, the moment I got off the bus from the airport, I knew this was the place I
- wanted to be. Like coming home. That sounds crazy but it really did, I just knew right away.
- So then you started writing new songs?
- up with some other guys and we started sharing music, like playing together? And I just started experimenting more, I guess. I started writing, like, new stuff I'd never thought of before, more hip-hop but also other different influences, too.
- N Yes, soul. What else? I dunno, I'm not really into all these genres, it's not that important.
- And that led to your first album?
- N Yes, then we got together, me and these two other guys, and we started playing regular gigs, and then another friend let us use a studio – and that's how we recorded Breakout.
- Are you surprised that it was such a success? It's listened to all over the world it's in Europe – Asia, too.
- N Um, I guess I am surprised in a way. Like I say, I was doing it for myself, mainly. It's just where I am now

VOCABULARY SUPPORT

big name - a famous or important person eye-opener - something that teaches you new surprising facts outsider – a person who is not involved with a particular group dark - sad and without hope

hook up with - to meet or begin to work with another person gig – a single performance by a musician or group of musicians

2 READING

Ask students how the article would be different from the audioscript in terms of language and content, e.g., fewer features of spoken language, an introduction to readers. Tell students to read the article and answer the questions, comparing the article with their answers in 1c. Compare answers as a class. Ask students whether they would rather listen to the live interview or read the article.

Possible answers

- 1 her full name
 - what she is doing now
 - what she is wearing

She and her family lived in Bristol before they moved to London. how she felt when she moved back to South Africa She felt more confident about performing when she was in South Africa.

- She and the two musicians she played with became well known. She has thousands of followers.
- 2 how different Johannesburg is from London what other music influenced her

M VOCABULARY SUPPORT

one of the hottest new names - one of the most popular and indemand celebrities

stage name - the name, different from their real name, that a celebrity is publicly known by

multifaceted - having many different parts or sides body of work - all of the creative output produced by someone

Tell fast finishers to make a timeline of Noni-K's life, starting with her childhood and ending with her first album release.

3 WRITING SKILLS

Organising information: Showing time relationships

a Write on the board:

'Where's the fun in being sensible?' she asked, smiling.

She asked me where the fun was in being sensible, and smiled.

Ask students whether they find the direct or the indirect speech more effective and why (the direct speech is probably more effective because it is a strong statement, a joke). Tell students to underline two direct quotes in the article, details of the setting and her appearance for the interview. Put students into pairs to discuss what effect the quotes and the details of the setting and clothes have on the reader. Take feedback as a class. See SB pp. 52–53, article, for examples of direct speech.

Answers

- 1 'I make the music I believe in.'
- 'For me, it's a way to see who I am. And if it speaks to other people, that's cool too, but that's not really what I'm doing it for.'
- 2 Possible answer
 - It makes the article more immediate; we get a feeling of it being a live interview. We get a more detailed sense of her.
- **b** Ask students why the verb in *She talks* to *Saul Winthorpe* about how she got to where she is now. (in the introductory piece of text) is in the present simple if the interview

has already taken place (the present simple makes the interview seem immediate, as if it's taking place now). Tell students to find verb tenses and examples to match each category. Check answers as a class.

Answers

- 1 present perfect, present simple, present continuous
- 2 present simple
- 3 past simple and past continuous, past perfect

LOA TIP ELICITING

- When you elicit patterns of usage, you need to make students aware of the context of the writing or the speaking.
- Highlight Noni-K has moved from only being known locally to being one of the hottest new names in the first paragraph of the article on SB p. 52. Elicit the two verb forms, present perfect and being, and why they are used (present perfect for something continuing until now and being for a situation in the present which will continue into the future). Then elicit why it is effective to have two different forms in the same sentence (the interview is seen to be wide in scope, covering the past and the future).
- You can also use the audioscript. Hand out copies and tell students to highlight I just started experimenting more, I guess. Elicit why Noni-K uses the past simple rather than the present perfect (Noni-K is now a professional. She was lucky to have got her break in the past but now she can be more confident about using a variety of musical styles.).
- **c** Ask students if the sentences look like effective writing (no). Put students into groups to compare the sentences with the original and answer the questions. Check answers.

Answers

- 1 In the paragraph, the sentences are joined to make a single sentence.
- 2 b, c (It doesn't make the text more formal.)
- **d** Tell students to cover the text and then make the pieces of information in questions 1 and 2 into single sentences. Then ask students to compare their answers with the original sentences in the text and decide which are more effective. Take feedback as a class.

Possible answer

- 1 She tells me that she was actually quite shy as a young teenager, partly because her family moved to the UK when she was eight, first to Bristol and subsequently to London.
- 2 Through friends, she got to know a circle of people in Johannesburg with whom she shared her ideas in music, and so, before long, she was creating songs in a new, more experimental style.
- **e** Ask students what the highlighted phrases are (time expressions). Tell students to match the highlighted expressions with the functions. Check as a class.

Answers

- 1 the moment
- 2 shortly afterwards; before long
- 3 subsequently; it wasn't until ... that; it was only when ... that
- **f** Students underline the time expressions and match them with the functions in 3e. Check answers as a class.

Answers

- $1\,$ No sooner (had I) \dots than $1\,$
- 2 Not until (... did she) 3
- 3 The instant 1
- 4 In time 3
- 5 was closely followed by 2

g Ask students what is unusual about 1 and 2 in 3f. Check as a class and refer students to the grammar section on inversion in lesson 3A if necessary.

Answer

The subject and verb are inverted.

h Students complete the exercises in Writing Focus 4D on SB p. 171. They read the table with time expressions before completing the exercises. Check answers to Exercise a and then monitor Exercises b—e. Take feedback as a class. Tell students to go back to SB p. 53.

Answers

- **a** 1 The moment I saw her paintings, I knew she would be a famous artist.
 - 2 Shortly after graduating / he graduated, he got a highly paid job in the City of London.
 - 3 No sooner had I started asking questions than she got up and left the room.
 - 4 It wasn't until we were both made redundant that we decided to form a business partnership.
 - 5 It was only years later that I decided to take up horse riding again.

4 WRITING

- **a** Ask students how these settings would affect an interview: an underground train, a cinema, a swimming pool, a roller coaster, the top of a mountain. Tell students to prepare for the interview by looking back at their notes, thinking of interesting questions and choosing a setting.
- b Put students into pairs. It may be effective to pair up students who don't know much about each other so that there is more of an information gap. Students take turns to interview each other and make notes. Tell the more advanced student in each pair to be the interviewee first as answering questions is more difficult and this will provide a model for the less advanced student. Read through the Writing Tip with the class and remind students to bear these points in mind. If they have the technology, students may want to record the interview.
- c Tell students to write their article using the Noni-K article as a model. Encourage students to use direct quotes, complex sentences with different tenses and time expressions. Tell students to show each other their writing and say how it is different in language and content from the oral interview with their partner.

♥ EXTRA ACTIVITY

Repeat the interview procedure but tell students to imagine that 20 years have passed. Ask them to imagine what they have done in those 20 years and what plans they have realised. Tell students to put a copy of the final written text about them in an envelope addressed to themselves to open in 20 years' time. It is very unlikely students will still have the envelopes in 20 years, but they will like the idea of opening them then!

ADDITIONAL MATERIAL

Workbook 4D

UNIT 4

Review and extension

1 GRAMMAR

a Write this sentence on the board and ask students to find the mistake: *Turn to your conference programme to find the timetable for Tuesday*. (Tuesday's timetable). Tell students to find the mistakes in the sentences. Check as a class.

Answers

- 1 A recently published article has caused a political uproar.
- 2 For dessert there were delicious strawberry tarts filled with cream.
- 3 We need a new bed. Our old one is broken.
- 4 Every corner of the table was covered in papers and documents.
- 5 If you ever get a chance to see them in concert, I recommend it.
- 6 John's wife's friend / A friend of John's wife is also interested.
- 7 Mr Singh is the name of the recently elected leader of the council / The name of the recently elected leader of the council is Mr Singh.
- 8 I have to tell him something difficult this evening.
- **b** Write this sentence on the board and ask students to choose the correct option: *I'll get / have the secretary make you an appointment.* (have). Tell students to choose the correct answers in the exercise. Check as a class.

Answers

1	got	5	having
2	get	6	dressed
3	the repairs done	7	had

4 Get

2 VOCABULARY

a Ask students to look at 1–7 and say which word could come next in each sentence half. Then tell students to match the sentence halves with the endings. Check as a class.

Answers

1	е	5	f
2	a	6	d
3	g	7	b
4	C		

b Tell students to correct the vocabulary mistakes. Check as a class.

Answers

- 1 far distant
- 2 photographer's photographic
- 3 freshen up refresh
- 4 foggily vaguely
- 5 comes to mind
- 6 hurtful painful
- 7 leave slip
- 8 stimulate trigger

♥ EXTRA ACTIVITY

Put students in pairs to discuss whether they agree or disagree with the sentences in 2b. Take feedback as a class.

3 WORDPOWER mind

a • 04.20 Say to students: Would you mind doing the next exercise? Ask what Would you mind ...? indicates (a polite request). Tell students to fill in the gaps and then play the recording for students to listen and check. Drill the phrases in bold.

Answers

1 Speak 2 bear 3 read 4 put 5 cross

b Read out the first sentence from 3a. Ask students: *Does 'speak your mind' mean the same or the opposite of 'hold back'?* (opposite). *Which definition means 'don't hold back'?* (give your true opinion). Tell students to match the phrases with the definitions. Check answers as a class.

Answers

- a 5 cross my mind
- b 1 speak your mind
- c 4 put your mind to it
- d 3 read your mind
- e 2 bear it in mind
- Tell students to match 1–5 with a–e. Play the recording for students to check their answers. Drill the phrases. Concept check the phrases: when you feel calm and secure (peace of mind), when you have many things to think about (a lot on your mind), when you think objectively (keep an open mind), when something acts independently in a way you don't want it to (a mind of its own), when you can think sensibly (in the right frame of mind).

Answers

1 c 2 a 3 b 4 e 5 d

Tell fast finishers to make new 1–5 beginnings for a–e in 3c, e.g., a I still feel angry about it and I'm not in the right frame of mind, and compare sentences with another fast finisher.

d Put students into pairs. Tell them to choose a sentence from 3a or 3c and make a conversation. When they have finished their conversation, tell them to choose a new sentence and make a new conversation. Monitor and ask students to change partners for variety. When taking feedback, ask some pairs to perform their conversation in front of the class.

♥ EXTRA ACTIVITY

Put students into groups to discuss these statements:

Anyone can run a marathon if they put their mind to it.

There may be life on other planets; we should keep an open mind. Famous people have a lot more on their minds than the rest of us. It's always better to speak your mind than say nothing.

Take feedback as a class.

Photocopiable activities: Wordpower 4

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

UNIT 5 FAIRNESS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and evaluate opinions and attitudes in texts about punishment and rehabilitation; understand, summarise and relay, and respond to texts describing occupations
- follow and understand details of colloquial radio news stories, recognising usage of puns; understand details and opinions of speakers describing employment and recruitment experiences
- use a range of lexis accurately to: give descriptions of forms of punishment and rehabilitation; discuss crimes and their consequences; describe, evaluate and discuss employment conditions, job requirements and fair pay
- understand a conversation between people meeting for the first time and identify social strategies used by the speakers
- use a range of expressions for recalling and speculating in social interactions where they are uncertain of the facts
- write well-structured and coherent opinion essays using linkers effectively to add information and reinforce their argument

UNIT CONTENTS

G GRAMMAR

- Relative clauses (defining and non-defining; use of relative pronouns and prepositional phrases)
- Obligation, necessity and permission (modal verbs; phrases with be; idioms)
- Linkers: above all, also, besides, furthermore, moreover, what's more

V VOCABULARY

- Crime and justice: arrest on suspicion of, be convicted of, be found guilty of, be held in custody, bring face-to-face with a victim, criminal, defence lawyer, do community service, fine, judge, jury, make an allegation of, one-to-one / group counselling, plead guilty to, police officer, prosecution, serve a reduced sentence for good behaviour, show evidence in court, solitary confinement, testify in court, trial, victim, witness
- Areas of employment: agricultural, construction, energy, financial, industrial, manufacturing, public, retail, transport
- Language in context: Crime; Temporary states
- Wordpower: Idioms: Crime: catch red-handed, get away with murder, get off lightly, give the benefit of the doubt, lay down the law, look over your shoulder, partners in crime, up to no good

P PRONUNCIATION

- Sound and spelling: s and ss
- Word stress: nouns and verbs
- Main stress

GETTING STARTED

♥ OPTIONAL LEAD-IN

Books closed. Put students into groups. Ask students to discuss how fair these ideas are for the people involved and society in general:

- a higher tax rate for large salaries
- not allowing prisoners to vote
- raising the retirement age
- **a** Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture Notes. Take feedback as a class.

CULTURE NOTES

This photo shows a prisoner playing with a dog as part of the 'pet therapy project' at a prison in Italy.

b Put students into groups to discuss the questions. If students need encouragement, prompt them with ideas from the Possible answers below. Take feedback as a class.

Possible answers

- 1 They may learn how to be responsible / care for others.
- 2 giving talks to teenagers about the mistakes they made; taking academic classes or learning a trade
- 3 Reoffenders may not have had enough support in prison.

In groups, ask students to imagine they work at a prison and to convince the prison warden to try one of their ideas in b2. Give students a few minutes to think of the advantages and then present them. The class votes for the most beneficial idea.

5A

A PLACE WHERE YOU HAVE TO LOOK OVER YOUR SHOULDER

♥ OPTIONAL LEAD-IN

Books closed. Ask students to name famous prisons or prisoner camps throughout the world that have now been turned into museums, e.g., Solovki in Russia, Alcatraz Island in the USA. Put students into groups to discuss why they think tourists want to visit these places. Take feedback as a class.

1 READING

- Ask students if they have seen any films or read any books about famous prisons throughout the world and what impression it gave them of prison, e.g., *The Count of Monte Cristo*, about Château d'If, *The Birdman of Alcatraz*, about Alcatraz; *Papillon*, about Devil's Island; *Mandela: Long Walk to Freedom*, about Robben Island. Put students into groups to discuss the questions. Take feedback as a class.
- **b** Ask students if they think a prison in Norway is different from a normal prison. Tell students to look at the photos, say what impression they give and then answer the questions. Take feedback as a class. Students then read the article. Check answers as a class.

Possible answers

- 1 The conditions are very good. Every cell has a flat-screen TV, its own toilet, a shower with large, soft, white towels. Prisoners have fridges, cupboards and desks. There are no bars on the windows. Prisoners enjoy freshly brewed coffee. They are encouraged to attend work and educational activities. The prison has its own studio for mixing music.
- 2 Many prisoners have committed very serious offences such as violent attacks, since Halden prison is one of Norway's highest-security prisons.
- **c** Tell students to answer the questions. Encourage students to guess the meaning of the words in the Vocabulary support box if they ask about them. Help with the meanings if necessary. Check answers as a class.

Answers

- 1 the smell of coffee; the quiet
- 2 through rehabilitation, not punishment
- 3 yes because it looks like one; no because you can't leave when you want
- 4 to make it look as if it isn't a prison; to make it seem normal
- 5 those who leave their cell to attend work and educational activities are paid; doing activities makes prisoners less aggressive and stops them getting institutionalised
- 6 being locked in his room at night
- 7 the prisoners didn't stand to attention when Halden's warden came past, but clustered around him and listed their complaints
- 8 it feels like a place where you don't need to feel frightened

M VOCABULARY SUPPORT

flagship – the product or service which represents the best of an organisation

rehabilitation – the process of helping somebody return to a good/healthy/normal way of life

boutique hotel – small, stylish, independent hotel stand to attention – (military) stand up very straight and still, with feet together and chest out

At the end of this lesson, students will be able to:

- read an article about a prison system and evaluate the claims made
- use defining and non-defining relative clauses with a range of constructions
- identify and use four pronunciations of the letter s
- discuss different forms of crime, punishment and rehabilitation using a range of vocabulary related to crime and justice
- **d** Ask students to work in pairs and explain any of the highlighted words and phrases they already know to their partner. Tell students to work out any meanings they don't know from context. They can then check their ideas in a dictionary. Check answers as a class.

Answers

communal: belonging to or used by a group of people rather than one single person

humane: showing kindness, care and sympathy towards others, especially those who are suffering

minimalist chic: a fashionable style in art, design and theatre that uses the smallest range of materials and colours possible, and only very simple shapes or forms

unbarred: without the metal bars typical of cages or prisons scale (v.): climb up a steep surface, such as a wall or the side of a mountain, often using special equipment

high-risk: involving a greater than usual amount of risk incarcerated: put or kept in prison or in a place used as a prison institutionalised: if someone becomes institutionalised, they gradually become less able to think and act independently because of having lived for a long time under the rules of an institution

cluster around: when a group of people/things surround someone or something

address (v.): speak or write to someone (formal) minor irritations: small problems

LOA TIP CONCEPT CHECKING

- If students understand the grammatical relationship between a word or phrase and the rest of the sentence, this can help them to work out the meaning.
- Tell students to look at *communal*. Ask students: What part of speech is 'communal'? (adjective). Tell students to underline the whole sentence, which is at the beginning of the text (It hits you in the communal apartment-style areas where prisoners live together in groups of eight.). Ask: What does the compound adjective tell us? (the cells are like apartments); What does the relative clause tell us? (one area has eight prisoners); So could 'communal' be about being alone or being together? (together).
- Show students how much the grammar helps unlock the meaning by rewriting the sentence as two separate sentences. It hits you in the communal areas. These are apartment-style and prisoners live together in groups of eight. Here it is harder to make the connection between communal and the other information.
- e Ask students why Kent is in prison (a violent attack) and if they think his punishment is appropriate. Put students into groups to discuss the questions. Take feedback as a class.

2 GRAMMAR Relative clauses

a Tell students to match the captions with the photos. Check answers as a class.

Answers1 d 2 c 3 a 4 b

- **b** Write on the board:
 - 1 The prisoners who escaped were punished.

2 The prisoners, who escaped, were punished. Ask students in which sentence all the prisoners were punished (2). Ask students to rephrase sentence 1 to show the difference in meaning (Only the prisoners who escaped were punished.). Ask students what the difference in pronunciation is (1 is one word group; in 2, who escaped is a separate word group). Ask students which relative clause is defining (1) and which is non-defining (2). Elicit that non-defining relative clauses aren't essential and can be left out of the sentence. Tell students to underline the relative clauses in the captions, mark them as defining or non-defining, and say why. Check answers as a class.

Answers

- 1 the result of which is a 20% reoffending rate, compared with almost 50% in England and Wales (non-defining).
- 2 in which prisoners can focus their creative energy on music (non-defining).
- 3 inside the walls of which prisoners receive comforts often likened to those of boutique hotels (non-defining).
- 4 some of whom have committed the most serious crimes imaginable (non-defining).
 - You can tell they are non-defining because they are not essential to the sentence.
- **c** Tell students to work individually to compare the alternative clauses with the clauses in 2a and say which features of the clauses in 2a are more formal. Take feedback as a class.

Answers

the clauses in 2a have prepositional phrases at the start, or near the start:

- 1 the result of which
- 3 inside the walls of which
- 2 in which
- 4 some of whom

LANGUAGE NOTES

You could point out to students that in caption 3, the participle clause, comforts often likened to those of boutique hotels, is similar to a reduced relative clause, comforts (which are) often likened to those of boutique hotels. In caption 1 the participle clause a 20% reoffending rate, compared with almost 50% in England and Wales is an adverbial; it does not post-modify the noun phrase before it. Tell students that they will learn more about participle clauses after nouns and participle clauses as adverbials in Lesson 6B.

d 3 O 5.01–05.02 Students read the information in Grammar Focus 5A on SB p. 146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to now go to SB p. 57.

Answers (Grammar Focus 5A SB p. 146)

- a 2 (why) 3 which 4 which 5 whom 6 which 7 (that) 8 which
- **b** 2 whom 3 that
- 5 by which time 6 few of whom
- 4 whose
- 7 which

- 2 The criminals shared a prison cell, the floor of which was over the city drainage system.
 - 3 The prisoners, who were desperate for freedom, built a tunnel that they could escape through / through which they could escape.
 - 4 One night, on which / when there was a full moon, they went down the tunnel.
 - 5 The two criminals came out into a street that/which looked familiar.
 - 6 They had come up outside the local police station where / at which they had first been charged.
 - 7 The local police, all of whom knew the criminals by sight, arrested them.
- 8 They took them back to the prison, from which they never tried to escape again.

CAREFUL!

Students often make the mistake of leaving out a preposition in relative clauses, e.g., after quantifiers: *I would like to get some money back, at least 50% which will go to charity: (Correct form = I would like to get some money back, at least 50% of which will go to charity.). Another common mistake is to use which + noun: *I am writing to participate in your competition, which advertisement I saw in a magazine recently: (Correct form = I am writing to participate in your competition, the advertisement for which I saw in a magazine recently.).

- **e** Tell students that in the UK there are open prisons where low-risk prisoners only need to spend the night in their cells and are free to do activities in the prison during the day. Some prisoners qualify for day release and work outside the prison in the community. Ask students if they think open prisons are a good idea. Then tell students to complete the sentences with their own ideas.
- f ••• Put students into groups to compare ideas. Take feedback as a class.

♥ EXTRA ACTIVITY

Put students into pairs and ask them to make a timetable of a prisoner's day in their ideal prison, e.g., 7:00 get up, 7:30 morning jog, etc. Put two pairs together to compare and use ideas from both to agree on the best timetable. Ask groups to present their timetable, explaining the reasoning behind it, to the rest of the class.

3 VOCABULARY AND SPEAKING

Crime and justice

a 05.03 Elicit the names of crimes students should know: stealing from a house (burglary), stealing from a shop (shoplifting), using violence for political reasons (terrorism). Tell students to match the crime collocations, using a dictionary if necessary. Play the recording for students to listen and check.

Answers

1 c 2 e 3 b 4 d 5 a

violent assault: an attack which hurts or seriously injures another

tax evasion: when someone illegally pays less tax than they should possession of stolen goods: buying, receiving or owning items that have been stolen

credit card fraud: when someone pretends to be the owner of a credit card and uses false information to pay for goods and services or obtain money

bribery and corruption: giving money or a present to someone so that they will do something for you, usually something dishonest or illegal, especially by people in positions of power

- **b** 05.04 Play the recording for students to listen and repeat the pronunciation of the words. Drill the words.
- c 05.05 Write yes, eats and bags on the board and ask which one has a different s sound (bags, /z/). Students underline the words with a different sound. Play the recording to check. Drill the words.

Answers

1 mission /ʃ/ 3 comparison/s/ 2 impression /[/ 4 vision / $\sqrt{3}$

d Put students into pairs to give definitions of the crimes for their partner to guess. Encourage students to use relative clauses.

♥ EXTRA ACTIVITY

Tell students to solve this puzzle. A prisoner has escaped from prison and he runs towards two doors outside the walls. One door leads to safety and the other back to the prison but he doesn't know which is which. In front of the doors are two brothers who know which door leads to safety. One brother always tells the truth, the other brother always lies. The prisoner knows this and has time to ask one question to one of the brothers before he chooses which door to go through. What would that question be?

Answer

The question would be Which door would your brother say leads to safety? and the prisoner would then go through the other door.

Vocabulary Focus 5A on SB p. 162. Play the recording for students to listen to the sentences in Exercises a and c and check answers as a class. Put students into groups to discuss Exercises b, d and e and compare ideas as a class. Ask students to read the Learning Tip. Tell students to go back to SB p. 58.

Answers (Vocabulary Focus 5A SB p. 162)

- **a** 1 a arrest on suspicion of: when the police take somebody (by force if necessary) into the station to question them about a crime that they think they have committed
 - b make an allegation of: make a statement, without giving proof, that someone has done something wrong or illegal
 - 2 a be held in custody: the state of being kept in prison, especially while waiting to go to court for trial (court = a place where trials and other legal cases happen, or the people present in such a place, especially the officials and those deciding if someone is guilty; trial = the hearing of statements and showing of objects, etc. in a law court to judge if a person is guilty of a crime or to decide a case or a legal matter)
 - b be convicted of: to decide officially in a law court that someone is guilty of a crime

- 3 a show evidence in court: lawyers show relevant documents, witness statements, scientific information, etc., in court, during a trial, which support the idea that something is or
 - b give testimony in court: give, in court, during a trial, (an example of) spoken or written statements that something
- 4 a plead guilty to: make a statement in a law court saying that you admit you are responsible for breaking a law (sentence = a punishment given by a judge in court to a person or organisation after they have been found guilty of doing something wrong)
 - b be found quilty of: a court of law decides you are responsible for breaking a law

CAREFUL!

Students can confuse commit with convict: However, after the punishment finishes and the offender is released, that person can convict a crime again. (Correct form = However, after the punishment finishes and the offender is released, that person can commit a crime again.).

♥ HOMEWORK ACTIVITY

Ask students to follow the advice given in the Learning Tip and make a note of the difference between these words and expressions in their vocabulary notebooks: bail/fine, commit/ convict, evidence/proof, judge/jury, murder/manslaughter, persecution/prosecution, reduced sentence / suspended sentence. Tell students to use a dictionary to find the differences in meaning and to give example sentences to show the different meanings.

4 LISTENING

a Ask students to tell you about a crime which has been in the news recently. Then tell students to describe the pictures and say what crime they think is happening. Pre-teach fraudster (someone who gets money by deceiving people). Tell students to match the headlines with the pictures.

Answers

1 b 2 d 3 a 4 e 5 c

b 05.08 Play the recording for students to listen and check their answers to 4a. Check answers as a class. They then work in pairs and explain what is happening in each picture. If necessary, pre-teach hive (a structure where bees live, especially a beehive - a container like a box - or the group of bees living there), truant (a child who stays away from school without permission) and pocket-dial (phone someone by mistake and not realise you are making a call). Take feedback as a class.

Possible answers

In picture a, an immigration officer is checking a football fan's ID card

In picture b, a young man is having cereal for breakfast at someone else's empty house.

In picture c, two men are driving away from a supermarket from which they have stolen a lot of DVDs. In the car, they're talking about how well their theft went.

In picture d, a prisoner is creating a release form for himself on his mobile phone in prison and he is walking out of prison. In picture e, a burglar is opening a box in a shed. The box contains bees.

Audioscript

NEWSREADER 1 When it comes to football, I'm extremely patriotic.

Who isn't? If I go to see England play anywhere in the world, there's only one football shirt you'll catch me wearing – I wouldn't be seen dead in anything else. Same goes for any fan – only trouble is ... the shirt can get you into trouble. So here's the thing ... Man goes to Belgium. Turns up to Customs and hands over his French ID card. The immigration officer looks at the ID and looks at the man. What's he wearing? An English football shirt. Just doesn't match, does it? Someone French wearing an England shirt? C'mon! Turns out this guy – this not so clever guy – well, he forged the ID card – it was a fake. And, by all accounts, he missed the match. The local police have locked him up.

NEWSREADER 2 Stealing things – it sure makes you hungry. Here's a story of a young man who brings new meaning to the term serial offender. This 16-year-old was skipping class at high school and paying regular visits to a family home – not his family. The homeowner says he doesn't have a key to his own house so leaves it unlocked every day. So our 16-year-old truant gets into the habit of dropping in for some breakfast cereal and milk – not just once, but on a number of occasions. And it was all going well until he logged himself on to Facebook with the family's iPad . . . and forgot to log himself out! So our young 'cereal offender' got caught and has been detained in a local facility for young criminals.

NEWSREADER 3 Ever done the pocket-dial thing? It can be a bit embarrassing. It can also get you arrested! See, this couple thought they were being very smart. They allegedly went to a supermarket and stole a whole heap of video games and DVDs. They had this great plan to pawn them for cash at the local pawn shop. Trouble is, when they were making their getaway, they pocket-dialled emergency services. I mean, they thought they were pretty smart – boasting about how the operation had gone so smoothly and how much cleverer they were, compared to other thieves. They also talked about where they were going to sell their ill-gotten gains. Of course, what they didn't realise was that an emergency services operator could overhear the whole thing and noted down all the details. So when they got to the pawn shop, guess who was waiting? The police, of course, with the handcuffs ready!

NEWSREADER 4 Let me tell you about John Parsons – that very rare thing, an honest fraudster. And I have to say, Mr Parsons is extremely creative – ingenious, you could say. He was stuck in a high-security facility all nice and safe. Someone manages to smuggle in a mobile phone for him. Now, Mr Parsons gets busy and creates a fake web domain, and from this domain he emails a release form to officials – for his very own release! So out of jail he walks – a free man – and the officials don't discover his clever little scheme for another three days. But this is where the fraudster turns into an honest man – he hands himself in. Or maybe life was boring on the outside. Anyway, he's back inside serving his 15 years for numerous counts of fraud. But even lawyers and judges agree, John Parsons is nobody's fool!

NEWSREADER 5 Now here's a good story. You could say that it's un-bee-lievable! Police are on the hunt for a ... I guess you could call him a 'would-bee burglar'. Last Thursday night, he was having a go at stealing some bits and pieces from a shed in the Jesmond Dene area. So he was busy opening all these boxes, looking for some interesting items to steal. And one of the boxes contained something with a very interesting ... buzz. Inside was a hive of bees! Police are pretty sure our burglar won't have got away without a whole host of bee stings. So police want to know if there are any medical professionals or chemists out there who've treated someone with bee stings. Not very common in these winter months.

CO-PRESENTER What you might call a ... bumbling crook!

c D05.08 Play the recording again. Students summarise how the criminals were caught or how the police hope to catch the criminals. They compare answers in pairs. Check answers as a class.

Possible answers

- 1 An immigration officer noticed that a man with a French ID card was wearing an English football shirt. He realised that the man's ID was a fake.
- 2 A 16-year-old regularly missed school to have breakfast in an empty house, but one morning he logged himself on to Facebook with the family's iPad and forgot to log himself out.
- 3 The criminals pocket-dialled / accidentally dialled the emergency services and the operator overheard their conversation. The police were waiting for them at the pawn shop where they were planning to sell the stolen goods.
- 4 Prisoner John Parsons managed to get somebody to bring him a mobile phone in prison and emailed a release form to officials. He got himself released, but handed himself in after a few days.
- 5 A burglar opened a box containing bees. The police hope that medical professionals or chemists will let them know if they have treated someone for bee stings, which are very unusual in the winter.

M VOCABULARY SUPPORT

wouldn't be seen dead doing sth – (informal) would never do something because it is too embarrassing

a whole heap of - (informal) a lot of

ill-gotten gains – (literary / informal) money or goods obtained in a dishonest or illegal way

nobody's fool – a clever person who is not easily tricked

a whole host of - a large number of

bumbling - clumsy and disorganised with no skill

d Language in context Crime

Ask students what *them* is in 3 (video games and DVDs). Ask what could be a synonym of *pawn* (sell). Say that *pawn* is a little different from *sell* and ask what an alternative to selling stolen goods could be. Ask students to go through the words and try to work out the meanings. You could hand out copies of the audioscript to support them. Tell them to check their ideas in a dictionary.

Answers

forge: make an illegal copy of something in order to deceive detained: be forced to stay in a place by officials pawn (v.): leave a possession with a pawnbroker in return for money

handcuffs: two metal or plastic rings joined by a short chain that lock around a prisoner's wrists

smuggle: take things to or from a place illegally turn yourself in: voluntarily go to a police station and admit to a crime

Ask students: Why were the sharks sent to prison? Because they were cell fish. Elicit the joke (cell fish = selfish) and say that this kind of joke is a pun. Ask students to find the two puns in the headlines in 4a. Check answers as a class.

Answers

Cereal offender: cereal (breakfast food) sounds like serial (repeat). The offender repeatedly ate cereal that was not his own.

Would-bee burglar: bee sounds like be. Would-be means wanting or trying unsuccessfully to be. The burglar wanted to steal things from a shed but was attacked by bees when he opened a hive he thought was a box.

♥ EXTRA ACTIVITY

Ask students if they noticed two other puns in the listening about the 'Would-bee burglar'. Elicit that the *be* in *unbelievable* sounds like *bee* and that the newsreader emphasised the second syllable, breaking the word up into three parts un - bee - lievable. Also elicit that *bumbling* in *a bumbling crook* means *confused and showing no skill* and that a bumble bee is a type of bee. Tell each joke in turn and ask students to tell you what the pun is.

I'd tell you a chemistry joke but I know I won't get a reaction. (reaction = response / chemical process)

The bee got married because he found his honey. (honey = what bees make / person you love)

I knew sign language would be handy. (handy = using hands / useful)
I used to be a banker but I lost interest. (interest = money/motivation)
Police were called to the pre-school because a small child was
resisting a rest. (a rest / arrest)

f Ask students if they have ever had an embarrassing pocket-dial situation. Put students into groups to discuss the questions. Take feedback as a class.

5 SPEAKING

a Elicit the different types of punishment and rehabilitation students studied in Vocabulary Focus 5A on SB p. 162, e.g., to charge someone an amount of money as a punishment for not obeying a rule or law (fine).

Tell students to work in pairs and decide on a suitable consequence for each person, discussing whether there is any further information they would need in order to make a judgement.

b Ask pairs from 5a to work in groups of four to compare and agree on consequences for each person. Take feedback as a class.

♥ EXTRA ACTIVITY

Books closed. Read out this situation to the class:

A man's wife is dying but there is one very rare drug that can save her. One chemist on the remote island where they live has the drug. He paid £400 for it but sells it for £4,000. The sick woman's husband, Heinz, has been to everyone he knows to borrow the money but he can only get £2,000. Heinz tells the chemist that his wife is dying and asks him to sell it to him at a cheaper price or to let him pay later, but the chemist refuses. Heinz is considering breaking into the shop to steal the drug for his wife.

Ask students to discuss Heinz's dilemma. Would stealing the drug be justified in this case and if Heinz is caught, what punishment should he get?

(+) ADDITIONAL MATERIAL

Workbook 5A

Photocopiable activities: Grammar 5A, Vocabulary 5A, Pronunciation 5A

5B

IT'S ESSENTIAL TO HAVE THE RIGHT QUALIFICATIONS

♥ OPTIONAL LEAD-IN

Books closed. Tell students to write all the letters from A to Z in a column in their notebooks. Ask students to name a job which begins with A, e.g., accountant, then B, e.g., builder. Give students three minutes to try and complete the list with a job for each letter of the alphabet. Put students into pairs to compare lists. Tell them to choose two jobs from the list which they would like to do and two jobs which they definitely wouldn't want to do and to explain their choices. Students then compare their lists and ideas as a class.

1 LISTENING AND VOCABULARY Employment

a Say: Most people want to earn as much money as possible while doing as little as possible, and ask students if they agree. Put students into groups to discuss the questions. Take feedback as a class.

At the end of this lesson, students will be able to:

- Listen and relate to people discussing employment issues
- Use word stress accurately and distinguish between words which have a different stress according to their part of speech
- Read and discuss employment terms and conditions using a range of words and expressions connected with employment
- Use a range of forms for obligation, necessity and permission
- Discuss the advantages and disadvantages of different job opportunities
- **b** 05.09 Ask students to speculate about what kind of work the people in the pictures might be doing. Play the recording. Tell students to listen and answer the question. Check answers as a class.

Answers

Mike works in a café but wants to work in conservation. Olivia wants to work in sustainable tourism. Andrew works in investment banking, in the financial sector. Karen works in retail.

Audioscript

MIKE Well, I actually studied biology at university and, er ... I've always wanted to get into conservation work. Er ... and I've been trying to get work on nature reserves in order to gain practical experience. And the trouble is I can't find a job with a paid salary – there's too many people these days who are willing to work on a voluntary basis so, er ... so at the moment what's happening is I'm volunteering at weekends and I'm working in a café during the week, in order to make ends meet and pay the bills.

OLIVIA I left college in June and have a degree in tourism. Since then, I've been applying for many jobs in sustainable tourism, for example, y'know, ecotourism. That's what really interests me and I'm very passionate about. But unfortunately, in this current climate, it's very difficult to get a job. Unfortunately, the last job I applied for had 200 applicants, and I got on a shortlist of 10 but, er . . . in the end I didn't get it. The only way to gain experience nowadays seems to be to do an internship – but instead of them paying us, we have to end up paying them for this privilege!

ANDREW | applied for a job in investment banking straight after | left university. Er ... my background is economics and business. I was lucky because I was immediately offered jobs by three different companies and I decided that I would go for the job that I deemed to be most interesting. Um \dots I managed to negotiate a higher salary than they were offering, and since then I've been working very hard indeed, in order to prove myself, as there have been a lot of redundancies in the financial sector recently. And I certainly want to make as much money as possible while I can.

KAREN | left school um ... at 16, and I went straight to do an apprenticeship in retail. Um ... unfortunately, by the time I finished my apprenticeship, a lot of people were made redundant and they couldn't keep me on. So I was unemployed for probably about two years. But, er, eventually I found a job in this large store selling sports equipment, which I'm still there. I'm working shifts. I work morning shifts, afternoon and evening shifts. Um . . . I get paid by the hour, so I try to get as many shifts as possible – so if I'm lucky I can get a double shift and work er ... around 40 hours a week, maybe. But more often it's only around 10–15 hours a week ... and that's hardly enough to live on.

c 05.09 Tell students to try and match the statements with the speakers before they listen. Then play the recording again for students to check their answers. Check answers as a class.

Answers

1 Andrew 4 Mike, Olivia 2 Mike, Olivia, Karen 5 Karen

3 Mike, Olivia

VOCABULARY SUPPORT

shortlist - a list of candidates competing for a job, chosen from a longer list

the current climate (C2) – the general (economic/political) situation at present

prove yourself - show that you are good at sth

keep sb on – (informal) continue to employ somebody

d Ask if recent graduates like Mike and Olivia are often unrealistic about what to expect from the job market. Put students into groups to discuss the questions. Take feedback as a class.

© EXTRA ACTIVITY

Put students into groups to discuss what kind of problems these people face in the job market and what can be done to help them: immigrants, women, disabled people, ex-prisoners, people near retirement age. Take feedback as a class.

e Put students into groups to discuss the questions. Take feedback as a class.

Answers

- 1 sector: one of the areas into which the economic activity of a country is divided
- 2 Students' own answers
- 3 Possible answers: educational, entertainment, private, service

Ask fast finishers to list the sectors in order of their contribution to their country's economy.

f Go through the words in the box with students to find the verb forms and adjectives. Check answers as a class.

Answers

Have verb forms: financial (finance), construction (construct), retail (retail), manufacturing (manufacture), transport (transport) Adjectives: financial, agricultural, public, industrial



CAREFUL!

A common mistake students make is to use the wrong form of these words in the box in 1e: concentrate our finance resources on this challenge. (Correct form = concentrate our financial resources on this challenge.); the constructing of the metro. (Correct form = the construction of the metro.). Some students also mistakenly use *public* when *audience* and *state* are correct: Italian soap operas have gained a wide public. (Correct form = Italian soap operas have gained a wide audience.).

Pronunciation Play the recording for students to match the words with the stress patterns. Play the recording again. Pause after each sentence and ask students to say whether the word in bold is a noun or verb. Then drill the words according to whether they are a noun or verb. Elicit the answer to the question and ask students what other noun/verb pairs they can think of, e.g., finance.

1 present 2 present

The stress is on the first syllable in the noun and on the second syllable in the verb. Other examples are record and increase/decrease.

h • 05.11 Play the recording. Tell students to write a or b in the tick boxes according to whether the sentence contains the word used as a noun or as a verb. Check answers as a class.

Answers

1 a noun h verh b noun 2 a verb 3 a noun b verb 4 a verb b noun 5 a noun b verb

Audioscript

- 1 a There's been an increase in employers offering apprenticeships.
- 1 b The number of employers offering apprenticeships has increased.
- 2 a We import most of our stock from China.
- 2 b The majority of our products are Chinese imports.
- 3 a Her attendance record is spotless.
- 3 b Line managers have to record any absences.
- 4 a We don't export anything at present.
- 4 b Exports are lower than expected this year.
- 5 a When are you getting a new contract?
- 5 b We need to contract a number of short-term staff.

LOA TIP DRILLING

- A stressed syllable is louder, longer and higher in pitch.
 A good way to demonstrate this is for students to hum the word because then they are focusing purely on pronunciation.
- Hum present as a noun, HUMhum, for students to repeat.
 Do the same with present as a verb, humHUM. Repeat with more words from 1g and 1h. Put students into pairs to hum the words as nouns and verbs. Monitor and check students are stressing the correct syllable, using all three features: loudness, length and pitch.
- Then drill the words with sounds rather than humming, e.g., finance and finance, and check students maintain the distinction in stress.

EXTRA ACTIVITY

Put students into groups to think of more words where the word is written the same but the different parts of speech change the pronunciation, e.g., read /riːd/ infinitive and /red/ past tense; house /haʊs/ noun and /haʊz/ verb; aged /eɪdʒɪd/ adjective and /eɪʤd/ verb. See which group has the most words and write all the words with their pronunciations on the board.

i Put students into groups to discuss the questions. Take feedback as a class.

2 SPEAKING

Ask students to tell you some of the benefits in their jobs or in jobs they would like to do, e.g., *holiday arrangements*. Tell them to read the list and check the ones they actually have in their job. Pre-teach *sabbatical* (a period of time when employees are allowed to stop their usual work in order to study or travel, usually while continuing to be paid). Put students into groups to discuss the questions. Take feedback as a class.

FAST FINISHERS

Point out *paternity* and *maternity* and ask fast finishers to write down as many male/female word pairs, e.g., *actor/actress*, as they can while the others are finishing.

Possible answers

groom/bride, hero/heroine, lion/lioness, nephew/niece

b Ask students to think about small businesses around their neighbourhood and what they do or sell. Put students into groups to discuss terms and conditions for small businesses. Take feedback as a class.

3 READING AND SPEAKING

a Books closed. Ask students to make a list of very well-paid jobs and compare with a partner. Books open. Students see if bomb disposal diver and pet food taster are on their lists. Ask students to read the headings and look at the photos. Put students into groups to discuss what they think each job involves. Take feedback as a class. Students then read to check. If necessary, pre-teach ordnance (military supplies, especially weapons and

bombs), *enticing* (looking good and inviting you to eat or do something). Take feedback as a class.

Possible answers

Bomb disposal diver: safely recovering or disposing of unexploded bombs on the seabed

Pet food taster: testing pet food for its nutritional value and coming up with ways of making the food enticing for pets

b Ask students for obvious differences, e.g., there is personal risk as a bomb disposal diver. Put students into groups to discuss the similarities. Take feedback as a class.

Possible answers

lack of privacy: a diver has to live with five to ten people in close proximity for a month or longer, but there is no lack of privacy issue for a pet food taster

risks and danger: there are physical risks and danger for the diver, and although being a pet food taster has no real risk, you are required to taste something you suspect is going to be disgusting. working hours: a diver works to a narrow timescale and only works two months out of three; a pet food taster probably works normal working hours

qualifications and training: essential for both a diver and a pet food taster; a diver needs to be certified and to have an explosive ordnance disposal qualification; a pet food taster needs at least a degree and preferably a PhD

getting on with other people: essential for a diver, who has to live in close proximity with lots of other people; a pet food taster, on the other hand, needs to understand animals and what their owners want

impact on family life: a diver is away from home for at least six months of the year; being a pet food taster can be stressful because it's a job with a lot of deadlines, but doesn't require being away from home

Ask students whether they think these jobs are more suitable for men than women, vice versa, or it doesn't matter. Put students into groups to discuss the questions. Take feedback as a class.

Put students into groups. Half the groups should think of five job interview questions to ask potential bomb disposal divers; the other groups should think of five interview questions to ask potential pet food tasters. Students from different groups pair up and answer each other's questions as if they were candidates.

4 GRAMMAR

Obligation, necessity and permission

a Tell students to read the examples and tell you the different implications of *must* and *should*, and *must* and *have to*.

Answers

- a yes should means desirable but not obligatory
- b no both are obligations

must describes a rule

have to describes a necessary part of the job (not a rule but living conditions, which are a necessary part of the job)

b Tell students to complete the sentences and then check in the texts.

Answers

1 expect you

- 5 be called on
- 2 a mandatory requirement
- 6 It's essential 7 are obliged

- 3 be required
- 4 It's advisable

c Put students into groups to answer the questions. Check answers as a class.

Possible answers

- 1 1 You will have to / must be a certified diver.
 - 2 You must / have to have certification.
 - 3 You must / have to have an explosive ordnance disposal qualification.
 - 4 You should keep pet owners in mind.
 - 5 You must / have to actually sample the food.
 - 6 You must / have to have a degree.
 - 7 You must / have to taste it even though you suspect it's going to be disgusting.
- 2 The expressions are more precise and allow a variety of subjects and structures.
- **d D O 5.12** Students read the information in Grammar Focus 5B on SB p. 147. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to now go to SB p. 61.

Answers (Grammar Focus 5B SB p. 147)

- a 2 needn't
- 5 ought
- 3 required
- 6 was supposed to
- 4 had to
- b 2 Applicants are expected to arrive at least ten minutes before their interview.
- 3 I'm afraid I have no choice but to cancel the trip.
- 4 Members of the public are forbidden to go beyond this point.
- 5 It's up to you when you leave.
- 6 Gerald has got to attend the meeting.
- c 2 be expected to / be obliged to
- 5 be up to you
- 3 are obliged to
- 6 be permitted to
- 4 are under no obligation to
- 7 ought to

♥ EXTRA ACTIVITY

Put students into pairs, A and B. Student A thinks of a job, e.g., night nurse, and makes a statement about it using the grammar for obligation and necessity, e.g., You are required to work at nights., and Student B has to guess the job. If Student B doesn't guess, Student A says another statement about the job, e.g., A university degree is a mandatory requirement. They continue keeping a score of the number of statements until Student B guesses the job. They then swap roles. The student who guesses the job after the fewest statements wins.

5 READING AND SPEAKING

a Divide the class into pairs and assign A and B roles. Student As read the text on SB p. 129 and Student Bs read the text on SB p. 130. They prepare to tell their partner about the main points in each section. Monitor to check students understand what they have to do, and look out for any problems and clarify these before the pairwork stage. Encourage students to guess the meaning of unfamiliar words and then check in a dictionary. Use the Vocabulary support box to help with more idiomatic phrases. Tell students to go back to SB p. 61.

M VOCABULARY SUPPORT

stand up to sth – not be damaged by something, e.g., an attack not come the traditional route – reach a position of employment without the typical qualifications/background of people in that position

stay on top of sth – remain in control or up to date with, e.g., work, developments, etc.

out of place – not fit your surroundings

read people – know, by observing them, what people are thinking or will do next

label sb – categorise somebody in a simple, negative way, usually unfairly

- **b** Put students into Student A and Student B pairs to exchange information about the jobs they read about.
- c Put students into groups to discuss the questions. Take feedback as a class.
- d Ask students to use these phrases to talk about teaching, e.g., *It's essential to be able to communicate well*. Put students into groups to describe the requirements of their own job or a job they would like to do and to answer the question. Take feedback as a class.

EXTRA ACTIVITY

Tell students to write a job description for their job or a job they would like to do, using the ideas they have just talked about. Tell them to divide the description into categories like working hours, holiday and dress code, and write ideas in each category.

6 SPEAKING

- **a** Ask students if they personally know anyone who does any of these jobs and what that person thinks about the job. Put students into pairs to choose a job, say what its value is and give a salary based on the criteria suggested.
- **b** Tell students to go to SB p. 131 to find the average salaries in the UK for the jobs in 6a. Students compare the figures with the salaries they suggested in 6a.

♥ EXTRA ACTIVITY

Put students into groups and ask them to think of cynical interpretations of typical requirements given in job advertisements, e.g., a driving licence is an advantage (you will be expected to drive all over the place and not get paid for it). Ask groups to tell the class their requirements and interpretations.

(+) ADDITIONAL MATERIAL

Workbook 5B

Photocopiable activities: Grammar 5B, Vocabulary 5B

Documentary video Unit 5 Fairness

Video worksheets Unit 5 Fairness

5C ENGLISH

EVERYDAY

I'd hazard a guess

At the end of this lesson, students will be able to:

- use conversation strategies for talking to new people
- use contrastive stress to highlight meaning
- recount a story of injustice using functional language for recalling and speculating

♥ OPTIONAL LEAD-IN

Books closed. Ask students how successful these opening lines would be when you want to get to know a complete stranger in a café:

Do you come here often?

Haven't we met before?

What's a nice person like you doing in a place like this?

It's a nice day, isn't it?

Could you pass me the sugar, please?

Put students into (mixed-nationality if possible) groups to discuss the question: In your country and culture, in what circumstances, if any, would it be acceptable to approach a stranger and start a conversation?

1 LISTENING

- **a** Ask students which of these people they would find it hardest to have small talk with: their boss, someone sitting next to them on the train, an ex-boyfriend/ ex-girlfriend, a distant relative, their teacher. Put students into groups to discuss the questions and read the strategies. Take feedback as a class.
- **b** 05.13 Ask students how Sara managed to organise a meeting with Max (Alex gave her Max's phone number). If you have the video, play it without sound and see if students can see which strategies Sara uses based on her body language. Play Part 1 of the video or the audio recording. Distribute copies of the audioscript and encourage students to name strategies from 1a and give specific examples. Check answers as a class.

Answers

- b I'm such a fan of your work!
- c You're staying with Emma at the moment, if my memory serves
- e I know how busy you must be. It must be a bit hard to write, stuck in her flat? Oh no! That must be tough. Yeah, I suppose.

Videoscript/Audioscript (Part 1)

SARA Hi, Mr Redwood? I'm Sara Neroni.

- MAX Hello. Just call me Max. Nice to meet you!
- **s** Nice to meet you, too. Coffee?
- M Oh, yes, please.

WAITRESS Two coffees.

- **M** Thanks
- **s** I am such a fan of your work! Thank you for agreeing to meet me like this
- **M** Well, I try to find time for my fans. I'm just sorry we couldn't meet up sooner.
- **s** That's fine. I know how busy you must be.
- M Yeah. So, er, you work with my sister's boyfriend Alex?

- s Yes, that's right. You're staying with Emma at the moment, if my memory serves me correctly?
- M Just on a temporary basis, till I get my own place.
- s It must be a bit hard to write, stuck in her flat?
- M Well, I'm not actually doing any writing at the moment.
- M No. To be honest, I think I've got writer's block. But hopefully, I'll snap out of it soon enough.
- s Oh no! That must be tough.
- **M** Well, we all have our ups and downs, I guess.
- s Yeah, I suppose.

Give fast finishers a copy of the audioscript and ask them to find these phrases and say if they are formal (F) or informal (I): Just call me Max. (I); Thank you for agreeing to meet me like this. (F); I guess (I). Then ask students to make the formal phrases more informal and vice versa (You can call me Max; It's great you can meet me; I imagine).

c Ask students which strategies Sara doesn't use (a, d) and why. Put students into pairs to discuss what they think the impact of the ones she does use will be. Take feedback as a class.

Hopefully, by using these strategies, Sara will put Max at ease before the interview.

- d Language in context Temporary states
 - 1 Do5.14 Tell students to match the beginnings and endings to make phrases. Play the recording for students to check their answers.
 - Ask students to match the phrases with their meanings. Check answers as a class.

1 a 2 b 3 c 1

2 a we all have our ups and downs b snap out of it con a temporary basis

EXTRA ACTIVITY

Tell students that ups and downs is an idiom that uses a metaphor of life as movement. Ask students to use a dictionary to find idioms which use the metaphor of life as a journey, e.g., go off the rails (start behaving in a way that is not generally acceptable, especially dishonestly or illegally); the end of the road (the point at which it is no longer possible to continue with a process or activity).

05.15 Ask students to predict the answers to questions 1-3 before they listen. Play Part 2 of the video or the audio recording for students to check. Check answers as a class.

Answers

- 2 writing another book / a sequel
- 3 Oscar hadn't even opened Max's book.

Videoscript/Audioscript (Part 2)

SARA It must be really difficult writing science fiction.

MAX | suppose so. | reckon | should've been a crime writer.

- s Yeah?
- **M** When your detective solves the murder, you just invent another murder, and then away you go.
- s I never thought of it like that!
- M Not so easy with science fiction. I think I've said everything I wanted to say in my first book.
- s Oh? I was under the impression that you were writing another book?
- **M** No. No doubt you heard that from that guy from the radio interview

- s Oscar.
- Yeah. Him. What stands out in my mind most is that that interview was a total disaster! I'd hazard a guess that he
- hadn't even read my book. Hadn't even opened my book. Otherwise he wouldn't have asked about a sequel!
- s Hm.

2 PRONUNCIATION Main stress

a © 05.16 Say to students: Max is a writer. He's a sciencefiction writer. Write the two sentences on the board. Ask students which words have the main stress in each sentence. Ask students why writer does not have the main stress in the second sentence (we already know this information). Play the recording. Tell students to listen to Max's lines and say why the main stress changes to a different word.

Because the information stressed in the first line is no longer new in the second line, the stress switches to what is new.

Ask students to choose the correct word to complete the rule. Check the answer as a class.

The last word or phrase in a word group which gives new information is stressed.

b 05.17 Students underline the main stress. Play the recording for students to listen and check. Then drill the sentences and ask students to practise saying them.

Answers

- 1 a It's dangerous enough being a diver,
 - b let alone a <u>bomb disposal</u> diver!
- 2 a I don't think wealth distribution in this country is fair
 - b quite the opposite of fair, in fact.
- 3 a I haven't got the right qualifications -
- b in fact, I've hardly got any qualifications!
- 4 a Halden is more than just a prison
 - b it's the world's most humane prison.

3 LISTENING

a Do5.18 Ask students to predict what could go wrong with Sara's meeting with Max. Play Part 3 of the video or the audio recording. Students answer the question. Check as a class.

Answer

She tells him she's a journalist and mentions the possibility of another interview.

Videoscript/Audioscript (Part 3)

MAX Still, enough about me. What about you? Presumably, you're a technician, like Emma's **s** So, I suppose another interview boyfriend, right?

SARA Well, I'm not actually ...

- M Oh. I think I remember Emma saying that her boyfriend's a technician at City FM.
- s Yes, he is. But I'm a journalist, myself. Sorry.
- M Oh. I see. Emma didn't mention that. I thought you were just a fan. I didn't know you were a journalist.
- s Suppose you'd known, would you still have agreed to meet with me?

- M Well, not after that interview with Oscar whatshisname!
- would be out of the question.
- M Time to go!
- s I'm sorry! It's just that I'm a really big fan, and I really need this break. I just didn't know how else to ... Look, I've read your book and I absolutely love it. And I get that there simply can't be a sequel – after all, time does stand still at the end, doesn't it?
- M Right.
- M Look, I might consider doing another interview.
- s You would?

- M But I need to have a think about S Oh, fantastic! Thank you so it. Let's meet up again soon to talk some more?
 - much! When are you free?
- **b** 05.18 Play Part 3 of the video or the audio recording again. Students answer the questions. Check answers as

Answers

- 1 a technician
- 2 because of his interview with Oscar
- 3 she's a really big fan; she needs this break
- c Put students into pairs to discuss the question. Take feedback as a class.

Possible answer

because Sara shows she's read his book and understands that there can't be a sequel

4 USEFUL LANGUAGE

Recalling and speculating

a D05.19 Tell students to complete the expressions. Then play the recording for students to check their answers.

Answers

- 1 serves
- 2 under
- 3 doubt
- 4 stands
- 5 hazard
- 6 Presumably
- 7 remember
- 8 Suppose
- **b** Before students categorise the expressions, make sure they understand recalling and speculating. Ask: What is a synonym of 'remember'? (recall) What is a synonym of 'guess'? (speculate). Students answer the questions. Check answers as a class.

Answers

recalling events: 1, 4, 7 speculating: 3, 5, 6, 8 both recalling events and speculating: 2

c 05.20 Ask students to read the conversation and find out what the speakers decide to do (go on holiday together). Tell students to find the five mistakes. Then play the recording for students to check their answers.

Answers and audioscript

- A So when are you starting your new job? I was <u>under</u> the impression that you were starting next week
- B Oh, no. That would be too soon. I need a holiday first!
- A But, if my memory serves me correctly you went to Spain last month for a long weekend, didn't you?
- B Who told you that?! I'd hazard a guess it was that sister of mine!
- A Yeah, I think I remember her saying something along those lines.
- B Well, you can't have too much of a good thing, can you? Presumably, you need a holiday too. Why don't you come with
- Well, I can't remember the last time I had a break. Why not?
- **d** Put students into pairs to act out the corrected conversation. Then ask them to swap roles and practise the conversation again. Books closed. Ask students to see if they can act out the conversation from memory.

LOA TIP DRILLING

- Regular informal tests of new language allow students to see how much they've learned and how they can make more progress.
- A week after this class, dictate the conversation in 4c to students, leaving gaps for students to complete the expressions: I was ______ that you were starting next week (under the impression); if _____ correctly (my memory serves me); I'd _____ it was that sister of mine (hazard a guess); I think I _____ something along those lines (remember her saying); _____, you need a holiday too (Presumably). Students write out the complete conversation and check with a partner.
- Then check answers as a class and ask students which
 expressions they couldn't fill in or filled in incorrectly. Ask
 students how they could learn these expressions better,
 e.g., write each expression on a sticky note and stick
 it on their fridge.
- e Tell students to complete the sentences individually. Then put them into pairs to tell their partner about their first day at school or their first day in a job. Take feedback as a class.

f Put students into groups to discuss the questions. Encourage them to use the new expressions in 4a. Take feedback as a class.

5 SPEAKING

Divide the class into pairs and assign A and B roles. Student As read their first card on SB p. 128 and Student Bs read their first card on SB p. 131. Tell Student As to start the conversation. Students then read their second cards. If necessary, pre-teach *bump into sb* (C1) (meet someone you know when you have not planned to meet them). Tell Student Bs to start the conversation. Monitor and make sure students are using the language for recalling and speculating.

(+) ADDITIONAL MATERIAL

Workbook 5C

Photocopiable activities: Pronunciation 5C

Unit Progress Test

5D

SKILLS FOR WRITING

It's a way of making the application process more efficient

At the end of this lesson, students will be able to:

- listen to and discuss the relationship between job applications and social media
- write more coherent paragraphs using linking words and phrases
- write an opinion essay on an employment issue

♥ OPTIONAL LEAD-IN

Books closed. Ask the class which of these would be valid reasons for firing someone: their partner works for a major competitor; they are looking for another job; they won't do overtime; they have been prosecuted for tax evasion; they have a lot of sick days.

11 LISTENING AND SPEAKING

- **a** Ask students if employers/teachers should care what employees/students do in their personal life. Then put students into groups to discuss the questions. Take feedback as a class.
- **b** Ask students to read the posts and say which one would concern an employer the most. Put students into groups to answer their reactions. Take feedback as a class.
- c Put students into groups to discuss the questions. Take feedback as a class.

d 05.21 Ask students if employers would be suspicious of anyone who doesn't use social media today. Then play the recording. Tell students to listen and compare the speakers' experiences. Check answers as a class. Use the Vocabulary support box to help with vocabulary as necessary.

Answers

- 1 Mario's interviewer asked for log-ins to all his social media (not just professional). He refused them the information and decided that he didn't want to work for the company.
 Laila's interviewer asked to friend her so that he could have access to all her personal information and posts. She agreed. Her interviewer was impressed by her profile and she got the job.
- 2 Mario thinks that there are privacy concerns if a company accesses an applicant or employee's private social media, and he doesn't think employers should do this. Laila thinks that employers should be able to access private social media, and she is relaxed about sharing information. She thinks you should present yourself in a good light on social media, and that it works to your advantage if an employer sees positive things about your life.

Audioscript

MARIO I saw this really interesting job ad online – working in marketing for an IT company. It's a bit like my current job, but there were opportunities in the new job for more travel, and I thought, 'Why not give it a go and apply?' I sent in my CV and got offered an interview immediately. I thought, 'Great!' So I had this interview with an HR person. To start off with, it went really well. She told me she was impressed by my CV, and I could feel that I was giving her the answers she wanted to hear. Y'know, you just get a sense of whether a job interview is going well or not. Then, after about half an hour, this HR woman said, 'Oh, and of course we'll need log-ins for all the social media you use.' And I replied, 'Oh, you mean the professional one?' And this kind of suspicious look crept across her face and she said, 'No, I mean all social media.' I was truly shocked – I was completely lost for words. For a minute I just sat there and didn't say anything. Eventually she asked, 'Is there a problem?' At which point I said that I didn't really think it was appropriate for a company to access private social media. Then there was this stony look in her eyes and she said. 'All staff are required to provide access to the social media they use.' I'm afraid I couldn't help myself and I said that I felt they were overstepping a boundary by asking me for this, and there were really privacy concerns. But she didn't back down. She said that the company expects access to social media, particularly of marketing staff. She said that it's essential that we project a positive image at all times – both in person and online. Well, I don't want my private life to be controlled in this way. And besides, I've heard of people getting sacked for making 'inappropriate comments' about work – but of course, it's always the company that decides what's inappropriate or not. So, in the end, I politely told this woman that I wouldn't feel comfortable working for her company and quickly left. I mean, I know everyone's life is more out there and online these days, but, demanding to see my social media - that's just a bit too Big Brother-ish for my liking.

LAILA I read this article the other day about people being surprised or shocked because prospective employers expect access to applicants' social media. I was a bit surprised by this article myself – surprised, because I thought, 'What do people expect in this day and age?' We live so much of our lives online and it's such a public thing, so I don't really see a problem with employers looking at my social media posts. In fact, this happened to me a couple of months ago. I applied for a job as an account manager at an advertising agency. During the first interview, the guy who's now my boss asked if he could friend me and I agreed immediately – in fact, we sorted this out during the interview. This meant he could read through all my personal information and posts. He called a couple of days later to say I'd got the job. And, do you know what swung it in my favour? He really liked my way of presenting myself online, and he was impressed by the sports training and charity work that I do in my free time. He also thought my pet cockatoo was very cool! So really, why wouldn't you want to give a prospective employer this kind of access? I really think it's advisable to do so. Of course, if you've posted material that puts you in a bad light, then I can see why you wouldn't. But in that case, the real issue is the way you use social media. I think that people tend to forget that just about anything you post online can be accessed in one way or another - so if you don't want people to read it, then don't post it. Social media is so much a part of my life, and I feel completely relaxed about sharing information. I do think carefully about the way I present myself, but no more carefully than I would if I walked into a room full of people I don't know. It's the same thing – what's the difference?

M VOCABULARY SUPPORT

creep across – gradually start to appear
be lost for words – so shocked you cannot speak

stony – unfriendly, hostile

 $over step\ a\ boundary\ -\ behave\ in\ an\ unacceptable\ way$

back down - withdraw from an argument, admit defeat

Big Brother-ish – referring to authorities that use surveillance and censorship to control people

friend sb – become somebody's friend on social media *swing it in sb's favour* – successfully influence a positive outcome for somebody

put you in a bad light - make you look bad in some way

e Tell students to tick the opinions they agree with and then compare with a partner. Take feedback as a class.

2 READING

a Ask students if they know any recruitment websites and how effective they are for employers and/or employees. Tell students to read the essay and answer the questions. If necessary, pre-teach *trawl* (search among a large number or many different places in order to find people or information you want). Check answers as a class.

Answere

- 1 Companies think their research on candidates' social media makes the application process more efficient and allows them to quickly filter out unsuitable candidates.
- 2 They are worried because their private life should be of no concern to their employer. Also, they fear that employers are looking only for potentially negative information, not a balanced picture.
- 3 The writer thinks it is unfair for employers to judge applicants solely on their social media posts. The system allows employers to discriminate against people unfairly.
- **b** Put students into groups to discuss the questions. Take feedback as a class.

3 WRITING SKILLS Essays; Linking: addition and reinforcement

a Ask students to look at the descriptions and say what the logical order would be. Then tell students to match the descriptions with the paragraphs in the essay. Check answers as a class.

Answers

2, 4, 3, 1

b Write these opening sentences on the board and ask how effective they are: *Social media sites began to get popular in the 2000s.* (ineffective; historical perspective is irrelevant); *Everybody knows that social media is bad news for applicants.* (ineffective; too early to give an opinion and too informal). Ask students to read the strategies and say which are effective and why. Check answers as a class.

Answers

c, d

b, c, d because it's good to create interest (b, c) and introduce an issue objectively (d), but not (a) because stating an opinion before presenting the arguments isn't logical

EXTRA ACTIVITY

Ask students to write an alternative first sentence to start the essay, using strategies b, c or d. Put students into groups to compare their sentences and choose the best one to read out to the rest of the class.

c Ask students to read the strategies and say which are used in this conclusion, which are generally appropriate, and why. Check answers as a class.

Answers

a. b. c

a, b, c because the conclusion should not contain new information or arguments

d Elicit the purpose of a supporting argument (to back up the main argument and give concrete examples). Ask students to read paragraphs 2 and 3 again, compare their functions and say how many supporting arguments there are in each paragraph. Check answers as a class.

Answers

four in paragraph 2; three in paragraph 3

e Refer students to the highlighted linker and then ask what linkers they can remember from Lesson 2D on SB p. 29, e.g., *regardless of, when compared to*. Tell students to underline linkers in the text that add information or strengthen an argument with a supporting idea. Check answers as a class.

Answers

also What's more Moreover as well as Above all While Besides Furthermore

f Tell students that the expressions in the first column will be adverbials and the expressions in the second column will be either conjunctions or prepositional phrases. Ask students to add linkers to the table and find the one that introduces the key supporting argument (Furthermore). Check answers as a class.

Answers

Adds an idea in a new sentence	Adds two ideas in the same sentence
also What's more Moreover Above all Furthermore	Besides While

g Tell students to underline the linkers in the sentences and add them to the table in 3f. Check answers as a class.

Answers

Adds an idea in a new sentence	Adds two ideas in the same sentence
Besides	Beyond in addition to

LANGUAGE NOTES

You could point out that *Besides* is a conjunction in the essay and an adverb in 3g question 3. *In addition to* is a prepositional phrase and is followed by a noun phrase. *In addition* is an adverb which usually goes first in a sentence and is followed by a clause.

h Students complete the exercises in Writing Focus 5D on SB p. 172. They read the table and then cover it for Exercise a. Check answers to Exercises a and b and take feedback as a class for Exercise c. Tell students to go back to SB p. 65.

Possible answers (Writing Focus 5D SB p. 172)

a 1 as 4 What's 2 In 5 Above

3 Besides/Beyond 6 Moreover/Furthermore

- b ... Besides accepting the free offer, customers have to agree to certain terms and conditions that they don't usually read carefully... What's more, they might pass on information to other companies who will send out more spam... Above all, make sure you are aware of consumer rights in your country.
- c Possible answers
 - 1 | always think carefully about what I write in an email. What's more | reread it before | send it
 - 2 As well as discouraging personal phone calls, a lot of companies do not allow their employees to access social media during work hours.
 - 3 I always ask my friends not to post photographs of me on their social media pages. *Moreover*, I've stopped using social media myself.

4 WRITING

- **a** Ask students if they know anyone who they think was unfairly dismissed. Put students into small groups to discuss the questions. Take feedback as a class.
- **b** Read the Writing Tip with the class and remind students to bear these points in mind as they organise their notes.
- **c** Tell students to write an essay using their notes. A good structure would be to have four paragraphs matching the functions in 3a. Encourage students to use linkers.

LOA TIP MONITORING

- Teachers usually monitor speaking more than writing tasks, but students need help in writing, too. Teachers may feel reluctant to disturb students when they are in the process of writing, so they need strategies to help without interfering.
- Look out for signs that students are struggling. Typical signs are not writing anything, talking with other students and behaviour showing their boredom and frustration. Go to these students, explain the task again and refer them to the model essay.
- Have a system where students can show when they need help and when they are all right on their own, e.g., SB closed and SB open. Go around in turn to the students who need help and let the others work.
- Check the work of students who finish much earlier than other students as often they have not done the task properly.
 If the structure of the essay is incomplete, refer them to 3a.
- **d** Put students into pairs to compare essays. Ask students to read out any points that are particularly interesting.

EXTRA ACTIVITY

Tell students to name the famous people who were fired: He was sacked as captain in the military because he wasn't considered a natural leader. (Abraham Lincoln); She only lasted one day in a doughnut shop because she squirted cream over a customer. (Madonna); The bosses got sick of this secretary wasting work time writing stories. (J K Rowling); He founded a company but the same company fired him. (Steve Jobs).

(+) ADDITIONAL MATERIAL

Workbook 5D

UNIT 5

Review and extension

GRAMMAR

a Write on the board: *She committed a crime. It was serious.* Ask students to make this into one sentence, using a relative clause (She committed a crime that/which was serious.). Students then compare the sentence with question 1 and add the correct pronoun. Tell students to complete the rest of the sentences. Check as a class.

Answers

1 that/which

4 whose

2 why/that

5 wherever/whoever

3 which

6 in

b Tell students to cross out the wrong words or phrases. Point out that the mistakes in the sentences could be mistakes in form or meaning. Check as a class.

Answers

- 2 had better
- 3 obliged
- 4 You have no choice but
- 5 mustn't
- 6 must have
- 7 obliged to
- 8 had better

Ask fast finishers to make sentences using the words/phrases they crossed out and compare their sentences with another fast finisher.

2 VOCABULARY

a Give short definitions of crime and punishment vocabulary and the first letter for students to guess, e.g., *violent attack* = a__? (assault); *financial punishment* = f__? (fine). Tell students to complete the sentences. Check as a class.

Answers

2 Community

6 confinement

3 banned

7 counselling

8 serve

4 fraud 5 evasion

EXTRA ACTIVITY

Ask students to mark whether they agree or disagree with the statements in 2a by putting a tick or a cross next to each sentence. Then put students into groups to discuss the statements they had different opinions on.

b Ask students what sector they work or would like to work in. Students match the sectors to each job. Check as a class.

Answers

1 c 2 a 3 d 4 b

c Put students into groups to discuss the jobs in 2b. Take feedback as a class.

3 WORDPOWER Idioms: Crime

a **©** 05.22 Ask students if they can remember what the writer said she didn't need to do in Halden prison because she felt safe (look over her shoulder). Tell students to complete the idioms, using a dictionary if necessary. Then play the recording for students to listen and check. Drill the idioms.

Answers

1 shoulder 5 red-handed 2 good 6 in crime 3 murder 7 lightly 4 doubt 8 the law

b • 05.23 Concept check some of the idioms: *when your punishment is less than you deserve* (get off lightly), *when you see somebody committing a crime* (catch somebody red-handed). Tell students to complete the exchanges. Then play the recording for students to listen and check.

Answers and audioscript

- 1 A up to no good
 - B catch, red-handed
- 2 A give, the benefit of the doubt
 - B get away with murder
- 3 A partner in crime
 - B lay down the law
- 4 A got off lightly
- B looking over my shoulder
- Put students into pairs to tell each other their stories. Take feedback as a class.

EXTRA ACTIVITY

Put students into pairs. Tell them they need to tell a crime story using all the idioms. Students plan their story, making notes, practise it and then each read out half of the story to the class. The class votes on which story is the most interesting.

Photocopiable activities: Wordpower 5

♦ LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

UNIT 6 PERSPECTIVES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand attitudes and opinions in an instructional article about a creative activity and relate these to an artist's work
- follow an interview with a speaker describing a creative pursuit in detail using some technical language; infer the speaker's attitudes
- understand a detailed descriptive narrative including the relationships and attitudes of the characters in an authentic work of fiction; follow the narrative in an audio recording of an authentic work of fiction
- use a range of lexis appropriately to: describe and evaluate visual arts; describe and discuss creative activities; write and tell fictional narratives, adding details and describing emotions precisely
- understand a presentation and analyse its effectiveness and coherence
- use a range of expressions to organise and give a presentation
- use formal and positive language to write an application email

UNIT CONTENTS

G GRAMMAR

- Simple and continuous verbs: uses, verbs not usually used in the continuous, verbs with different meanings in the simple and continuous
- Participle clauses: post-modifying nouns, adverbial use

V VOCABULARY

- Adjectives: Describing images: bleak, cluttered, elaborate, evocative, exotic, flawless, gritty, humorous, iconic, ironic, meaningful, nonsensical, playful, powerful, raw, repetitive, sensational, well-composed
- Emotions: ashamed, devastated, disillusioned, frustrated, gleeful, helpless, insecure, jealous, overexcited, overjoyed, petrified, restless, satisfied, speechless
- Language in context: Descriptive language; Idioms 1/2
- Wordpower: Idioms: Feelings: at the end of sb's tether, can't believe my eyes, get sb's back up, get on sb's nerves, grin and bear it, over the moon

P PRONUNCIATION

- Main stress and emphatic stress (adverbs and adjectives)
- Intonation in comment phrases

GETTING STARTED

♥ OPTIONAL LEAD-IN

Books closed. Tell students this anecdote: A famous modern artist wanted an extension to his house. He called a builder and drew a quick sketch of what he wanted. The builder agreed to the work and the artist asked him how much it would cost. 'Nothing,' said the builder, 'just sign the sketch.' Put students into pairs to discuss what this anecdote says about our attitude to modern art and artists. Take feedback as a class and elicit whether students think that modern art can be created very quickly without much thought or that the public will buy anything from anyone famous.

a Give students one minute to think about their answers to the questions before talking about the photo as a class. If necessary, pre-teach *passer-by* (someone who is walking past a particular place, especially when something unusual happens). If you wish, give students information from the Culture Notes. Take feedback as a class.

CULTURE NOTES

This photo shows the 3D street painting 'Crevasse' by artist Edgar Mueller in Dun Laoghaire, Ireland. Mueller put part of the eastern pier into the ice age.

b Ask students to give you examples of street art, e.g., graffiti, pavement drawings, posters, stickers, ice sculptures, sand sculptures. Put students into groups to discuss the questions. Take feedback as a class.

♥ EXTRA ACTIVITY

Put students into groups and ask them to design a piece of street art for a public place where they live. Tell them to discuss where the art will be, what kind of street art it is and what it will look like and represent. If they have time, ask them to draw a rough sketch of their plan. Each group then presents their street art and ideas to the rest of the class.

6A

WE ALL SEEM TO LOVE TAKING PICTURES

♥ OPTIONAL LEAD-IN

Ask students to show one another photos on their mobile phones and say what impression they give. Alternatively, ask students to go through the SB and choose three pictures which particularly impress them. Tell them to show one another and explain their choice.

SPEAKING AND READING

- **a** Ask students how digital cameras and phones have changed photography. Put students into groups to discuss the questions. Take feedback as a class.
- **b** Ask students if they have heard of Erwitt. Before they read the fact file, ask students what kind of pictures they think Erwitt takes based on his own photograph on SB p. 68. Check the answer as a class.

Answer

advertising and street photography (especially ironic black and white photos of everyday life)

- Ask students if they think anybody could be a good photographer. Put students into groups to discuss the skills. Take feedback as a class.
- **d** Tell students to check their ideas from 1c with the article. Take feedback as a class.
- **e** Ask students if they were surprised by anything they read. Give them time to read the article again and answer the questions. Use the Vocabulary support box to help with vocabulary as necessary. Check answers as a class.

M VOCABULARY SUPPORT

fall into a trap of doing sth – make a mistake which other people often make

(have) sth in mind – have a particular plan or intention take away from sth – detract from something (make something less good than it should be)

stumble upon sth (C2) – discover something by chance

frame – (technical) everything that you can see through the camera, which will become the image

balance sth out – create a state where things are (more) equal garbage – (US English) rubbish; something that you think is wrong or very bad quality

composition (C2) – the way that people or things are arranged in a painting or photograph

hone (your skills) – develop your skills to a high level

lens – the curved, clear glass or plastic part of the camera that affects light, focuses, zooms, etc.

cultivate sth – develop or improve an ability, public image, relationship, etc.

an opportunity presents itself – get a chance to do something

At the end of this lesson, students will be able to:

- read an article about photography and work out the meaning of adjectives which describe images
- use a range of adjectives to describe photography and images
- talk about methods and styles of photography
- use simple and continuous verbs, understanding which verbs are not usually used in the continuous and verbs which have different meanings in the simple and continuous
- use sentence stress to distinguish between main and auxiliary verbs

Answers

- 1 Possible answer: It takes away the element of luck and enjoyment from street photography.
- 2 The most important thing is that the photo has content relevant to the human condition, which evokes knowledge and emotions.
- 3 Possible answer: ugly or boring architecture, billboards and other advertising
- 4 Possible answer: humour, observation, curiosity, remembering to enjoy yourself
- 5 keeping the ability to view things as an outsider

♥ FAST FINISHERS

Ask fast finishers to remember something interesting they saw on the street recently which would have made a great photo. Tell them to sketch it and then show and describe it to another fast finisher.

f Ask students if they agree that you don't need an expensive camera to take good photos. Put students into groups to discuss the questions. Take feedback as a class.

LOA TIP MONITORING

- Monitoring is more efficient if you set up the room properly.
- When the students are reading the text in 1d/e, they can sit in a traditional row formation. However, when they are discussing in groups in 1f, rearrange chairs in a circle so that students in the same group are facing one another. It is then easier for all students to contribute and they are focused on one another rather than you. You can quietly monitor, collecting errors, etc., and move around the class in the space between groups.
- If arranging the seats in a circle isn't possible in your classroom, consider asking students to stand up and talk in their groups. This arrangement is even easier to monitor as you are now the same height as everyone and stand out less.

2 VOCABULARY

Adjectives: describing images

a Ask students if *iconic* means something positive or negative (positive). Elicit that the photo on SB p. 69 is described as *iconic* in the article. Ask in what way it could be *iconic* and try to elicit the meaning of the word (see Answers below). Students work out the meanings of the other highlighted words, using a dictionary if necessary. Highlight the difference between *iconic* and *ironic*.

Answers

ironic (C2): interesting, strange or funny because of being very different from what you would usually expect iconic: very famous or popular, especially being considered to represent particular opinions or a particular time well-composed: where the people or things have been arranged well, to look good in a painting or photograph powerful (B2): having a very great effect meaningful (B2): intended to show (serious/important) meaning gritty: showing all the unpleasant but true details of a situation raw: art, writing, etc. that is raw shows something unpleasant / very strong emotions in a realistic way, and does not try to hide anything about the subject playful: funny and not serious humorous (C1): funny, or making you laugh evocative: making you remember or imagine something pleasant exotic (B2): unusual and exciting because of coming (or seeming to come) from far away, especially a tropical country observant (C2): good or quick at noticing things nonsensical: silly or stupid

b Documents to Documents of Students complete the exercises in Vocabulary Focus 6A on SB p. 163. Play the recording for students to listen and check their answers to Exercises a and c. Monitor and check answers to Exercises b, d and e, and refer students to the Tip on collocations. Tell students to do the Communication Plus activity on SB p. 134. Students work in pairs and talk about the photos using collocations made from the adverbs and adjectives in the boxes and their own ideas. They then agree on which photo should win the competition and justify their choice. Take feedback as a class. Tell students to now go to SB p. 70.

Answers (Vocabulary Focus 6A SB p. 163)

Answers (Vocabulary Focus 6A SB p. 163)								
a	1 powerful 6 meaningful/powerful 10 raw							
	2 nonsensical 7 humorous 11 iconic							
	3 playful/humorous 8 exotic 12 ironic/humorous/							
	4 gritty/raw 9 evocative/raw/ playful							
	5 well-composed powerful							
b	1 power <u>ful</u> 4 grit <u>ty</u> 7 humor <u>ous</u> 10 raw– no suffix							
	2 nonsens <u>ical</u> 5 well-compos <u>ed</u> 8 exot <u>ic</u> 11 icon <u>ic</u>							
	3 play <u>ful</u> 6 meaning <u>ful</u> 9 evocat <u>ive</u> 12 iron <u>ic</u>							
	Students' own answers							
c	1 b 2 c 3 a 4 f 5 d 6 e							
d	1 truly powerful 7 gently humorous							
	2 completely nonsensical 8 wonderfully exotic							
	3 extremely playful 9 very evocative							
	5 very well-composed 11 truly iconic							
	6 more meaningful 12 rather ironic							
e	a cluttered: incredibly, pretty, a bit, extremely, rather							
	b sensational: pretty, utterly, truly							
	c bleak: incredibly, pretty, a bit, extremely, utterly, rather							

3 LISTENING

e flawless: utterly, truly

a Ask students about hobbies they have or used to have. Put students into groups to talk about the person they know who is passionate about their hobby. Take feedback as a class.

d repetitive: incredibly, pretty, a bit, extremely, rather

f elaborate: incredibly, pretty, a bit, wonderfully, extremely, rather, truly

b • 06.03 Ask students what they think of the photo of Monika and the photo that Monika has taken. Play the recording and ask students if they think she is passionate about photography and why. If necessary, pre-teach *jargon* (C1) (specialist words and phrases associated with a particular activity). You may also wish to review this vocabulary from SB p. 69: *composition, frame, lens,* and tell

students Monika will use the following technical words: *auto-mode* (an option on a device to have certain functions controlled automatically); *panning effects* (effects of carefully moving the camera while shooting); *settings* (the position(s) on the controls on a device).

Possible answers

Yes, she is. She sounds very enthusiastic and wants to learn, and practise, as much as possible. OR No, she isn't. She only took the class because her husband bought her a fancy camera.

Audioscript

INTERVIEWER So Monika, I understand you're an amateur photographer? **MONIKA** Well, I wouldn't go that far ... I'm definitely amateur, but I'm not a photographer yet, perhaps in the future.

- But you've been studying photography?
- **M** Yes, that's correct. I've been doing this course about photography and it's for complete beginners.
- I Why did you decide to do the course?
- M I think I could blame my husband for it! Because he got me this fantastic DSLR camera and it is a, quite a complicated object really. If you don't know how to use it, it can be really complicated to take some photos. So I was wondering what I could do to improve, and to know how to use it. And I started with those kind of tutorials on YouTube that you can watch, but it wasn't good enough because they were using quite a lot of jargon and I wasn't really sure what they were referring to. So I decided to do a course, to learn a little bit more about it so that I can use the tutorials in my own time.
- I Have they taught you anything useful?
- M The tutorials? Not really, but then when I went to the course, and I started my course, I've been doing this course now for a few weeks ... and I'm learning all the time, something new, so it's really, really good.
- I So, do you feel more confident with your camera now?
- M A little bit it depends on the types of photos that I want to take. Let's say that it's more kind of documentary-type photos, then I would still use my auto mode, but I would still be quite ... I would be thinking more about the frame and, and the composition of the photo because these are the things that I would normally learn during the course. So our tutor would be giving us some specific tasks on, for example, composition or ... panning effects or different techniques, and so after that I would go outside the classroom I would go and, for example, take some photos and focus on either one technique and then practise it, or I would just take as many shots as I can, 'cause sometimes it's ... improvisation is also very good.
- I Have you discovered any bad habits since you started your course?
- M Well, yes, I'm always choosing the wrong shutter speed. And ... I want to take photos of everything, and I don't always follow the rules. But now I know that I have to be more careful with my settings of the camera and what exactly I want to take a photo of. So when I'm taking my photos now, I'm more cautious and kind of careful how I do it and what I really want to take photos of.
- I What's your favourite photograph that you've taken?
- Uh, I think I have two pictures that are my favourite pictures. One of them is part of a course project that I'm working on at the moment. The first one is a static photo of a building. We are supposed to take photos of an object, or of a static object. So I chose this building that is meant to be demolished. Actually, it is being demolished now. So, every single day you could kind of take a different photo of a different part of the building. So one day I was standing there and I was really lucky because they were actually taking a part of the window down, and there was this massive hole in the building. So I was able to take a few interesting photos of the whole process as well as just the hole in the building, but there was this chair just in front of the hole and it made the whole picture quite realistic like there was still life in it, but actually the building is being demolished, so that's one of my favourites. And then the second one was a completely different project when I was trying to take photos of moving objects and er, my subject was a three-year-old girl, and she was playing in a garden, and she had this yoga mat that her mum was using, and she was just rolling into this yoga mat and luckily for me, I was able to take a few interesting photos of her playing in the garden.

c 06.03 See if students can answer the questions before you play the recording again for them to check. Check answers as a class.

Answers

- 1 Her husband gave her a fantastic but complicated camera; the tutorials on YouTube showing how to use the camera weren't good enough.
- 2 She's more selective about the photos she takes and thinks about the techniques she needs to use.
- 3 Although the building was being demolished, the chair gives the impression that life was still going on in it.
- 4 It's a photo of a three-year-old girl rolling herself up in a yoga mat in a garden.
- d Ask students if they think Monika would follow Elliot's advice and be spontaneous when taking pictures (yes, she talks about *improvisation*). Put students into groups to discuss what else Monika might agree with. Take feedback as a class.

4 GRAMMAR

Simple and continuous verbs

a © 06.04 Ask students to work individually to decide whether Monika used a simple or continuous verb form in each example, 1–8. Students then compare answers in pairs. Play the recording for students to listen and check.

Answers

- 1 do you feel
- 2 depends
- 3 discovered
- 4 started
- 5 'm always choosing
- 6 think
- 7 'm working on
- 8 is being demolished
- **b** Dictate sentences 1 and 2 and ask students how *hear* is used differently in each sentence:
 - 1 I've heard that Simon has started a photography course.
 - 2 I've been hearing good things from Simon about his photography course.

Elicit that sentence 1 is about one piece of news and sentence 2 is about regular feedback. Ask students to tell you more differences between the simple and continuous. Then tell students to match the verb forms in the sentences in 4a with one or more of the descriptions.

Answers

- 2 simple for a verb not usually used in the continuous
- 3, 4 simple for a completed action
- 1, 2, 6 simple for general truth or attitude
- 7,8 continuous to describe a temporary action
- 5 continuous for bad or annoying habits
- $6 \;\; \text{simple}$ or continuous depending on the meaning of the verb
- **c** Ask students to decide if the alternative verb forms are possible and if the meaning would change.

Answers

- 1 Both possible: the present continuous makes the question more focused on a change in how she feels
- 5 Both possible: the present continuous emphasises that she is annoyed at herself for frequently making the same mistake

d (Section 2018) Students read the information in Grammar Focus 6A on SB p. 148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 70.

Answers (Grammar Focus 6A SB p. 148)

- **a** 1 b 2 a 3 a 4 b 5 b 6 a 7 b 8 a
- b 2 be learning3 Are you being5 's thinking6 Do you realise9 opened
 - 4 left 7 been gossiping 10 suppose
- c 2 had
 - 3 have complained / have been complaining
 - 4 see
 - 5 have decided
 - 6 belongs
 - 7 have you watched / have you been watching
 - 8 has changed
 - 9 have always wanted / have always been wanting
- 10 are you saying
- 11 don't think

CAREFUL!

A typical mistake is for students to overuse the continuous tense for verbs showing increase and decrease: The second half of December started with a score of 97%, which was increasing to 100% by the end of January. (Correct form = The second half of December started with a score of 97%, which increased to 100% by the end of January.). Another common mistake is to use do in the continuous to talk about routine things: First of all, I should tell you how I'm doing that. (Correct form = First of all, I should tell you how I do that.).

e Say to students: *I've waited for you for an hour* and ask if the grammar is correct (yes). Ask students to put the sentence into the continuous, *I've been waiting for you for an hour*, and ask if it is an improvement (yes, it emphasises impatience). Ask students to improve each sentence by putting one verb into the continuous and say how it changes the meaning. Check answers as a class.

Answers

- 1 is always asking
- 2 have been playing
- 3 be using
- 4 not being careful
- 5 been looking
- **f** Tell students to change the sentences to make them true for them and then compare their ideas with a partner.

♥ EXTRA ACTIVITY

Put students into groups. Give one student the beginning of a story to read out: *Helga had been thinking about leaving for weeks*. The student on the left says another sentence to continue the story, e.g., *Things were not getting easier for her*. The next student then says another sentence, and so on until you tell them to stop. Give groups time to add an ending and then practise the story before retelling it to other groups.

5 SPEAKING

- Ask students if they find selfies embarrassing or fun. See if any students have got good or terrible examples on their phones if they have them. Put students into groups to discuss the questions. Take feedback as a class.
- **b** Elicit from students other kinds of visual art, e.g., posters, graffiti, and tell them to compare them with the ones listed. Ask students to decide which visual art interests them most, and why.
- Put students into pairs to discuss the visual art that interests them most, using the prompts to help them. Take feedback as a class.
- **d** Ask the class to share ideas about the visual arts they like. Is there one kind that is more popular than the others?

♥ EXTRA ACTIVITY

Ask students to take a photo before the next class, using some of the tips on photography they've learned, and to bring it into class. Students talk about their photo and say how successful they think it is. They could post it on a social networking site.

(+) ADDITIONAL MATERIAL

Workbook 6A

Photocopiable activities: Grammar 6A, Vocabulary 6A, Pronunciation 6A

Documentary video Unit 6 Perspectives

Video worksheet Unit 6 Perspectives

6B

A PERSON WAVING FOR HELP

♥ OPTIONAL LEAD-IN

Books closed. Display some emoji and tell students to interpret them, e.g., (happiness), () (playfulness), () (fear), () (uncertainty). Ask students why people use emoji rather than just say how they are feeling.

11 VOCABULARY Emotions

a Concept check the meaning of some of the adjectives, e.g., when you are disappointed with something and stop believing in it (disillusioned). The opposite of 'calm' (overexcited). Put students into pairs to discuss which adjectives are positive and which are negative. Check answers as a class.

Answers

Positive: overjoyed, satisfied, gleeful Negative: helpless, disillusioned, overexcited

b 06.07 Tell students to match the adjective in the first sentence with the correct continuation in the second sentence. Play the recording for students to listen and check.

Answers

1 d 2 b 3 g 4 f 5 e 6 a 7 c 8 h

- Tell students to make new sentences for the emotions in 1a. Put students into pairs. Ask them to take turns reading out their sentences for their partner to guess the feeling.
- **d** 06.08 **Pronunciation** Ask students to listen and say how the stress is different in the a and b sentences and which show stronger feelings. Check answers and drill the sentences.

At the end of this lesson, students will be able to:

- use a range of adjectives and collocations to describe emotions
- use main stress on adverbs for emphasis
- read a story in several parts and understand the descriptive language in context
- use participle clauses in noun phrases and as adverbials
- speculate about a story, discuss an alternative ending and write a continuation

Answers

- 1 a I'm absolutely <u>devastated</u>.
- b I'm <u>absolutely</u> devastated.
- 2 a I felt extremely <u>jealous</u>. b I felt <u>extremely</u> jealous.
- 3 a I feel so <u>ashamed</u>.
 - b I feel so ashamed.

a sentences: The main stress is on the adjective.

b sentences: The main stress is on the adverb.

The b sentences show stronger feelings.

COLOR TIP DRILLING

Using gestures to model stress or intonation patterns during drilling is particularly effective for kinaesthetic learners. Repeat I'm absolutely <u>devastated</u>, and then use a gesture, such as punching the air in front of you, on the main stress. Encourage students to copy you, first just the movements and then the movements and the pronunciation. Repeat the procedure with the alternate stress pattern (I'm <u>absolutely</u> <u>devastated</u>.). You can also use sweeping gestures upwards for rising intonation and downwards for falling. e Put students into pairs to take turns to read out their sentences to show strong feelings. Students then ask questions to continue the conversation with their partner.

EXTRA ACTIVITY

Put students into groups. Tell them to use adverbs and adjectives, using stress appropriately, to say how they would feel in these situations: in the dentist's chair, in a chauffeur-driven Rolls-Royce, about to take a penalty at the World Cup, diving 50m (164 feet) under the sea, stuck in a lift.

2 READING

a Put students into A and B pairs. Tell them that they are going to read a description of an event from two different viewpoints. Student A will read 'Brad's View' and Student B will read 'Martha's View'. Use the Vocabulary support box to help with vocabulary if necessary.

Answers

Included in both stories: a man wearing a cap, a group of kids, a speeding car, a blonde woman

- **b** Ask students to read their text again and write detailed notes.
- Students work in pairs and tell each other about their story. They try to guess what happened. Monitor students' conversations but don't interrupt fluency.

MOCABULARY SUPPORT

leave sb to their own devices – to let them do what they want *case the joint* – to look at a place with the intention of stealing from it later

burst out - suddenly start leaving

swarm – surround in a large group

screech to a halt - to suddenly stop a car noisily

make a dash for somewhere - to go somewhere quickly

intrigue - mystery

cashmere - very soft wool

out of the blue - unexpected

mugging – attacking someone in public and stealing from them

abduction - taking someone with you by force

GRAMMAR Participle clauses

a Write this opening of a novel on the board: *The strangers, having no alternative, fell into each other's arms*. Ask students if they would like to read the rest of the novel based on this opening. Ask students how many verbs there are (two), which one is a participle (having) and how the participle clause could be rephrased (because they had no alternative). Ask students if they think the participle clause is more effective (yes, it is more concise). Ask students to compare the participle clauses from the story with the alternative clauses and say if there is a difference in meaning and form. Check answers and explain to students that participle clauses are more common in writing than in speaking.

Answers

Yes, the meaning is exactly the same.

The participle clauses don't have subjects or auxiliary verbs – they only have a past or present participle.

b Give students a minute to read the sentences in 3a again and decide which are present participle clauses and which are past participle clauses. Tell students to write 'present' or 'past' next to each sentence in small letters. Check answers as a class.

Answers

1 past 2 present 3 present 4 past

c Write ... her arm went up in the air like <u>a person waving</u> <u>for help</u> on the board and read it out. Before answering the questions, ask students which verb is the participle in this sentence (waving). If necessary, remind students what the purpose of a relative clause is (to add meaning to a sentence) and ask what part of the sentence this clause adds meaning to (the person or the subject). Students then complete the exercise. Check answers as a class.

Answers

a noun; clause 1; a subject relative clause

d Ask students to look through the text and underline the participle clauses in Brad and Martha's stories. Check answers as a class.

Answers

Brad's view: <u>Looking directly at him</u>, I saw him go up to this woman.

He was taking photos of the buildings, <u>stopping to look around</u> between shots.

But I could see that the man and woman were sort of holding on to each other, scheming something together.

<u>Signalling to someone driving past</u>, the woman puts her hand up. <u>Disturbed by what I saw</u>, I couldn't concentrate all day on my training. Martha's view: <u>Laughing and pushing</u>, they surrounded the man and the woman.

e Tell students to complete the sentences. Check answers and ask students what kind of fiction these sentences come from and what could be happening in the stories.

Answers

- 1 approaching the house
- 2 crying her eyes out
- 3 Wanting to reassure him
- 4 Having finished her breakfast
- 5 Pulled from behind into a darkened room
- **f** Tell students participle clauses have different functions and ask students to match the clauses with the functions.

Answers

- a Having finished her breakfast; Pulled from behind into a darkened room
- b Wanting to reassure him
- c approaching the house; crying her eyes out
- **g** Say *Breathing in the sea breeze* and ask students which extract in 3e this would complete (extract 4 is probably the best fit, but 2 and 3 are also possible). Tell students to think of other clauses to complete the extracts and to read them out for other students to name the extract.

h 06.09-06.10 Students read the information in Grammar Focus 6B on SB p. 149. Students then complete the exercises. Check answers as a class, providing explanations for Exercise a if students are finding the exercise challenging. After Exercise c, students could continue the story, using participle clauses. Tell students to go back to SB p. 73.

Answers (Grammar Focus 6B SB p. 149)

- a 2 √
- 3 I will find the person <u>who</u> committed this crime. (not a continuous or a passive verb so no participle clause)
- 4 🗸
- 5 Having caused the damage, he offered to pay for it.
- 6 As I <u>read</u> the letter, my hands were shaking in excitement.
- 7 🗸
- 8 Johnny is the kind of man <u>who never arrives</u> anywhere on time.
- 2 coming outside 3 wearing orange 4 being realistic 5 Being overworked and underpaid 6 getting stressed out 7 waiting to strike
- c A piece of cake which was covered in chocolate was quickly brought over to my table. I noticed Noticing something which was sticking out from under the cake, so I lifted it up. Underneath, I found a note which was written in red that said saying, 'Get into the car which is waiting across the road.' I was frightened by the tone and I feared the worst so Frightened by the tone and fearing the worst, I did what the note said. A thousand negative thoughts were crowding my head when I got to the car. The familiar figure who was dressed in orange was in the front seat, with a sinister smile on his face. 'We meet at last,' he said.
- i Read out the story and ask students if it is interesting writing (no). Tell students to rewrite it with three or more participle clauses and to compare their stories with one another. Take feedback as a class.

4 LISTENING

Before you play the recording, remind students that they do not need to understand every word. Encourage them to listen past any word they don't understand. Play the recording for students to listen and check if the story matches what they had predicted. Ask a few confident students to share whether their predictions were correct.

Audioscript

ANCHOR And now to a local story that's a bit of a mystery – and with a good Samaritan in the mix. An unknown woman is being hailed as a model citizen for saving the life of a tourist in the capital yesterday. Sione Leota – all the way from Samoa – got up early in the morning to do a bit of sightseeing. A keen photographer, Mr Leota was taking shots of some of our famous landmarks when he began to feel ill. He approached our mystery woman, who offered him a drink from her water bottle and then must have realised things really weren't looking good. The woman helped Mr Leota into her husband's car and they raced off to the nearest hospital. So, for an update, let's go live to our reporter May Lee. Hi, May.

- A So how's Mr Leota doing?
- M He's doing OK. But doctors here say it was touch and go when he arrived. Whoever drove Mr Leota got him here just in time. He had had a serious heart attack, and it could have been fatal without urgent medical attention. A day later, he's in a stable condition.
- A Good to hear. And tell us about the mystery woman.

- M Well, it really is a remarkable story. I haven't had a chance to talk to Mr Leota yet, but a spokesperson for the hospital told us that the woman who helped Mr Leota is blonde and quite tall. But that could be a huge number of the women in this city. The man driving her is her husband – oh, and the car was white. Mr Leota can't remember many details because he passed out on the way to the hospital.
- A So the couple didn't stick around when they got to the hospital?
- M Evidently, they were in a hurry to get to work they both had important meetings. Staff at Accident and Emergency here tried to get their details, but it was a busy time and the couple just kind of disappeared.
- A So how does Mr Leota feel about all this?
- M Obviously, he's very keen to know who helped him, so the hospital is asking the couple to come forward so that Mr Leota can thank them personally. The spokesperson said he's extremely grateful because this woman literally saved his life. And also, he left his brand-new camera in their car, so he'd very much like to get it back!
- A How long is Mr Leota likely to be in hospital?
- **M** Another couple of days, but the prognosis is good. He'll make a full recovery.
- A Thanks for talking to us, May. And if you are the mystery rescuer and you're listening to this news story, why not get in touch with the hospital? Sione Leota would love to say a big thank you for saving his life.
- the questions. They then compare answers in pairs. Ask students to write down any words they don't understand which relate to each question in 3b while they are checking their answers. Play the recording for students to listen again and check. Check answers and take feedback as a class. Hand out copies of the audioscript. Ask students to check the unfamiliar vocabulary they wrote down against the script and then in a dictionary.

Answers

- 1 a tourist from Samoa who's a keen photographer
- 2 It was serious when he arrived at the hospital and could have killed him, but he's now in a stable condition.
- 3 She's blonde and quite tall. She's married and her husband drives a white car.
- 4 Because she and her husband left quickly they had to get to work and the staff at Accident and Emergency were too busy to get their details.
- 5 He asks the woman to get in touch with the hospital so Mr Leota can thank her.

5 SPEAKING AND WRITING

- **a** Give students a few minutes to think of a story. They should make notes to help them tell their story. The notes should include any important details and the structure of the story (the first impressions, what really happened and how it ended).
- **b** Put students into pairs to tell their stories to each other. Give them a time limit to make sure they are on task.
- **c** Give pairs a time limit to write one or two paragraphs, using descriptive language and participle clauses. They can write about their story or their partner's.
- **d** Ask students to swap their stories with a different pair. Again, give them time to read the stories and try to guess how each story ended and if the first impressions were correct.

ADDITIONAL MATERIAL

Workbook 6B

Photocopiable activities: Grammar 6B, Vocabulary 6B, Pronunciation 6B

EVERYDAY ENGLISH

First and foremost

♥ OPTIONAL LEAD-IN

Books closed. Ask students to think of a novel which they would like to read a sequel to and say what would happen in the sequel. Give an example: Animal Farm 2 by George Orwell, where the animals throw out the corrupt pigs and create a happier, more balanced society.

11 LISTENING

- **a** Ask students if they have ever seen or met anyone famous in real life. Put students into groups to discuss the questions. Take feedback as a class.
- © 06.12 Tell students to look at the picture of Sara giving her presentation. Ask what kind of information they expect Sara to present about Max. Tell students to guess what the numbers relate to. Play Part 1 of the video or the audio recording for them to find out how the numbers are relevant. Use the Vocabulary Support box to help with vocabulary if necessary. Check answers as a class.

Answers

half a million: sales of nearly half a million copies of Max's novel 8: the number of languages his novel has been translated into 300,000: the number of Max's Twitter followers

Videoscript/Audioscript (Part 1)

SARA Er, Nadia? NADIA Yes?

- s I've got some great news! I met up with Max Redwood the **s** OK, great! other day, and he says he's going to consider doing another **N** OK, the next item on the agenda interview with us!
- N What?
- **s** Max Redwood? He says he'll think about doing another interview with us
- N Oh. I don't know about that. Sara. You know, after last time.
- s I know, but he's really hot stuff at the moment!
- N That's true, but would he actually have something to say?
- **s** Well, if I do the proper preparation ...
- N To be honest, it won't even be my decision, Sara. I'd need to get Paul to sign off on this.
- s Paul?
- N It would need someone more senior than me to give the goahead for this. There's a lot of risk involved. It was a disaster last time. We need some really compelling reasons to go down this route again.
- s I see. Well, I could come up with those! Look, I really think this is worth a shot.

- N Well look, why don't I invite Paul to our next team meeting and we can raise it then?

- is the author interview series. And, as I mentioned earlier, I've invited Paul today to get his take on it. OK, so over to you, Sara
- s Thank you.
- P That's not a picture of Max Redwood, is it?
- s Yes, that's right an up-andcoming author, but not a forthcoming one, as poor Oscar discovered!
- You can say that again!
- N Oscar!
- s ... And there were many questions left unanswered. Now, as luck would have it, I bumped into Max the other day and I've got him to consider doing another interview. My focus today is on this second interview. Let me talk you through why our listeners want to hear more from Max Redwood. Well, first and foremost - he wrote his book from a bench on the Palace Pier right here in Brighton. However,

At the end of this lesson, students will be able to:

- organise and give a presentation using a range of functional language
- use a range of idioms to make points in discussions
- use intonation in comment phrases according to their position in the sentence

he's not just a local celebrity - he's becoming famous on a national level. Let me take you through some facts and figures.

- This is a bit over the top, is it not, Sara?!
- **s** I think these facts speak for themselves: sales of nearly half a million; rumours of a huge advance offered for a second novel; translations into eight languages; 300,000 Twitter followers ... I don't want to labour the point, but one thing is clear – Max Redwood is on the road to becoming an international best-selling author.

Turning now to the focus of the interview itself, I've decided to talk about the creative process

behind his work. More specifically, I propose to find out how science fiction writers like Redwood can imagine in such detail places and events that they can't possibly have experienced in real life.

- So to recap on what I've been saving, I'm proposing to reinterview Max Redwood, due to his imminent stardom, and focus on what inspired him to write Solar Wind. Now, if you'd like me to elaborate on anything I've just said, go right ahead.
- o What will you do if Max won't reveal any interesting information?
- **s** Well, I'll just have to cross that bridge when I come to it. But, I'm planning to work quite closely with him in the run-up to the interview, so there shouldn't be any nasty surprises on the day.
- P That's absolutely the way to go. And you've clearly put a lot of effort into this, Sara. Thank you. But I'm going to have to give it some thought.
- s OK.
- P Nadia, can we touch base again on this later?
- N Sure. That's fine. OK, moving on to the next item ...

VOCABULARY SUPPORT

be hot stuff - be very popular sign off on sth - approve something officially over the top (C2) – too extreme

c 06.12 Ask students what Sara says that isn't true (she didn't just bump into Max, their meeting was arranged). Tell students to answer the questions. Then play Part 1 of the video or the audio recording again for them to listen and check. Ask students how important social networking is for promoting the work and image of famous people.

Answers

- 1 b
- 2 c
- 3 b 4 c

♥ FAST FINISHERS

Ask fast finishers to write two tweets from Max's Twitter feed an hour after his meeting with Sara.

d Language in context Idioms 1

- 1 Ask students what the idioms mean. You could distribute copies of the audioscript to help them.
- 2 Ask students to personalise the idioms from their own experience. Give an example yourself: I've sent my entry off for a crossword competition. I think I've got all the answers right so it's worth a shot.

- 1 a has potential rewards that make something worth trying, even if it's not likely to succeed
 - b an expression that means you will not worry about a possible future problem but will deal with it if it happens

2 USEFUL LANGUAGE

Organising a presentation

a D06.13 Ask students what kind of opening to a presentation is effective. Tell students to complete Sara's opening. Play the recording for students to listen and check. Then check answers as a class. Ask students to paraphrase an up-and-coming author and not a forthcoming one and explain the wordplay (up-and-coming and forthcoming – forth and up both have movement meanings and the expressions sound similar, which gives the phrase Sara uses an interesting rhythm; despite the similar form, the expressions have very different meanings, which Sara has used together cleverly to describe Max.). Students then discuss whether Sara's opening is successful. Check ideas as a class.

Answers / Possible answers

up-and-coming; forthcoming

an up-and-coming author is likely to achieve success soon or in the

not a forthcoming one is an author who isn't very willing to give information or talk (forthcoming = friendly and helpful, willing to give information and talk)

It is successful because the wordplay is amusing and puts everyone at their ease. The reference to the previous interview (and the photo of Max) gets everyone's attention, particularly Oscar's.

b 06.14 Tell students to complete the expressions. Play the recording for students to check their answers. Drill the expressions and then the full sentences.

Answers

- 1 on
- 2 through
- 3 First
- 4 thing
- 5 to
- 6 More
- 7 on 8 elaborate
- **c** Put students into pairs to answer the questions. Check answers. For 3, write all the suggestions on the board.

Answers / Possible answers

- 1 talk in Let me talk you through can be replaced with take Turning in Turning now to can be replaced with Moving on
- 2 to introduce a presentation: My focus today is on; Let me talk you through
 - to highlight ideas: One thing is clear; More specifically to sequence ideas: First and foremost; Turning now to at the end of a presentation: So to recap on; If you'd like me to elaborate
- Students' own answers

♥ EXTRA ACTIVITY

If you have the video, ask students to watch the scene showing the team meeting and Sara's presentation again. Tell them to evaluate Sara's body language, e.g., how she stands, gestures, eye contact with the audience. If you don't have the video, or after watching the video, put students into groups of four. Give out copies of the audioscript and ask them to act out the team meeting, taking turns to play Sara's role. Tell the other students to evaluate 'Sara's' body language each time.

3 LISTENING

▶ 06.15 Ask students how Alex is connected to Max (his girlfriend Emma is Max's sister). Play Part 2 of the video or the audio recording for students to answer the question. Check that students know that a prequel is set before the original book.

Answer

for Max to write a prequel to Solar Wind

Videoscript/Audioscript (Part 2)

ALEX Atishoo! Sorry ...

SARA Oh, you're back!

ALEX Yeah.

- **s** How are you feeling?
- A Well, not a hundred per cent to A No? be honest, but, y'know ...
- **s** Well, anyway ... I've been dying because his first book was the to tell you about my meeting with Max the other day!
- A Of course! How was it?
- **s** Pretty good, on the whole. But **s and A** ... stands still! he thought I was a technician A Oh, I see what you mean ... like you, and he was a bit angry **s** Yeah, it's a bit of a sore point when he found out I was a journalist.
- A Oh sorry. I told you not to mention that you were a journalist.
- **s** Not to worry. He didn't seem to **A** Well, if he can't do a sequel, mind too much in the end.
- A Well, that's good.
- **s** Anyway, more to the point, he's agreed to think about doing another interview!
- Yeah, I've just been presenting some ideas on it to the team.

- A Hm. Have you got any further with the famous sequel that Oscar was talking about?
- **s** Actually, no.
- s No, there can't be a sequel end of the story.
- A Oh?
- **s** Because at the end time ...

- with him, actually ..
- A Hmm. So he's reached the end of his story, but has he done the beginning?
- s What?
- he could do a prequel, y'know, what happens before the events in Solar Wind.
- s Hmm, I wonder. You might be on to something there, Alex ...
- 06.15 Ask students what the sentences are responses to. Then play Part 2 of the video or the audio recording again for students to check.

Answers

- 2 Alex apologises for the fact that Max was a bit angry when he found out Sara is a journalist.
- 3 Sara tells Alex that Max has agreed to think about doing another interview
- 4 Alex asks Sara if she has got any further with the famous sequel Oscar was talking about
- 5 Alex suggests that Max could write a prequel to Solar Wind.
- **c** Ask students why people make sequels to films (giving one or two relevant examples) instead of new concepts. Put students into groups to discuss the questions. Take feedback as a class.

d Language in context Idioms 2

Tell students to match the idioms with their meanings. Use copies of the audioscript to help them. Check answers.

Answers

a 2

b 3

c 1

4 PRONUNCIATION

Intonation in comment phrases

a Ask students what grammatical function the phrase in bold has (adverbial). Ask students if the sentence would make sense without it.

Answer

yes

b 06.16 Play the recording and ask students to listen to the intonation. If necessary, read the sentence yourself and exaggerate the intonation.

Answer

fall then rise

c 06.17 Ask students if adverbials can go at the start or end of sentences (usually both). Play the recording and ask students to tick the sentences where the comment phrase also has rising intonation. Check answers as a class.

Answers

1 a

2 a 3 b

d Tell students to complete the rules. Check answers.

Answers

fall-rise; rising

e Drill all the sentences. Then tell students to practise in pairs. Monitor and make sure students are using the appropriate intonation.

5 SPEAKING

- Ask students what the place where they are studying English needs to make it even better. Encourage them to think big! Put students into pairs to choose a reason for the grant, describe exactly what they need and make a strong case for getting it. Students then plan their presentation. They could use technology like PowerPointTM when they come to do their presentations or just stand up and speak.
- **b** Students practise their presentation. Encourage them to use the functional language studied in the lesson and tell them to be ready to give the presentation by themselves in the next stage.
- Put students with different proposals into pairs.
 They give their presentation to each other and decide whether their partner deserves the grant. Take feedback as a class.

LOA TIP REVIEW AND REFLECT

- Encourage metacognition, learning about learning, by using the same task and asking students to reflect on the task type.
- Put students into groups and tell them to make a
 presentation about how to give successful presentations.
 Tell students to cover the functional language from the
 unit in their presentation and use language from Sara's
 presentation.
- Students plan and practise their presentation. Then ask two groups to give their presentations to each other and provide feedback on the other group's content and structure.

(+) ADDITIONAL MATERIAL

Workbook 6C

Unit Progress Test

6D

SKILLS FOR WRITING

I enjoy helping people

OPTIONAL LEAD-IN

Books closed. Ask students individually to think about their local area and make notes on things that could be improved, e.g., there could be more green spaces, places for children to play, better litter collection. Tell students to get into groups and share their notes.

At the end of this lesson, students will be able to:

- read and talk about volunteer projects in their community
- use a range of phrases to create a more positive impression on readers
- write a formal application email based on a model email

11 SPEAKING AND READING

a Ask students to tell you about any volunteer projects they are aware of in their community. Tell students to rate their knowledge of the things on the list and then compare their rating with a partner.

- **b** Tell students to look at the pictures and names of some of the volunteer projects in the webpage and talk about what they think each one would involve. If necessary, pre-teach *Alzheimer's* (a disease of the brain that mainly affects old people and results in the gradual loss of memory, speech, movement and the ability to think clearly). Check answers as a class.
- c Ask students to read the online advert and check their answers to 1b. Take feedback as a class.

Possible answers

Trees for cities: the volunteers show children how to plant trees. The project aims to improve the children's local environment and teach them about nature.

Senior citizens' music café: the volunteers organise afternoons of music and dancing for elderly people who have diseases like Alzheimer's. The aim of the project is to give these people enjoyment and social contact. Music and dance can help their memory loss.

Food for life: the volunteers collect food from shops and restaurants and distribute it to people who need it. The aim is to help people who can't afford to buy enough food.

Language exchange: the volunteers give free language lessons either to one person or in a group. The aim is to give people new skills and to bring the community closer.

Edible playgrounds: the volunteers show children how they can grow fruit and vegetables in their school playground. It aims to help children connect with their environment and give them skills and self-confidence.

2 LISTENING

a O06.18 Play the recording for students to match the projects to the volunteers. Ask students to write down the words that helped them decide how to categorise the projects. They should also make notes about any more information about the projects. Take feedback as a class.

Possible answers

- 1 Edible playgrounds; Food for life; Trees for cities
- 2 Edible playgrounds: the children choose what to plant from a list that the volunteers give them. The list includes fruit and vegetables that are easy and quick to grow, like strawberries, melons, beans, sweetcorn and peanuts.

Food for life: the volunteers collect good quality food from supermarkets at the end of the week and then they take it to people's homes, or people come to one of their centres and choose what they want. Sometimes they are limited to three or four things, so that everyone gets something.

Trees for cities: everyone is very positive about the project and agrees it's important, and the kids feel very proud. They stick their names on the trees and then they can visit them and watch them grow.

Audioscript

1

 ${\bf I} \quad \text{So how do you decide what to plant?}$

VOLUNTEER 1 We ask the kids mainly, we let them choose.

- I Do they know enough about it?
- V1 Well, not really, I mean we don't just give them a free choice, because they'll come up with things like coconuts or avocados, which take years to grow! So we draw up a list together and then they choose from that
- I What's on the list?
- **V1** Oh, a whole range of things. Fruit, like strawberries or melons, they're very popular. Eh, vegetables beans, sweetcorn, things like that, which are easy to grow and you can watch them growing. Or peanuts
 - one school grew peanuts. Then they made bags of salted peanuts $\,$
 - they tasted great!

2

I So you pick up stuff from supermarkets?

VOLUNTEER 2 Yes, that's right, at the end of the week when they throw things out. And from restaurants.

- I is it good quality?
- V2 Oh yes, you'd be amazed what gets thrown out, it's quite incredible really. Things that are still perfectly fresh but past their sell-by date, so the shops aren't allowed to sell them. It's such a waste. Vegetables, cheese, bread – everything.
- I And then you take it round to people's homes?
- V2 Sometimes, yes, but we also have a centre, or a few centres round the city, I should say. So people can come and choose what they want. Sometimes we limit them to, say, three or four things, so everyone gets something.

3

I It must be a fun project to work on.

VOLUNTEER 3 It is, yes, lots of fun, and also it's very positive because it's something that almost everyone agrees is important. I've never met anyone who doesn't think the city should be greener, so that's a good starting point.

- I And the kids must like it.
- V3 Oh, they love it, yes. It's really satisfying actually, because you can see how proud they are. We always let them write their name and they can stick it on the tree and it stays there, and then they can visit their tree and watch it grow. So it's not just a one-off thing, it has a long-term benefit, too.
- **b** Ask students to think about which volunteer projects they would like to be involved in. Then put them in pairs to discuss their ideas. Monitor when needed, then take feedback as a class.

3 READING

a Ask students if they've ever volunteered in a community project. Tell students to read Helen's application email. Elicit some of Helen's skills and interests (social sciences, housing, working with children, sport, sociable, outgoing, solving problems) and ask students to suggest which projects she may be suitable for. Take feedback as a class.

Possible answers

- 1 She lives locally, she supports the projects, she's available (not starting university until next year), she has relevant experience (research project on a community issue, working as a volunteer with children), she has an outgoing personality, gets on well with people and is good at solving problems.
- 2 Trees for life; Edible playgrounds (working with children); Food for life (enjoys helping people, has learned a lot about issues affecting her local community)
- 3 She has no experience of working with old people or teaching, so is not so suitable for Senior Citizens' Music Café or Language Exchange. Only available until she goes to university.

4 WRITING SKILLS

Application emails; Giving a positive impression

a Ask students what purpose would logically come first (to state the reason for writing). Tell students to read the application email again and match each paragraph with its purpose. Check answers as a class.

Answers

- 4 to give examples of relevant practical experience
- 3 to state her qualifications and relevant study experience
- 2 to demonstrate enthusiasm for their organisation
- 5 to summarise additional strengths
- 1 to state the reason for writing

LOA TIP ELICITING

- When eliciting language to match the purpose of parts of a text, make sure students are very clear about what the purpose is before you ask them to supply the language. Give simple examples which match the purpose before the main task.
- Ask students what purposes these sentences match:
 I finished school in July with four 'A' levels. (to state qualifications); I interviewed local people of different ages and this taught me a lot about issues that affect our community. (to give examples of experience); I'm also good at solving problems. (to show strengths).
- Then encourage students to think about register and purpose by asking them to rephrase the three sentences in a more formal way for a positive impact: I completed secondary school education in July and obtained four 'A' levels; ..., acquiring some valuable knowledge about issues that affect our community; In addition, I have useful problem-solving skills.
- Students can now deal with matching the language in the application and they are also prepared for the register task in 3b.
- **b** Ask students if they can remember the original phrases used in Helen's application email instead of the underlined phrases. Then tell them to check in the text.

Answers

- $1\,$ I'm writing to reply to
- 2 I'd be really interested in
- 3 I have applied to
- 4 I also have some experience of
- 5 I'm attaching
- 6 I'm also sending you
- 7 Looking forward to hearing from you.

The underlined phrases are more formal, and more appropriate for a written application.

c Tell students to think about Helen's writing style and decide which style she uses. When taking feedback, ask students which features of the email helped them to decide.

Answers

2 fairly informal

Some examples of informal features: greeting (first name only), choice of vocabulary, use of contracted forms, simple sentence structures

d Ask students how writers create a positive impression, e.g., use effective collocations about themselves. Ask students to look through the text and underline the phrases Helen uses to describe herself and her experience. Take feedback as a class.

Answers

sociable, outgoing, I'm good at getting on with people of all ages, good at solving problems, I enjoy helping people.

e Students complete the exercises in Writing Focus 6D on SB p. 172. They read the table of expressions and then complete the exercises. Check answers to Exercises a and b as a class. After Exercise c, students compare their application emails and say which gives the most positive impression. Take feedback as a class. Tell students to go back to SB p. 77.

Answers

a 1 guess 4 a real fan 7 'm always around 2 about, was 5 Here are 8 great

	3 III a DIL 6 10aus	TOAUS OF				
b	Application emails	Giving a positive impression				
	I am writing in response to, your advertisement, which appeared / was published in/on, I believe that, I am certain that, I'm sending some [sample photos],I'm looking forward to hearing from you in due course / soon.	will enable me to write/ contribute well-informed, I'm an enthusiastic supporter / a keen follower of, I can be quite flexible with my working hours, I'm available at any time, and I learned some relevant/useful skills				

5 WRITING

- **a** Put students into pairs to say which of the projects listed interests them most and how they could sell themselves as volunteers for that project, based on their interests and skills. Students then work individually. Tell them to choose a project, make a paragraph plan and then write an application email using the formal and positive language introduced in the lesson. Less advanced students could rewrite Helen's email, changing phrases and introducing their own ideas and language from Writing Focus 6D or other expressions they know.
- **b** Put students into pairs. Tell them to read each other's application emails and say whether they would be interested in offering them a job as a volunteer, justifying their decision.

EXTRA ACTIVITY

Ask students to take turns to interview their partner based on their application email. As part of the interview, they could ask the applicant to give a presentation on their ideas for writing about their chosen area, using the language and techniques learned earlier in the unit.

(+) ADDITIONAL MATERIAL

Workbook 6D

UNIT 6

Review and extension

1 GRAMMAR

a Say some sentences and tell students to give an appropriate follow-up, e.g., *Thank you for your application email.* (We would like to offer you an interview.); *First of all, I'd like to go through the advantages.* (Then we will move on to disadvantages.). Tell students to choose the correct follow-up for the sentences in the exercise.

Answers

1 b 2 a 3 a 4 b 5 b 6 a 7 b 8 a

♥ FAST FINISHERS

Ask fast finishers to write some other follow-ups for sentences 1–8. Tell them to read them to other fast finishers for them to say which sentence prompts it, e.g., *So I'm surprised she hasn't this time*. (3 Emily always consults me on everything.).

b Write on the board <u>She saw a rat in the fridge</u> and she shrieked in terror. Tell students to rewrite the underlined phrase using a participle clause: Seeing a rat in the fridge, she shrieked in terror. Students rewrite the underlined phrases. Check as a class.

Answers

- 1 involved
- 2 Not wanting to seem rude,
- 3 approaching platform 5
- 4 Not understanding Spanish
- 5 Waiting; displayed
- 6 Using just my hands, I

2 VOCABULARY

a Ask students which words they often spell wrong. Tell students to correct the spelling mistakes in the sentences. Check answers as a class.

Answers

1 iconic 3 playful 5 evocative 7 exotic 2 humorous 4 flawless 6 meaningful

♥ EXTRA ACTIVITY

Put students into groups to discuss and write down a list of tips to improve spelling, e.g., use the spellcheck function on the computer to see what kind of words you regularly spell incorrectly. Ask each group to present their tips to the class (tell groups not to repeat a tip given by a previous group) and ask the class to share feedback on how useful they think each tip is.

b Write this sentence on the board and ask students to complete it:

The documentary is a g ____ portrayal of inner-city poverty. (gritty)

Tell students to complete the sentences in the exercise. Check as a class.

Answers

- 1 jealous
- 2 petrified
- 3 ashamed
- 4 helpless
- 5 devastated
- 6 restless
- 7 overexcited

3 WORDPOWER Idioms: Feelings

a Ask students if each idiom in bold is a positive or negative emotion, e.g., *grin and bear it* (negative). Then ask them which pictures have negative images, e.g., 1. Tell students to match the pictures with the comments, using a dictionary if necessary. Ask them where the people are and why they are making the comment. Check answers as a class.

Answers / Possible answers

- a 1 Watching TV. The babysitter didn't want to watch the programme the three boys were watching.
- b 4 At a swimming pool. The swimmer is being interviewed by a journalist after winning a race.
- c 6 In bed. The woman can't sleep because her neighbours are playing loud music.
- d 2 Approaching the city he used to live in. The man is surprised by how much the city has changed since he last saw it.
- e 5 At a party. The man is annoyed with another man who thinks that he himself is really wonderful.
- f 3 In the kitchen. The mother is trying to work and cook, and her two children are arguing.
- **b** Tell students to match the idioms with the definitions. Check answers as a class.

Answers

1 f 2 a 3 b 4 c,e 5 d

Tell students to complete the questions using the correct words or phrases from the idioms. Check answers as a class. Students then ask and answer the questions in small groups. Take feedback as a class.

Answers

1 gets; back 3 grin; bear 5 believe; eyes 2 end; tether 4 over the moon 6 get; nerves

Photocopiable activities: Wordpower 6

> LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

UNIT CONNECTIONS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand opinion and attitudes and follow complex discussions and descriptions in articles; broadcast material about the social implications of technological advances and scientific findings, responding to the ideas raised
- use a range of lexis to describe, speculate and make deductions about technological advances and hypothetical inventions, including their origins and implications
- use a range of lexis to describe qualities of society and social relationships and situations, giving emphatic opinions on life in the digital age
- understand the attitudes and opinions of speakers using idiomatic language in arguments and strategies they use to resolve conflict
- use a range of expressions to apologise and admit fault in social and professional contexts
- write a clearly structured, cohesive proposal using linkers to highlight and give evidence appropriately

UNIT CONTENTS

G GRAMMAR

- Speculation and deduction: modals, semi-modals and idiomatic phrases to express certainty, possibility and impossibility
- Cleft sentences: wh- cleft sentences and it- cleft sentences to highlight information

V VOCABULARY

- Compound adjectives: absent-minded, backbreaking, clearheaded, hair-raising, half-hearted, hard-hearted, heartbreaking, heartwarming, jaw-dropping, left-handed, lifelike, light-headed, light-hearted, mind-boggling, mouthwatering, narrow-minded, open-minded, self-confident, short-sighted, tongue-tied, warm-hearted
- Nouns with suffixes: Society and relationships, e.g., loneliness, ostracism, tolerance, viewpoint
- Language in context: Information; Challenging;
 Apologising and admitting fault
- Wordpower: self-: self-aware, self-centred, self-confident, self-sacrificing, self-satisfied, self-sufficient

P PRONUNCIATION

- Word stress: compound adjectives
- Intonation in cleft structures
- Sound and spelling: *ou* and *ough*

GETTING STARTED

♥ OPTIONAL LEAD-IN

Books closed. Put students into pairs to say or guess what these words connected with technology mean:

bitcoin (digital currency)

clickbait (attractive hyperlinks that encourage you to click to another website)

permadeath (when a computer game character cannot reappear after it is killed)

selfie drone (a flying device used to take photos or videos from an aerial perspective)

silver surfer (an older person who uses the Internet) wikiality (information that is assumed to be true because it appears in a web-based encyclopedia)

a Give students one minute to think about their answers to the questions before talking about the photo as a class.

Possible answers

- 1 The girl is studying at home; she may be unable to attend school due to lockdown restrictions during the coronavirus pandemic.
- 2 She seems cheerful; perhaps she's comfortable with remote learning and using technology to stay in touch with her friends, classmates and teachers.

CULTURE NOTES

The photo shows a student engaged in remote learning (studying from home, rather than travelling to school), using mobile and Internet technology and applications such as Zoom and WhatsApp. This kind of study became necessary and widely used during the coronavirus pandemic of 2020–2021, when many schools closed and students had to self-isolate.

b Put students into groups to discuss the questions. If students need encouragement, prompt them with ideas from the Possible answers below. Take feedback as a class. If you wish, give students information from the Culture Notes above.

Possible answers

- 1 Students' own answers
- 2 email, phone/video calls, teleconferences, social media, online teaching via Zoom, etc.
- 3 advantages: flexible hours; less travelling more time-efficient and better for the environment; more time for friends and family disadvantages: sense of isolation, time management more difficult, impaired work-life balance

♥ EXTRA ACTIVITY

Ask students to think about how far they do/don't like to adopt new technologies into their life and mark their position on a line from 'always the last to get one' to 'always the first to get one'. Put students into pairs to explain their position with examples and then talk about the position of other people in their family with examples.

7A

IT MUST HAVE SEEMED LIKE SCIENCE FICTION

♥ OPTIONAL LEAD-IN

Books closed. Put students into groups to discuss which of these inventions would be the most useful:

- an alarm clock which wakes you up when you've had the exact amount of sleep needed
- a tablet which contains all the calories and vitamins needed for one day's nutrition
- an instrument which tells you what kind of mood someone is in on a scale of 1 (terrible) to 5 (fantastic).

11 READING AND SPEAKING

- a Ask students to name their favourite superhero and describe his/her special powers. Put students into pairs to look at the photos and discuss the questions. If necessary, pre-teach X-ray vision (C1) (the ability to see through solid substances). Take feedback as a class.
- **b** Tell students to predict which things in 1a might become reality over the next few decades. Follow up with a class discussion about developing technology to make these things reality.
- Tell students to read the headline of the article and then work in pairs to discuss the questions. Take feedback as a class.
- **d** Tell students to read the article and answer the questions. Use the Vocabulary support box to help as necessary. Check answers as a class.

Answers

- 1 b
- 2 d
- 3 a

♥ EXTRA ACTIVITY

Put students into pairs. Ask them to predict how many years away we are from each of the four 'future' predictions in the text on pages 80–81 of the Student's book. Then compare predictions as a class.

e Tell students to read the article again and answer the questions. Check answers as a class.

Answers

- 1 ability to read people's thoughts; hands, arms and legs which give people extra abilities; body parts that can be upgraded
- 2 because human augmentation is not new, and these things are now commonplace
- 3 Athletes and people doing hard physical work in industry might want to increase their strength and perform better.
- 4 to control machines and also to monitor thoughts; students' own answers.
- 5 to know how equipment or parts of the body feel

At the end of this lesson, students will be able to:

- read an article about technology and speculate about the ideas and opinions stated using a range of grammatical forms for speculation and deduction
- use a range of compound adjectives and pronounce them with the appropriate stress
- listen to different ideas for innovation from a range of speakers and present their own idea in a one-minute time frame

NOCABULARY SUPPORT

telepathy – the ability to communicate with someone mentally, without using words

bionic – using artificial materials and methods to produce activity or movement in a person

genome – the complete set of genetic material of a human, animal, plant or other living thing

exoskeleton – an artificial outer layer that covers, supports and protects the body

texture (C1) – the quality of something that can be decided by touch (rough or smooth, soft or hard)

application (C2) – a way in which something can be used for a particular purpose

simulation (C1) – a recreation of a set of problems or events that can be used to teach someone how to do something

the foreseeable future (C2) – as far into the future as you can imagine or plan for

counterpart (C1) – a person or thing that has the same purpose as another one in a different place or organisation

upgrade – an improvement in the quality or usefulness of something, or something newer or of a better standard

f Ask students if they think any of the developments in the article might become reality. Put students into groups to discuss the questions. Take feedback as a class.

2 VOCABULARY Compound adjectives

a Ask students what you would call somebody who works for themselves (self-employed). Say that *self-employed* is a compound adjective, refer students to *lifelike* and *self-confident* and their meanings, and ask students to match the compound adjectives in the text with their meanings. Check as a class.

Answers

- 1 life-enhancing
- 4 short-sighted
- 2 open-minded3 backbreaking
- 5 ground-breaking

92

Write smart on the board and ask fast finishers what this word means as a prefix (something which uses computers to make it work so that it is able to act in an independent way; it usually suggests an Internet connection). Write these words on the board: smart card; smart door; smart meter; smartphone; smart shoes; smart TV; smartwatch. Ask the fast finishers to guess which of them are real, and what they mean. Ask them to write down the words they think are real and to write a definition for each one. Students check their answers by looking them up in a dictionary. Answers: smart card (a small plastic card which is used to make payments and to store personal information, real); smart door (not real); smart meter (a device which shows how much energy is being used and sends this information to the company which is supplying the energy, real); smartphone (a mobile phone which can be used as a small computer, real); smart shoes (not real); smart TV (a television on which you can also use the internet, real); smartwatch (a watch which has many of the features of a smartphone or a computer, real). When they have finished, students discuss their findings with another fast finisher.

b Put students into pairs to think of as many compound adjectives with self-, -like, -minded and life- as they can in a time limit. Ask the pair with the most compound adjectives to write them on the board and explain them.

Possible answers

- 1 self-aware, self-centred, self-motivated, self-obsessed, self-taught
- 2 birdlike, catlike, childlike, model-like, warlike
- 3 high-minded, like-minded, narrow-minded, strong-minded
- 4 life-giving, life-threatening, life-saving, life-changing
- c >>> 07.01–07.03 Students complete the exercises in Vocabulary Focus 7A on SB p. 164. Ask students to read both Tips. Play the recording for students to listen and check their answers to Exercises a and b. Play the recording for Exercise c. Check answers and elicit the pronunciation rule. Drill the compound adjectives. Tell students to go around the class and ask questions for each prompt in Exercise d so that they find at least one student for each prompt. Tell students to go back to SB p. 81.

Answers (Vocabulary Focus 7A SB p. 164)

- a 5 left-handed
- 8 mouth-watering
- 6 hard-hearted
- 9 jaw-dropping
- 7 clear-headed
- 5 lightheaded
- **b** 1 narrow-minded 2 half-hearted
- 6 light-hearted
- 3 absent-minded
- 7 hair-raising
- 4 short-sighted

- 8 mind-boggling
- c 1 mind-boggling; heartwarming; open-minded; short-sighted
 - 2 adjective + body part + -ed; body part + present participle



A typical error students make with compound adjectives is punctuation: It should be mentioned that only an efficient, well-qualified and openminded assistant would give the support we need. (Correct usage = It should be mentioned that only an efficient, well-qualified and open-minded assistant would give the support we need.). Another mistake students sometimes make is to hyphenate compounds with well when they come after nouns: The area was well-known for its high environmental standards. (Correct usage = The area was well known for its high environmental standards.).

d Put students into groups. Tell them each to think of a compound adjective, e.g., self-conscious, but not

say what it is. One student starts and the other students tell him or her to do things in a way that will show the word, e.g., Brush your teeth - the student will brush their teeth in a self-conscious way. The students keep giving instructions to do things until they guess the word. Then it is another student's turn to listen to instructions and demonstrate their word.

3 SPEAKING AND GRAMMAR

Speculation and deduction

a Ask students to look at may have been in sentence 1 and elicit how sure the speaker is (quite sure, but not certain) and whether it refers to the past, present or future (past). Do the same with the other phrases in bold.

Answers

this is certain or nearly certain: 3, 6, 8 this isn't certain, but it's probable: 2 this is possible but not at all certain: 1, 4, 5, 7

past: 1. 6. future: 2, 3, 4, 5, 7, 8

modal verb + infinitive: 7 may start modal verb + have + past participle: 6 must have seemed modal verb + be + -ing: 5 might be shaking adjective + to + infinitive: 3 unlikely to be used

b 07.04 Tell students to rewrite the sentences in 3a using the phrases. Play the recording for students to check.

Answers and audioscript

- 1 It's possible that we've been trying to augment, or improve, ourselves from the moment we invented tools
- 2 It's likely that people will decide to swap their own hands, arms or legs for bionic limbs.
- 3 Because of their cost, it's not very likely that haptic gloves will be widely used in the foreseeable future.
- 4 There's a good chance they'll eventually be used for more everyday applications.
- 5 Who knows if before long we may be able to shake hands with business colleagues on the other side of the world!
- 6 The idea of replacing someone's heart almost certainly seemed like science fiction.
- 7 Most of these devices are still very expensive, but costs will probably start to come down as the technology advances.
- These new bionic organs are sure to perform better than their biological counterparts.
- c >>> 07.05–07.07 Students read the information in Grammar Focus 7A on SB p. 150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Exercise c could lead to a discussion about whether robots might be performing everyday tasks one day and if so, what the consequences would be. Tell students to go back to SB p. 81.

Answers (Grammar Focus 7A SB p. 150)

- 2 Customers are bound to complain.
- 3 I may well see / be seeing Ian tomorrow.
- 4 Barbara must have broken the window; she was playing round here.
- 5 The referee can't have seen the incident.
- 6 Damien should know the answer.
- 7 I/You can tell that Greta is dissatisfied.
- 8 Karen isn't at her desk, so she must be having a coffee break.

- 1 must have, almost certainly, probably
- 2 almost certainly, probably
- 3 may well, could
- 4 almost certainly, probably
- 5 could, may well
- 6 possible that
- 7 unlikely to
- 8 a good chance that



CAREFUL!

A mistake students sometimes make is to use bound to rather than likely/obliged/forced to: Also, music is not bound to be of use to a scientist. (Correct form = Also, music is not likely to be of use to a scientist.).

- **d** Ask students to rewrite the sentences using the verbs in brackets to speculate or make deductions. If necessary, pre-teach foresee (C1) (expect a future situation or event) and pose (C1) (cause a problem/threat). Monitor to make sure students are using the expressions accurately.
- Put students into pairs to answer the questions about Exercise 3d. Take feedback as a class.

Possible answers

- 1 The inventor of the Internet couldn't have foreseen the impact of his invention
- 2 Memory implants for humans might well be just a few years away.
- 3 The development of humanoid robots is sure to have a major impact on the way we live.
- 4 There is a good chance that using BMI to monitor thoughts will pose a threat to people's privacy.

4 LISTENING

- a Put students into groups to discuss what issues the pictures show. Take feedback as a class.
- 07.08 Play the recording for students to listen and check their ideas in 4a. If necessary, pre-teach some of the words from the Vocabulary support box. Ask students to write a one-sentence summary of each solution. Check answers.

- 1 People get away with telling lies and misleading others; the invention is a fact-checker app that would alert us when someone tells lies or mistruths.
- 2 There is too much noise and visual stimulation in the modern environment: the invention is a remote control that would modulate, tone down and filter sensory information.
- 3 Being good-looking gives some people an unfair advantage in life; the invention is a mask that would conceal people's appearance when they are interviewed so that they wouldn't be judged on how they look.

Audioscript

SPEAKER 1 Politicians, media pundits, writers and students get away with claims that are not based on fact.

If I was ruler of the world for a day, I would install fact-checker apps into our smartphones, into our computers, so that when facts were broken, when people told lies, or told mistruths, our phones went 'Brrrrrrr!', or the lines on our computer screen popped up in red. That way, we'd know what was fact and what was fiction.

Of course, I wouldn't apply it to everyone. I wouldn't apply it to poets, to novelists and others who specialise in imaginary ideas. My aim would be to ensure that we benefit from the age of the Internet of things, to have an Internet of facts and ideas, and through this we would hopefully get away from the infuriating falsehoods that are being widely disseminated.

Over time, good ideas would be spread far and wide, and bad ideas would be seen as a joke, rather than being the source of misinformation and perpetuating ignorance.

SPEAKER 2 The invention I would like to propose is a remote control that can modulate the amount of sensory information you get – the amount of sound, or smell, visual information, etc.

I came up with this idea because I cycle around London quite a lot, and every day I notice how much I am bombarded with the sounds of traffic and the smells of the city and visual advertising and media. I think this is something that in general people deal with in a number of different ways. Often it relies on putting more information or stimulus into your body, like wearing headphones or looking at your phone. A remote control would allow you to tone down what's there. I imagine it would work like a force field you can set at your ideal level, because everyone is different, and everyone has different ideal levels, and it just filters everything that comes in and out.

SPEAKER 3 Well, my idea for changing the world is quite simple, and it can be justified on the grounds of justice and fairness. It is simply that when someone is interviewed, for a job, for example, that they should have to conceal their appearance.

They would have to wear a mask. They would not be able to exploit their, let's say, personal or their social, visual capital. They would have to be judged according to their merit. It would create a level playing field. It would ensure that the best person was recruited to a company – irrespective of whether that person was good-looking or ugly, as conventionally determined.

It would serve the interest both of fairness in respect of that person's rights, and it would ensure a level playing field, therefore, for that reason. But it would also ensure the most meritocratic outcome the best person would be chosen for the job.

107.08 Play the recording again, pause after each speaker and ask students what impact the idea is intended to have.

Possible answers

- 1 Good ideas would reach more people and bad ideas would be seen as a joke. People would be better informed.
- 2 Everyone could receive their ideal level of stimuli from the outside world.
- 3 It would ensure employers hired the best possible candidates and would create a fairer employment market.

M VOCABULARY SUPPORT

pop up - suddenly appear

apply a rule/standard to sb/sth (C1) - make somebody or something obey a rule or judge them by a standard far and wide - to/from/in, etc. many different places in the country/world

perpetuate sth - make something continue to happen / be the situation

ignorance (C2) - lack of knowledge, understanding or information modulate sth - change the amount of something to make it more suitable

stimulus (C2) - something which stimulates the senses tone sth down - reduce something such as noise, colour, strong language, etc. to an acceptable level

on the grounds of (C1) – (formal) because of a particular reason a level playing field – used to describe a competitive situation which is fair because everyone has the same chance of success irrespective of sth (C2) – (formal) without considering something, often because it is irrelevant

determine sth (C1) - (formal, often passive) make a decision or judgement

serve the interests of sth/sb (C1) - (formal) help achieve something which is an advantage (for sth/sb)

meritocratic – of a system/society/organisation in which people have power because of their abilities, not because of money, social position, etc.

d Put students into pairs to discuss the questions. Take feedback as a class.

Put students into groups to discuss whether these statements are fact or fiction:

You burn more calories sleeping than watching TV. (fact) There are more English native speakers than Spanish. (fiction) Mount Everest would fit into the deepest area of the sea. (fact) You could live without water if you ate enough fruit. (fact) Tell students to write five of their own fact/fiction statements to test other groups.

e 07.09 Put students into groups to predict the experts' reactions to the ideas. Then play the recording to check. If necessary, pre-teach close to home (relevant and familiar, possibly because it is uncomfortably close to the truth).

Possible answer

They all think the ideas are good, but they have reservations about them.

Audioscript

SPEAKER 1 It's hard to argue with the idea that we want truth over falsehood. I think the trickiest part of this is actually knowing what the truth is and what facts are and aren't correct. And so, my biggest concern would be that the fact app might itself be full of falsehoods that we haven't found out yet or could be used to deceive us.

SPEAKER 2 I was intrigued, though, by the idea that you want to filter out these noises or smells or whatever it is when you're cycling. Isn't there a danger you could miss something that's rather important for your safety? For example, you might just miss that taxi that was coming round the corner that you didn't know about. So turned down, you go straight into it. So I think you'd need a smart filter which would be able to recognise what was essential for you to see and hear, red traffic lights, for example, and what could safely be filtered out, like advertisements or noise from building sites.

SPEAKER 3 It's a fascinating idea, and it's very close to home for me because I've hired hundreds of people and done hundreds of job interviews, many of which have been over Skype or telephone. And I think I like the values and the spirit behind the suggestion. My hesitation about it is that you know they say 80 percent of communication is non-verbal, and I think a lot comes across in expressions and bearing. Some of it is unfortunate and shouldn't influence your decision. Some of it is actually essential, I think - to assess someone's characteristics for a job. So I'm not sure what

© 07.09 Tell students to choose the point each expert makes. Play the recording again for students to check their answers.

Answers

- 1 b
- 2 b
- 3 a

g **O7.10** Language in context Information

- 1 Elicit the meaning of some of the words, e.g., If you filter information, do you let all of it in? (no) Do you let none of it in? (no) So what do you do? (only let some of it in). Ask students to complete the sentences. Play the recording for students to listen and check.
- 2 Students answer the questions. Check answers.

Answers

- 1 a claims, fact b falsehoods, disseminated
- d filters e conceal
- c misinformation
- 2 1 fact 2 claims
- 3 falsehoods, misinformation
- 4 disseminated, conceal, filters

LOATIP ELICITING

- Use prefixes and suffixes to help elicit meaning.
- Say to students: Is 'mis-' a positive or negative prefix? (negative). So is misinformation a good thing? (no). Give me some examples of words ending '-hood'. (neighbourhood, brotherhood). What word class are they? (nouns). So what is a synonym of 'falsehood'? (lie). Do you think there is a difference between 'falsehood' and 'lie'? (falsehood sounds less harsh). Does the 'dis-' in 'disperse' and 'distribute' mean to send 'out' or 'in'? (out). So could 'disseminate' be about keeping or releasing information? (releasing).
- Remind students again of this way of working out meaning when they study nouns with suffixes later in the unit on SB p. 85.

Ask fast finishers what *get away with* and *get away from* mean in sentences a and b: get away with sth (succeed in avoiding punishment or criticism for something); get away from (escape). Ask students to think of more get multi-word verbs with two particles, e.g., get up to sth (do something, often something that other people would disapprove of); get around to sth (do something that you have intended to do for a long time).

h Put students into groups to discuss the inventions that appeal to them the most and their reasons. Take feedback as a class.

5 SPEAKING

- **a** Encourage students to think of as many inventions or new ideas as possible, using the prompts to help them, and write them on the board. Put students into small groups to choose an invention or idea, take notes, then plan and practise a 60-second presentation (it may be useful to remind students of the presentation language in 6C on SB p. 74). Students choose one person from each group to present their idea to the rest of the class. Tell students to make notes on each idea as they listen as they will need them for the next stage.
- **b** Put students back into their groups to discuss how necessary, interesting and practical the other ideas were. Groups then ask each other to clarify any points or get extra information. Finally, ask students to vote for the best idea (they can't vote for their own!).

(+) ADDITIONAL MATERIAL

Workbook 7A

Photocopiable activities: Grammar 7A, Vocabulary 7A, **Pronunciation 7A**

Documentary video Unit 7 Connections

Video worksheet Unit 7 Connections

7B

WHAT I ENJOY IS A HEART-TO-HEART CHAT

♥ OPTIONAL LEAD-IN

Books closed. Put students into pairs and ask them to have a conversation by text: they cannot speak and can only send messages on their smartphones. If they don't have access to smartphones, ask them to pass each other messages on a piece of paper. After about five minutes, ask students how it felt compared to speaking to each other.

SPEAKING AND LISTENING

a Ask students to compare online and print newspapers and say whether print news still has a future. Put students into groups to discuss reading habits and choose a headline they might read. Take feedback as a class

EXTRA ACTIVITY

Put students into groups and tell them to choose one of the headlines. Ask students to discuss what story might be behind the headline: what happened and why it is news. Groups then take turns to present their story, briefly, to the rest of the class, each student saying part of the story.

b Ask students where you would find a blurb (on the back cover of a book). Tell students to read the blurb and say whether the writer thinks the Internet makes us more or less connected. Check as a class.

Answer

not necessarily more

C Ask students: What is the subject of 'accelerated'? (one). What does 'one' refer to? (the age of connection). What does 'age of connection' mean? (everyone being in communication). What could be happening to communication? (it is increasing). Ask students to work out the meanings of the other highlighted words from the context. Tell them to check in a dictionary if necessary. Check answers as a class.

Answers

 $\begin{tabular}{ll} accelerate (C1): happen or make something happen sooner or faster \end{tabular}$

ubiquitous: seeming to be everywhere

immensely (C1): extremely

inevitably (C1): in a way that cannot be avoided

cosmopolitan (C1): containing or having experience of people and things from many different parts of the world

engage (with something/somebody): become closer to something/somebody so that you can understand it/them

d Ask students why they think the author uses water as an example of shipping goods (water is a strange product to ship such a long way given that it falls free from the sky). Ask students to discuss the comparison in pairs. Take feedback as a class.

At the end of this lesson, students will be able to:

- listen to and read about research-based opinions on how people relate to one another in society and react to the views expressed
- use cleft structures with the appropriate intonation to emphasise information
- use a range of noun suffixes to express their opinions, including abstract ideas
- **e O7.11** Ask students why they think the book is called *Rewire*. Ask students to summarise the main point the book makes, according to Zelda, in one sentence. Tell three or four students to give you their answers and ask the rest of the class to comment on how accurate and complete they are.

Possible answer

We need to change our online behaviour so that we can connect more with different people and cultures.

Audioscript

PRESENTER Welcome to From My Bookshelf – the weekly programme where guests talk about a book that they think everyone should read. This week's guest is media expert and commentator Zelda Freeman. Welcome Zelda, thank you very much for being here today. Tell us about your book.

ZELDA Well, er... the most intriguing book I've read in the past few years – is *Rewire* by Ethan Zuckerman – er, he's an academic, and he thinks deeply about the role of media in our society.

- P Zuckerman. The main thing about his book, I hear, is that he's challenging the myth about the Internet, is that true?
- **z** Yes, er ... the myth. And what's interesting is that we only think we're more connected ... But, the point he's making is, we're actually wrong. Er, in some ways, the Net manages to isolate us.
- **P** So we're all connected together but we're isolating ourselves? That sounds like a contradiction how is that possible?
- Well, using myself as an example. I use the Internet to keep up with the news. I read a lot of newspapers online, but it's only British ones that I read. There's nothing stopping me from reading an Englishlanguage newspaper in China – it's just a click away. But, I don't. What Zuckerman is saying is that the Internet is a very powerful tool, but very few of us exploit it to its full potential.
- P I have to ask does it matter?
- Well, yes ... The reason why it matters is, we're living in an age of economic and physical connection. Er, our economies are connected. So, if the stock market in the USA sneezes, then we all catch a cold. We've all seen how; a deadly virus can break out in one part of the world and can travel around the globe very quickly. And more people are moving around. The thing we really need to understand is how other countries and cultures work. We're more linked to each other than we used to be, so we need to be a lot more cosmopolitan.
- P But in the 21st century, I'm sure a lot of people already know this. Does it actually matter if we don't do anything about it?
- Well, good point ... I mean, Zuckerman makes a very good point about that. We tend to think we know more than we actually do. It's a kind of false cosmopolitanism. And he uses this example because we know we could in theory read *The Times of India* online, but we almost begin to imagine that we actually do that, although in reality we don't. It's the possibility of connection that means we begin to think of ourselves as being cosmopolitan.
- **P** So we begin to think that a possibility is a reality?
- **z** Exactly. I mean, that's fine for many things, but as far as the Internet is concerned, I really think we need to think about it a bit more.
- P So why do you think that we don't connect more?
- Well, Zuckerman suggests that our online behaviour is not that different from our offline behaviour. Er, so for example, we form social groups according to the people we meet as we grow up, and we get together with people with similar attitudes and interests.

- P So like we do in social media, we only 'friend' people we want to actually *be* friends with?
- **z** Yes, that's right. What we don't do is explore much beyond that. But the thing is, we can we actually have the potential to do that.
- **P** So does Zuckerman himself does he have any suggestions?
- Well, he says that all we need to do is 'disconnect' from our current way of thinking and 'rewire'. We all have to learn to behave in a very different way.
- P How?
- That's the problem. It's a challenge. You need to identify what he calls 'bridge figures'. These are people who are able to translate ideas from one culture to another. They can explain it, give it context, and they help us to understand it.
- P So like in some kind of magazine or journal?
- **z** No, not really. He means being much freer than that. So, for instance, bloggers. These are people who have a passion for this kind of thing. Er ... their information needs to be open and accessible and therefore it's free for everyone.
- **P** Won't this just be more information online that people don't read?
- Z So, as I mentioned before, business and politics are more and more connected. Er, business and political leaders need to be genuinely cosmopolitan in this day and age. So people who are 'bridge figures' are likely to assume more and more important roles in business, and also in politics. They've rewired already. So, if we want to do well in the world, we need to rewire as well.
- f 07.11 Ask students if they would read *Rewire*. Play the recording again. Tell students to note down examples. Check answers as a class. Use the Vocabulary support box to help with vocabulary as necessary.

Possible answers

- 1 we read a lot of newspapers online (but not necessarily those from other cultures, although they're widely available); we form social groups (but only with people similar to ourselves)
- 2 economically: we're affected by changes in the US stock market; physically: dangerous viruses can spread quickly round the world and more people are moving around
- 3 we know we could read *The Times of India*, so we almost begin to think that we do
- 4 bloggers, business and political leaders; they translate ideas from one culture to another

****NOCABULARY SUPPORT**

myth (C1) - a commonly believed, but false, idea

isolate (C1) – separate one, or a group, from the main group so that it has no contact

contradiction (C2) – the state in which two statements, ideas, etc., cannot both be true because they contain opposing ideas

sneeze (B2) – used figuratively to mean change slightly/ suddenly/briefly in a negative way

 $assume \ (a\ role)\ (C2) - (formal)\ to\ start\ to\ take\ responsibility\ for\ a$ particular thing/job

g Ask students to think about whether they behave differently online. Put students into groups to discuss the questions. Take feedback as a class.

♥ EXTRA ACTIVITY

Tell students to think about how they behave online and to create an avatar for themselves. For example, someone may be very talkative in person, but not enjoy interacting over the Internet, so they might create a shy-looking avatar. Display the avatars. Can the class guess who is who?

2 GRAMMAR Cleft sentences

a Q 07.12 Ask students to match the sentence halves. Play the recording for students to listen and check.

Answers

1 c 2 e 3 a 4 d 5 b

b Write this sentence on the board: What's important is people care about each other. Ask students: What is important? (People care about each other.) Write this sentence on the board: All I want is to live in a fair world. Underline What's important is ... and All I want is ... and ask students: What does this part of the sentence do? Make the sentence more polite, or emphasise the information that follows? (emphasise) Ask students to answer the question in pairs.

Answer

the information (a-e) that follows each cleft structure (1-5)

c Ask students how many verbs there are in the cleft part of the sentences (two or three). Ask students which verb joins the cleft to the complement to elicit the answer.

Answer

be

d • **Pronunciation** Ask students what intonation comment phrases take at the start of sentences (fall then rise). If necessary, refer students back to SB p. 75. Ask students to predict what intonation the cleft part of the sentence takes. Play the recording for students to listen and check their prediction. Check the answer.

Answer

fall then rise

e >>> **O7.13-07.14** Students read the information in Grammar Focus 7B on SB p. 151. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 83.

Answers (Grammar Focus 7B SB p. 151)

- **a** 2a 3d 4f 5h 6b 7c 8e
- **b** 2 It was the captain of the ship who ... 6 ... is that he ...
- 3 All that students want ...
- 7 It was the weather ...
- 4 All she did was (to) take ...
- e ... 8 It is a unique situation ...
- 5 ... is that you fill ...
- c 2 All I need is ten euros.
- 3 It is a job that nobody wants to do.
- 4 What you are asking for is unreasonable.
- 5 The reason (why) we chose Portugal was the friendly people.
- 6 What happened was (that) our car ran into a tree.
- 7 It was her cousin who/that was causing all the trouble.
- $8\,$ The thing that bothers me is (that) I don't know Jason so well.

CAREFUL!

A mistake students sometimes make is to forget *be* in the cleft: What is special about soap operas that they attract attention-more than any other TV programme. (Correct form = What is special about soap operas **is** that they attract attention more than any other TV programme.).

f Say: Zelda wants more awareness of the problems. and ask students to change it into a cleft sentence beginning with What (What Zelda wants is more awareness of the problems.). Tell students to change the sentences. Then play the recording for students to listen and check.

Answers and audioscript

- 1 What we don't need is free wi-fi all over town.
- 2 It's only at work that I use a landline.
- 3 All we have to do is unsubscribe from social media to help us reconnect.
- 4 What's incredible is just how liberating it is to go digital.
- 5 The reason it worries me is that people end up living in virtual worlds and losing touch with reality.
- g Ask students to complete the cleft sentences individually. Put students into pairs and tell them to take turns to say their sentences and comment on their partner's sentences. Take feedback as a class by asking some students to say their sentences aloud.

3 READING

- a Ask students if they regularly communicate with anyone who they have never met face-to-face and, if so, whether they could call these people friends. Put students into pairs to discuss the difference between face-to-face and online friendships. Take feedback as a class.
- **b** Put students into pairs to say whether they think the statements are true or false and why. Take feedback as a class.
- **c** Ask students to read the article and check their answers in 3b. Use the Vocabulary support box to help with the idiomatic expressions if necessary. Check answers as a class. If students struggled with the scientific language in the article, do the Extra activity.

Answers

- 1 True
- 2 False
- 3 False
- 4 True 5 True

M VOCABULARY SUPPORT

take the heat out of (an argument) – reduce the level of anger/excitement

be music to sb's ears – be something that you are very pleased to hear

on closer reading – when read again more carefully, the first interpretation was wrong or incomplete

be in the doghouse - be disapproved of

keep track of sth – be continuously informed about something a nudge in the right direction – a small effort to improve a situation

EXTRA ACTIVITY

Write two lists on the board and divide the class into As and Bs:

Student A: extrapolate trigger finding reinforce

Student B: exert effects replicate findings exacerbate

Ask students to check with a dictionary and write a synonymous paraphrase for each expression. In AB pairs, students explain the words in their lists to each other, using the context of the article.

d Ask students if the author believes in the link between cold and loneliness (generally, yes). Ask students to read the article in more detail and answer the questions. Check answers as a class.

Answers

- 1 It helps us see other perspectives and gives us a sense of social distance and separateness.
- 2 Loneliness makes people feel physically cold. Ostracised (lonely) people preferred hot food, and their skin temperature dropped.
- 3 Research which makes connections between things that don't logically seem to be connected, like loneliness and physical coldness, or words connected with old age and the speed we walk at. The research has lost popularity because scientists have not been able to repeat certain studies and get the same results.
- 4 Because temperature does, in fact, have an important link with loneliness.
- 5 Connections through social media make us feel lonely because they don't involve heat.
- 6 They warm us up and make us feel less lonely.

EXTRA ACTIVITY

Put students into groups to discuss whether they would agree with these statements if they were presented with research evidence to back these claims up:

People will pay 50% more for a 10% improvement.

The happiest period of your life is between 35 and 40.

The more you pay people, the better their results at work.

Talking to flowers and plants helps them grow faster.

People with pets live 10% longer than people without pets.

e Ask students whether we can measure concepts like tolerance and loneliness in experiments. Put students into groups to discuss the questions. Take feedback as a class.

4 VOCABULARY Nouns with suffixes: society and relationships

a Put students in pairs and ask them if they know any of the highlighted words and if so tell them to explain the words to their partner. Ask students to guess the meaning of the rest of the words from the context and check with a dictionary. Check answers as a class.

Answers

grasp viewpoints (C1): understand opinions affable tolerance (C2): willingness to accept, in a friendly way, behaviour and beliefs that are different from your own, although you might not agree with or approve of them prejudice (B2): an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge perspectives (C1): particular ways of considering something intimacy: a situation in which you have a close friendship with someone

loneliness (C1): the state of being lonely ostracism: avoiding someone intentionally, or preventing someone from taking part in the activities of a group exclusion: the act of not allowing someone or something to take part in an activity or to enter a place

social contact (B1): communication with people, relating to activities in which you meet and spend time with other people security (B1): protection of a person, building, organisation or country from danger

isolated (C1): feeling unhappy because of not seeing or talking to other people

LOA TIP CONCEPT CHECKING

- Translation is an efficient way of concept checking vocabulary if you share the same L1 as the students and there is nothing in the communicative approach discouraging translation. However, you can use variations on the basic approach, saying the word in L1 for students to then say the word in L2.
- Say the definition of the word in L1 rather than the word
- Say an example sentence in L2 with the highlighted word in L1, e.g., in Turkish: There needs to be more hoşgörü of people from different cultures (tolerance).
- Give a synonym or antonym of the highlighted word
- · Say one of the words highlighted and give a list of three or four words in L1 for students to choose from. Alternatively, do the opposite: say a word in L1 and offer three or four of the highlighted words.
- **b** Ask students to complete the phrases. Check answers as a class.

Answers

- 1 viewpoint
- 2 perspective
- 3 perspective, intimacy
- 4 social contact
- 5 security
- **c** Ask students what the noun forms of the words are. Check as a class.

Answers

coldness loneliness ostracism exclusion isolation

d • 07.16 Ask students to rewrite the words with the appropriate suffix. Play the recording for students to listen and check. Then tell students to check any new words in a dictionary.

Answers

- 1 materialism, optimism, socialism, separatism, capitalism
- 2 nervousness, rudeness, selfishness, fairness, closeness
- 3 collaboration, distribution, liberation, innovation, separation



A mistake students sometimes make is to use the wrong noun form: I hope the city will accept the proposal that will benefit all of the residents and tourism that come to our great city the most. (Correct form = I hope the city will accept the proposal that will benefit all of the residents and **tourists** that come to our great city the most.). I handled the situation with calmness and professionality. (Correct form = I handled the situation with calmness and professionalism.).

e Tell students to study the examples and complete the rule. Refer students to the Learning Tip. Check answers as a class.

Answers

- -ness
- -ism
- -tion

f Ask students what the difference between the meaning of the three nouns is, using a dictionary if necessary, and to make example sentences showing the differences.

Answers

separation (B2): a situation in which two or more people or things are separated; an arrangement, often legal, by which two married people stop living together as a couple

separatism: the belief held by people of a particular race, religion or other group within a country that they should be independent and have their own government or in some way live apart from other people separateness: the state of existing or happening independently or in a different physical space

FAST FINISHERS

Ask fast finishers to find three more nouns for each suffix, e.g., tiredness, realism, decision.

M HOMEWORK ACTIVITY

Ask students to read the information in the Learning Tip again and find five sets of words with the same base form but different suffixes, e.g., collection (a group of objects of one kind that have been collected by one person or in one place); collective (an organisation or business that is owned and controlled by the people who work in it); collectivism (a theory or political system based on the principle that all of the farms, factories and other places of work in a country should be owned by or for all the people in that country). Tell students to record the different meanings with example sentences. In the next class, ask them to share their words with a partner.

5 SPEAKING

- **a** Ask students to look at the picture and ask how the man feels in such an isolated environment. Write this sentence on the board and ask students for nouns that would be suitable: _____ is one way to make yourself unpopular and isolated. (e.g., Selfishness, Rudeness). Tell students to complete the sentences using the words studied in the lesson or their own ideas, checking the form in a dictionary. Students then add two more sentences of their own on the same topic. Monitor and support students as necessary. Check that students' answers use appropriate suffixes.
- **b** Put students into pairs to explain their ideas from 5a and then discuss and agree five key qualities and kinds of behaviour that are important to social relationships. Take feedback as a class.
- c Put students into groups to choose one of the situations and decide how to deal with it, making a list of problems and suggestions. Tell each group to present their analysis of the situation to the rest of the class.
- **d** Ask students to discuss in groups whether they have any personal experience of these situations. Ask students to share any interesting anecdotes with the class.

ADDITIONAL MATERIAL

Workbook 7B

Photocopiable activities: Grammar 7B, Vocabulary 7B

EVERYDAY ENGLISH

I was out of line

At the end of this lesson, students will be able to:

- apologise and admit fault in real-life contexts such as a telephone conversation using a range of functional language
- pronounce spellings with ou and ough

Books closed. Put students into groups and read out this

It is late on Saturday night and Tom gets a phone call from his friend Sally saying she needs to see him urgently. Tom drives as fast as he can to Sally's, too fast to stop in time when he sees a barrier in the middle of the road the road workers had forgotten to remove. Tom's car crashes into the barrier. Sally then phones Tom to say she can wait until the morning.

Ask students to discuss whose fault the accident was: Sally's, Tom's, the road workers'.

11 LISTENING

Draw arrows on the board to indicate four different intonation patterns: fall, rise, rise-fall, fall-rise. Get students to pronounce the word Sorry with the different intonation patterns and to say what the meaning could be: fall (normal pronunciation, an apology); rise (to get attention, Sorry, are you Mrs Brown?); rise-fall (sarcasm, Sorry for giving my opinion.); fall-rise (contradiction, Sorry, B is the right answer.). Put students into pairs to look at pictures a-d and discuss the questions. Take feedback as a class.

Possible answers

- 1 a The elephant can't hear the mouse.
 - b The student doesn't understand what the man is saying.
 - c The shop assistant has made a mistake with the money.
- d The man is drawing the bus driver's attention to the fact that the bus's wheel is on his foot.
- 2 Students' own answers
- **b** Ask students to look at the pictures and say who could be apologising for what. Take feedback as a class.
- **©** 07.17 If you have the video, play it without sound first and ask students to say who looks as if they are apologising. Play Part 1 of the video or the audio recording. Check answers as a class. If necessary, preteach call it a day (stop the work you are doing) and poke your nose into sth (C2) (try to discover things that are not really related to you).

Answers

- Max is apologising to Sara for being on the phone.
- Sara is apologising to Max for talking about his book with Alex.

Videoscript/Audioscript (Part 1)

- MAX Excuse me a moment, I'll have to take this ... Hi Wendy ... Yes, I agree, we do need to talk this through. I'm with someone right now, though. Can I call you even if I wanted to. back? Yes. OK. Speak later. Bye. **s** I'm sure that's not true, Max. Sorry about that.
- **SARA** No worries. Sometimes it can't be avoided.
- **M** It was my publisher asking about another book.
- s Oh? Most writers would be over the moon to get the opportunity to write a second novel.
- M Yeah, but I'm not sure I could,
- I'm sure you'll come up with something soon. Hey, y'know, Alex had a good idea yesterday, for more to the Solar Wind story.
- M Alex?

- **s** Yeah. You know how we said a sequel is impossible ... Well, he said you ought to write a prequel. Y'know ... Tell the story of what happens before Solar
- **M** So, you've been talking this through with my sister's boyfriend?
- s Well, yes, I thought it might be a good idea ...
- M I think it's a bit out of order!
- s Sorry?
- **M** First, you hide the fact that you're a journalist. Then, you go gossiping about me to the whole world! It's not on!

- s Well, I wouldn't say Alex is the whole world, exactly ...
- M To be perfectly honest, I'm not sure I can go through with another interview.
- s You're right. I was out of line.
- **M** People poking their noses in! I've had it up to here with it!
- s Max, please, it's not like that! I'm sorry, it was inexcusable of me to pretend I was a fan, but ... I think you're overreacting here.
- M Maybe so, but I think we had better call it a day. Please don't bother me again.
- **d O**7.17 Ask students what the outcome of the conversation is (Max doesn't want to speak to Sara). Play Part 1 of the video or the audio recording again for students to answer the questions. Check as a class. When checking question 2, ask students to explain these expressions Max used: It's a bit out of order. (It's not really correct behaviour.); It's not on. (It's unacceptable.); I've had it up to here. (I can't tolerate the ongoing situation.)

Answers

- 1 He's annoyed by them asking him about a second novel.
- 2 He's angry that she's discussed his problem about writing a sequel with Alex.
- 3 She's surprised, upset and disappointed.
- **e** Ask students if they sympathise more with Max or Sara here. Put students into groups to discuss the question. Take feedback as a class.

2 PRONUNCIATION Sound and spelling: ou and ough

a D 07.18 Write on the board:

Then, you go gossiping about me

Ask students if the pronunciation of the underlined ou sounds is the same or different (different: you = /u:/; about = /av/). Play the recording. Ask students to note down one word spelled with ou in each sentence and to answer the question. Check answers as a class.

Answers and audioscript

- 1 Tagree, we do need to talk this through.
- 2 I'm with someone right now though.
- 3 I'm not sure I could, even if I wanted to.
- 4 Well, he said you ought to write a prequel.
- 5 I think it's a bit out of order.
- The sound of the letters ou in each word is different.

b 07.19 Ask students how many different ways ou is pronounced in the sentences in 2a (five). Students complete the table with words from the box and say which sounds are short and which are long (diphthongs count as long sounds). Play the recording for students to listen and check their answers. Drill all the words.

Answers

- 1 /υ/ could, should (short)
- 2 /uː/ soup, through, route (long)
- 3 /aυ/ noun, pronouncing, south (long)
- 4 /əʊ/ though (long)
- 5 /ɔː/ fourth, thought, ought, pour (long)
- 6 /n/ touch, tough, enough, rough, southern (short)
- 7 /p/ cough (short)
- 8 /ə/ jealous, conscious, thoroughly (short)
- c 07.20 Tell students to underline the *ough* words in the conversation. Play the recording. Drill the conversation line by line. Then put the students into pairs to practise the conversation.

LOATIP DRILLING

- Drilling conversations containing the target sounds is useful as it is more natural to pronounce sounds in a
- Books closed. Write the conversation in 2c on the board. Drill it line by line and put students into pairs to read it
- Rub out several words from the conversation on the board. Drill it line by line again. Students will need to remember the missing words and their pronunciation.
- Rub out more words and drill the conversation in several stages until finally the whole board is blank and students are repeating the conversation from memory.
- Put students into pairs to practise the conversation. Then drill the conversation line by line a final time.

EXTRA ACTIVITY

Put students into pairs to write a new conversation using as many words spelled with ou and ough as possible. Put pairs into groups of four. They take it in turns to read out their conversations to the other pair. Students listen and check the pronunciation.

3 LISTENING

a © 07.21 Tell students to look at the photo and guess what Emma and Max are arguing about. Ask students to put the events in the order they think they will happen. Then play Part 2 of the video or the audio recording for them to check.

Answers

a 4 b 1 c 8 d 6 e 3,7 f 9 g 2,5

Videoscript/Audioscript (Part 2)

EMMA Oh, hello Max! Take a look at E Try me! Y'know this is just this house. Isn't it gorgeous?

MAX Yeah, nice.

- E Look, it's dead cool. This website allows you to take a virtual tour around the house.
- M Right. But surely that price is way out of your league.
- **E** Yeah, but I thought ... for you.
- M Me? Why?
- **E** Well, you need somewhere to
- **M** Why don't you just come out
- E No, no, no, of course not. Look, there's no need to get so worked up about it!
- **M** Why is everyone trying to organise my life for me today? First Sara, now you!
- E Max!
- M Why doesn't everyone just get off my back?!
- E Look, calm down, Max. I'm sorry. That wasn't very tactful of me, was it? But, y'know, you do need a place of your own. We both do, to be honest.
- M You're right. As always.
- E Max.
- **M** I'm sorry I overreacted. I don't know what came over me. I've just been really stressed recently. But I had no right to take it out on you like that.
- E It's OK. We all lose it from time to time
- **M** Me more than most!
- E Hmm. What were you saying about Sara?
- M Oh. Apparently, she and Alex have been discussing my next book. Alex's got a brilliant idea,
- E Oh I see And what's that?
- M Well, that I should write a prequel.
- E Not a bad idea.
- M Do you honestly think that that idea hasn't crossed my mind?!
- E Oh, Max! Don't get all angry again, please!
- M Well, for goodness' sake! I'm fed up of being completely misunderstood all the time!
- **E** Well, if you've had that idea, why haven't you done anything about it?
- M Well ... you wouldn't understand.

- typical you! Constantly whining about how nobody understands you, but given half the chance, you can't be bothered to explain what's going on in that big head of yours.
- M Emma! All right then, fine. I'll tell you. I'm scared that I'll ruin Solar Wind by writing something rubbish that everyone hates.
- E What?
- **M** I'm scared, Em.
- with it? You're throwing me out! **E** Do you remember that time you wrote that short story for the school newspaper?
 - M Not really.
 - **E** Oh, come on, you do so. What was it called ...? Um ...
 - M Solar Breeze
 - E It wasn't, was it? Anyway, you write that story, the whole school loves it, Mum and Dad are beside themselves with pride, as are you, and Miss Hall suggests you enter the National Short Story competition. Do you remember?
 - M Yes.
 - E And what a hoo-ha that was! You were entering the competition, you weren't entering the competition, you were, you weren't. Mum, Dad and I had to endure listening to at least 30 versions of it sometimes even in the middle of the night. We all went without sleep for about three weeks.
 - M Emma, look, I know where you're going with this, OK.
 - E Good! And in the end, you won first prize! And I was so proud of you, Max.
 - M You were?
 - **■** Yeah! Because the thing about my big brother is ... he always pulls it off. Am I right, or am I right?
 - M You're right.
 - **E** And tell me, how did you leave it with Sara?
 - M Sara? I guess I overreacted there too, if I'm honest. Well, I had a bit of a go at her, actually. Stormed off ... I know what you're thinking. Right again. I'd better ring and apologise.
 - E Yeah, I think you'd better do that, Max.
- **b** 07.21 Ask students why Max mentions Sara (Emma is behaving like her and trying to organise his life). Tell students to watch or listen again and decide what Emma and Max agree about. Play Part 2 of the video or the audio recording again. Check answers as a class.

Answers

1 no 2 yes 3 yes

***** VOCABULARY SUPPORT**

dead (adv., C1) - extremely

be out of your league – be too good or too expensive for you worked up – upset or very excited about something lose it – lose control of your behaviour do sth about sth – take action to deal with something

whine – if you whine, you repeatedly complain in a way that is annoying to other people

be beside yourself with sth (C2) – experience a powerful emotion hoo-ha – an occasion when there is too much interest in or discussion about something that is not important qo without sth (C2) – not have something that you usually have

where sb's going with sth – said during a long monologue, speech etc. to say what the speaker's eventual point will be

pull sth off – succeed in doing something difficult or unexpected *have a go at sb* – attack/criticise somebody verbally during a disagreement

storm off – leave a situation angrily and without saying goodbye

c Language in context Challenging

Ask students how Max feels when he says these expressions (angry, aggressive). Tell students to say the expressions in other words. You could hand out copies of the audioscript and suggest that they use the context to help them. Check answers as a class.

Answers

- 1 Say what you really mean.
- 2 Stop interfering in my life.

♥ EXTRA ACTIVITY

There are a large number of idiomatic and informal expressions in this script. If students are interested, look at the expressions in the Vocabulary support box together with the script, which you can copy for them. Ask students to find and underline the expressions, and then play the audio/video again and stop it after each phrase. Elicit the meaning of each expression.

d Ask students why they think Emma mentions the *Solar Breeze* episode (to make Max feel more confident). Ask students if the conversation ends better or worse than the one with Sara (better). Put students into pairs to discuss the questions. Compare ideas as a class.

Possible answers

Students' own answers

calmer, better, more positive (about his next book), sorry/guilty

EXTRA ACTIVITY

Tell students to write the last line of Max's short story *Solar Breeze*. Give some examples, e.g., *The breeze had gone but the wind was coming* Put students into groups to compare their last lines and say which one is the most interesting.

4 USEFUL LANGUAGE

Apologising and admitting fault

Ask students why the satnav might want to apologise (e.g., it has guided the driver into the sea / a river). Ask students which part of its words are apologetic and which admit fault.

Answers

apologetic: I do apologise admits fault: it was my fault entirely

b O7.22 Tell students to complete the expressions. Play the recording for them to check. Drill the expressions.

Answers

- 1 inexcusable
- 2 line
- 3 tactful
- 4 came
- 5 right
- 6 guess
- C Tell students to imagine that they were in a café and they shouted at a waiter because he brought white sugar not brown sugar. Ask students what expression from 4b they would use afterwards. Tell students to put expressions from 4b with the situations and say that more than one could be appropriate. Check answers as a class.

Possible answers

- a 4
- b 5
- с 3
- d 4,6
- 1, 2 possible for all
- d Ask students if they think Sara is expecting Max's call and how she might react. Put students into pairs to plan and practise the phone call using the functional language. For variety, you could ask some students to behave as a relieved Sara, an unforgiving Sara, an indifferent Sara, etc. Choose several pairs to role play the call in front of the whole class.

5 SPEAKING

Divide the class into pairs and assign A and B roles. Student As read the Conversation 1 card on SB p. 137 and Student Bs the Conversation 1 card on SB p. 135. Student A starts the conversation. They then both read their Conversation 2 cards and Student B starts. Encourage students to use the functional language for apologising and admitting fault on SB p. 87 and monitor. As part of the class feedback, ask students if they have ever been in any situations like this.

(+) ADDITIONAL MATERIAL

Workbook 7C

Photocopiable activities: Pronunciation 7C

Unit Progress Test

7D

SKILLS FOR WRITING It may result in improved cooperation

♥ OPTIONAL LEAD-IN

Books closed. Divide the class into groups of five. Tell students that the group is going to make a profit today. Tell them you will give them £25 or the local equivalent. They have five minutes to plan how they will use the money to make a profit. They should involve every person in the group in the plan. Stop students after five minutes. A speaker for each group explains the plans for the money. The class votes on the plan most likely to make the most profit. When taking feedback, ask students to describe how their group decided what to do and if they were happy with their plan.

LISTENING AND SPEAKING

a Ask students what things are better to do alone and what things in teams. Put students into pairs to look at the pictures and discuss the questions. Check ideas as a class.

Possible answers

- 1 a team which is office-based, collaborating on a project
- 2 a sports team
- 3 students working closely, sharing information
- 4 colleagues working side-by-side to complete a building Students' own answers
- **b** Put students into groups to discuss the questions. Take feedback as a class.
- c 07.23 Ask students what kind of teamwork might be important in an insurance company. Play the recording for students to listen to each speaker in turn and make notes for each question. If necessary, pre-teach be/get caught up in sth (C2) (become involved in something, often without wanting to) and pull together (work hard as a group in order to achieve something). Check answers as a class.

Answers

Claudio

- 1 Masha
- 2 stubborn, aggressive, too talkative, inflexible, no sense of humour
- 3 nice, good ideas, very creative

Masha

- 1 Sam
- 2 funny habits, pays too much attention to detail, doesn't start a project until he understands everything about it, calls things to a halt / slows things down unnecessarily if something doesn't make sense to him, inflexible
- 3 old-fashioned, sweet, precise, asks the right questions, good at predicting possible problems

Sam

- 1 Claudio
- 2 reads newspaper online when he should be working, strange and doesn't say a lot in meetings, seems to be laughing at colleagues, lazy, not sincere
- 3 quiet, says things worth listening to, good at solving problems, clever
- 4 She thinks they aren't pulling together and can't communicate well with each other. She thinks they need to do a team-building course or something similar.

At the end of this lesson, students will be able to:

- listen to professionals talking about the ingredients of a good team while using words and expressions appropriate to that sphere
- discuss characteristics of a good team, personality attributes and team-working strategies
- use devices for linking, highlighting and exemplifying ideas in writing
- write a formal proposal on the role and value of a team-building activity

Audioscript

CLAUDIO Deep down, Masha is a nice person. I mean, if we go and have a coffee together and just talk about everyday things, we get on just fine. But in meetings, she really winds me up. She's the most stubborn person I know. What annoys me is that once she gets hold of an idea, she won't let it go. She'll defend her idea and get quite aggressive about it. And sometimes she just won't stop talking, and I'm sitting in a meeting and inside myself I'm saying, 'Stop talking now, please!' Admittedly, she does have really good ideas sometimes. In fact, she's very creative, but she doesn't seem to understand that there can be other ways of looking at things. What she needs to do is lighten up – get a sense of humour. In this job, what you need more than anything else is the ability to laugh at yourself.

MASHA There's something a bit old-fashioned about Sam that I find very sweet. It's the thing I like about him the most. He has lots of funny little habits, like every morning he has coffee and a chocolate biscuit at exactly 9:45 am. It's always the same kind of biscuit and only ever one. The trouble is that this kind of precision affects the way he works. His attention to detail is incredible, but it's a drawback. What frustrates me is the way he absolutely refuses to start work on a project until he understands absolutely everything about it. And then when a project is underway, if there's something that he thinks doesn't make sense, he'll call everything to a halt until he thinks it's sorted out. Sometimes it's just so unnecessary, and it really slows things down. But sometimes the question he is asking is the right one to ask. And I have to admit, he's really good at predicting where problems might come up. But I just wish he was a bit more flexible.

sam I sit next to Claudio in the office. The one thing I really appreciate about him is he's quiet. I don't like working next to someone who talks all the time. However, I know for a fact that when it looks like Claudio is really concentrating on something, he's reading a newspaper online. I can see his screen. I don't really think he should be doing that. And in team meetings I find him a bit strange. What unsettles me is the fact he doesn't say a lot. He spends a lot of time sitting there looking bored or with a cynical smile on his face. I sometimes get the feeling that he's . . . well, that he's laughing at the rest of us. Still, when he does say something, it's usually worth listening to. Sometimes, when I notice a problem in a project, it'll be Claudio who comes up with the solution. Vicki, our team leader, she likes that. I always get the feeling that Claudio's her pet. He is clever, but I think he's a bit lazy and I'm not altogether sure he's sincere.

We're supposed to be working on projects that improve business processes, but I feel like we spend more time managing each other than the project. We're not pulling together as a team. Team meetings have become really ... painful – there's no other word for it. The main reason why this is happening is that they just can't seem to communicate well with each other. Masha talks all the time and wants everything done her way. Sam interrupts and goes off on tangents, and Claudio just sits there looking as though everything were beneath him. I mean, they all have their strengths. Masha's a great ideas person, and Sam is brilliant at anticipating problems. And Claudio is the ultimate fixer – and he has a good sense of humour. But each individual is caught up in their own agenda. What we need to do is some kind of team-building course or something.

Answers

- 1 winds up
- 2 lighten up
- 3 attention to detail, drawback
- 4 unsettles, cynical smile
- 5 goes off on tangents
- 6 beneath him
- 7 caught up in their own agenda

FAST FINISHERS

Ask fast finishers to add more multi-word verbs ending with *up* to the two in the box (*lighten up, come up*), e.g., *bring up* (to look after a child until he or she is an adult); *cheer up* (to start to feel happier).

e Tell students to cover up d, look at the personality attributes and remember who has them, e.g., pays a lot of attention to detail (Sam). Students rank the personality attributes according to their acceptability. They then compare their order with a partner and justify their ranking. Take feedback as a class.

2 READING

a Ask students if they have any experience of team building. Elicit how it is done or how they imagine it is done. Tell students to read the proposal and say why Vicki has chosen The Interpersonal Gym and how she thinks it will work. If necessary, pre-teach *absenteeism* (when people are not at work or at school when they should be) and *negotiate* (obstacles) (deal with something difficult, in this case, things that are in the way). Check answers as a class.

Possible answers

TIG have 12 years' experience in providing personal development programmes. Team-building programmes are their speciality, with games and problem-solving activities which will appeal to all team members. The programme is likely to increase sales, lower absenteeism and increase profits.

Her team will improve their active listening and collective decision-making. They will have effective professional development resulting in increased job satisfaction.

b Put students into groups to imagine how they would react to the news of having to participate in a programme like this. Take feedback as a class.

3 WRITING SKILLS Proposals; Linking: highlighting and giving examples

a Ask students what the difference between a report and a proposal is (a report looks back, a proposal looks forwards). Tell students to complete the headings in the proposal. Check answers as a class.

Answers

Training needs
The TIG programme – what they do
Benefits to our business

b Tell students to underline the phrases starting with *I* in the report and tick all the reasons for them. Check answers as a class and refer students to the Writing Tip.

Answers

I currently manage; I have identified; I believe; I believe; I hope

- ✓ to introduce her opinions
- ✓ to be more persuasive

EXTRA ACTIVITY

Ask students to rewrite these parts of the proposal in a more relaxed style, as if Vicki was writing to colleagues:

I currently manage (I'm in charge of at the moment)

The need for greater interpersonal awareness within a team framework has become apparent. (It's clear to me that we need to improve our ability to understand and communicate with each other as a team.)

activities that are likely to appeal to all team members (activities that everyone in the team will like)

from organisations similar to our own (from companies like ours)

therefore lower absenteeism (so fewer people missing work).

You could also do the activity the other way around: give students the possible answers and ask students to underline the formal equivalents in the proposal.

c Students look at the highlighted words and phrases and match them with their functions. Check answers as a class.

Answers

- 1 For instance
- 2 As detailed in, as demonstrated by
- 3 Specifically, namely
- 4 in particular
- **d** Ask students to complete the paragraph and add the words and phrases to their answers in 3c.

Answers

- 1 especially (highlight an individual thing)
- 2 such, such as (give an example)
- 3 shown, as shown by (give evidence)

e Students complete the exercises in Writing Focus 7D on SB p. 173. Students read the table. Refer to the Language Note if necessary. Check answers to Exercise a and monitor Exercise b. After Exercise c, students could compare their achievements in English and discuss how to improve further. Tell students to go back to SB p. 89.

Answers

- **a** 1 For instance / Specifically
 - 2 as demonstrated by / as shown by / such as
 - 3 as demonstrated by / as shown by
 - 4 especially / in particular
 - 5 such as / namely / especially / in particular
 - 6 For instance / Specifically
 - 7 as demonstrated by / as shown by / such as / namely / for instance
- **b, c** Students' own answers

LANGUAGE NOTE

Especially (one of the top 50 misspelt words in English) means particularly / in particular and specifically means for a particular reason/purpose or restricted, not general, in nature: It was a specifically an especially warm welcome. The target market is specifically especially female. A common mistake made by students is to use especially at the beginning of a sentence: Especially, In particular, the views were outstanding.

4 WRITING

- **a** Ask students if they think they have the skills to lead a team. Put students into pairs to choose one of the teams and discuss ways of helping them. Take feedback as a class for each team.
- **b** Tell students to read the two programmes on SB p. 137. Ask them to discuss the advantages and disadvantages of each with their partner and choose one. Take feedback on the advantages and disadvantages of each programme as a class. Tell students to go back to SB p. 89.
- **c** Students write their proposals individually. Tell them to read the prompts and to use a structure with headings like Vicki's and formal language.

d Students read their partner's proposal, decide whether they will agree and tell their partner why.

O LOA TIP REVIEW AND REFLECT

- When you give feedback on writing, encourage students to reflect on the process involved by writing multiple drafts, with each draft an improvement on the previous version.
 This is particularly helpful for less advanced students.
- Students read one another's proposals and provide the first feedback, based on how persuasive the proposal is. Students rewrite their proposals.
- You give feedback on the content, including whether all the prompts in 4c have been covered, and the style.
 Students rewrite their proposals.
- Finally, give feedback on the language: mistakes and suggestions for more complex and descriptive language.
 Students now produce a final version.
- Ask students to compare their first and final proposals.
 They should see a clear development in content and language.
- The process of rewriting is smoother if students can use computers to edit and make changes.

EXTRA ACTIVITY

For homework, ask students to imagine the training took place and write a report about its success. Tell students to look back at SB pp. 28–29 for the structure of a report and useful language. When they have finished their reports, students give a mini-presentation to the class about their main findings and recommendations.

(+) ADDITIONAL MATERIAL

Workbook 7D

UNIT 7

Review and extension

1 GRAMMAR

a Write this sentence on the board and ask students how each modal makes the meaning different: *Jody should / must have told her*. (should = it was a good idea for Jody to tell her but he didn't; must = Jody definitely told her). Tell students to choose the correct options in the sentences. Check answers as a class.

Answers

- 1 will 3 that flying cars will 5 must 2 couldn't 4 may 6 should
- **b** Write this sentence on the board and ask students to reorder it beginning with *It*: to wanted to *It* who you speak *I* was (It was you who I wanted to speak to.). Tell students to complete the sentences. Check as a class.

Answers

- 1 What
- 2 was
- 3 happened
- 4 It
- 5 All
- 6 not
- 7 did
- 8 only

2 VOCABULARY

a Say to students: *My uncle is weak-sighted and can't read the newspaper without his glasses,* and ask them to correct you (short-sighted). Tell students to correct the mistakes. Check answers as a class.

Answers

- 1 warm-hearted
- 2 backbreaking
- 3 absent-minded
- 4 mind-boggling
- 5 light-hearted
- 6 heartbreaking

FAST FINISHERS

Ask fast finishers to identify the compound adjective in the sentences that can be correct in a different context and to give its meaning (*lightheaded* = if you feel lightheaded, you feel weak and as if you are going to lose your balance).

b Go through the words in the box and elicit the noun forms. Tell students to replace the words in italics with the noun forms. Check as a class.

Answers

- 1 nervousness
- 2 innovation
- 3 rudeness
- 4 collaboration
- 5 optimism
- 6 Selfishness
- 7 liberation

3 WORDPOWER self-

Which two are negative? (self-centred, self-satisfied). Which two are opposites? (self-sacrificing, self-centred). If a country is self-sufficient, does it need imports? (no). Someone who doubts herself all the time needs to be more ... (self-confident). How is 'self-aware' different from 'self-conscious'? (If you're self-aware, you have good knowledge and judgement about yourself. You concentrate on your own thoughts and don't worry what other people think about you. If you're self-conscious, you're nervous or uncomfortable because you worry about what people think about you or your actions.). Tell students to replace the words in italics in the sentences with the adjectives. Play the recording to check.

Answers

- 1 self-confident
- 2 self-aware
- 3 self-centred
- 4 self-satisfied
- 5 self-sacrificing
- 6 self-sufficient
- **b** Tell students to read the text quickly and say what happened to change the person's life (a self-help course). Ask students to complete the text with adjectives from 3a. Check as a class.

Answers

- 1 self-confident
- 2 self-sufficient
- 3 self-centred
- 4 self-satisfied
- 5 self-sacrificing
- 6 self-aware

EXTRA ACTIVITY

people they know.

Put students into groups to discuss which of these self-help books they would read:

Improve your memory (Get great marks in tests and never forget a face again!)

How to say no (Stop people taking advantage of you)

Sleep less, work and play more (Techniques to sleep less and still feel fresh)

Get in perfect shape in 30 days (Ideal when a holiday is coming up)

Freedom from the Net (End Internet addiction and get a real life). Ask students if they would recommend any of these books to

- C Use an example of a well-known person all the students will have an opinion about and ask students to describe him or her using the adjectives in 3a. Give students time to write adjectives for each category of people. Put students into pairs to discuss their ideas. Take feedback as a class.
- Photocopiable activities: Wordpower 7

🗘 LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

BODY AND HEALTH

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand articles and interviews reflecting on the impact of historical changes in society on patterns of behaviour and the possibility of extended life expectancy, and evaluate different points of view and respond
- understand opinion and attitudes and follow broadcast material including in-depth interviews and detailed descriptions of unusual patterns of behaviour, lifestyle and diets, and note the details
- use a range of lexis accurately to: describe sleeping habits and the superficial and health effects of ageing; discuss opinions on life expectancy and personal and societal attitudes to ageing
- understand and use a range of expressions to take part in negotiations over price and other terms of an agreement
- write well-organised and persuasive promotional material for the home page of a business

UNIT CONTENTS

G GRAMMAR

- Gerunds and infinitives (simple, perfect, continuous; active and passive; uses)
- Conditionals (real and unreal, mixed)

V VOCABULARY

- Sleep: be a light sleeper, be fast asleep, be restless, be wide awake, drift off to sleep, drop off to sleep, have a nap not sleep a wink, oversleep, sleep like a log, suffer from insomnia, toss and turn
- Ageing and health: acne, arthritis, blotches, cardiovascular exercise, deteriorating eyesight, fine lines, freckles, glowing complexion, grey around the temples, heart trouble, inevitable part of ageing, moisturising, plastic surgery, poor circulation, rash, show your age, clear/dry/firm/oily/saggy/smooth skin, spots, strengthening and toning exercises, thinning hair, tighten/plump the skin, tooth loss, varied and balanced diet, weekly facials, weight loss, wrinkles, yellowing teeth
- Language in context: Cause, origin and effect
- Wordpower: and: bits and pieces; far and away; far and wide; part and parcel; sick and tired; wear and tear

P PRONUNCIATION

- Main stress: in fixed expressions
- Intonation: adding information
- Intonation in implied questions

GETTING STARTED

♥ OPTIONAL LEAD-IN

Books closed. Put students into groups and read the questions in this quiz (the correct answers are underlined).

- 1 Aged 72, Oscar Swahn won a silver medal in the 1920 Olympics in what sport?
 - A shooting B bowling C golf
- 2 How old was Martina Navratilova when she won her last major tennis title?
 - A 39 B 49 C 59
- 3 In what film was 87-year-old Gloria Stuart nominated for an
 - A <u>Titanic</u> B Life Is Beautiful C Jurassic Park
- 4 What job was American Irving Kahn doing at the age of 108? A cleaning B teaching C <u>investment banking</u>
- a Give students one minute to think about their answers to the questions before talking about the photo as a class. As a class, take feedback on questions 1–3 and write the list of activities from 3 on the board. Ask the class to categorise the activities listed according to different criteria, e.g., for active people like the man, for people with restricted movement.
- **b** Put students into groups to discuss the question. Take feedback as a class.

EXTRA ACTIVITY

Ask students to write a speech bubble for the man, e.g., 'What, 100 more?!', 'It's your turn next!', 'This isn't much of a date!' The class votes for the best speech bubble.

8A

IT'S NO USE TRYING TO GO TO SLEEP

♥ OPTIONAL LEAD-IN

Books closed. Tell students to write down how many hours in a typical day they spend on these activities:

- eating
- entertainment
- fitness
- household tasks
- · sleeping
- studying
- travelling
- working
- other (activities not mentioned).

(The total should be 24!)

Tell students to compare with a partner. Ask students how much this pattern differs from two years ago and how they expect it to change in the future.

SPEAKING AND READING

- **a** Ask students how they slept last night and how many hours they slept. Put students into pairs to discuss the questions. Take feedback as a class.
- **b** Play the recording for students to listen and check their answers. You may wish to pre-teach these expressions: *go without sth* (C2) (not have something that you need), *get by on sth* (survive/manage with only this). Ask students what the longest they have gone without sleep is.

Possible answers

- 1 We don't know for certain but there are theories, such as conserving energy and allowing the body, especially the brain, to repair and restore itself.
- 2 one third
- 3 11 days is the longest recorded time
- 4 people who sleep 6.5–7.5 hours may live the longest; 16–20 hours

Audioscript

- PRESENTER We all sleep at night, but it's surprising how little most people know about sleep. We talked to sleep researcher Jonathan Wilson to find out what science has to tell us about sleep. Jonathan, first of all, all animals including humans need sleep but ... why do we need it?
- JONATHAN Well, that's a surprisingly difficult question to answer. The simple answer is, we don't really know. But there are several theories about it. One is that it helps us to conserve our energy during the period when it's least useful to search for food, and another is that sleep provides a time when the body can repair and restore itself, and it seems this is especially important for the brain. One thing we know for sure is that we do need to sleep. Most people sleep for about 8 hours, which means we sleep for one third of our lives so on average that's 25 years spent asleep. The other thing we know is you can't go for too long without sleep it simply isn't possible. The longest recorded time that anyone has stayed awake continuously is 11 days.
- P So what's the ideal length of time to sleep? Is it eight hours?
- J Not necessarily. Again, we don't know for sure, but research suggests that people who sleep six-and-a-half to seven-and-a-half hours live the longest. So it seems the popular idea that we need eight hours' sleep isn't really true, and many people can easily get by on only six hours a night. Babies need most sleep, of course about 16 to 20 hours a day for newborn babies, and that gradually decreases as they get older.

At the end of this lesson, students will be able to:

- discuss the role and value of sleep and tips for helping with sleeplessness
- use different forms of gerunds and infinitives in complex sentences
- read an article and draw reasonable conclusions from the information presented
- listen to multiple speakers discussing sleep patterns and discuss the consequences of sleep patterns on everyday life
- use a range of expressions for discussing sleep patterns and identify the main stress

♥ EXTRA ACTIVITY

Put students into pairs to tell each other about a dream they had recently. Give students these interpretations of things in dreams:

- family and friends = people you are worried about
- strangers = opportunities or threats
- animals = adventure or danger
- running/travelling = trying to find a solution to a problem
- eating/drinking = searching for new experiences
- work = pressure and/or responsibility.

Ask them to explain their dreams to each other and tell them to make up their own interpretations of things not mentioned.

Ask students to look at the picture and say if they ever have trouble getting to sleep. Put students into pairs to decide what they think each tip involves, read the article and match the headings with the tips. If necessary, pre-teach *catchy* (pleasing and easy to remember) and *silver lining* (said to emphasise that every difficult or unpleasant situation has some advantage). Check as a class.

Answers

- A Compile a playlist
- B Acknowledge distractions
- C Everybody out!
- D It is what it is
- **d** Put students into pairs to discuss the question. Take feedback as a class. Ask students what they think the best tip is and if they have any tips of their own.

2 GRAMMAR Gerunds and infinitives

a Books closed. Write this mixed-up sentence from the article on the board and ask students to unscramble it: *to frustrating be sleep trying get very can to* (Trying to get to sleep can be very frustrating.). Ask students what forms the three verbs are in: gerund: *trying*; *to* + infinitive: *to get*; infinitive without *to*: *be*. Tell students to put the highlighted phrases into the three categories.

Answers

- a 4 it's time 5 the best way
- b 3 may as well 6 'd better
- c 2 it's no use 7 There's no point in

b Write on the board: *If I misbehaved, I used* ______ to bed without any dinner. and ask students which form a–d of send would fit the sentence (a, to be sent). Tell students to match the verb forms in bold with a–d. Check answers as a class.

Answers

a 2 b 4 c 1 d 3

c >>> 08.02-08.03 Students read the information in Grammar Focus 8A on SB p. 152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 92.

Answers (Grammar Focus 8A SB p. 152)

а	2	Being picked	5	to have be	een	visiting	8	complaining	
	3	waiting	6	not to hav	⁄e k	nown	9	to forget	
	4	having misled	7	to have			10	describing	
b	2	to have fallen falling		g	7	to feel fe	el		
	3	to go going			8	being tal	cen 1	taking	
	4	affecting being affected			9	doing to be done			
	5	carry out to carry out			10	being to be			
	6	To not sleep Not	o not sleep Not sleeping /		11	to be spe	be spending to be spent		
		Not having slept							

CAREFUL!

Some students wrongly use an active gerund rather than a passive gerund: My colleagues have even noticed instances of equipment mishandling. (Correct form = My colleagues have even noticed instances of equipment being mishandled.). Another typical error is to use the simple infinitive rather than the continuous infinitive: Please consider that you seem to break the terms of the contract. (Correct form = Please consider that you seem to be breaking the terms of the contract.).

d Write these two sentences on the board and ask students what the difference in meaning is: *I'd like to know. I'd like to have known. (I'd like to know* = Tell me now; *I'd like to have known* = Why didn't you tell me before?). Put students into pairs to look at the examples and tell you what the difference is. Check answers as a class.

Answers

- 1 There is no definite difference in meaning between a and b, but the perfect form of the gerund in b stresses that he didn't say anything before he got out of bed, whereas in a he didn't say anything either before or during getting out of bed.
- 2 a The simple infinitive makes it clear that the person sleeps well in general.
 - b The perfect infinitive makes it clear that the person has slept well on this particular occasion.
- 3 a The present gerund makes it clear the person likes reading in bed in general.
 - b The present passive gerund makes it clear that the person likes other people reading to her in bed in general.
- 4 a The simple infinitive makes it clear when the person wants to wake up but doesn't make it clear how or who is going to wake the person up.
 - b The simple passive infinitive makes it clear that the person wants someone else to wake them up.
- **e** Write this sentence on the board and encourage students to think of different ways of filling the gap: *I hate* ____ *just before I go to bed.* Ask students to complete the sentences in the exercise on their own and then compare with other students. Take feedback as a class.

3 READING

a Ask students if they know any myths about health, e.g., *you can't drink too much water*. Put students into pairs to read the title, agree on two implications and then check with the text. If necessary, pre-teach some of the words from the Vocabulary support box.

Possible answers

Sleeping eight hours a night may be unnatural for humans. Segmented sleep may be the human body's natural preference.

M VOCABULARY SUPPORT

regulate – control something so that it happens in a particular way

settle into a pattern – reach and remain in a certain pattern seminal (paper, work, etc.) – (formal) containing important new ideas; influential

a wealth of sth (C2) – a large amount of something good unearth – to discover information after carefully searching a surge in sth (C1) – a sudden and great increase in something dwindle – become (gradually) smaller in size/amount

b Ask students if this statement would be a reasonable conclusion from the article: *Roger Ekirch is an expert on the topic*. (yes, his book took 16 years of research and he found more than 500 references to a segmented sleep pattern). Put students into pairs to decide which statements are reasonable conclusions. Check as a class.

Answers

- 1 ✓ 2 X (because there wasn't street lighting; legitimate activity at night didn't happen until the 17th century) 3 ✓ 4 ✓ 5 X (but relaxing during the waking period between sleeps in the past could have been a natural way of regulating stress)
- c Language in context Cause, origin and effect

Ask students to look at *drawn from* and ask what it describes (a research paper) and what the origins were (16 years of research). Ask students what the synonym is (taken from) and why *drawn from* is preferred (it is more idiomatic and suggests selective reading of the research). Tell students to work out what the rest of the highlighted phrases mean in a similar way and to match the expressions with their definitions. Check answers as a class. Give students time to read the sentences with the highlighted expressions for students to think of reasons for these word choices. Ask students to write the possible reasons in their notebooks. Take feedback as a class.

Answers

- 1 1 played an important part in 2 have roots in; be at the root of 3 filtered down to 4 drawn from 5 attributes to
- 2 drawn from suggests careful selection from a large body of research

filtered down to shows how thinking about sleep patterns gradually changed over the course of time attributes to highlights, in a more formal way, that this is Ekirch's opinion of where the changes come from

have roots in and be at the root of are more colourful metaphors that improve the style

play an important part in is a fixed phrase which improves style and precise meaning, but be an important factor in would work equally well

d Ask students if they often wake up in the middle of the night and can't get back to sleep. Put students into groups to discuss the questions. Take feedback as a class.

FAST FINISHERS

Tell fast finishers to think of substitutes for Lying awake as the subject of the final sentence of the article, e.g., Eating red meat could be good for you, and compare ideas.

4 LISTENING AND VOCABULARY Sleep

- **a** Ask students if they think age or gender or anything else makes you more likely to wake up at night. Tell students to look at the speech bubbles and predict what each person will say.
- **b** 08.04 Play the recording for students to check their ideas.

Possible answers

Matt goes to bed about 10 or 11 but wakes up, restless, in the night. He doesn't want to disturb his wife so he goes out and takes photos. Last night he took some photos of a storm. Saba wakes up in the night and goes to a yoga studio. There's a group of about 20 people who also do this. Sometimes her husband goes, too.

Bernie is an artist. When he wakes up in the night, he remembers the images from his dream and paints them, which he finds therapeutic.

Iain used to live in a remote village. They'd go to bed after sunset and wake up in the night. Somebody would start a fire and sometimes they'd eat sweet potatoes.

Audioscript

- PRESENTER Good afternoon. Well, some of you saw the article on our website last week. It explained how an eight-hour sleep may not be good for your health after all. And how people used to have what scientists call 'segmented sleep', which means they had two sleeps every night, not one. Well, we've had lots of people calling in to tell us that they do, in fact, sleep in two separate chunks and they've been filling us in on what they get up to at night. P Right, well, thanks Matt. First of all, we've got Matt from Brighton on the line. Hi Matt. So, tell us what you do at night.
- MATT Yeah, I usually go to sleep around ten or eleven. I naturally wake up at about one in the morning or two in the morning. I feel quite wide awake and restless. Then I get tired again at around three am, I drop off to sleep until about seven o'clock or so. My friends have always made fun of my sleep patterns. My wife used to force me to get out of bed 'cause I would lie there tossing and turning all night and I couldn't sleep a wink and it would disturb her.
- P Right, of course! So what did you do about that?

- M Well, I actually decided to use the time creatively. Now, I walk around Brighton taking pictures in the night. Some people might be a bit nervous walking around at er, y'know, two in the morning, but it is actually a really beautiful time to be out, you have the whole city to yourself, and it is really, really great for taking photos. There was a wild storm last night and a full moon, so I was itching to get out there with my camera.
- So that's one idea if you're suffering from insomnia – get out there and take some photos. Now, we have Saba on the line from Amsterdam in the Netherlands, Saba?

SABA Yes, hi, how are you?

- P You also get up at night?
- A Yes. I've always been a light sleeper, I don't really sleep much um ... I wake up at about four am every night to practise, er, yoga. I, I love yoga. Most of the time I do it at home but, er, once a week, I drive to this really great yoga studio in Amsterdam, and I practise there with about 20 other people, and we've all really become friends now.

- **P** So they all get up, every night?
- **A** Yes, er, we all have, er, the same **B** No, no, I'm always fine. Er, pattern now. Sometimes I even get my husband to join us, if he's having trouble sleeping. But most of the time, he's fast asleep and doesn't even notice P Thank you, Bernie. So Bernie when I get up. He sleeps like a log.
- P OK, so you just slip away and go to your yoga class.
- A Well, I try to, yes. Depending on how busy the day is.
- P And now we have Bernie from Manchester.

BERNIE Hi

- **P** Tell us about your sleep pattern.
- B Well, um ... I'm an artist, er, if that's not too hold a claim I also work as an art teacher. And the way it works for me is most nights I tend to wake up in the middle of the night, feeling great, wide awake, full of beans, feeling very creative. Er ... and usually I have a very strong image in my head that I've usually got from a, a dream. And what I do is I get up, er, get my paints out and I paint a picture.
- **P** A picture? From your dream?
- **B** Yes, that's right. Yeah, most of my work comes from dreams. Quite literally I'm a surrealist, I suppose. Yeah, it helps me to deal with issues and um ... work through things. I find the whole process of dreaming very therapeutic.
- P Interesting. And then you go to sleep again.
- **B** Yeah, I mean, what tends to happen is I go back to bed, and then I'll drift off to sleep for a couple of hours. But I'm, I'm always up at seven o'clock. After all, I've got to teach at art college.

- P You never oversleen?
- sometimes I will have a nap later in the day – I'm not as young as I was - y'know, after lunch
- has three sleeps, two at night and one in the afternoon. I think I'll try that one myself. And lastly we have Iain, who grew up in Indonesia.

IAIN Hi there, yes.

- P lain tell us about it
- I Ah yes, um ... well, it's quite interesting. I grew up among the Yali people in Papua, which is er, part of Indonesia. My parents lived in a very remote area. My mum was a medical worker and Dad was an anthropologist, and we all lived in a remote village. I lived there until I was 16, and er, as a child I used to camp and go hunting with my, my friends in the Yali tribe. We would go to bed more or less after sunset and we always woke up during the night.
- **P** The whole village?
- I Yes. Um ... we'd, we'd hear people talking, y'know, someone would start a fire. Sometimes we would eat, er, sweet potato before going back to sleep until about five thirty or six. At home with my parents, y'know, I would get the regular eight-hour sleep, but with my friends, I slept like they did - it just seemed more natural.
- P OK, thanks, lain, very interesting. And now we're going to listen to ...

VOCABULARY SUPPORT

fill sb in on sth - tell somebody something they don't know, but want/need to know

get up to sth (C2) - (informal) do something interesting, surprising, naughty, etc.

be itching to do sth - want to do something as soon as possible slip away (C2) - leave without disturbing others

too bold a claim – an overstatement

be full of beans - have a lot of energy and enthusiasm a surrealist – an artist who creates works in which unusual/ impossible things are happening

work through sth - understand and resolve a problem using a gradual process

c Tell students to categorise the expressions. If necessary, hand out copies of the audioscript to support them. Check as a class.

Answers

- 1 be fast asleep; sleep like a log; oversleep
- 2 feel wide awake; be a light sleeper; be restless; not sleep a wink; toss and turn; suffer from insomnia
- 3 drift off to sleep; drop off to sleep
- 4 have a nap

LOA TIP ELICITING

- Refer students to the audioscript to elicit the meaning of the target vocabulary and draw students' attention to patterns of usage.
- Write on the board the sentence from the recording:
 Sometimes I will have a nap later in the day ... after lunch.
 Ask students if from the context have a nap means a short or long sleep (short) and which category it is (4).
- Ask students: Why does lain say 'have a nap' and not just 'nap'? Elicit some answers, then write this sentence on the board and ask students to choose the best alternative: I was so exhausted I slept / had a sleep for 16 hours. (slept).
- Elicit that phrases with have often mean a shorter activity. Point out that have a nap is more common than the verb nap.

EXTRA ACTIVITY

Highlight the simile *sleep like a log* and tell students to complete these other verb + *like* + noun similes:

eat like a (horse)

sina like (a bird)

watch something like a (hawk)

sink like a (stone)

have a face like (thunder).

Ask students if these similes are the same in their language.

d • 08.05 **Pronunciation** Ask students to identify the stressed syllables in *I'm trying to get some sleep*. Play the recording for students to underline the stressed syllables in the bold expressions in the extract. Check answers as a class.

Answers

get out of <u>bed</u> tossing and turning couldn't sleep a wink

e D08.06 Tell students to underline the syllables they think will be stressed. Then play the recording for students to listen and check. Drill all the expressions in 4d and 4e.

Answers

having <u>trou</u>ble <u>sleep</u>ing he's <u>fast</u> a<u>sleep</u> <u>sleeps</u> like a <u>log</u>

Ask students if they or someone they live with snores (demonstrate!) and if this is, or would be, a problem. Put students into groups to discuss the questions. Take feedback as a class.

5 SPEAKING

- Ask students which people would benefit most and least from segmented sleep patterns, e.g., parents with young children would need to plan something for them in the breaks between sleep. Put students into groups to discuss the impact of segmented sleep patterns, using the factors listed as prompts. Take feedback as a class.
- Ask students if exercise is generally better done when someone is feeling fresh and full of energy or tired and in need of a stimulus. Each group plans a typical 24-hour day for a student, making time for the activities listed and rationalising their choices.
- One student from each group presents the timetable to the class. Encourage students from the other groups to ask questions.
- **d** The class votes on the most practical and the most original plans.

♥ EXTRA ACTIVITY

Tell students to make a sleeping log for a week and record this information:

- when and how long they sleep each day
- how well they sleep each time (are they woken up by anything?)
- any special circumstances, e.g., stress, illness
- any dreams they have
- · how satisfied they feel after their sleep.

At the end of the week, put students into groups to present their information to one another and compare. Encourage students to use the expressions in 4c during the discussion. Take feedback as a class.

(+) ADDITIONAL MATERIAL

Workbook 8A

Photocopiable activities: Grammar 8A, Vocabulary 8A

Documentary video Unit 8 Body and Health

Video worksheet Unit 8 Body and Health

SUPPOSE YOU COULD LIVE FOREVER

☑ OPTIONAL LEAD-IN

Books closed. Play the Queen song Who wants to live forever? to the class. Ask students to say how they feel as they listen. If students are interested in the song, encourage them to watch the film from which it comes, Highlander, about someone immortal.

SPEAKING AND VOCABULARY

Ageing and health

- a Ask students if they believe in the saying You're as old as you feel. Ask students to tell you how they feel about the pictures and the quote.
- **b** Ask students to look at the pictures in the article and say how they might be related to treatment. Tell students to check by reading the text and then discuss the questions with a partner. If necessary, pre-teach pout (push both lips forwards), slime (a sticky liquid substance that is unpleasant to touch, such as the liquid produced by fish and snails) and sting (a sudden burning pain on your skin, etc.).
- Draw a face with wrinkles on the board to elicit wrinkles. Tell students to match wrinkles with the correct definition (4). Ask students to match the other highlighted words and phrases with the definitions. Check answers as a class.

Answers

- 1 facial
- 2 fresh
- 3 circulation
- 4 wrinkles
- 5 rashes
- 6 scars
- 7 firm 8 facial
- 9 glowing complexion
- 10 vouthful glow
- 11 sagging

FAST FINISHERS

Tell fast finishers to draw a tattoo (a permanent image, pattern or word on the skin that is created by using needles to put colours under the skin) which they think would represent their character or interests. Put them together to compare and explain their tattoos.

d 3 o 08.07–08.08 Students complete the exercises in Vocabulary Focus 8B on SB p. 165. Play the recording for students to listen to the words and phrases in Exercise a and to listen and check answers in Exercise c. Check

At the end of this lesson, students will be able to:

- talk about the effects of ageing and discuss experiences of and attitudes to ageing using a variety of words and expressions related to the topic
- read an article about medical science and discuss the extent to which it reflects students' opinions
- use a range of real and unreal conditionals, with different conjunctions, to hypothesise and express opinions
- listen to a conversation about dietary habits and make notes on the content
- use a downward intonation to signal extra information when speaking

answers to Exercises a, b and d as a class. After the discussion in Exercise e, take feedback as a class. Tell students to now go to SB p. 96.

Answers (Vocabulary Focus 8B SB p. 165)

- a youthful skin: a glowing complexion; smooth skin; oily skin; spots/acne; firm skin; clear skin mature skin: saggy skin; dry skin; wrinkles / fine lines all ages: freckles; a rash; blotches
- **b** 1 dry skin; wrinkles; freckles; blotches; a rash
 - 2 a rash: blotches
 - 3 saggy skin; dry skin; wrinkles / fine lines; blotches
 - 4 oily skin; spots/acne
 - 5 wrinkles / fine lines; spots/acne
 - 6 saggy skin; oily skin; wrinkles / fine lines; spots/acne
- 7 a glowing complexion; smooth skin; firm skin; clear skin
- **c** 1 e 2 i 3 a 4 d 5 h 6 f 7 b 8 c 9 g
- **d** Anti-ageing treatments/effects: moisturising; weekly facials; injections; whitening; tighten; plump; plastic surgery Superficial effects of ageing: showing his age; yellowing teeth; tooth loss; hair was thinning; greying Health problems caused by ageing: eyesight is deteriorating; heart trouble; poor circulation; has got arthritis Healthy living: strengthening; toning; weight loss; regular cardiovascular exercise; eating a varied and balanced diet

CAREFUL!

A mistake students sometimes make is to use verbs like avoid instead of prevent: The station has no proper filters to avoid any petrol or oil leakage into the soil. (Correct form = The station has no proper filters to **prevent** any petrol or oil leakage into the soil.). Students also sometimes use deteriorate incorrectly: The aim of the law is not to deteriorate the position of the employees. (Correct form = The aim of the law is not to worsen the position of the employees.).

2 READING

- **a** Ask students when they think old age starts and what the signs are. Put students into pairs to discuss the questions. Take feedback as a class.
- **b** Give students time to read the interview and answer the question. Use the Vocabulary support box to help with vocabulary if necessary. Check as a class.

very likely, with the high-tech intervention de Grey is working on

VOCABULARY SUPPORT

gerontology - the study of old age

robust opinions – strong opinions which will not be changed accumulation (n.), accumulate (v.) (C2) – increase in number (gradual), build up over time

the dawn of time – the beginning of time / human history *transcend sth* – go far beyond the limits of sth

in principle – fundamentally, in a way relating to the basic rules *a losing battle* – when you try hard to do something with no chance of success

longevity (C2) - long life

within striking distance – very near to getting or achieving something

conceivable – possible to imagine or to believe

eliminate (C1) - cause something not to exist

infant mortality (C2) - the death of children under one year of age

c Tell students to summarise the main point made about the topic in each paragraph. Check answers as a class. Ask students what they found most controversial in the article.

Possible answers

- 2 They are the result of lifelong damage and they aren't fun.
- 3 It's nonsense not to recognise the possibility of being able to do something about ageing.
- 4 Anti-ageing mechanisms in our body aren't perfect and can't fight ageing successfully.
- 5 He thinks we will soon be able to prevent the physical problems of ageing, but the medical profession doesn't agree.
- 6 People who are now in their 40s have a 30–40% chance of benefiting.
- 7 Historically, humans have naturally managed increases in the population by reducing the birth rate so it shouldn't be a problem or a reason not to do something about our health.
- d Ask students what the world might be like in 1,000 years. Put students into pairs to discuss the questions. Take feedback as a class.

3 GRAMMAR Conditionals

- **a** Ask students to tick the comments which they agree with and then compare with a partner. If necessary, pre-teach *a ripe old age* (an approving way of describing how old someone is/was). Take feedback as a class.
- **b** Give examples of sentences that illustrate a–c: a *If I* stop eating fast food, *I* might live longer. b *If I* saw Aubrey de Grey in the street, *I'd* recognise him by his beard. c *If I* had been born a few years later, *I'd* have more chance of benefiting from future medical advances. Tell students to match sentences 1–7 in 3a with a–c.

Answers

a 3; 6 b 1; 2; 4; 5; 7 c 2

LOA TIP ELICITING

- Students can find the logic of conditional sentences difficult, so use percentage values to check the real/ unreal distinction.
- Write these percentages on the board: 0%; 1%; 50%; 100%.
- Say: If your body can't fight disease any more, you die.
 and ask students what the chance of this happening is in percentage terms (100%, it's a reality).
- Say: If I live to 70, I'll be satisfied. and ask what the chance of this happening is (50%, a real possibility).
- Say: Supposing everyone could live forever, the world would get very crowded, and repeat the question (1%, very unlikely).
- Say: Had I been born in 1900, that would make me a very old person today. and repeat the question (0%, the past can't be changed).
- Write the four conditional sentences on the board with the correct percentage values and check that students understand that the sentences with high percentage values are real and those with low percentage values are unreal.
- **c** Tell students that conditional sentences have two clauses, a condition and a (real or imaginary) result. The condition clause is dependent so it is introduced by a word or phrase (usually a conjunction). Ask students to underline the word or phrase that introduces each condition. Check answers as a class.

Answers

1 if 3 Assuming 5 Had I 7 Even if 2 If 4 Supposing 6 as long as

d >>> 08.09-08.10 Students read the information in Grammar Focus 8B on SB p. 153. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 96.

Answers (Grammar Focus 8B SB p. 153)

- **a** 2d If I am still working in an hour, stop me and tell me to go to bed.
 - 3a If you had bothered to ask, I could have explained everything to you.
 - 4f If the story were to get out, it wouldn't look very good for the firm.
 - 5g I don't mind going to the party as long as it doesn't/won't finish too late.
 - 6b You're welcome to stay the night, provided that you bring your own sleeping bag.
 - 7e If it hadn't been for evening classes, I would never have met my wife.
 - 8c You'd better leave now, otherwise you'll miss the last bus home.
- **b** 2 I'll give you a key, otherwise you won't be able to get into the flat.
 - 3 You can stay here as long as you keep quiet.
 - 4 If I lived in the country, I'd get a dog.
 - 5 I'd have been disappointed if a lot of people hadn't come to my party.
 - 6 I'll show you the letter, on the condition that you keep it confidential.
 - 7 You will be the first to know should I decide to get married.
 - 8 Assuming we have everything we need, the job shouldn't take long.

CAREFUL!

A common student mistake is to use in case and as long as instead of if: We have not received any special requests, but I will let you know in case there are some. (Correct form = We have not received any special requests, but I will let you know if there are some.); We need to choose the same one as long as we want to spend the holiday together. (Correct form = We need to choose the same one **if** we want to spend the holiday together.). Another mistake students sometimes make is to write under condition instead of on condition: It can be done under condition that we find a suitable person for this position. (Correct form = It can be done **on condition** that we find a suitable person for this position.).

e Say some sentences about yourself using the phrases and suggested topics. One statement shouldn't be true or you don't really believe it and the students have to guess which one, e.g., As long as I can still run 5 km without stopping, I feel fit. (true); Had I not met my husband, I would never have become a teacher. (false). Put students into pairs to do the activity. During feedback, ask students to tell the class the statements which weren't true.

4 LISTENING

- a Write this on the board, and see if students get the joke: Becoming a vegan was a huge missed steak (= mistake). Ask students if the joke has a serious side (making fun of changing diets). Put students into groups to discuss the questions. Take feedback as a class.
- **b** Tell students to read the text and answer the question. Encourage them to list five things they think you can eat on this diet. Take feedback as a class.

Possible answer

low-calorie foods, e.g., vegetables, beans, rice, fish, oats.

c 08.11 Ask students if they have ever eaten any of the food in the captioned photos or would like to. Play the recording for students to listen and answer the questions. If necessary, pre-teach abstraction (considering a subject generally; not based on real situations), appetising (making you want to eat), meticulous (C2) (very careful and with great attention to every detail), onerous (difficult to do or needing a lot of effort), and stave sth/sb off (keep an unwanted situation away, usually temporarily). Check answers as a class.

Answers

- 1 He mixes the foods up in a blender with tomato paste, olive oil and pepper. He usually has the mixture for breakfast.
- 2 ten small meals between 8 am and 5 pm

Audioscript

PETER BOWES And are you that meticulous about what you eat? MARTIN KNIGHT | am - | weigh and measure everything I eat and almost never eat out. I eat about, maybe, instead of, like, two or three big meals throughout the day, I eat maybe, like, ten smaller meals it kind of staves off hunger that way. This is what I actually usually eat - first meal of the

- day only about 170 calories. So the first thing I'm going to do is this kale and, er, chard mixture I kind of made myself, it's put in the food blender, and I weigh out 55 grams - that'll be 30 calories.
- P And you do this every morning?
- **M** I do. Right first thing and then every time I eat – which sounds pretty onerous, but actually isn't so bad.

- P And you're getting, I assume, mostly carbohydrates from this?
- M I'm going to add olive oil here, so in fact, it's going to be about 50 percent fats.
- P So what else do you have with
- M OK, well ... Let me finish measuring out the kale here first. I have to measure it to the ... to the gram, there we have it - that's about 30 calories. And then I have sprouted oats, 16 grams, so that's, er, that's at 70. Then this tomato paste here, and ... 33 grams of that, and ... almost done now. There we go. P As well as his extreme diet, And then finally, add some olive oil, that's 9.2. Now oils you have to measure to a tenth of a gram, and be that accurate. And we're there!
- P Can I taste it?
- Ah ... if you'd like to, yes!
- P I have to say it doesn't look hugely tasty to me, or appetising.
- M No, no I can understand that perfectly, yeah. Um, here's a spoon.
- P Here goes.
- **M** It's very colourful, anyway.
- P It's actually not that bad.
- M No, with the oil, so, so the pepper in it, er, gives it more of a flavour ... more of a flavour than you might think.
- so much tomato in my breakfast like this.
- M Oh, OK! That's one of my favourite things ...
- P But, y'know, really not as dreadful as I had expected.
- M Oh, OK! Surprised you, huh? I try and actually have a kind of window of eating – from about eight till five in the afternoon, so

- maybe like eight or nine hours. and then I don't eat outside of that
- P Ever go to a restaurant for lunch?
- M Ah ... not very often. Maybe a few times a year.
- P How do you cope with that?
- **M** Er, like socially? Well, um, either take um some nuts, which I weigh beforehand – um maybe 200 calories of that. Or, um, I drink some water or tea round there. There's always some fluid there you can drink. It's ... it's not as bad as it might sound.
- Martin Knight lives a Zenlike, stress-free existence in California. He practises yoga, goes jogging and lifts weights in his garden. And he says extending his life isn't his primary concern.
- **M** For me, it's more about quality of life, right here and now, the daily. I don't really think about the abstractions of living longer, although that ... that might happen.
- P You're 49 now. How do you feel?
- **M** Um, I feel really good. I feel as good as I did ten, twenty years ago - I don't really feel any different.
- P Do you feel better in a sense since your diet has changed?
- P The oil helps. Not so sure about M In some ways actually I do − I have a steadier energy level throughout the day, when before I maybe kind of dipped in the afternoon – y'know, it's more of a steadier level. And ... I think, um, you more kind of have a higher alertness, too. When you have a little bit of hunger in the background, then you're more aware, more alive.

CULTURE NOTE

Zen-like refers to Zen, a form of Buddhism originally developed in Japan, that emphasises that religious knowledge is achieved through emptying the mind of thoughts and giving attention to only one thing, rather than by reading religious writings. It was especially popular in the West in the 1950s and 1960s.

d • 08.11 Ask students how old Martin is (49). Ask them if they think Martin will need to change his diet as he gets older. Play the recording for students to listen again and make notes on the topics. Check answers as a class.

Possible answers

- 1 almost never eats out; when goes to a restaurant for lunch, a few times a year, takes 200 calories of nuts or drinks water or tea
- 2 doesn't look tasty or appetising; colourful, tastes better than it looks, flavoured with pepper, too much tomato for Peter, but

- 3 Zen-like; stress-free; does yoga, goes jogging, lifts weights
- 4 primary concern is improving quality of life, doesn't think about living longer, although might happen
- 5 good, better than before; steady energy level; more alert; more alive

♥ FAST FINISHERS

Ask fast finishers to list five other ways in which people could improve their quality of life, e.g., *switch off their smartphones at weekends*. Tell students to compare their ideas with another fast finisher.

- **e** Ask students if Martin's example is a good one. Put students into groups to discuss the questions. Take feedback as a class.
- **f** 08.12 **Pronunciation** Ask students why Martin includes the information in bold (he is very precise about how much he eats). Play the recording for students to listen and identify the pitch and its function.

Answers

1 lower 2 adds extra information

g Tell students:

I toast a slice of bread and add some butter. That doesn't take very long, about five minutes. I might have some coffee or orange juice to drink. What meal is this?

Elicit the answer (breakfast) and write the three sentences on the board. Ask students to identify the extra information and the pitch (lower). Put students into pairs and ask them to describe how they prepare a meal to each other, using a lower pitch to add information. Tell students to guess each other's meal.

♥ EXTRA ACTIVITY

Tell students to record a short extract, 30 seconds maximum, of a native speaker talking before the next class. They could ask a foreign friend to speak for a short time or use material from films, talks, etc. Tell students to listen again, transcribe the words and then mark the pitch changes. Students then practise repeating the text using the same pitch choices. When students feel confident of their pronunciation, ask them to record themselves repeating the text. Tell students to bring the original and their own recording into class and play them to other students to compare.

5 SPEAKING

- Ask students how old they have to be to drive, get married, etc. in their country. Put students into pairs to discuss the question. Share answers as a class.
- **b** Put students into groups of five to discuss the statements.
- Ask groups to choose one student for each statement. Tell students to take turns to present their group's views and experiences on each statement to the class. The class votes on whether they agree or disagree with each statement.

☑ EXTRA ACTIVITY

Read out these instructions and tell students to work out their life expectancy, with men starting at 70 years, women at 75 years:

- Add 2 years for each grandparent who has lived over those ages.
- Add 5 years if you exercise at least three times a week.
- Take off 10 years if you smoke or drink alcohol too much.
- Add 4 years if you have or are planning higher education.
- Add 3 years if you are married or in a relationship.
- Take off 4 years if you sleep less than six or more than eight hours a night.
- Add 3 years if you have reached Advanced level in English.

(+) ADDITIONAL MATERIAL

Workbook 8B

Photocopiable activities: Grammar 8B, Vocabulary 8B, Pronunciation 8B

EVERYDAY ENGLISH IS THAT YOUR BEST OFFER?

At the end of this lesson, students will be able to:

- negotiate more effectively, agreeing on the price of a product or service, using a range of functional language
- · use intonation to signal implied questions

♥ OPTIONAL LEAD-IN

Books closed. Put students into groups to discuss in which situation they'd feel confident they could negotiate a better

- checking into a hotel where they are the only guest
- buying a car with cash
- waiting 45 minutes for their main course at a restaurant
- buying a dress which was in the shop window
- agreeing to pay three months' rent in advance.

Ask students as a class if they have experienced these or similar situations.

1 LISTENING

- **a** Ask students whether they still get as excited about presents as when they were children. Put students into groups to discuss the questions. Take feedback as a class.
- Ask students if they think Max's present could have been a Star Wars model. Put students into pairs to think of their own ideas. Take feedback as a class.
- 08.13 Play Part 1 of the video or the audio recording for students to check their answer to 1b and answer questions 2-4 in 1a. If necessary, pre-teach tenuous (a tenuous connection, idea or situation is weak and possibly does not exist). Check answers as a class.

Answers

- a telescope
- 2 his father 3 he'd broken his leg
- 4 it's how he got into science fiction (he got ideas about life on other planets from looking at the night sky)

Videoscript/Audioscript (Part 1)

NADIA You're here late, Sara.

SARA Oh, hi Nadia. Yeah, I've got a lot on.

- N How is the preparation coming along?
- **s** Good, yeah. I'm just so grateful for this opportunity.
- N Well, it could have gone either way with Paul, really. But he said he could see how much it meant to you, and the work you'd put into the presentation. N Well, I'm not sure about the He feels confident you can make the interview a success we both do
- s Oh. thanks Nadia.
- N So, what kind of stuff are you getting from Max?
- **s** There's a couple of interesting **n** What's that? revealing his inspirations.
- N Oh?
- **s** Yeah, I asked him how he got into science fiction and he said he started getting ideas on life

- on other planets when he was a kid. He broke his leg, and to cheer him up his dad bought him a telescope. He said he couldn't sleep at night and he used to spend hours looking up at the night sky.
- **s** So maybe we could explore the idea that insomnia breeds creativity...
- insomnia bit it's a bit of a tenuous link ... but overall I think you've got some really good material here.
- **s** But you haven't heard the best bit vet!
- book, and, he's giving us the title of it first!
- N Wow! What is it?
- **s** It's ... wait for it ... *Gravity Zero*.

N Hmm. Interesting ... Are you OK N Anyway, Sara, I can't believe there, Oscar? I didn't hear you come in.

oscar Yeah, yeah, I'm fine. Just forgot my car keys ... again!

- you've got us an exclusive on that! Well done! Good night, Oscar.
- **d** Ask students if they think Oscar meant to make a noise. Then put students into pairs to discuss the question. Check students' predictions as a class.
- 08.14 Play Part 2 of the video or the audio recording for students to answer the questions. Check as a class. If necessary, pre-teach sneak preview (an opportunity to see something new before the rest of the public see it) and straight from the horse's mouth (if you hear something straight from the horse's mouth, you hear it from the person who has direct personal knowledge of it).

Answers

1 c 2 b 3 Students' own answers

Videoscript/Audioscript (Part 2)

MIRANDA Breaking News Online. Can I help you?

- M Yes, speaking.
- o Oh, hello. This is Oscar Simmons. We met at a few press conferences. I don't know if you remember?
- **M** Oh yes, Oscar Simmons, from City FM. Yes, I remember.
- Great, well, I'm calling because I've been doing a little, um, what you might call freelance work? Anyway, I've got some information you may be interested in – straight from the horse's mouth, I think it's fair to say.
- **M** What kind of information?
- Exclusive information about our very own Max Redwood. Y'know, author of Solar Wind?
- **M** Oh right, the guy who famously wrote the whole book staring out to sea from the end of the Palace Pier.
- Exactly. I can give you an article about him, including a sneak preview of his next book.
- M I didn't know he was writing a second novel?
- He is! And I'm offering you the chance to be the first to announce it – with the title.
- M The title? Well, yes, that would certainly be of interest. There's just the issue of how much you would like for it.

- Well, how much would you be willing to pay?
- **OSCAR** Hello, is that Miranda Hall? **M** Oh, I think we'd be prepared to offer, say, two fifty? Would that be a fair suggestion?
 - o Two fifty! Could you see your way to increasing that a little? I was kind of hoping for something more in the region of five hundred.
 - M No, out of the question. What would you say to three fifty? In principle, of course. I'd need to see the article first.
 - o Three fifty is that your best offer?
 - M Fair's fair. Remember we haven't even seen what you're offering yet.
 - o OK, three fifty. We've got a deal.
 - M And I need it by one o'clock? I want it on the website by today.
 - What? Today? Er, how flexible can you be on that?
 - M Well, if I don't get it by two and it's not the kind of thing I'm looking for, the deal's off.
 - o OK, fair enough. One last thing
 - **M** What's that?
 - Would you mind keeping my name off the article?
 - **M** Freelance and anonymous, eh?
 - o Yeah.
 - M No problem.
 - o Great, Thanks.
 - M Thank you.

f Play Part 2 of the video or the audio recording again. Then write this answer on the board and elicit a question for it beginning with Why: Oscar knows he is doing something unfair. (Why is Oscar embarrassed?). Tell students to write a Why question for each answer. Check ideas as a class.

Possible answers

- 1 Why does Oscar say he's been doing freelance work?
- 2 Why does Oscar say the information is straight from the horse's mouth?
- 3 Why does Miranda say she will pay three fifty in principle?
- 4 Why does she say the deal is off if she doesn't have the information by two?
- 5 Why does he want his name kept off the article?

♥ FAST FINISHERS

Ask fast finishers to make three more *Why* questions for these answers and then compare with other fast finishers:

Sara convinced Max his readers wanted to hear about this.

The 'Zero' suggests this is the first in a series.

Max is still thinking about the plot.

Possible answers

Why does Max want to talk to Sara about his childhood? Why will the book be called *Gravity Zero*? Why hasn't Max started writing yet?

g Language in context *Expressions with* fair Ask students to think of different meanings of *fair*, e.g., hair colour, a trade event. Tell students to match the expressions with the meanings. Check as a class.

Answers

a 3 b 1 c 2

EXTRA ACTIVITY

Tell students that *fair* is a homophone and ask them what the other word with the same pronunciation is (*fare* = ticket price). Put students into pairs to think of as many homophone words and phrases as they can in a time limit. Take feedback to find the pair with the longest word or phrase that is a homophone.

h Ask students if Oscar's phone call to Miranda is just a case of Oscar showing initiative. Put students into groups to discuss the questions. Take feedback as a class.

2 USEFUL LANGUAGE Negotiating

Answers

- 1 issue
- 2 willing
- 3 prepared
- 4 fair
- 5 way
- 6 hoping
- 7 out
- 8 say
- 9 best

O LOA TIP REVIEW AND REFLECT

- Encourage students to check with a partner before you check answers as a class. This gives weaker students more chance to get the right answers and allows peer teaching.
- Put students into pairs by ability level, stronger with weaker, not necessarily with the person they are sitting next to.
- Encourage students to say why they have specific answers, not just show each other their answers. Demonstrate with gap 1 with a stronger student: After 'the' we need a noun. What do you have? (question). Why? (because the sense fits and 'question' is also followed by 'of').
- When you give feedback, ask pairs rather than individual students for answers: What do you have for gap 4, Dima and Maria?. This stresses that their answers have been a joint effort.
- **b** Tell students to write the number containing the expression into the table. Check answers as a class and refer students to the Language Note. Drill the expressions.

Answers

THIS WCIS						
Opening negotiations	Making and accepting offers					
There's just the issue of How much would you be willing to pay?	We'd be prepared to offer Would that be a fair suggestion? What would you say to?					
Asking for more	Declining offers					
Could you see your way to increasing that? I was kind of hoping for something more in the region of Is that your best offer?	Out of the question.					

M LANGUAGE NOTE

The expression *How much would you be willing to pay?* shows three ways of being polite: a modal verb (*would*), a past tense (*would* not *will*), the polite phrase *be willing to*.

Tell students to complete the conversation with words from the table in 2b. Check answers as a class. Put students into pairs and ask them to practise the conversation.

Answers

1 open 3 accept 5 position 2 worth 4 flexible 6 authorised

d Read out the conversation with very flat (rude/bored) intonation. Put students into pairs to answer the questions. Check answers as a class.

Possible answers

- 1 same: it's a negotiation, with the same information; different: it's very abrupt
- 2 the conversation in 2a: it's important to be polite and show a willingness to make concessions
- Put students into pairs to role play the negotiation, covering 2a but looking at the functional language in 2b and the structure of the conversation in 2d. As feedback, ask some pairs to role play their conversation in front of the class.

EXTRA ACTIVITY

Dictate this informal negotiation to the class:

- A The delivery time will be 30 days.
- **B** 30 days?!
- A What's that supposed to mean?
- **B** We need it asap.
- A All right, 25 days.
- **B** Are you serious?
- A 20 days and that's the best you'll get from us.
- B And that's it?
- A Take it or leave it.

Put students into pairs to rewrite and role play a more professional negotiation.

Possible answer

- A We could deliver it in 30 days, just for you.
- **B** That's out of the question.
- A I'm not sure I follow you.
- **B** Could you see your way to reducing the delivery time?
- A I'd be prepared to agree to 25 days.
- **B** Is that your best offer?
- A I'm not authorised to agree to less than 20 days.
- **B** I think our business is worth much more than that.
- **A** I'm not in a position to improve on my previous offer, I'm afraid.

3 PRONUNCIATION

Intonation in implied questions

a O8.16 Say to students with a rising intonation:

The homework needs to be in by tomorrow.

Ask if this is a question in form (no), in meaning (yes) and why (the intonation rises as in most questions). Ask students to rephrase the statement as a question (Can you give me the homework by tomorrow?). Play the recording for students to listen and notice the intonation. Drill the implied questions with first the normal (falling) intonation and then rising intonation to highlight the difference.

Answer

rising

b 08.17 Play the recording for students to tick the statements with rising intonation.

Answers1 ✓ 2 ✓ 5 ✓ 6 ✓ 7 ✓ 9 ✓

• Put students into pairs to practise the dialogue. Monitor and make sure students are using the appropriate intonation.

4 SPEAKING

- **a** Give students some ideas of attractive products or services, e.g., ice cream which has minus calories, a hotel for stressed-out pets. Put students into groups to think of more things to sell. Tell students to choose one of these, one of the items listed in 4a or think of their own ideas. Students then work individually and list some selling points, including setting a price and another aspect to negotiate.
- b Put students into pairs to sell to each other, negotiating the price and another aspect. Encourage students to use the negotiation language and implied questions. As feedback, tell some pairs to role play their dialogues in front of the class.

EXTRA ACTIVITY

Put students into pairs. Give them these difficult things to sell:

- a round-the-world plane ticket to someone who is scared of flying
- a chocolate cake to Martin Knight (SB p. 97)
- a smartphone to a technophobe
- garlic to a vampire.

Student A has to sell first the plane ticket and then the smartphone; Student B the cake and then the garlic. Tell students to take it in turns and use their negotiating language and skills to sell each thing to their partner.

(+) ADDITIONAL MATERIAL

Workbook 8C

Unit Progress Test

Photocopiable activities: Pronunciation 8C

8D

SKILLS FOR WRITING

It's a unique dining experience

At the end of this lesson, students will be able to:

- · discuss and evaluate eating out experiences
- listen to an interview comparing modern dietary habits with those of primitive humans and form their own opinions on the content
- write a promotional text for a restaurant website using persuasive language

OPTIONAL LEAD-IN

Books closed. Put students into pairs to work out the meaning of these menu items in incorrect English: sweat and sour chicken, soap of the day, French flies, baby sheep, New York chess cake, thrown salad, beef in hot sores. Ask students to tell the class about any strange translations they've seen on menus.

Answers

sweet and sour chicken, soup of the day, French fries, lamb, New York cheesecake, tossed salad, beef in hot sauce

LISTENING AND SPEAKING

a Ask students to tell you whether people in their country eat out much and the last time they ate out. Put students into groups to discuss the questions in 1, go through the criteria in 2 and agree on five. Take feedback as a class. Ask questions about some of the criteria, e.g., What types of cuisine are most popular where you live?

• LOA TIP MONITORING

- You need to have strategies for dealing with fast finishers and slow workers in an open-ended task like 1a.
- Think about how you arrange groups so they are more or less equally divided in terms of ability and speed of working (by this stage of the course you will know students quite well).
- Set a time limit for both parts of 1a and signal the end of stage 1 so that everyone moves on to stage 2 at the same time. Use a consistent signal to show the beginning and end of activities, e.g., clapping your hands once to start and twice to stop.
- Monitor groups and set an extra speaking task for groups that finish early, e.g., for 1, What kind of people eat out the most? and 2, Can you add any more criteria to the list?
- Do not wait for all groups to agree on five criteria before you stop the second stage. Stop when the time limit is up or you feel that discussion is slowing down.
- **b** Ask students what period the Stone Age refers to (the Palaeolithic /pæliəˈlɪθɪk/), what they know about life then, and what people used to eat. You could show an excerpt from a *Flintstones* cartoon for a funny (and satirical) perspective on the Stone Age.
- c 08.18 Play the recording for students to answer the questions. Check answers to 1–4 as a class and ask students to give their answers individually on 5.

Answers

- 1 Because in this period we started using tools and learned to cook. It also lasted for over a million years, and during this very long period our bodies adapted to a certain lifestyle and diet.
- 2 Wild meat, fish, vegetables, seeds, nuts and fruit are healthy because these are what we ate in the Stone Age.
- 3 Dairy products and refined grains like wheat and rice were developed much later, so for many people they are difficult to digest and they cause people to gain weight.
- 4 Similarity: the ingredients are those used in the Stone Age.
 Difference: the food is prepared in a modern, sophisticated way to produce tasty dishes.
- 5 Students' own answers

Audioscript

INTERVIEWER Next on Healthy
Living, we talk to a chef whose
style of cooking is based on
ingredients our ancestors
would have eaten in the Old
Stone Age or the Palaeolithic
era, around say 100,000 years
ago. Julia Dean is head chef at
the newly opened restaurant
Ancestors. Julia! 100,000 years
– that's going back a very long
way.

- JULIA Yes, it is, and you can go back much further than that. The Paleolithic was a major period in our development as humans. It was the era where we truly became human – we started using tools, we learned to cook, and so on. It was also a period that lasted for a very long time – well over a million years, and that's very significant because it means that during this time, our bodies adapted to a certain lifestyle and to a certain diet. After that, we settled and planted crops and our diet changed – the so-called Agricultural Revolution. But that was only 10,000 years ago - it's not a very long time at all, relatively speaking.
- I OK, so your idea is that our bodies are still adapted to life in the Stone Age – we've changed, but our bodies haven't.
- J Yes, that's exactly right. We've got different technology, but we're the same people as we were then, physically. So all the foods we ate then are what our bodies are accustomed to they're what's good for us.
- I So you mean meat?

- J Yes, wild meat. Also, fish, of course, and we dug up roots and found edible plants. So we ate fish and meat and a lot of vegetables and seeds and nuts and ... and also fruit, but, of course, only in season when we found it.
- I But no milk.
- J No, what we didn't eat was dairy products, and we didn't eat refined grains like wheat or rice these came much later. And, of course, that explains why many people find these foods difficult to digest, and it's a diet that makes you gain weight and is essentially not very healthy much less healthy than what was eaten earlier.
- OK, I see why you chose the name Ancestors for your restaurant. So, if I go to your restaurant, I'll get the kind of food my ancestors ate in the Stone Age? It sounds a bit primitive.
- J Well, don't worry. We won't just give you hunks of meat and a few nuts! The idea of our cooking is to use these ingredients, but, of course, to create sophisticated, modern and very tasty dishes using them. So people come to our restaurant because they love the food, of course. But at the same time, they know they're eating healthily they're eating what's good for them.
- Well, put like that, it sounds very tempting. I wish you the best of luck.
- J Thank you.
- I That was Julia Dean, explaining the Stone Age diet. And now ...

M VOCABULARY SUPPORT

relatively speaking - when compared with something else refined – made pure by removing other substances

digest – change food in your stomach into substances that your body can use

primitive - (disapproving) very basic or old-fashioned a hunk of sth – a large thick piece

d Ask students whether an obsession with diet is a characteristic of the modern world. Put students into groups to discuss the questions. Take feedback as a class.

2 READING

a Ask students what kind of information a home page for a restaurant should contain, e.g., pictures of unusual or special dishes. Tell students to read the home page and discuss the questions with a partner. Check the answer to 1 as a class and individually on 2.

Possible answers

- 1 the restaurant is in the city centre; the Stone Age diet included grains; the menu is seasonal; details of signature dishes; a sample menu is available; drinks served are natural fruit and vegetable juices, teas, coffee, herbal teas; there is a fixed-price early evening menu; there is a cookbook containing *Ancestors* recipes; sample pages from the cookbook are available
- 2 someone health-conscious and interested in a new culinary experience because the food is good for you and unusual; students' own answers

M VOCABULARY SUPPORT

bend the rules - not obey the rules completely; change the rules to suit a situation

genetic make-up – the particular combination and organisation of genes in our DNA

signature dish – the dish that represents the chef / a restaurant's style of cooking best

exacting (C2) – demanding a lot of effort, care or attention

be complemented by sth - make something else seem better when combined with something

wholesome - good for you, healthy

tried and tested - something that has been tested and is of proven quality

b Ask students whether or not these are possible dishes at Ancestors and why: fried dinosaur leg (no, fried food is unhealthy), rice pudding (no, rice is a refined food), rock cakes (the name is appropriate so yes, if they can be made out of fruit, seeds, nuts and vegetable oil, and no flour or dairy products). Ask students to think of a starter, main course and dessert individually and then compare their ideas in groups. Take feedback as a class.

3 WRITING SKILLS Promotional material: Using persuasive language

a Ask students to choose the main purpose. Check as a class. Elicit why the other purposes are less important (people won't have time to read detailed information; few people use restaurant websites to get advice).

Answer

to promote the restaurant

b Ask students how the home page is organised (headings, sections, links) and why it uses headings and sections. Check answers as a class. Ask students which of the links they would follow.

so people can quickly find out about the features they are interested in; so it looks easy and engaging to read – more so than

Tell students to match the features with the purposes. Check answers as a class.

Answers

- 1 c
- 2 d
- 3 b
- 4 a

♥ FAST FINISHERS

Ask fast finishers to think of ways that *Ancestors* could exploit the Stone Age theme, e.g., menus carved on stone. Tell them to compare their ideas with another fast finisher.

d Ask students to tell the class any slogans they like. Put students into pairs to choose one of the slogans for Ancestors and say why they have chosen it. Take feedback and ask the class if they can think of a better slogan.

Possible answer

Pure enjoyment, pure health – because eating at *Ancestors* is an enjoyable experience and the food is healthy and contains only the purest ingredients (but all answers are possible)

e Tell students to look at the opening phrase Our city-centre restaurant and ask: Is the message that Ancestors is easy to get to or that you should come early to avoid the traffic? (it's easy to get to). Students match the phrases with the messages. Check answers as a class.

Answers

- 1 c
- 2 b
- 3 d
- 4 a
- **f** Write these two sentences on the board and ask students to say which is more positive, why, and how its structure is different:

When you enter Ancestors, you feel like you're in a new world.

Entering Ancestors, you feel like you're in a new world.

(The second is more positive because of the structure of the opening adverbial. The first has a conjunction and pronoun; the second, with no conjunction or pronoun but an -ing participle clause, is more concise and has more impact.) Put students into pairs to do the same with the sentences in the exercise. Tell students to find three more examples in the text of descriptive clauses or phrases which start sentences. (Point out that they are all in the last two sections.) Check answers as a class.

Possible answers / Answers

1 The first is more effective. Putting a vivid description at the start of a sentence immediately gets the reader's attention and emphasises this part of the sentence. The second sentence has two main clauses and this is less efficient as the subject is the same in both.

Based in the city centre, Ancestors is ...

Tasty and fresh, the early evening menu offers ...

Tried and tested by our team of cooks, our recipes will enable ...

g Students complete the exercises in Writing Focus 8D on SB p. 174. Refer students to the table and the Writing Tip. Students complete Exercises a–c, using a dictionary if necessary. Check answers as a class. Monitor Exercise d and then ask students to compare ideas in Exercise e. Tell students to go back to SB p. 101.

Answers

- a 1 freshly, lovingly
 - 2 most exacting, highest
 - 3 serve, offer
 - 4 perfect, ideal
 - 5 complete, total
 - 6 away from it all, far from the bustle of the city
- **b** 1 a hotel
 - 2 a furniture shop
 - 3 a duty-free shop
 - 4 a music venue
 - 5 a language school
 - 6 an airport lounge
 - 7 a bank
- c 1 Tastefully furnished; truly relaxing
 - 2 manufactured to the highest standards; stand the test of time
 - 3 an extensive range of; globally recognised
 - 4 an ideal venue
 - 5 fully; highly qualified; a unique learning experience
 - 6 A warm welcome awaits you; while away; luxurious
 - 7 Our mission is; a secure home

4 WRITING

- Ask students to think of a concept for a restaurant where they live, e.g., a vegan restaurant, a slow-food café, a make-it-yourself pancake place. Put students into pairs or groups to decide on a concept and make notes for the website, using the prompts and looking back at the criteria in 1a on SB p. 100. Tell pairs or groups to give a brief presentation to the rest of the class of their concept and promotional ideas.
- b Tell pairs or groups to write a promotional text with a name, slogan and sections with headings. Tell students to divide up the sections so that they each write a short paragraph. Stronger students can write more than one section. Encourage students to use structures which emphasise the positive features. You could also give weaker students a paragraph frame based on the model text for them to change and expand, e.g., Based in _______, [name] is the ideal place for _______. The early lunch menu offers _______. You will also find ______ exciting selection of ______.
- **c** Ask groups to pass around their texts, read one another's and write questions on the text that they'd like answered. Groups then tell the class their answers to the questions on their text and anything else they'd like to make clear. The class votes on the best restaurant.

EXTRA ACTIVITY

If possible, follow up this writing activity with a visit to a restaurant. Put students into groups to look at different restaurant websites and ask them to present to the class the best place to go based on the criteria in 4a. The class then votes on the best restaurant. Go to the restaurant and then ask groups to write an English version (or a new English version) of the restaurant website. (The restaurant may be interested in this text if it is positive enough!)

(+) ADDITIONAL MATERIAL

Workbook 8D

UNIT 8

Review and extension

1 GRAMMAR

a Write this sentence on the board: *Tracy is glad not to have been playing / be playing / have played next weekend.* Ask students to choose the correct option and explain why (be playing – present continuous for future arrangements). Tell students to choose the correct option. Check answers as a class.

Answers

- 1 Waking
- 2 Being sent
- 3 getting
- 4 to listen
- 5 having
- 6 to have met
- 7 of saving

Answers

1 didn't 2 have 3 Had 4 asks 5 otherwise/or 6 Were

2 VOCABULARY

a Ask students to cover the endings, look at the sentence halves and think of the word or phrase that comes next. Students then match the sentence halves with the endings. Check as a class.

Answers

1 c 2 h 3 a 4 e 5 g 6 b 7 f 8 d

♥ FAST FINISHERS

Ask fast finishers to think of interesting new similes for *sleep like* (a log), e.g., a bear in winter, my gran after Sunday lunch, a bored student in a library. Tell them to compare ideas with another fast finisher.

b Ask students which of these words is the odd one out: *thinning, loss, grey, glowing* (glowing, the others can be about hair). Put students into groups to find the odd word out and explain why (there may be different answers but students need to justify them). Check answers as a class.

Possible answers

- 1 saggy; it's the only negative adjective
- 2 scars; they are permanent, not temporary marks
- 3 strengthen; it is part of healthy living and not an anti-ageing treatment
- 4 weight loss; it isn't usually a result of ageing
- 5 yellowing; it's a superficial effect of ageing, not a way of looking/ feeling better
- 6 poor circulation; it's a health problem caused by ageing, not a superficial effect of ageing

3 WORDPOWER and

Answers

1 b 2 f 3 a 4 c 5 d 6 e

b Ask students to think of their own paraphrases for the idioms. Then tell students to replace the idioms with the expressions in the box. Check as a class.

Answers

- 1 small things of different types
- 2 many places
- 3 easily
- 4 annoyed by
- 5 damage caused by everyday use
- 6 a normal part of
- expressions with and, e.g., first and foremost, heart and soul. Tell students to complete the sentences with the adjectives in the box. Play the recording for students to check.

Answers

1 clear 2 tidy 3 sweet 4 safe

- **d** Write this sentence on the board and ask students to fill in the missing word: Apart from some _____ and tear, it's in good condition. (wear). Tell students to choose four expressions from 3a or 3c and do the same.
- **e** Put students into groups to read out their sentences for other students to guess what goes in the gap.

♥ EXTRA ACTIVITY

Put students into pairs. Tell them to write a dialogue using as many of the *and* expressions as possible. First they plan the dialogue, taking notes, then they practise it and finally they role play it in front of the whole class.

Photocopiable activities: Wordpower 8

ORDINAL PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

UNIT G

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand details of texts about urban planning and architecture and respond
- follow broadcast reporting and descriptions of innovations and controversial issues in city planning, and respond
- use a range of lexis to: describe iconic buildings; discuss, describe, relay and present on ideas for apps, community action and improvements to their local area
- understand the attitudes and feelings of speakers using idiomatic language in a conflict situation and the strategies they use to express feelings, comment on the behaviour of others and describe intentions
- use a range of expressions to deal with conflict situations
- write a well-structured essay describing and discussing the causes of social change using linking words to express reasons and results

UNIT CONTENTS

G GRAMMAR

- Reflexive and reciprocal pronouns (herself; each other)
- Ellipsis and substitution (to avoid repetition)
- Linking: reason and result: as a (direct) consequence (of), as a result, because of, causing, consequently, due to, hence, leads to, means that, one key factor, one of the main reasons, outcome, owing to, results in, thereby, therefore, thus

V VOCABULARY

- Verbs with re-: recreate, redevelop, re-establish, regain, regenerate, rejuvenate, renovate, restore
- Describing buildings: bungalow, cabin, dated, graceful, housing estate, imposing, innovative, mansion, nondescript, out of place, over the top, penthouse, power station, semidetached, studio, stunning, tasteless, warehouse
- Language in context: Colloquial expressions; Metaphorical phrases; Animal idioms
- Wordpower: build: build around, build in, build on, build up, build up into

P PRONUNCIATION

- Sound and spelling: re-
- Word stress, primary stress
- Sound and spelling: foreign words in English: aficionado, avantgarde, cappuccino, c'est la vie, déjà vu, faux pas, finito, kaput, karaoke, kindergarten, nada, paparazzi, pronto, rendezvous, Schadenfreude, siesta, tête-à-tête, tsunami, typhoon

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write these criteria for a good city to live in on the board:

- transport
- safety
- affordable housing
- friendly locals
- shoppingmulticulturalism
- atmosphere

entertainment options

Elicit some more criteria from students. Ask students to give each criterion a mark from 1–5 (1 = terrible, 5 = excellent) for the city they live in or their closest city. Put students into pairs to compare marks and discuss.

- **a** Put students into pairs to describe the photo. Take feedback as a class.
- **b** Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

This photo shows a house in the middle of a housing development in southern China. The owners of the house have refused to let the property be demolished. Originally, the house was part of a village but all the other residents were relocated in the 1990s. The owners don't even live in the house now, but the property company has no legal way of getting rid of the house and essential maintenance work can't be carried out on the road it occupies. A similar situation happened to Edith Macefield when she turned down a million dollars from a shopping centre in Seattle, USA, and they were forced to build around her. It's possible she was the inspiration for Pixar's film *Up*.

C Put students into groups to discuss in what situation they would agree to their family home being demolished. Take feedback as a class.

♥ EXTRA ACTIVITY

Put students into groups. Ask them to think of legal ways of putting pressure on a homeowner to move, e.g., organising a petition signed by as many local residents as possible. Ask each group to share their ideas with the class and choose the best suggestion.

9A

THEY JUST NEED TO RENOVATE IT

OPTIONAL LEAD-IN

Books closed. Give students two minutes to draw and label a rough map of an urban area they know well, e.g., their neighbourhood, including main buildings, transport, parks, etc. Put students into pairs to show each other their maps and suggest how the area could be improved, e.g., adding roads, making the hospital more central. Share answers as a class.

1 READING

- **a** Tell students to look at the photos and say how they look different from the city where they live or a city near them. Put students into pairs to discuss the questions. Take feedback as a class.
- **b** Ask students to read the definition and discuss which features of biophilic cities they can see in the photos. Take feedback as a class.
- **c** Give students time to read the article and identify the best summary individually. Use the Vocabulary support box to help students with vocabulary if necessary. Check answers as a class.

Answers

2 is the best summary

***** VOCABULARY SUPPORT**

paved – an area of ground covered with a hard, flat surface of pieces of stone, concrete or bricks

roadside verge – the strip of land that borders a road alive with sth – full of things that are living and moving crops - plants such as grain, fruit or vegetables grown in large amounts

harvest (v.) - to pick and collect crops

an unrestricted vista – a clear view, especially a beautiful one, from a high position

at peace - feeling calm and relaxed

stroll – to walk in a slow relaxed way, especially for pleasure woodlands – land on which many trees grow

well-being – the state of feeling healthy and happy

predator – an animal that hunts, kills and eats others

green belt – a strip of countryside round a city or town where building is not allowed

facade - the front of a building, especially a large or attractive one

FAST FINISHERS

Point out the words *predator-free* and *car-free* and ask fast finishers what they mean (with no predators or cars). Ask them to think of other nouns that are usually used with the suffix *-free*, and to write a list.

Possible answers

carefree, duty-free, sugar-free, gluten-free

At the end of this lesson, students will be able to:

- read an article about urban development and decide how convincing the arguments put forward are
- use a range of verbs with re- relating to urban development, saying them with the different pronunciations of re-
- discuss improvements and challenges to cities and the urban environment
- use reflexive and reciprocal pronouns for a range of functions
- listen to a podcast and reactions to the influence of technology on cities
- prepare and present an idea for improving their local urban area
- **d** Give students a few minutes to read the article again, as well as the information panel. Put students into groups to discuss the questions. Take feedback as a class.

Possible answers:

- 1 a Wildflowers and tall grasses can be grown along roadsides.
 - b Rivers can be allowed to follow their own course and can be cleaned up so they are unpolluted.
 - Parks can include wildlife reserves. Green areas can be created by fencing off large areas that are allowed to develop naturally. A car-free green belt around the city can be created.
- 2 a Walls of buildings can be covered in plants and trees, creating homes for birds and insects; some walls can be used for climbing crops.
 - b Roofs of buildings can be used for growing flowers, fruit, vegetables, plants and trees.
- 3 Humans need contact with nature for mental well-being.
- 4 A biophilic city is different in that people who live there can constantly be in contact with nature.
- **e** Ask students to work individually to choose the correct definitions. Encourage them to do this from memory where they can, and then use the article for support. Check answers as a class.

Answers

1 a 2 b 3 a 4 a 5 b 6 b 7 b

Put students in pairs to discuss their own city or one they know well. Encourage them to use what they have learned about biophilic cities to evaluate how biophilic their city is already, and what could be done to make it more so. This could be developed into a class discussion.

2 VOCABULARY Verbs with re-

a Ask students how the words in bold are similar in meaning. Check answers as a class. Ask how they are similar in form (they start with *re-*) and how they are different (in these sentences *re-establish* and *recreate* are in the infinitive form and *restored* is in the past participle).

Answers

They're about putting something back or doing something again. re-establish this contact - make this contact again; recreate - create nature again in the city; have restored - the river is unpolluted again

with the verbs from the box. Make sure students notice that the meanings of the words are shown in brackets. Play the recording for students to listen and check. Check answers as a class.

Answers

1 regenerate3 rejuvenate5 regain2 renovate4 recreated6 redevelop

LOA TIP ELICITING

- Use the general meaning of re- to elicit the meanings of the words.
- Give students simpler examples with words they already know: If you 'retake' a test, what do you do? (do it again). Can you think of a 'remake' of a famous film? ('Ghostbusters') Elicit the general meaning of re-, to do something again, often to do it better.
- Tell students to read question 4 and ask *Is this a new idea?* (no). *Are they repairing something?* (no). *Are they building something which already exists somewhere else?* (yes). Then ask students to choose the best word to replace the phrase in italics and put it in the appropriate tense (recreated).
- Point out that this meaning does not apply to all verbs with re- and elicit examples, e.g., you usually only resign from your job once.

LANGUAGE NOTES

Highlight that *rejuvenate* and *renovate* cannot be used without *re: iuvenate* and *novate* are not words.

c Pronunciation

- 1 **Quantity** Play the recording for students to listen to the pronunciation of *e* in *re* in the verbs in the table. Ask students in which word the *e* sound is longer (redevelop). Drill the two verbs.
- 2 **D09.03** Tell students to add the other verbs with *re* in 2a and 2b to the table and identify which verb has a different sound and can't be added. Play the recording for students to check. Drill the words.

Answers

1 /iː/	2 /I/				
redevelop	rejuvenate				
recreate	regain				
re-establish	regenerate				
	restore				

Different: /e/ renovate

FAST FINISHERS

Tell fast finishers to add these verbs to the table: relax, repeat, re-educate, refund, reject, rehouse, require, result. Check and drill the words.

Answers

/iː/: re-educate, refund, rehouse /ɪ/: relax, repeat, reject, require, result

d Tell students to look around their classroom/school and say if any renovation or any other changes are needed. Put students into groups to discuss the questions. Take feedback as a class.

3 READING AND SPEAKING

- **a** Put students into pairs to look at the pictures and answer the questions. Take feedback as a class.
- **b** Divide the class into groups of four and assign A, B, C and D roles (students can share a role if necessary). Student As go to SB p. 135, Student Bs go to SB p. 136, Student Cs go to SB p. 136 and Student Ds go to SB p. 137. If necessary, put the following words and definitions on the board for students' reference during the task: *makeover* (a process within a certain timeframe involving a series of changes intended to make something more attractive), *developers* (C2) (businesses that profit from buying land or buildings, improving them and then selling on to a new owner). Tell students to read their fact files and make notes to help them retell the information. Tell students to go back to SB p. 105.
- Tell students to explain the ideas they read about to one another in their groups, using the prompts given. Take feedback as a class.

4 GRAMMAR Reflexive and reciprocal pronouns

a Ask students which picture this comment could refer to: *You can just help yourself to refreshments.* (B). Tell students to read the comments and say which picture they could refer to. Take feedback as a class.

Possible answers

1 b, d 2 b, d 3 c, d 4 b, c, d 5 b, d 6 c 7 a

b Put students into pairs to look at the words and phrases in bold and answer the questions. Check answers as a class.

Answers

- 1 a 6 (themselves) c 1 (by yourself) b 3 (itself) d 2 (for themselves)
- 2 a we support ourselves: we don't need other people's help; we support each other: I help them and they help me.
- b they talk to themselves: they speak as if they were alone, not to another person; they talk to one another: they speak with another person / other people
- c D09.04–09.05 Students read the information in Grammar Focus 9A on SB p. 154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Exercise c could lead to a discussion in groups of how cities will cope with an increasing global population. Tell students to go back to SB p. 106.

Answers (Grammar Focus 9A SB p. 154)

- a 1 a2 b1 4 a2 b1
 2 a1 b2 5 a2 b1
 3 a1 b2 6 a2 b1
 1 ourselves 5 myself
 2 himself 6 himself
 3 of herself 7 one another
 4 myself 8 each other's
- c towns and cities find themselves under tremendous pressure ... let alone enjoy ourselves there ... But, let's just remind ourselves / one another / each other of the challenges ... The technology (itself) may be there, but we would be opening ourselves up to lots of problems ... The world needs to sort itself out and we need to learn to live with one another / each other. I hope I've made myself clear.

CAREFUL!

Students often use a reflexive pronoun after verbs which don't need them, especially feel: How do they feel themselves being in a group? (Correct form = How do they **feel** being in a group?). Another typical mistake is not to use the reflexive pronoun when it's necessary, especially after enjoy: The performance went well and the spectators enjoyed a lot. (Correct form = The performance went well and the spectators enjoyed **themselves** a lot.). Some students also confuse the reflexive with the object pronoun, especially myself/me: His knowledge of geography often impressed myself. (Correct form = His knowledge of geography often impressed me.). Another typical error is to put the reflexive pronoun between the verb and the object: It means you should yourself organise your leisure time. (Correct form = It means you should organise your leisure time yourself.). A further common error is to use a reflexive pronoun instead of a reciprocal pronoun: Our students can meet themselves during the break. (Correct form = Our students can meet each other during the break.).

5 LISTENING

- a Ask students what their favourite apps are. Ask students to discuss in pairs what they think the app in the photo is for. Then take feedback as a class. Elicit students' ideas and ask them to justify their suggestions.
- **b** 09.06 Play the recording for students to listen and answer the questions. You may wish to pre-teach some of the expressions in the Vocabulary support box. Tell students to work individually and then compare their answers in pairs. Check answers as a class.

Answers

- 1 You go on the app, take a photo of a maintenance problem in the city, choose the appropriate issue category and send off the photo. Receipt of the photo is immediately acknowledged and you can track the issue to see if it's 'In process' or 'Fixed'.
- 2 It's an example of democracy in action, which she approves of, and it also saves the city money.
- 3 Students' own answers

Audioscript

PRESENTER Cities around the world are growing more crowded by the day. All us city dwellers experience the frustration of ever-increasing traffic on our roads, and wear and tear on our amenities. Keeping transport moving and public amenities functional is an ongoing problem the folks who run our cities have to deal with. With an estimated five billion inhabitants of the world's cities by 2030, the challenge has never been greater ... So, today ... many major cities around the world are looking to mobile technology for their solutions. And there are a handful of products out there already that are aimed at helping to optimise the way we live in cities. One example is an app called click-and-fix. It's in use in a number of cities and what it does is to let you communicate with your city maintenance services. People use their mobiles to let the city know where there's a problem - something's broken or out of service and then the idea is it'll get fixed straight away. Or at least they get updated on what's being done about it. Michelle Thornton in Boston, USA, shows us how it works.

MICHELLE Well, look, I'm just going along the street and if I see something that needs fixing I can report it. It could be anything, like a pothole, or graffiti on a wall, or if something's been vandalised, or even a place where you're repeatedly having to risk your neck to get across the road – anything like that. So, right now, we're going past a

park, and there's a railing that's been smashed in here – it's all bent. So I'll go on the app and then I just take a snap of it – and I'll choose the most appropriate issue category, so I'll choose 'park issue' – the app knows where I am, of course, and then ... just send it off. And you can see it comes up here; it's saying it's received. Then I can look it up later and it will tell me if it's 'in process' or hopefully 'fixed'. I think it's a great idea. It means that I, as a citizen, can be more involved. So it's a kind of democracy in action, if you like, and it also saves the city money.

***** VOCABULARY SUPPORT**

city dwellers - people who live in a city

wear and tear – the damage that happens to an object with ordinary use over time

amenities – desirable or useful features and facilities of a place – such as parks, swimming pools, public toilets

optimise sth - make something as good as possible

pothole - a hole in a road surface

vandalise – intentionally damage the property of others democracy in action – when the opinions of a number of ordinary members of a population are listened to by the government and they get what they want

c 109.07 Play the recording and ask students to choose the idea which has been invented. If necessary, pre-teach canopy (the branches and leaves that spread out at the top of a group of trees forming a kind of roof), commute (C1) (make the same journey regularly between work and home) and have a mind/memory like a sieve /sīv/ (forget things very easily). Put students into pairs to compare what they have chosen.

Answer

The invented idea for 'smart' cities is the machine that can check your health.

Audioscript

FRANK I've got an app here, on my phone, called *Trainspotting*. I use this all the time – in fact, I couldn't manage without it. I commute into town and it actually shows me, not just when the train's due, but exactly where it is – which is great because sometimes the station announcements are basically all over the place. You can't really trust them. So, I can get the map here, blow it up a bit like that and, yeah, there's my train! It's just left the last station, and it's due in . . . two minutes.

RITA OK, this isn't an app, but it's an information screen. And they've got these screens all around the city – they're all over the place. And it can tell you whether your health is OK, which is really useful – especially for elderly people. So you press this panel here, and it reads your blood pressure, and your body mass index, blood sugar level, pulse – all those things. And it also tells you how stressed you are. It reads the whole thing just from contact with your finger – it's a touch screen. It's amazing! So let's give it a whirl ... I put my finger on it ... Press OK ... Print ... OK, it's printing it out now ... There we go. Let's see if I'm OK or whether I'm about to keel over. No, it says everything's normal, that's a relief – but 'stress level high', it says. Ah, well ... what can you do?

NICK Yes, well this isn't an app, but it's a cool idea. It's called Strawberry Tree, and these are artificial trees and they're dotted around the city. They're basically solar-powered phone charging points. They're shaped like trees, so they blend in. And the canopy consists of solar panels, which feed into batteries for charging your mobile or your laptop. It's all free, of course. So you can go to the park, sit and chat to people, or you can drink coffee, and they charge up your phone for you. It suits me because I've got a mind like a sieve – I'm always going out without charging my phone, so it's a real life-saver for me.

d • 09.07 Ask students: *Which app would be useful for punctual people?* (Trainspotting). Play the recording again for students to write the app idea next to each function. Check as a class.

Answers

- 1 Trainspotting; health information screen
- 2 Strawberry Tree
- 3 Trainspotting
- 4 Strawberry Tree
- 5 health information screen
- 6 Strawberry Tree
- **e** Put students into groups to discuss the questions. Take feedback as a class.
- Ask students if apps are useful for their daily lives or are they more like toys. Put students into groups to answer the questions. Take feedback as a class.
- g Language in context Colloquial expressions
 - 1 **D09.08** Tell students to complete the expressions in bold with the words from the box. Play the recording for students to check. Concept check some of the expressions, e.g., *Which multi-word verb means 'to make bigger'*? (blow up).
 - 2 Read the Learning Tip with the class and tell students to answer the question. Check answers as a class.

Answers

1	a neck	d place	g dotted		
	b smashed	e whirl	h blend		
	c blow	f keel	i life		
2	collapse: keel over; enlarge: blow up				

⊕ FAST FINISHERS

Distribute copies of the audioscript and tell fast finishers to underline the other example of *all over the place* (sometimes the station announcements are basically <u>all over the place</u>) and say what it means in this context (not correct or suitable).

EXTRA ACTIVITY

Tell students that you have an app to calculate stress levels. Pretend to read this information from your smartphone. Start with 0 points. Add 1 point for any of these factors: you have more than 2 children, you work over 40 hours a week, you live in a city, you have recently moved to a new flat/house, you have recently changed jobs, you live in a bad neighbourhood, you drive in the rush hour, you are getting married soon, it rains a lot in your country. Result: more than 6 points means your stress levels are high; zero points means you are very relaxed. Put students into groups to discuss how accurate this 'app' is and to think of other factors that could increase stress levels. Take feedback as a class.

♥ HOMEWORK ACTIVITY

Tell students to find five multi-word verbs connected with the topic of urban development or technology. Ask them to write them down in their vocabulary notebook with their single-word equivalents and example sentences. Examples: do up: repair; move in: occupy; put up: build; set up: found; take down: destroy. In class, put students into groups to teach one another their multi-word verbs.

6 SPEAKING

- Tell students to read the list of ideas. Pre-teach *impending* (used to refer to an event, usually something unpleasant or unwanted, that is going to happen soon). Put students into groups of three to discuss the questions.
- **b** Tell each group of three to choose one idea and prepare to tell the class how useful it would be. They should use the prompts to make notes and then practise their presentation. Monitor and encourage students to use the colloquial expressions in 5g.
- **c** Each group should present their idea in turns, with each student in a group presenting one of the bullet points. The class then votes on the most useful idea.

♥ EXTRA ACTIVITY

Put students into groups to discuss which of these apps is the most useless. Take feedback as a class.

An app that ...

says when it is feeding time at the nearest zoo counts down how many seconds you have left to live tells you the birthday of the person physically closest to you teaches you a new mathematical formula every day translates cat sounds into dog sounds.

(+) ADDITIONAL MATERIAL

Workbook 9A

Photocopiable activities: Grammar 9A, Vocabulary 9A, Pronunciation 9A

Documentary video Unit 9 Cities

Video worksheet Unit 9 Cities

THEY WANTED A **DRAMATIC SKYLINE** AND THEY GOT ONE

OPTIONAL LEAD-IN

Books closed. Put students into groups. Ask students to imagine that they have travelled forwards in time from Ancient Greece and find themselves in their local town today. Students should discuss what they find most surprising and most impressive as they look around town.

SPEAKING AND VOCABULARY

Describing buildings

a Put students into groups to look at the pictures and answer the questions. Check and take feedback as a class. If you wish, give students information from the Culture Notes below.

Answers

Triumph Palace, Moscow, Russia; flats and hotel Krzywy Domek (The Crooked House), Sopot, Poland; restaurants, shops and offices

Casa Batlló, Barcelona, Spain; a private home, now a museum Torre Velasca, Milan, Italy; shops, offices, exhibition spaces

The United Nations Secretariat building, New York City, USA; houses the United Nations

Museo Soumaya, Mexico City, Mexico; museum

CULTURE NOTES

Triumph Palace, built in 2003, is the tallest block of flats in Europe. It is known as the Eighth Sister because it is similar to the Seven Sisters skyscrapers built in Moscow in the 1950s.

The Crooked House, built in 2004, was inspired by a fairytale. Casa Batlló was designed by Antoni Gaudí in 1904 and has been used for many purposes since; today, it is a museum of the architect's work and can be hired by the public as a venue for

The 100-metre Torre Velasca was built in the 1950s on the model of a medieval castle. Right in the centre of historic Milan, it is considered an eyesore by some people.

The United Nations Secretariat Building in New York City was completed in 1953. It is believed to represent a post-war optimism and resiliency on the United Nations campus. This mid-century Modernist landmark underwent a large renovation project starting in 2010.

Museo Soumaya, completed in 2011, is mainly an art museum. Most of the collection is of European art from the 15th to 20th centuries.

b Read out the definition for *imposing* from the Vocabulary support box and ask students if imposing is positive or negative (usually positive). Tell students to tick the words in the box as positive or negative, using a dictionary if necessary. Check answers as a class.

Answers

positive: 1, 3, 4, 9 negative: 2, 5, 6, 7, 8

At the end of this lesson, students will be able to:

- · talk about the design and function of local and iconic buildings using a range of descriptive vocabulary with the correct svllable stress
- use ellipsis and substitution to make their language more concise and coherent
- read an article about an architect and work out the meaning of the metaphorical phrases
- discuss a scenario for dealing with an urban challenge and present a solution

VOCABULARY SUPPORT

imposing – impressive/powerful because it is very large and magnificent and looks important - people can't ignore it nondescript - very ordinary, or having no interesting or exciting features or qualities

graceful (C1) - having a smooth, attractive shape innovative (C1) - using new methods or ideas tasteless (C2) - not stylish

over the top (C2) - too extreme and not suitable

dated (C2) - old-fashioned in a way that is bad

out of place (C2) - in the wrong place or looking wrong stunning (B2) - extremely beautiful or attractive

c 09.09 **Pronunciation** Ask students to underline the stressed syllable in each word or phrase in Exercise 1b. Play the recording for students to listen and check. Drill

the words and phrases.

Answers

4,	III W CI S				
1	im <u>pos</u> ing	4	<u>inn</u> ovative	7	<u>da</u> ted
2	<u>non</u> descript	5	<u>taste</u> less	8	out of place
3	<u>grace</u> ful	6	over the <u>top</u>	9	<u>stunn</u> ing

- **d** Put students into pairs to describe the buildings, using the words and phrases in 1b and other adjectives or phrases they know. Take feedback as a class. Ask students to choose one of the buildings to visit.
- 09.10–09.11 Students complete the exercises in Vocabulary Focus 9B on SB p. 166. Play the recording for students to listen and check their answers to Exercises a and b. Check the answers to Exercise c. Take feedback as a class after the discussion in Exercise d. Tell students to go back to SB p. 107.

Answers (Vocabulary Focus 9B SB p. 166)

- a 1 innovative
 - 2 imposing, out of place / over the top
 - 3 nondescript, dated/tasteless
 - 4 tasteless / over the top, over the top / dated
 - 5 graceful, stunning
- **b** 1 e 3 ј 5 с 7 I 9 f 11 i 4 a 6 h 8 g 10 b 12 d 2 k
- c 1 cabin, skyscraper, housing estate, penthouse, studio, bungalow, mansion, tower block, semi-detached
 - 2 power station, warehouse, retail park
 - 3 skyscraper, studio
- f Check students remember iconic from Lesson 6A. Put students into pairs. Tell them to take turns to describe a building, using the new vocabulary and other words and phrases they know, for their partner to guess. During feedback, ask students to say their descriptions again for the whole class to guess.

2 GRAMMAR Ellipsis and substitution

- a Tell the students to read the sentences and tick the ones which are true for them. Put students into pairs to compare. Take feedback as a class.
- **b** Ask students to work in the same pairs and decide which words and phrases have been left out or replaced with the words in bold and why. Check answers as a class.

Answers

- 1 dislike modern architecture
- 2 consult residents about new buildings 3 they've 4 buildings 5 built more houses
- 6 (They) (are)n't (likely to) build anything new around here for a long

Words have been omitted or substituted to avoid repetition and to make the sentences more concise.

c >>> 09.12-09.17 Students read the information in Grammar Focus 9B on SB p. 155. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers.

For Exercise d, divide the class into pairs and assign A and B roles. Student As go to SB p. 135 and Student Bs to SB p. 136. Tell students that they are neighbours complaining about changes in their neighbourhood. If necessary, pre-teach *petition* (a document signed by a large number of people demanding or asking for some action from the government or another authority). Tell Student A to start first and then Student B to respond, taking turns to listen and reply using ellipsis and substitution to make their sentences more natural. They then change roles. Monitor and make sure students are using ellipsis and substitution. Tell students to go back to SB p. 108.

Answers (Grammar Focus 9B SB p. 155)

- a 1 The president arrived and he made a speech.
 - 2 You don't know and you never will know.
 - 3 I will tell you because I value and † respect your opinion.
 - 4 We have been thinking about our reputation, we have not been thinking about money.
 - 5 I said I would be volunteering so I will be volunteering.
 - 6 If they are hungry, bears can be dangerous and they can be unpredictable.
 - 7 My first impression was very positive but my second impression wasn't very positive.
 - 8 We can meet up at seven if you'd like to meet up at seven tonight.
 - 9 'Are we in room six?' 'I guess we are not in room six.'
 - 10 The Nile is the longest river in the world and the Amazon is the second longest river in the world.
- **b** 2 'Is this the right page?' 'I think it is the right page so.'
 - 3 'I don't know where we are.' 'I don't know where we are either OR <u>Neither/Nor do</u> I.'
 - 4 I love holidays abroad, especially long holidays abroad ones.
 - 5 'Who's got a dress with short sleeves?' 'Borrow my dress with short sleeves mine.'
 - 6 'Did you get my message?' 'I'm afraid we didn't get it not.'
 - 7 'George got married.' 'I didn't know George had got married that.'
 - 8 Klaus is very enthusiastic, and his sister is very enthusiastic too OR so is his sister.
 - 9 Tina had always wanted to go parachuting and one day she went parachuting did.
- c D The place where we are going to work and where we are going to do business, say, 50 years from now. Those offices will look completely different compared to the offices ones today.
 - R I expect they will look completely different so.

- **D** For example, imagine there are no walls and there are no doors. All barriers to communication will be broken down and all barriers to communication will be a thing of the past. This is hard to imagine, but you don't need to imagine it. Just go to any successful company today.
- **R** I think successful companies today they have walls and have doors.
- **D** You are being sarcastic and you are trying to make fun of me.
- **R** Sorry, I didn't mean to make fun of you. I'd like to travel in time and I'd like to visit an office of the future. Tell me when you have built an office of the future one.

CAREFUL!

Students sometimes leave out the subject, especially *it*, after and and but when the subject of the new clause is different: *I* can't rely on public transport and is expensive for me to take taxis. (Correct form = I can't rely on public transport and it is expensive for me to take taxis.). Students also leave out the subject, especially *it*, after because and if: The training was too short because lasted only eight hours. (Correct form = The training was too short because it lasted only eight hours.).

♥ EXTRA ACTIVITY

Give students an example of a sentence containing ellipsis and substitution and how it can be expanded, e.g., *Mike hasn't been to one but I have*. (Mike hasn't been to an interactive museum, but I have been lucky enough to go to several.), pointing out that different ways of expanding are possible. Put students into two groups, A and B, and give each group four sentences:

Group A

- 1 The first place was but the second wasn't.
- 2 I never did and I don't regret it.
- 3 Are you? I'm not.
- 4 If Lucy said so, she must have.

Group B

- a I will as long as you will.
- b I suspect not but ask her.
- c She hasn't yet but she might.
- d If so, take mine.

Ask groups to expand their sentences and to write the expanded sentences on a separate piece of paper. Group As then swap their expanded sentences with Group Bs and use ellipsis and substitution to reduce them. Groups then compare their reduced sentences with the original reduced sentences.

3 READING

a Ask students if they know any famous architects, current or past. Tell students to read the article and choose the best summary. Check as a class.

Answer

1 is the more accurate summary

b Ask students how they would describe Kazuyo Sejima's style to a friend. Tell students to read the text again and make notes using the prompts. The article about Kazuyo Sejima contains vocabulary which may be unfamilar. Encourage students to write whole descriptive phrases as well as words, e.g., a series of spacious, airy buildings that almost seem to float, and decide if these are positive or negative using the context. Ask them to check their ideas in a dictionary. Use the Vocabulary support box to help

with vocabulary, if necessary. Put students into pairs to compare notes. As feedback, ask some students to read out their notes.

Possible answers

background and personality:

from Japan, became interested in architecture as a child, graduated with a Master's in Architecture from Japan Women's University in 1981, very passionate about her work, works slowly and carefully, dedicated, hard worker

colleagues and architectural firms:

worked as an apprentice for another famous Japanese architect, Toyo Ito. Six years later, established the firm Kazuyo Sejima and Associates. 1995 – created SANAA with Ryue, a younger employee architectural style:

elegant, simple, light, spacious, airy, spaces, fluid; buildings have a sense of flow between inside and outside worlds and reflect their location; location also determines the materials she uses for each building

beliefs about architecture:

interior and exterior worlds don't need to be completely separate, and a building doesn't have to be a barrier between inside and outside design of a key building:

Louvre-Lens – has a central building and two wings to match the design of the Louvre in Paris. The building is made up of glass walls and aluminium facades, so it blends easily with the natural environment

***** VOCABULARY SUPPORT**

flow (n.) - continuous movement

set out on your own (C2) – to start an activity or project independently, with a particular aim

recognised (adj.) – officially accepted as being of a particular standard

join forces – to form a team towards a particular aim *airy* – with a lot of light and space

satellite – an organisation or place that is controlled by or depends on a bigger one

wings – parts of a large building that stick out from the main part blends with – mixes or combines well with

interplay – the effect that two or more things have on each other *foremost* (C2) – most important or best; leading

impeccable - perfect, with no problems or bad parts

Put students into groups to look at the photos of Kazuyo Sejima's buildings and ask them to discuss the questions. Encourage students to use vocabulary from the text. Take feedback as a class.

LOA TIP MONITORING

- When you monitor group work, make sure that students take turns appropriately. An important part of turntaking is everyone contributing equally.
- To raise awareness, ask students to time how long they are speaking for on their stopwatches on their smartphones (or watches). Tell each student to start the stopwatch when they begin speaking, pause it when they stop and restart when they speak again. Monitor to check that students are using their stopwatches and note down any problems in turn-taking, e.g., particular students dominating or periods of silence.
- At the end of the discussion, ask students to compare how long each person in the group spoke for. See which group had the most equal interaction.
- Tell the students what you noticed as you monitored and elicit solutions to the issues from the class.

d Language in context Metaphorical phrases

- 1 Write on the board:
 - 1 I saw a burning building.
 - 2 This is a burning issue.

Ask students how the meaning of *burning* is different in the two sentences (1 on fire; 2 very important) and say that the first usage is literal and the second is metaphorical. Tell students to say whether the meaning of the words in phrases a–g matches those in the text. Check answers as a class.

2 Students then match the highlighted metaphorical expressions in the text with the definitions. Check as a class and read the Learning Tip.

Answers

- 1 no
- 2 a at the top of her game
 - b sparked her interest
 - c show all the hallmarks
 - d walked away with
 - e the game-changer
 - f blossomed into
 - g fuels Sejima's strong interest

♥ HOMEWORK ACTIVITY

Tell students to find a short written piece or an audioscript of spoken text which contains metaphorical language (descriptive texts like advertisements and promotional work are often good sources). Ask students to underline the metaphorical language and next to it make a note of the literal and metaphorical meanings, making up an example which will help them understand the indirect meaning, e.g., *The Taj Mahal is the face of India*. (face = front of the head/image; your face is your appearance and how other people see and judge you). Tell students to bring their texts to class and put them up on the classroom walls. Tell students to go around the class, reading the texts, and noticing the metaphorical language.

4 LISTENING

a Put students into groups to look at the photos and discuss the questions. Take feedback as a class. You could use the Culture Notes to tell students a little more about the tourist attractions in Singapore which are mentioned in the recording.

CULTURE NOTES

Fort Canning – a hill in central Singapore, which is the location of a park full of interesting structures, as well as artefacts from several historic conflicts

Marina Bay Sands – a modern resort in Downtown Core, Singapore, which includes the ArtScience Museum and the SkyPark, an observation deck at the top of a tall building

Raffles Hotel – a famous hotel in Downtown Core, Singapore, built in the colonial era

The Botanic Gardens – a garden where rare plants, including orchids, can be seen and studied. It is a UNESCO World Heritage site, which also houses wild animals.

b 09.18 Ask students to look at the tourist attractions in Singapore mentioned by Katie or Ryan and say which each person would like to visit. Play the recording for students to answer who prefers which attraction. Use the Vocabulary support box to help with vocabulary if necessary. Check as a class.

Answers

1 R 2 K 3 K 4 K 5 R 6 R 7 K

Audioscript

KATIE You look tired.

RYAN Aren't you?

- **K** A bit but I'd like to do something – to keep going
- R Right now? All I want to do is
- K Not a good idea you'll wake up in the middle of the night and won't be able to get back to sleep. No, really, you should keep **R** With some history. moving. It helps with the jetlag.
- R A 13-hour flight I'm exhausted.
- **K** I know. Let's do something easy – just go for a walk.
- R OK
- do tomorrow. We've got one whole day in Singapore, so let's make the most of it.
- R Yeah, sure, good idea. I had a look at the guidebook on the flight.
- K Oh good. And I did a bit of background reading before we left. **K** Where?
- R One place I thought of was Fort Canning Park.
- **K** Oh ves. What's there?
- **R** Well, it's a park with gardens and stuff, but it used to be the fort the British Military – you know, there's a bit of history there.
- **K** OK ... that's a possibility. But one of the websites I looked at said Singapore is fantastic for modern architecture.
- R Yeah, there seem to be a lot of modern buildings here.
- **K** I'd really like to see Marina Bay Sands.
- R What's that?
- **K** Well, it's mostly a hotel too expensive for us – but there's an K Yeah – that works. And we could ArtScience Museum near there and a pretty amazing shopping centre
- R Shopping! Please, no. I couldn't bear it.
- K No, well, that's not why I want to go. It's just the design – it's amazing. Here, take a look . . .
- **R** Er ... not really my taste, I have to say. Sorry.
- K But can't you see? It's designed like three decks of cards.
- **R** And that's supposed to make it attractive?
- **K** And this part here that looks like a lotus flower – that's the museum. But the thing I really want to see is the SkyPark - see,

- that's the bit at the top of the building. It links the three towers and it's got gardens, a jogging track, even a swimming pool. I mean, having a park in the middle of the air - that's incredible.
- R But Fort Canning has a park.
- K Yeah, but it's just an ordinary park.
- **K** It's the whole colonial thing I don't find it all that interesting.
- **R** My grandfather was stationed there after the war.
- K Oh
- **K** And let's figure out what we can **R** So I'd really like to ... you know.
 - **K** OK, fine. What about going to Marina Bay Sands first? We can have lunch there and then we can go to Fort Canning?
 - **R** Oh, I was thinking about lunch somewhere else.

 - R Raffles Hotel.
 - K The old one?
 - **R** The only one and, yes, it dates back to the nineteenth century. But it's been renovated. They do this sort of high tea in the Grand Lobby - sandwiches, cakes, that sort of thing. All very traditional - it looks really cool.
 - **K** And a bit old fashioned. Besides which ... look here's their website. You have to book well in advance. We won't get a table.
 - **R** OK look, we've only got a day - let's compromise. We go to Fort Canning in the morning and then Marina Bay Sands for lunch.
 - go to the ArtScience Museum after lunch.
 - **R** I thought you were keen to see the SkyPark?
 - K Yeah, that too.
 - R Well, if we go to the museum, then I get to choose the gardens we go to.
 - **K** What did you have in mind?
 - R The Botanic Gardens it's got real live jungle creatures in it.
 - **K** Creepy no thanks. Let's skip the museum and visit the SkyPark at Marina Bay Sands. I mean, you said Fort Canning is a sort of old park.
 - R Yeah but ...

- K They're all more or less the same. But then there's this really interesting residential complex called the Interlace. They're six storey apartment blocks but they're sort of staggered in hexagons. They look really interesting.
- **R** I'm sure they are. But after Fort Canning and Marina Bay Sands maybe we'll both just want to hang out and relax.
- K Maybe.
- R So after lunch let's just play things by ear.
- K OK fair enough.
- c © 09.18 Play the recording again for students to listen and make notes about what Katie and Ryan say about the attractions in Exercise 4b.

Answers

Fort Canning Park – park, gardens, fort, British Military Marina Bay Sands - expensive hotel, with museum and shopping centre - amazing design

ArtScience Museum – at the Marina Bay Sands, shaped like a lotus

SkyPark - park at the top of Marina Bay Sands; has gardens, a jogging track and pool

Raffles Hotel – old hotel from the 19th century – renovated. They do high tea in the Grand Lobby - sandwiches, cakes, etc. Botanic Gardens - has real, live jungle creatures

the Interlace – really interesting residential complex – six storey apartment blocks - staggered in hexagons

NOCABULARY SUPPORT

jetlag – the feeling of tiredness and confusion that people experience after making a long journey by plane to a place where the time is different from the place they left

background reading – reading which you do before, and in preparation for, something else

fort – a military building designed to be defended from attack, consisting of an area surrounded by a strong wall, in which soldiers are based

not really my taste - not really what I like

deck of cards – a set of cards used for playing card games

lotus flower - a type of tropical water lily

colonial - relating to a colony or colonialism (= one country controlling another)

to be stationed – to be in a particular place to do a job, used especially of soldiers

high tea - a light meal eaten in the late afternoon or early evening that usually includes cooked food, cakes and tea to drink

to compromise - to accept that you will reduce your demands or change your opinion in order to reach an agreement with someone

staggered – arranged so as not to be positioned in a regular way to play things by ear – to decide how to deal with a situation as it develops, rather than acting according to plans made earlier

FAST FINISHERS

Ask fast finishers to write about the tallest building where they live and state its purpose (e.g., flats for rich people, offices, affordable housing). Encourage them to share the information with other fast finishers. Are the buildings they have written about similar?

d Put students into groups to discuss the tourist attractions they prefer to visit and why. Take feedback as a class.

5 SPEAKING

- a Pre-teach *derelict* (derelict buildings or places are not cared for and are in bad condition) and *repurpose* (find a new use for an idea, product or building). Ask students how the *re* in *repurpose* is pronounced (/riː/). Put students into groups of four. Tell them to read the scenario, discuss solutions based on the points to consider and then plan an individual proposal.
- **b** Students work in their groups of four and present their individual proposals to one another. Each group then chooses the best proposal to tell the rest of the class. The class votes on the best proposal.

♥ EXTRA ACTIVITY

Put students into groups. Explain that they are renting out eight floors, floors 33–40, at the top of a skyscraper and need to decide which floor to allocate to eight new clients:

- a law company needing quiet neighbours
- a private detective firm with lots of strange visitors
- a penthouse for a millionaire who loves giving parties
- the head office of the national vegetarian association
- a studio for an eccentric artist who wants the best view
- an exclusive 24-hour fitness studio
- a man always dressed in black who won't give his real name
- an expensive steak restaurant which gives off very strong
 conclusion.

Each group should draw a plan of the eight floors labelled with their allocations and present it to the other groups, explaining their decisions. The class votes on the best solution.

(+) ADDITIONAL MATERIAL

Workbook 9B

Photocopiable activities: Grammar 9B, Vocabulary 9B

90

EVERYDAY ENGLISH

Let's not jump to conclusions

Books closed. Put students into pairs. Tell them to discuss a situation when they felt really angry: what happened, why did they feel that way and how did they deal with the situation? Take feedback as a class.

11 LISTENING

OPTIONAL LEAD-IN

- **a** Ask students if their picture or personal details have ever been used anywhere without their permission. Put students into groups to discuss the questions. Take feedback as a class.
- **b** Tell students to look at the picture. Elicit ideas of what students think is happening.
- c 09.19 Play Part 1 of the video or the audio recording for students to check their answer to 1b. Use the Vocabulary support box below to help students with vocabulary if necessary but don't explain the animal idioms as these are dealt with in 1e. Check answers.

Answer

Emma is showing Max a news article about him. He is very angry because it includes exclusive information he had given to Sara.

At the end of this lesson, students will be able to:

- listen to a conflict situation, recognise the feelings of those involved and comment on behaviour using a range of functional language
- recognise the relationship between sound and spelling in foreign words in English
- make and respond to complaints

Videoscript/Audioscript (Part 1)

EMMA You're cheerful today!

- **MAX** Yeah, well, I am. It seems like everything's falling into place, at last.
- E Oh?
- M Yeah! My new book's coming together well and I really think it's going to work. And, guess what? I think I've found a place to live.
- **■** Wow, that's brilliant!
- **M** Yeah, it's in a renovated warehouse, down by the marina.
- E Sounds very avant-garde! Hey, Max . . . there's an article about you on Breaking News Online. Look!
- M But ... I've never even spoken to anyone at Breaking News Online! This is outrageous!
 Listen: 'Night owl Max Redwood spent his childhood gazing up at the night skies ...' This is beyond belief!

- **E** But it's true. I remember when Dad gave you that telescope.
- M They've got no right to publish this! Where on earth did they get this from?! Who wrote it?
- E There's no name.
- M I don't believe it! They've even got the title of my next book in here!
- **E** Let's see ... *Gravity Zero* ... So they do!
- **M** But I haven't told ... Sara! It's disgraceful! How dare she?! ...
- E Sara? But she doesn't work for Breaking News!
- **M** No, but she's the only person I've told.
- E Hmm, let's not jump to conclusions. There's something fishy about this. Why would Sara give the exclusive information that she needs for her big break to someone else?

- **M** I don't know ... I'm lost for words!
- E I smell a rat.
- **M** What do you mean?
- **E** Someone else at City FM must have leaked the information.
- **M** Maybe ... Anyway, whoever it was, they've got no right! I'm ringing them right now!
- **E** Hold your horses, Max! Think about what you want to say first
- **d** 09.19 Ask students who or what the pronouns refer to. Play Part 1 of the video or the audio recording again for students to check.

Answers

- 1 his new book
- 2 (the news that) Max has found a place to live
- 3 the fact there's an article about him on Breaking News Online
- 4 the fact Max spent his childhood gazing up at the night skies
- 5 Sara
- 6 City FM

♥ EXTRA ACTIVITY

Ask students where Max is going to move to (a renovated warehouse) and whether they think that would make a good home for him. Put students into groups to design Max's living space. Encourage them to use the vocabulary from Lesson 9A. Ask groups to present their ideas to the class.

- e Language in context Animal idioms
 - 1 **Q**09.20 Ask students to correct the idioms and then play the recording for them to check.
 - 2 Ask students to say what the idioms mean. If they need support, distribute copies of the audioscript and tell them to use a dictionary.

Answers and audioscript

- 1 a Night owl, Max Redwood.
- b There's something fishy about this.
- c I smell a rat.
- d Hold your horses, Max.
- 2 Night owl: someone who prefers to work and stay up late Fishy: suspicious
 - I smell a rat: I think someone's trying to deceive me Hold your horses: wait a moment before acting

NOCABULARY SUPPORT

fall into place (C2) – when events or details that you did not understand before fall into place, they become easy to understand

come together – when different things start working successfully and effectively together

night owl – a person who prefers to be awake and active at night

fishy - seeming dishonest or false

smell a rat – recognise that something is not as it appears to be or that something dishonest is happening

leak (v.) (C2) – allow secret information to become generally known

hold your horses – used to tell someone to stop and consider carefully their decision or opinion about something

• LOA TIP CONCEPT CHECKING

- Encourage students to think about the meaning behind the idiom as you concept check. This will help students to remember the animal expressions.
- Ask students: Do you usually see owls at night or day? (night). So is a 'night owl' someone who likes to work early or late? (late). Would you be happy to see a rat in your home? (no). So if you 'smell a rat' do you have a good or a bad feeling? (bad). What would you want to do next? (find out what's happening). If fish was left on a table for a few days, how would it smell? (terrible). So if a situation is 'fishy', do you feel comfortable about it? (no). Are horses strong animals? (yes). If someone didn't control their horse, what could happen? (they could have an accident). So would you advise someone to 'hold their horses' before making a difficult decision? (yes).

Answers

1 c 2 Students' own answers 3 Students' own answers

Videoscript/Audioscript (Part 2)

MAX This is Max Redwood, and I'm calling to express my dissatisfaction ... No ... no ... This is Max Redwood and words cannot express my anger ... Oh, for goodness' sake. Hello, is that the editor-in-chief at City FM?

NADIA Yes, speaking.

- M This is Max Redwood. I really feel you owe me an explanation for the article which appeared on Breaking News.
- N Yes, I've just seen that. I can assure you that we are just as upset as you are.
- M Really? Well ... I spoke in confidence to Sara Neroni.
 The next thing I know, I'm in an anonymous story online, and the title of my next book has been announced! It's totally unacceptable! Don't you think you should take full responsibility for this?
- N There's no need to raise your voice, Mr Redwood. I do understand, and I have every intention of investigating the matter. Should I discover that any of the team have been involved, I can assure you, there will be consequences.
- M How would you feel about someone you trusted revealing your confidential information in the press?! You've failed to fulfil your responsibility to protect my privacy!
- N I really don't know what else I can say ... Once I get the lie of the land, I'd like to invite you in and we can discuss it face-toface.
- M Absolutely not. And I'd appreciate it if you didn't try to contact me again. It's over. Finished. Finito. The end.

2 USEFUL LANGUAGE

Dealing with conflict

a 09.19 09.21 Ask students to try to complete the expressions before they listen. Then play Parts 1 and 2 of the video or the audio recording again for them to complete the expressions and check. Drill the expressions.

Answers

1 beyond 2 earth 3 words 4 disgraceful 5 dissatisfaction 6 anger 7 unacceptable

b Tell students to think about possible differences between a spoken and written complaint (written would usually be more formal). Tell students to answer the questions. Check answers as a class.

Answers

- 5 I'm calling to express my dissatisfaction.
- 6 Words cannot express my anger.

The expressions are too formal for a conversation of this kind. *I'm calling* would need to be changed to *I'm writing* in a written complaint.

c 109.22 Tell students to complete the sentences. Then play the recording for students to check.

Answers

- 1 jump to
- 2 to raise
- 3 right
- 4 explanation
- 5 take full responsibility
- 6 to fulfil your responsibility

LANGUAGE NOTES

Students often get confused between *arise*, *rise* and *raise*. Point out that *arise* (C1) is formal, takes no object and means to happen, e.g., *Should the opportunity arise*, *I'd like to go to China*. Highlight that *raise* (B1) and *rise* (B2) both mean increase but *raise* (= to cause something to increase or become bigger, better, higher, etc.) needs an object whereas *rise* doesn't take an object.

d Ask students to categorise the comments under Max's and Breaking News Online / City FM's behaviour. Check as a class.

Answers

Max's behaviour: 1, 2

Breaking News Online / City FM's behaviour: 3, 4, 5, 6

e 09.23 Ask students what Nadia suggests at the end of the conversation with Max (a face-to-face meeting with Max at City FM once she has all the information she needs about the situation). Ask the students to complete the sentences. Then play the recording to check.

Answers

1 intention 2 can assure 3 Absolutely, appreciate

f Put students into pairs to role play the conversation between Max and Nadia using the language from the exercises but ending with Max reacting positively. As feedback, ask some pairs to role play their conversation in front of the class.

3 LISTENING

Ask students to look at the picture and say what they think is going on between Nadia and Oscar. Play Part 3 of the video or the audio recording for students to find Nadia's two reasons for suspecting Oscar and what she wants from Oscar. Check answers as a class.

Answers

Oscar was the only other person in the office and Nadia knows he overheard Sara's conversation with her. Nadia found the business card of Breaking News Online's editor on Oscar's desk. Nadia wants Oscar's letter of resignation the next morning.

Videoscript/Audioscript (Part 3)

NADIA Oscar.

OSCAR You wanted to see me?

- N Take a seat. Have you got something to tell me, Oscar?
- o Er, no, should I?
- N There's an article on Breaking News Online about Max Redwood.
- Oh?
- N Yes. It gave me a strong sense of déjà vu actually ... it's full of Sara's information – including the title of the book.
- o Really?
- N Yes.
- So, are you thinking someone leaked it?
- N Yes, I am, Oscar. You were the only other person in the office last night. I know you overheard our conversation.

- What are you saying?
- N What's more, I happened to find this business card on your desk – 'Miranda Hall, Editor-in-Chief, Breaking News Online'... Had a little rendezvous with Miranda, have we?
- I don't know what you're talking about.
- N Oscar, by selling information to other organisations, you are in breach of your contract.
- You can't sack me. I'll take you to court!
- N I'm not going to sack you, you're right. You're going to resign. If you take us to court, you'll lose, and you'll never work in journalism again. I'll expect your letter of resignation in the morning.
- **b** 109.24 Play Part 3 of the video or audio recording again for students to answer the questions. Check answers as a class.

Answers

- 1 because the article contained the information Sara told her
- 2 They had a meeting. 3 He'd lose.

ANGUAGE NOTES

Give students a copy of the audioscript and ask them to underline the tag question (*Had a little rendezvous with Miranda*, *have we?*). Ask them what is unusual about the form: the use of the plural *we*; the direction of the tag (after a positive statement there is usually a negative, not positive, tag). Elicit that the *we* is sarcastic and patronising and that same-direction tags can be used as a reaction to what we already know. Here the same-direction tag is used as an accusation.

Put students into groups to discuss Nadia's treatment of Oscar. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to think of how Oscar could get his revenge on Nadia and City FM, e.g., send an email to everyone on the company's address list telling them that they have won a thousand euros in a City FM competition.

4 PRONUNCIATION Sound and spelling: foreign words in English

Answers

1 French 2 Spanish 3 French 4 Italian 5 Italian 6 French 7 French 8 Spanish (it is also a common word in Italian, but not with the same meaning) In Parts 1–3: avant-garde (Part 1); finito (Part 2); déjà vu; rendezvous (Part 3)

CULTURE NOTES

English has absorbed a large number of foreign words throughout its history. Approximately 60% of English vocabulary comes from French or Latin.

b Tell students to match the words and phrases with their meanings. Check answers as a class.

Answers

a 3 b 7 c 4 d 5 e 2 f 1 g 6 h 8

c D09.25 Play the recording again for students to listen and underline the consonant sounds which are unusual for English. Check as a class.

Answers

avant-garde cappuccino déjà vu rendezvous

d Put students into pairs to answer the questions and check in a dictionary. Check as a class.

Anemere

c'est la vie /seɪlæ'viː/ (French): used to say that situations of that type happen in life, and you cannot do anything about them kaput /kə'pʊt/ (German): not working correctly aficionado /əfɪʃiə'nɑ:dəʊ/ (Spanish): someone who is very interested in and enthusiastic about a particular subject faux pas /fəʊ'pɑː/ (French): words or behaviour that are a social mistake or not polite

kindergarten /ˈkɪndəgɑːtən/ (German): a nursery school tsunami /tsuːˈnɑːmi/ (Japanese): an extremely large wave caused by a violent movement of the earth under the sea

paparazzi /pæpərˈætsi/ (Italian): the photographers who follow famous people everywhere they go in order to take photographs of them for newspapers and magazines

Schadenfreude /ˈʃɑːdənfrɔɪdə/ (German): a feeling of pleasure or satisfaction when something bad happens to someone else typhoon /taɪˈfuːn/ (Cantonese Chinese): a violent wind that has a circular movement, found in the West Pacific Ocean karaoke /kæriˈəʊki/ (Japanese): a form of entertainment, originally from Japan, in which recordings of the music but not the words of popular songs are played, so that people can sing the words themselves

siesta /si'esta/ (Spanish): a rest or sleep taken after lunch, especially in hot countries

e • 09.26 Play the recording for students to listen and repeat the words and phrases.

5 SPEAKING

- **a** Ask students to read the example situations and think of a situation where they need to complain. Tell them to make notes about what has happened, who is responsible and the response they want.
- **b** Put students into pairs. Ask them to take turns to role play the complaints using the structure given in the bullet points and the language in 2. As feedback, tell some pairs to role play their conversation in front of the class.

(+) ADDITIONAL MATERIAL

Workbook 9C

Photocopiable activities: Pronunciation 9C

Unit Progress Test

9D

SKILLS FOR WRITING

The impact on cities is plain to see

At the end of this lesson, students will be able to:

- listen to a comparison of different living environments and give advice to the speakers
- understand the structure of a discussion essay on urban migration and the linking devices used to express reasons and results
- write a discussion essay about social change based on the structure and language of a model

OPTIONAL LEAD-IN

Books closed. Tell students to make a list of the best places in the world to live, and be specific, e.g., a beach in Hawaii. Put them into groups to compare lists and point out any potential problems, e.g., a beach home could get flooded.

LISTENING AND SPEAKING

- **a** Ask students if the capital of a country is always the best place to live. Put students into groups to discuss the questions. Take feedback as a class.
- **b** Ask students to look at the photos and elicit answers to the question. If you wish, give students information about New Zealand from the Culture Notes.

CULTURE NOTES

New Zealand is in the Southwest Pacific Ocean and has a population of about 5.1 million. While Auckland is the largest city, Wellington is the capital. Because New Zealand was one of the last places settled by humans, it has a very diverse animal and plant life. Historically, agriculture has been an important part of New Zealand's economy.

c 09.27 Ask students why they think Lizzie and Ron look so pleased in the photo. Play the recording for students to answer the questions. If necessary, pre-teach *leave the nest* (when children leave home), *sit tight* (stay where you are) and *the big smoke* (a large city). Check answers as a class.

Answers

- 1 Her son Josh has won a scholarship to the University of Auckland for Academic Excellence. She feels proud, but thoughtful / a little sad because he's her first child to be leaving home.
- 2 They can't get a good education in the small town where they live.
- 3 They won't be able to find the kind of jobs they would like.
- 4 House prices are much higher in big cities; life is less stressful; they have good friends.
- 5 She worries that the population will keep getting smaller.

Audioscript

CAFÉ WORKER So ... a flat white and a long black. That's \$7.50.

LIZZIE Here you are. RON But isn't it my turn? cw Thanks.

- L The coffee's on me, Ron.
- **R** You sure, Lizzie?
- **∟** Well, look on it as a kind of celebration
- R Really?
- L Yeah.
- **R** Shall we sit here?
- L Yep.
- R So ... What's up?
- L What do you mean?
- R Well, you don't exactly look like you're jumping for joy. In fact, I'd say you almost look a bit miserable.
- L Thoughtful not miserable.
- **R** OK. But you still haven't told me – what are we celebrating?
- L It's Josh he's won a scholarship - University of Auckland Academic Excellence
- R Lizzie, that's great! Pass on my congratulations to him. Oh, that's wonderful – proud mum, eh?!
- L Yeah, yeah I do feel proud. He's studied hard and done really well.
- **R** So why the long face?
- L Well, it just hit me, y'know, this whole thing of Josh leaving home - off to the big smoke
- R Yeah nah, it's hard when they leave L Yeah, but this scholarship thing the nest. When Jessica went off to uni last year, it took me a while to get used to her ... not being there.
- L Yeah, I remember.
- R It did mean I was able to reclaim the bathroom for myself!
- L A lot to be said for that!
- R But I still miss her.
- L Yeah, Josh is my first to go.
- **R** Well, they'll probably all go and **L** Yeah, something like that. live elsewhere in the long run – all our kids
- L Yeah they've got to really, though, don't they?
- **R** Well, they can't stay in this town and hope to get a decent education!
- L Problem is and this is what I've R Maybe, but any kid's only as been thinking about - nor are they likely to return. I mean, even if Josh did want to come back and live here, there wouldn't be

- any jobs for someone with an engineering degree.
- R Yeah, Jessica reckons she wants to get into marketing or something like that. Don't see much chance of her coming back here to do that.
- L But that's the thing. See, everyone just goes off to Auckland or Wellington and they never come back. And then small towns like these - they just get smaller and smaller.
- R But it's not just the kids going off to study, is it? What about when they shut down the timber mill. That meant a big exodus.
- L Yeah, we've lost just over a thousand people in the last five years. Makes me feel like packing up myself and moving on.
- **R** Yeah, I have to say the thought has crossed my mind.
- L But imagine the price you'd get for your house here and then the price of houses in a place like Auckland. I just couldn't afford to do it.
- R Nope, we're better off sitting tight.
- L Yeah nah, you're probably right.
- R And the truth is, I'm not unhappy. Life's a whole lot less stressful here.
- L That's certainly true.
- **R** And I've got some good friends – like yourself. We can keep each other sane
- it just made me think. Like, I could see we might end up being the last generation that lives in a town like this. I mean, will the population just keep getting smaller and smaller? And then what?
- R To the point that we don't exist any more?
- **R** But, hey, enough of these pessimistic thoughts. Let's just celebrate Josh doing well for himself
- L Yeah. I must have done something right bringing him up.
- smart as their mother! Or their father
- L Absolutely!

d Ask students if house prices vary a lot in their country. Put students into groups to give advice. Take feedback as a class.

EXTRA ACTIVITY

Distribute copies of the audioscript and ask students to underline these colloquial expressions and say what they mean: The coffee's on me; Yep; what's up?; uni; reckons; Nope.

Answers

The coffee's on me: I'll buy the coffee; Yep: yes; what's up?: What's the problem?; uni: university; reckons: thinks; Nope: no

2 READING

a Ask students if urban migration is more of a problem in smaller countries like New Zealand. Tell students to read the essay and put the points in the order they are mentioned. If necessary, pre-teach ghost town (a town where few or no people now live), incentive (C2) (something that encourages a person to do something) and subsidy (C1) (money given as part of the cost of something, to help or encourage it to happen). Check answers as a class.

Answers

5 6 2 3 1 4

b Ask students if they know anybody who has moved to a bigger town and what issues they had. Put students into groups to discuss the challenges faced in moving. Take feedback as a class.

3 WRITING SKILLS Discussion essays; **Linking: reason and result**

a Ask students how many paragraphs there are in the essay (five). Elicit the function of each paragraph.

Possible answers

paragraph 1: to introduce the topic paragraph 2: to explain why people move to cities paragraph 3: to describe the (negative) effects of migration on cities paragraph 4: to describe the (negative) effects of migration on small towns / rural communities paragraph 5: to summarise and suggest a plan of action

b Write these sentence headers on the board:

In my opinion,

It could be said that

Ask students which expresses a writer's view directly (In my opinion,) and which indirectly (It could be said that). Ask the same question for the phrase in italics in the first paragraph. Check the answer and then tell students to match the other phrases in italics with the meanings. Check answers and then read the Writing Tip with the class.

Answers

1, 4 you can clearly see 3 I've looked at 2 5 I think

c Ask students what would be the formal synonyms of these words used about the structure of an essay: *start* (introduction), *ending* (conclusion), *part* (section), *main part* (body). Tell students to put the formal synonyms from the box into the sentences. Check as a class.

Answers

1 noticeable 4 outlining 2 outcome 5 claimed

3 appear

d Ask students to look at the first highlighted phrase and ask if it introduces a reason or indicates a result (introduces a reason) and why (*factor* is similar in meaning to *reason* in this context). Tell students to put the rest of the highlighted examples into two lists: introduce a reason, indicate a result. Check as a class and drill the phrases.

Answers

Introduce a reason: One key factor; because of; due to Indicate a result: leads to; causing; As a result; results in; which, in turn, means; As a consequence; can lead to

e Tell students to read the sentences and underline the reason or result language. Check answers as a class. Ask students which language shows result and which shows reason (reason: 1, 5; result: 2, 3, 4). Tell students to add the words and phrases to their lists in 3d.

Answers

1 owing to 4 Hence

2 Consequently 5 as a direct consequence of

3 causes

f Ask students which expressions in 3e can be used in the same way as the examples. Check answers as a class. Tell students to add the expressions to their lists in 3d.

Answers

1 causes

2 owing to, as a direct consequence of

3 Consequently, Hence

g Tell students to choose the correct word in italics. Check answers as a class. In item 2, *thus* is correct, because it refers to the process by which a result happens; however, *therefore* would not be wrong here. See the Writing Tip on SB p. 175.

Answers

1 creating 2 Thus 3 thereby

h Students complete the exercises in Writing Focus 9D on SB p. 175. They read the table and the Writing Tip and then complete the exercises. Check answers to Exercises a and b as a class. Monitor Exercise c and take feedback as a class. Tell students to go back to SB p. 113.

Answers

a 1 One of the main reasons2 resulted in3 Thus6 thereby

- **b** 1 The recent arrival of large numbers of people from the countryside <u>leads</u> has <u>led</u> to the current shortage in housing.
 - 2 Increased pressure on city infrastructure often causes that there is a rise in taxes
 - 3 There are fewer jobs in small towns because <u>of</u> the closure of so many businesses.
 - 4 As a result <u>of</u> the arrival of rural migrants, city schools have many more children enrolled.
 - 5 Youth unemployment is very high in the town, thereby.

 Therefore/Thus, there's a lot of competition for jobs.

4 WRITING

- a Tell students to read the examples and think about a social change in their country, the reasons and results. Put students into pairs to talk about them.
- **b** Tell students to follow the steps and write a discussion essay with five paragraphs as in the model. As a more interactive alternative, or if you have less class time available, you could put students into groups of five, tell them to choose one of their ideas for social change and ask each student to write one paragraph (in smaller groups, more advanced students could write an extra paragraph). Ask students to check one another's work before the next stage.
- **c** Tell students (or groups) to swap essays and read them. Put students into pairs (or two groups together) to answer the questions and say what they think about the issues raised.

LOA TIP REVIEW AND REFLECT

- Encourage students to check their writing thoroughly before they give it to someone else to read.
- Give students a checklist to go through. They should be able to answer yes to all these questions.

Have I followed all the steps in 4b?

Will my partner want to read my essay?

Will my partner learn anything new about this issue?

Is the grammar accurate?

Is the grammar complex, e.g., complex noun phrases? Have I used a range of vocabulary, including new words and expressions from this unit?

Have I checked for spelling and punctuation mistakes?

 Students could use the same checklist to evaluate each other's essays in 4c.

EXTRA ACTIVITY

Tell students to watch an episode on YouTube from the channel *Living big in a tiny house* by New Zealand actor and environmentalist Bryce Langston. These houses are part of the Tiny House movement that encourages a simpler and cheaper life that has less impact on the environment, but still has the comforts of modern society. Put students into groups to talk about the episode they watched and how they would feel about moving to a house like that.

(+) ADDITIONAL MATERIAL

Workbook 9D

UNIT 9

Review and extension

1 GRAMMAR

a Write these sentences on the board and ask students what the difference between them is: 1 Karen and Simon are proud of themselves. 2 Karen and Simon are proud of each other. (1 they feel proud as individuals and/or as a couple; 2 each feels proud of the other person). Ask students to complete the sentences with pronouns. Check as a class.

Answers

2 himself 5 ourselves

3 herself 6 each other / one another, each other

4 each other 7 ourselves

Ask fast finishers to write down three things that are better to do by yourself, e.g., clean up, and three things that are better to do with other people, e.g., karaoke. Tell students to compare their ideas with another fast finisher.

b Dictate this sentence to students and ask them to write it down more concisely: *I got up and I looked and then I heard a familiar sound but I was confused by the familiar sound.* (I got up, looked and heard a familiar sound but was confused by it.) Tell students to correct the mistakes. Check as a class.

Answers

- 1 Kate wanted to put in new windows but I didn't want.
- 2 'I'll never listen to her advice again.' 'So Neither will I.'
- 3 It was a beautiful morning although <u>it</u> was rather cool outside.
- 4 He Living nearby, Frank had no problem getting in early.
- 5 So they wouldn't get bored, they were listening to the radio.
- 6 'Kelly hasn't read the contract properly.' 'I don't suspect suspect not.'
- 7 She became a famous actress, as <u>did/was</u> her mother.
- 8 Take the clean mug, not the dirty one.

2 VOCABULARY

a Ask students to complete the sentences. Check answers as a class.

Answers

1 redevelop 4 recreate 2 rejuvenate 5 regain 3 restore 6 renovate

b Tell students to match the sentence halves. Check answers as a class.

Answers

1 b 2 d 3 f 4 a 5 c 6 e

EXTRA ACTIVITY

Ask students to choose one of the buildings in a–f in 2b. Tell them to write three adjectives, from 9B Vocabulary Focus or other adjectives which could describe it, e.g., *imposing/practical/ugly* (power station). Put students into groups. They take turns to read out their three adjectives for the other students to guess the building.

3 WORDPOWER build

a Ask students which of these words can't follow *build: trust, safety, goodwill, momentum* (safety). Tell students to read the multi-word verb collocations with *build* and then match them with the meanings. Check answers as a class.

Answers

a 4 b 1 c 6 d 5 e 3 f 2

b 09.28 Tell students to complete the sentences with the words and then play the recording for them to check.

Answers

1 up 2 in 3 up 4 on 5 around 6 up 7 up

- **c** Tell students to complete the statements with their own ideas, using a dictionary if necessary to help them understand the expressions.
- **d** Put students into pairs to compare their answers. Check answers as a class.
- Photocopiable activities: Wordpower 9

LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

UNIT 10 OCCASIONS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand instructional texts about presentations and speeches, articles about sports psychology and detailed film reviews
- follow and understand details including the attitudes of the speakers in radio discussions of the origins of superstitions
- use a range of lexis to: describe communication, regrets, criticisms, customs, beliefs, superstitions and rituals in their own and other cultures; respond to these ideas and discuss possible origins; give a short talk using anecdotes to illustrate main points
- follow an interview and an idiomatic social interaction in which speakers congratulate each other on their success
- use a range of expressions and strategies for turn-taking in more formal conversations and interviews to continue speaking, interrupt and encourage others
- write an informative review of a film or TV series using a range of devices to make description concise and effective

UNIT CONTENTS

G GRAMMAR

- Regret and criticism structures (unreal conditionals; modals; wish, if only)
- Passive reporting verbs (it structures; to + infinitive structures)

V VOCABULARY

- Communication verbs: address an audience, assert, attack, back up, conclude, demonstrate understanding, go into (too much) detail, illustrate a point, make comments under your breath, move on to a new subject, pay tribute, present key information, sell an idea, summarise, voice concerns about
- Superstitions, customs and beliefs: be on the safe side, convinced, convincing, customary, dubious, far-fetched, fingers crossed, good fortune, good luck charm, gullible, magic spell, make a wish, persuasive, plausible, tempt fate, third time lucky, touch wood, traditionally, ward off evil
- Language in context: Idioms; Praising idioms
- Wordpower: luck and chance: be in luck, blow your chances, count yourself lucky, fighting chance, not stand a chance, on the off chance, tough luck

P PRONUNCIATION

- Main stress
- Consonant clusters
- Intonation in question tags

a Elicit *bride* (B1) and *groom* (a man who is about to get married or has just got married). Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

This photo shows Karyn and husband Tucker Brown riding on a chair lift on their 10th wedding anniversary during the Loveland Ski Area 26th Annual Valentine's Day Mountaintop Matrimony in Georgetown, Colorado on 14 February, 2017. Around 80 couples get married or renew their vows in a mass wedding at The Ptarmigan Roost Cabin, elevation 3,672 metres (12,050 feet), located at the top of the Ptarmigan Lift.

b Put students into groups to discuss the questions. For questions 1 and 2, take feedback as a class. For question 3, tell students to share their suggestions and ask the class which is the most original and interesting.

♥ EXTRA ACTIVITY

Tell students that there is a (not very well-followed) tradition to give anniversary presents according to the number of years of marriage: 1st = paper, 2nd = cotton, 3rd = leather, 4th = fruit/flowers, 5th = wood. Put students into pairs to think of more modern equivalents for the first five years, e.g., 1st = digital, 2nd = environmentally-friendly, 3rd = sporty.

GETTING STARTED

☑ OPTIONAL LEAD-IN

Books closed. Put students into pairs and ask them to make a list of things that could go wrong at a wedding, e.g., terrible weather, forgetting the rings, someone dropping the wedding cake. Write the list on the board and ask the class if they have ever experienced any of these things at a wedding.

10A

I REALLY WISH I'D BEEN ON TIME

♥ OPTIONAL LEAD-IN

Books closed. Ask students to remember what Sara's presentation in Lesson 6C was about (Max), and why she made it (to convince everyone he was worth interviewing again). Put students into groups to write down the expressions they learned about organising a presentation in 6C, e.g., *My focus today is . . .* Check answers as a class. Then tell students to go back to SB p. 74 and find the expressions they couldn't remember.

SPEAKING AND VOCABULARY

Communication verbs

- a Ask students what kind of situations people need to give speeches or presentations in, e.g., a wedding, winning a prize. Tell students to discuss the questions in pairs. Take feedback as a class.
- **b** Ask students why they think people use speechwriters. Tell students to read the quotes. Then put students into groups to discuss the questions. Take feedback as a class.

Possible answers

Hillary Clinton: Good public speaking is about practice. Samuel L Jackson: You have an obligation to speak if you are given an opportunity.

Maya Angelou: Public speaking is important because you can communicate more with your voice than by writing. Amy Schumer: Introverts can be good public speakers, too. Students' own answers

CULTURE NOTES

Hillary Clinton (born 1947) is an American politician who was the first woman in American history to run for the presidency. She is married to Bill Clinton, a former American president.

Amy Schumer (born 1981) is an American comedian and actress who rose to fame after her show *Inside Amy Schumer* and the 2015 film *Trainwreck*.

Ask students if they've ever had to listen to a really bad presentation. Put students into groups to discuss the questions. Take feedback as a class.

At the end of this lesson, students will be able to:

- read, listen to and discuss factors that make a successful speech or presentation using a range of communication verbs
- speak about regrets for past situations using a range of structures to express regret and criticism
- use main stress appropriately in regrets and criticisms
- give a one-minute speech based on a personal experience

O LOATIP ELICITING

- A 'pyramid' discussion is an effective way of eliciting as many different ideas as possible from students, maximising a discussion and varying the interaction pattern.
- Arrange students into pairs and give them a time limit to discuss 1c.
- At the end of the time limit, or when students start to run out of ideas, put two pairs into a group to compare ideas
- Then put students into new groups of four made up of students from different groups to compare what they have discussed.
- Finally, tell a student from each group to present the group's ideas to the whole class. Ask a volunteer to write the ideas on the board in two lists: what makes a good presentation: what can go wrong.
- **d** Tell students to read the sentences to see if their ideas are mentioned.
- e 10.01 Check students understand *finer* (C1) (needing to be considered very carefully) and *throwaway* (something that someone says without thinking carefully and is not intended to be serious). Tell students to match the verbs and verb phrases in bold from 1d with the phrases 1–7. Check answers as a class.

Answers

1 present 5 go into 2 demonstrate 6 illustrate 3 address 7 make 4 move on to

f 10.02 Students complete the exercises in Vocabulary Focus 10A on SB p. 167. Play the recording for students to check their answers to Exercise a. Check answers as a class after Exercise b. Put students into pairs to do Exercise c and then put them into groups to discuss the questions in Exercise d. Take feedback as a class after both Exercise c and d. Tell students to go back to SB p. 116.

Answers (Vocabulary Focus 10A SB p. 167)

а	1	demonstrated	5	presented
	2	address	6	illustrate
	3	move on to	7	go into
	4	made		
b	1	С	5	f
	2	h	6	а
	3	g	7	е
	4	b	8	d

2 READING

a Ask students if they have any tips on how to give good presentations and if they have ever read a book or article with this information. Tell them to read the article and then check the sentences they believe Scott Berkun would agree with. Pre-teach *motto* (a short phrase that expresses someone's purpose or beliefs) if necessary and read the Vocabulary support box below. Check answers as a class.

Answers

- 1 Agree he emphasises thorough preparation and practice
- 2 Agree he says fear produces adrenalin, which can improve our performance
- 3 Disagree you only need to be 'good enough' the audience isn't expecting you to be perfect
- 4 Disagree he suggests it's better to put your message in a story

M VOCABULARY SUPPORT

give up the ghost - when a machine stops working vanish into thin air – suddenly disappear in a mysterious way trigger – make something start to happen hone - improve something and make it perfect get/start off on the wrong foot - start a relationship or activity badly

b Tell students to read the article again and make notes on the headings listed. Check as a class.

Answers

- 1 People's fear of public speaking We should own the fear and use it. It triggers a classic fear response – people feel threatened and want to run.
- 2 How fear can help Fear produces adrenalin - if used well, this can help us concentrate and be more energetic.
- 3 Communicating your ideas effectively Work out the key points and try to get them across by telling some kind of story.
- 4 Coping with delivery problems Keep going with your presentation – people may not notice mistakes and if they do, quickly apologise and move on.
- 5 Ways to prepare well Do thorough research and planning of the content and then practise a lot. This will help you deal with the unexpected.
- 6 Understanding your audience Realise their expectations aren't high, try to see things from their point of view and get feedback from them.

EXTRA ACTIVITY

Tell students that there are five words or phrases you are going to check they understand (the words and phrases are listed in the Vocabulary support box above). Ask them to underline the words or phrases that they think have been chosen and guess their meaning. Elicit the words and phrases the students have underlined in the text and write them on the board. Go through the words and phrases in the Vocabulary support box and elicit or give their meaning.

c Ask students if they've ever had to give a talk or a presentation and how they think it went. Then put students into pairs to discuss the questions. Take feedback as a class.

♥ HOMEWORK ACTIVITY

Tell students to watch a TED Talk presentation on YouTube at home and take notes on their thoughts on the format of the presentation (use of slides, storytelling, made mistakes, etc.). In class, put students into groups to discuss what they liked about the presentation they watched and if they would give the speaker any advice to make it better or if they learned any tip from it.

3 LISTENING

- **a** Ask students if they would feel more nervous giving a speech or presentation to people they knew or to strangers. Tell students to discuss which of the situations in 3a they would feel most comfortable in. Take feedback as a class.
- **b** 10.03 Ask students what they think the situations are in the photos. Play the recording for students to listen and answer the questions. Check answers as a class.

Answers

- 1 Rob: was best man at his friend's wedding Chantal: was giving a presentation to her managers Milos: was fundraising
- 2 Rob: didn't have one of his speech cards and didn't thank the bride's parents
- Chantal: didn't have any PowerPoint™ slides because they weren't on the memory stick her colleague brought into work on the morning of the presentation
- Milos: got distracted by a beautiful woman he knew in the audience
- 3 Rob: has tensions in his relationship with the bride and groom Chantal: got promoted
 - Milos: hasn't been asked to make any more speeches

CULTURE NOTES

The best man at a wedding is usually a close friend or relation of the groom (the man about to be married). His main duties are to support and help the groom, keep the wedding rings safe and make a speech at the reception.

Audioscript

ROB | agreed to be best man at my friend Dan's wedding. | mean, | was really thrilled that I was asked – it was a great honour. I was fine with the whole thing - you know, organising the pre-wedding party, the ring – everything. I just threw myself into it. But the one task that really unnerved me was having to give a speech at the reception. I'm just hopeless at giving speeches – they make me feel right out of my depth. I should never have agreed to be best man, but, like, Dan's my best mate. Anyway, I decided to get organised and I planned the whole thing out. Y'know, I thought of some funny stories about Dan and all that sort of thing. And I worked out who I needed to acknowledge and say thanks and all that stuff. I put it all on little cards, so by the time the big day came around, I was feeling reasonably on top of things. Just before going to the church, I started feeling really jittery, and while I put all the cards in the pocket of my jacket, I forgot to check they were all there. I really regret not doing that. Anyway, we got to the reception and I somehow managed to get through the speech ... Got a few laughs at my jokes. I thought I'd made a good job of it. But Dan was giving me these funny looks. The card I forgot was the one where I thanked the bride's parents and all that sort of thing. And the bride, Jessica, was not impressed. So now there's this strange tension between Dan and me, and Jessica

is very cool with me. It's all a bit awkward. I mean, it was a genuine mistake. If only I'd checked those cards. And I have to say that part of me wishes that Dan hadn't asked me to be best man. Oh well, I guess they'll get over it. Eventually.

CHANTAL Ever since I started my present job, I've had this really strange relationship with this colleague of mine, Martin. Back then, we were both at the same level in the company, and it's like he somehow resented that – like I should have started out on a lower level or something. Who knows? We had to do this joint presentation to managers on a project to upgrade the IT systems in the company. We worked out the content together. Well, actually, a lot of the ideas were my ideas. And then, Martin agreed to make our PowerPoint™ slides look good; he's good at that kind of thing. So anyway, everything was on a memory stick and Martin said he'd take it home and work on it and make it look really professional. I really wish I'd copied the presentation onto my hard drive. You know the golden rule – always make a copy; otherwise it's a recipe for disaster. So, the next day, we go upstairs to this meeting room to give our presentation. Martin plugs the memory stick into the laptop and ... it's just not there. He's incredibly apologetic and says he can't understand what went wrong and all that sort of thing, but ... I have my suspicions ... For a minute I was in a state of absolute panic, and then I thought, 'I can do this.' So when all the managers came in, I just told them the truth – that we'd had a problem with IT, but that I would give the presentation anyway. You see, the one thing Martin didn't know about me is that I'm very good at improvising. And I just explained the whole project, and it went like clockwork. The managers were all impressed, and I really made my mark. In fact, I'm pretty sure my presentation led to my promotion, and I became manager of the project we were presenting. If it was Martin who sabotaged the presentation, I've no doubt he now regrets deleting all that data. Not me! Had he been less underhand, I might not have the job I've got now.

MILOS I'm a volunteer paramedic on an air ambulance service. It's very costly to run a service like this, so we need to do quite a bit of fundraising. One of the ways we can do this is by going around to different community groups and talking about our work. It's not something I'd say that I enjoy, but I can do it well enough. This friend of mine, Teresa, has given me a few tips. She told me to look at a point towards the back of the room, and avoid looking at people's faces – it can put you off. Anyway, I was giving a speech to a parentteacher association at the local primary school, and about halfway through, for some reason, I looked down at people in the front row. And there she was – Ivana – looking up and giving me a gorgeous big smile. Ivana was the most beautiful girl in our class at school. She wasn't my girlfriend, but I used to wish she were. So in the middle of the speech, my heart melted, I turned to jelly ... I couldn't go on ... I was completely lost for words. I just sort of stood there like an idiot and grinned back at her. I grinned and she grinned and ... well, what a romantic fool! I was sort of saying to myself, 'C, mon, get a grip on yourself!' But, no way. You know, if I had listened to Teresa's advice, I might have been OK. In the end, I think I ... sort of apologised and told people to look at the website, and then I made a pretty quick exit. Needless to say, we didn't get many donations from the parent-teacher association. If it wasn't for my stupidity, we could have raised more money that day. They haven't asked me to give any more speeches – a good thing. I'm just sticking to being a paramedic these days.

NOCABULARY SUPPORT

unnerve sb – make somebody feel less confident and slightly frightened

jittery - nervous

give sb funny looks – look at somebody in a way that implies there is something wrong

be cool with sb (C2) – behave in an unfriendly way towards somebody

the golden rule – an important rule or principle, especially in a particular situation

sabotage – intentionally prevent the success of a plan or action underhand – done secretly and dishonestly in order to achieve an advantage

put sb off - distract somebody from something

turn to jelly – start to feel weak

grin (C2) - smile widely

stick to sth – limit yourself to doing just a particular thing or things

c Students may want to listen again before doing this activity. If so, you could write some of the expressions from the Vocabulary support box up on the board and ask students to listen for what they refer to in the text. Ask students which situation interested them the most. Put students into groups to discuss the questions. Take feedback as a class.

FAST FINISHERS

Tell fast finishers to write two reactions from people listening to each person: Rob, Chantal and Milos e.g., Rob: Aren't you going to mention us? That one about the zookeeper on his wedding night was funny. Chantal: Very cool given the circumstances. My trick didn't work! Milos: Why do you keep looking at me? I'm not giving any money after that! Compare reactions with another fast finisher.

- **d** Language in context *Idioms: Plans into action*
 - 1 D10.04 Tell students to complete the idioms. Play the recording for students to check. Drill the idioms.
 - 2 Tell students to match the idioms with the meanings. Check as a class.

Answers

1	1	threw			5 we	nt		
	2	out			6 ma	de		
	3	good	7 words					
	4	recipe			8 yourself			
2	а	4 b 7	c 3	d 8	e 1	f 5	g 6	h 2

4 GRAMMAR

Regret and criticism structures

a Tell students to read the sentences and decide which one doesn't show regret. Check as a class.

Answer

5 Had he been less underhand, I might not have the job I've got now. (She is glad he was underhand because it led to her promotion).

b Tell students to underline the structures for regret. Check as a class. Ask students to give an example of a third conditional and then ask them to mark the sentences with a third conditional. Check answers as a class.

Answers

- 1 <u>I should never have agreed</u> to be best man.
- 2 If only I'd checked those cards.
- 3 Part of me wishes that Dan hadn't asked me ...
- 4 I really wish I'd copied the presentation ...
- 6 She wasn't my girlfriend, but <u>I used to wish she were</u> (my girlfriend).
- 7 If I had listened to Teresa's advice, I might have been OK.
- 8 If it wasn't for my stupidity, we could have raised more money ... third conditional: 7 and 8 (in 8 wasn't = hadn't been)
- c 10.05 **Pronunciation** Tell students to mark the word groups and underline the main stress in the two sentences. Play the recording for students to listen and check. Drill the sentences.

Answers

- 1 If I had listened to Teresa's <u>advice</u>, | I might have been <u>OK</u>.
- 2 If it wasn't for my <u>stupidity</u>, | we could have raised more <u>money</u> that day.
- **d D** 10.06–10.09 Students read the information in Grammar Focus 10A on SB p. 156. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 118.

Answers (Grammar Focus 10A SB p. 156)

- **a** 1 e 2 d 3 h 4 c 5 a 6 g 7 i 8 j 9 f 10 b
- 2 wouldn't be
- 3 would
- 4 should
- 5 had chosen
- 6 have got
- 7 enrolling
- 8 shouldn't
- 9 had stayed
- 10 bother
- c 1 If only I hadn't bought that/this new chair.
 - 2 I wish I could go on holiday to Australia next year.
 - 3 If we had repaired the washing machine, it wouldn't have broken down.
 - 4 You should have turned your phone off before going into the
 - 5 I wish the council hadn't closed the library.



A common mistake students make is to use *wish* instead of *hope*: *Hwish you can understand my position.* (Correct form = *I* **hope** *you can understand my position.*).

Put students into groups to talk about the regrets.

Monitor and encourage students to use different structures for regrets and criticism. Take feedback as a class.

Write a list of negative events on the board; they can be real or unreal, or a mixture, e.g.,

We lost the World Cup on penalties!

1,503 people died when the Titanic sank.

We're in an economic recession.

My boyfriend's had a terrible haircut.

Ask students how these things might have been prevented and what is regretful about what happened. Elicit a range of regrets and criticisms for each item, e.g., If only our goalie hadn't jumped left. If the team hadn't been under so much pressure, I'm sure we would've won.

5 SPEAKING

- **a** Tell students to plan a one-minute speech called *Learning from my mistakes*, thinking about what they said in 4e and following Scott Berkun's advice. You could put students into pairs to practise giving the speech before the next stage.
- **b** Put students into small groups to give their speeches and answer follow-up questions. Ask groups to choose the best speech and ask students to give some of the best speeches to the class.

(+) ADDITIONAL MATERIAL

Workbook 10A

Photocopiable activities: Grammar 10A, Vocabulary 10A, Pronunciation 10A

10B

HE IS KNOWN TO HAVE AN UNUSUAL RITUAL BEFORE HE PLAYS

♥ OPTIONAL LEAD-IN

Books closed. Tell students you are going to do some magic. Ask them to write down any number between 1 and 9, e.g., 3. Tell them to multiply this number by 9, e.g., 3x9 = 27. Tell students to make the answer one digit if necessary by adding the two digits together, e.g., 2+7 = 9. Tell students to subtract 5 from this number, think of the corresponding alphabet letter, e.g., 9-5 = 4, 4 = D, and think of a country in Europe beginning with this letter. Tell students to add 1 to their number, e.g., 4+1 = 5, think of an animal beginning with the corresponding alphabet letter, and then the usual colour of this animal. Finally, tell students to write down the country, the animal and the colour, and then say: Does anyone have a grey elephant from Denmark? As if by magic, most students will if they have followed the steps because when they multiply their first number by 9 the two digits always add up to 9.

1 SPEAKING AND VOCABULARY Superstitions, customs and beliefs

- Ask students in what situations they might need some luck, e.g., when buying a lottery ticket, for getting good weather on holiday. Tell students to look at the pictures and discuss the questions. Take feedback as a class.
- **b** Ask students which objects they think the sentences describe. Tell students to compare their answers in pairs.
- c 10.10 Play the recording for students to listen and check their answers in 1a and 1b. If necessary, pre-teach beckon (move your hand or head in a way that tells someone to come nearer) and paw (the foot of an animal that has claws or nails, such as a cat, dog or bear) and refer to the Culture Notes for feng shui. Drill the words and phrases.

Answers

- **1a** 1 They are all lucky charms, supposed to bring luck and protect people.
 - 2 Horseshoe: the USA, the UK; *Ba Gua* mirror: China; *Maneki-neko*: Japan, China; Wish bracelets: Brazil

1b 1 Wish bracelet

5 Maneki-neko

2 Horseshoe

- 6 Wish bracelet
- 3 Horseshoe
- 7 Ba Gua mirror
- 4 Ba Gua mirror, horseshoe

CULTURE NOTES

Feng shui /fvŋ'ʃweɪ/ is an ancient Chinese belief that the way your house is built or the way that you arrange objects affects your success, health and happiness. Feng shui is widely practised today, e.g., the Disney company changed the location of the main gate to Hong Kong Disneyland in its building plans because of Feng shui principles.

At the end of this lesson, students will be able to:

- discuss superstitions, customs and beliefs in their own and different cultures using a range of words and phrases connected with luck, magic and customs
- pronounce consonant clusters in and across words
- read about the significance of ritual in sport and discuss the motivation behind rituals
- use passive reporting structures to be more objective and distance themselves from the facts reported
- listen to and speak about superstitions and rituals and discuss and write about where they originate from

Audioscript

SPEAKER All these objects are lucky charms from different parts of the world. They're all supposed to bring luck or protect you in some way. This is a horseshoe, and these were traditionally nailed above doorways in Britain and also in the USA, and they bring good luck to the household. Because they're over the door, they stop bad luck entering the house and they protect it against magic spells. Some people say it's important that the open side should be upwards, so the luck doesn't 'run out'. In other words, the horseshoe collects the luck for you.

Now this one is a special kind of mirror, which are traditionally used in China, and they're an important part of feng shui. It's customary to hang them above the front door of a house, and they always face outwards so they can ward off evil and protect the house. The idea is that the mirror deflects any bad energy coming towards the house, so it's very important that you should hang them outside the house, not inside.

And this figure of a cat is called *maneki-neko*, which literally means 'beckoning cat'. You may see these if you go to a Chinese or Japanese shop or a restaurant – they're often just by the door. They come from Japan originally, and they're supposed to bring good fortune to the owner. You see the cat's paw is raised – sometimes it's the left paw and sometimes it's the right paw. If it's the left paw, this attracts customers. And if the right paw is raised, it invites good fortune and brings wealth to the owner, so it's a good idea to have

And these are wish bracelets, which are worn as a good luck charm in Brazil. And they're also worn just as a fashion accessory because they look good. The idea of these is, you tie the ribbon three times around your wrist and you make a wish with every knot you tie. If the ribbon wears out naturally and falls off your wrist, your wishes will come true. So it's really important not to cut the ribbon off.

d Ask students which of the words and phrases are connected with luck and magic and which with customs. Check answers as a class.

Answers

luck and magic: make a wish, magic spells, good fortune, good luck charm, ward off evil customs: traditionally, customary

LOA TIP CONCEPT CHECKING

· When you are concept checking whether words and phrases belong to one category or another, you can appeal to a variety of learning styles, visual, auditory and kinaesthetic, for students to form strong associations with the language and have some fun. Read out each of the words and phrases and tell students to do one of the following:

Snap their fingers once if it belongs to 'customs' and twice if it belongs to 'luck and magic'.

Move to the left side of the room for 'customs' and right for 'luck and magic'.

Stand up for 'customs' and remain sitting for 'luck and magic'.

Repeat back the 'customs' in a loud voice but whisper back the 'luck and magic'.

Write down the 'customs' in one colour and 'luck and magic' in another.

EXTRA ACTIVITY

Write this magic spell for good weather (check students understand the pun: spell = a period of weather / a magic spell)

1 cup of 6-day old milk (low-fat or full-cream)

3 tablespoons of baby's tears

2 donkey hairs

half a glass of fresh air

Mix together under a full moon while reading the alphabet backwards. Then burn your umbrella.

Put students into pairs to make spells for things they'd like to have or to happen.

e 10.11–10.12 Students complete the exercises in Vocabulary Focus 10B on SB p. 168. Play the recording for students to check their answers to Exercises a and b. Play it again for students to listen and repeat the words in Exercise b. Check answers to Exercise c. Take feedback as a class after the discussion in Exercise d. Tell students to go back to SB p. 119.

Answers (Vocabulary Focus 10B SB p. 168)

- 4 customary **a** 1 good luck charm 2 good fortune 5 ward off evil 3 traditionally 6 make a wish
- c 1 convincing/persuasive/plausible 5 dubious/far-fetched 2 gullible 6 convinced 3 convincing/persuasive 7 dubious/far-fetched

4 convincing/plausible

Similar: convincing/persuasive/plausible; dubious/far-fetched

f Cross your fingers and ask students why people do this (for good luck). Tell students to match the expressions with their function. Check answers as a class.

- 1 fingers crossed, touch wood, third time lucky
- 2 you're tempting fate
- 3 to be on the safe side

10.13 Tell students to complete the sentences with the expressions. Play the recording for students to check.

Answers

- 1 touch wood
- 2 third time lucky
- 3 fingers crossed
- 4 you're tempting fate
- 5 to be on the safe side
- h 10.14 **Pronunciation** Ask students to underline the consonant clusters in magic spells. Tell students to do the same for the words and expressions in 1f. Play the recording for students to check. Point out that the /d/ in third isn't usually fully pronounced before the /t/ of time (see 2c and 2d on SB p. 38). Then drill the expressions.

Answers

fingers crossed to be on the safe side touch wood thi<u>rd time l</u>ucky you're tempting fate

i Put students into pairs to take turns to say what they are planning and respond using an expression from 1f.

Ask pairs of fast finishers to think of a situation where they would need a lot of luck, e.g., asking the boss for a pay rise, and to do the role play in i in the new situation.

Ask students if they believe the saying *You make* your own luck. Put students into groups to discuss the questions. Take feedback as a class.

2 READING

a Ask students why many sports teams and even competitions, like the Olympics, have a mascot (a person, animal or object that is believed to bring good luck, or one that represents an organisation). Ask students to discuss the questions. Take feedback as a class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

Laura Kenny is a British track cyclist. She won gold medals in the team pursuit and omnium events in the 2012 and 2016 Olympics and another gold in the madison event in 2021, making her the UK's top Olympic sportswoman in any event, as well as the most successful female track cyclist to ever compete in the Olympics.

b Tell students to read the first part of the text to check their answers. Check answers as a class.

They believe that these rituals will bring them good luck and success. Performing them can reduce players' anxiety and give them a feeling of control. This may give them a small advantage and mean the difference between winning and losing.

c Ask students what they know about the other sports stars in the photos. Tell students to read the article to find examples of the rituals and say which one isn't mentioned. Check answers as a class.

Possible answers

- 1 Thibaut Courtois touches his chin.
- 2 Laura Kenny always treads on a wet cloth. Thibaut Courtois kicks the goalpost and then punches the net. Yuzuru Hanyu touches the ice or places his hands on the boards at the side of the rink, then slaps the boards with both hands.
- 3 Thibaut Courtois and Yuzuru Hanyu
- 4 not mentioned
- 5 Yuzuru Hanyu carries a lucky bear. Kayla Harrison wears lucky socks and doesn't wear a judo outfit that she didn't win in.
- 6 Yuzuru Hanyu always puts his left skate on before his right skate.
- 7 Thibaut Courtois enters the stadium at a fixed time and takes
- 8 Thibaut Courtois sends a selfie to four friends. Kayla Harrison wears socks knitted by her grandmother.

VOCABULARY SUPPORT

tread on sth – to put your foot on something or to press something down with your foot

a blade of grass - a long, narrow leaf of grass

nonsensical – silly or stupid

selfie - a photograph that you take of yourself, usually with a

trance – a temporary mental condition in which someone is not completely conscious of himself or herself

rink - a large, flat surface of ice for skating

phenomenal – extremely successful, especially in a surprising way rigorous approach – being careful to look at or consider every part of something to make certain it is correct

meticulously – in a way that shows great care and attention to detail

d Ask students if they think rituals could help average players, too. Put students into groups to discuss the question. Take feedback as a class.



Ask fast finishers to think of a ritual which would help them in English tests, e.g., always walking around the room clockwise before sitting down at their desk.

3 GRAMMAR Passive reporting verbs

a Write these sentences on the board and ask students to compare the structures:

Hamilton broke the record. (active)

The record was broken by Hamilton. (passive)

Hamilton is reported to have broken the record. (passive reporting verb)

Tell students to read the sentences and choose the two reasons for using passive reporting verbs.

Answers

to show that the information comes from someone else to show that this is not necessarily what they believe

b Ask students to rewrite Hamilton is thought to have broken the record. beginning with It (It is thought that Hamilton has broken the record.). Tell students to answer the questions individually. Then go through the questions with the class and check answers.

```
1a 2b 3a 4b 5a 6b 7b
a 1, 2, 3, 4, 5, 6
h 7
```

- 1 Performing a 'lucky' routine is thought to reduce anxiety.
- 2 It is known that Thibaut Courtois has an unusual ritual
- 3 He is reported to have a whole series of rituals ...
- 4 It is believed that he sends a selfie ...
- 5 He is said to always put / always to put ...
- 6 It is thought that he is quite ...
- 7 Before the Olympics, it is believed that she wore ...
- Ask students to say some of the sentences from 3a in a more conversational style. Check answers as a class.

Possible answers

- 1 They reckon that 'lucky' routines reduce anxiety.
- 2 They say Thibaut Courtois has an unusual ...
- 3 People say he has a whole series of rituals ...
- 4 I've heard that he sends a selfie ...
- 5 Many people think he always puts ...
- 6 People believe that he's quite superstitious.
- 7 I've heard that, before the Olympics, she wore ...
- d **10.15** Students read the information in Grammar Focus 10B on SB p. 157. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to now go to SB p. 121.

Answers (Grammar Focus 10B SB p. 157)

- 2 He is said to have lived in a cave. / It is said that he lived in a cave.
- 3 Basketball is seen as / seen to be a very important sport in Asia.
- 4 It was not reported what her reply was.
- 5 It is suspected that the people responsible have left the country. / The people responsible are suspected to have left the country.
- 6 It is thought that the winters get very cold in this part of the world. / The winters in this part of the world are thought to get very cold.
- 7 She is regarded as the most exciting writer of her generation.
- 8 Quinoa is considered to be very good for your health.

b

5 expected 6 not understood 3 seen 4 considered 7 explained

Possible answers

- 1 It is thought that sports rituals give you a feeling of control. Sports rituals are thought to give you a feeling of control.
- 2 It is believed that superstitions reduce anxiety. / Superstitions are believed to reduce anxiety.
- 3 It is reported that the president has left the country. / The president is reported to have left the country.
- 4 It's believed that Thomas Edison slept only four hours a night. / Thomas Edison is believed to have slept only four hours a night.
- 5 It is known that obesity is a factor in developing diabetes. / Obesity is known to be a factor in developing diabetes.



CAREFUL!

Students sometimes make the mistake of not putting it before the passive reporting verb: Don't wear anything red because is believed that it brings bad luck. (Correct form = Don't wear anything red because it is believed that it brings bad luck.).

e Ask students to read the comments and change them to reported speech. If necessary, do the first one as a class. Check answers as a class.

Possible answers

- 1 It is said that the goalkeeper is retiring next season.
- 2 It is said that the manager of the company has resigned.
- 3 It is said that she's the best tennis player of all time.
- 4 It is believed that the team captain has had eye surgery.
- 5 It is thought/rumoured that he pulled (has pulled) a muscle in his ankle.
- **f** Students work individually to write a sentence about a well-known person. Ask students to share their answers with the whole class. The person that guesses correctly can go next.

4 LISTENING

- **a** Ask students if they have a ritual in their family for luck and tell them to share it with the class. Put students into groups to discuss the questions and make notes about their ideas in their notebooks.
- b 10.16 Play the recording for students to listen and check if Sandy Hearst mentions any of their ideas. Check answers as a class.

Answers

- 1 The rituals help them feel less anxious, focus and feel more in control
- 2 Rituals are like the placebo effect in medicine: believing something will help you may actually help you.

Audioscript

PRESENTER Sandy, we're always hearing about athletes who have peculiar rituals that they go through before they play. But what's behind it? Is it that top athletes are just weirdly superstitious, or are there good reasons for what they do?

SANDY Well, their behaviour may seem eccentric, and of course it is in the sense that they do things that most people don't do before doing sport, so what they do isn't exactly 'normal', but in fact this kind of behaviour makes total sense.

- P In what way?
- **s** Well, athletes train a lot, I mean *really* a lot, and they do everything they can to prepare for a competition, so they get very hyped up.
- P Lots of adrenalin.
- **s** Yes. But then there's a waiting time before they actually perform, and often there's nothing they can do during that time except wait, so they're sort of helpless; it's out of their hands. These rituals may be a way to keep anxiety at bay, and it's a way to help them focus.
- P So it gives them back a little more control.
- S Yes, or at least it gives them the feeling that they're more in control, so it's very attractive. If they can say to themselves, 'If I touch the goal post three times before the match, it will help me win,' then that's something they can actually do to influence events.
- P Even though in fact it can't possibly influence the outcome of the game. Not directly, anyway.
- **s** Not directly, no, it's not a magical effect, but maybe it can help indirectly, by boosting their confidence and putting them in a more positive state of mind.
- P OK, that's so interesting.
- **s** Yes, well, Kayla Harrison's a good example.
- P She's the judo champion, isn't she?

- **s** That's right, the American gold medallist in judo. And she says this quite openly. She says, 'These rituals make me feel comfortable. And when I feel comfortable, I get confident. And when I get confident, I win.'
- P Well, that makes sense.
- **s** Yes, absolutely. So you could say it's like a kind of placebo effect. You know, it's well known in medicine, and maybe it's a similar process here.
- P Right, the sugar-coated pill that actually does nothing.
- s Exactly, yes. There was actually a really interesting experiment done by the University of Cologne in Germany, which was quite telling. They used golf balls. They asked 28 volunteers to putt 10 golf balls into a hole. But before they did this, they told half of the players that they'd be using a 'lucky golf ball', and the other half simply got a normal golf ball and were told nothing. Of course, in reality, the golf balls were all absolutely identical and the conditions were exactly the same. But the volunteers who believed they were using a 'lucky' ball got the ball in the hole twice as often on average as the others.
- **P** Gosh, so it actually did improve their performance.
- **s** Yes, that was the 'magic', if you like to call it that. Because they believed in it, they performed better. And if you think about it, in a highly competitive sport like tennis, or defending a goal in football for that matter, a tiny advantage may just make that difference between success and failure, and that's why these rituals are especially common in sports like tennis and football.
- **c** Ask students to read the sentences and choose the alternative that best represents the points made in the interview. Check answers as a class.

Answer

2

d Put students into pairs and read the sentences out, giving special emphasis to the expressions in italics. Ask students to discuss the expressions and come to a consensus on what they think they mean. Take feedback as a class.

Possible answers

- 1 unusual, not normal
- 2 there's a good reason for it
- 3 nervous, full of adrenalin
- 4 away from them
- 5 a result that can't be explained
- 6 feeling better because you believe that what you have taken is medicine
- 7 interesting and significant

5 SPEAKING

- **a** Ask students to work individually for a few minutes to read the instructions, think about people they know and discuss the questions. Tell students to make a few notes to help them remember what they want to say. Remind them to write about how the rituals help them using passive reporting verbs.
- **b** Put students into groups to discuss their notes. Walk around the class to monitor and give feedback.

ADDITIONAL MATERIAL

Workbook 10B

Photocopiable activities: Grammar 10B, Vocabulary 10B

Documentary video Unit 10 Occasions

Video worksheet Unit 10 Occasions

10C

EVERYDAY ENGLISH

Before we move on

OPTIONAL LEAD-IN

Books closed. Put students into groups to discuss what the best end to the Solar Wind story would be for the remaining main characters (Alex, Emma, Max, Sara). Take feedback as a class.

11 LISTENING

- a Ask students what they would do if they had their mobile and it rang right now in the middle of English class. Tell students to look at picture a and discuss the question. Take feedback as a class.
- **b** Play Part 1 of the video or the audio recording and ask students what the two reasons for the call are. Check answers as a class.

Answers

She's tracked down the source of the leaked story about Max. She'd like Max to at least consider coming for his interview with Sara the next day.

Videoscript/Audioscript (Part 1)

MAX I asked you not to contact me again, didn't I?

NADIA I know that, Mr Redwood, but I just wanted to -

- **M** You've got a nerve!
- N Sorry, if I could just finish what I M I see. was saying, Max!
- M Oh, go on then!
- N I've managed to track down the source of the leaked story about
- M Don't tell me! Sara was gossiping about me again -
- N Sorry to interrupt, but Sara wasn't idly gossiping. She was updating me on her research

and was overheard by another journalist, who showed some very poor judgement. He's no longer a member of our team, I hasten to add.

- N I'd like you to at least consider coming in for your interview with Sara tomorrow, I know how much she was looking forward to it. And I think it would be refreshing for all of us, after our experiences with Oscar Simmons!
- **M** Hmm ...
- Play Part 1 of the video or the audio recording again and tell students to answer the questions. Check answers as a class.

- 1 He thinks it's rude of her to call and she's over-confident because the last time they spoke he asked her not to try to contact him again.
- 2 idly gossining
- 3 refreshing (C1): this means 'making something feel better'

NOCABULARY SUPPORT

track sb/sth down (C2) - find someone or something after looking for them in a lot of different places

idly (C2) - in a way that is not serious or has no real purpose judgement (C2) - the ability to make good decisions

hasten to say, add, etc. - used when we need to avoid misunderstandings by giving somebody some more information quickly

At the end of this lesson, students will be able to:

- use turn-taking language and strategies in conversations and interviews to continue speaking, interrupt and encourage others
- use the appropriate intonation in question tags to ask for clarification or confirmation
- take part in a more formal interview in which turn-taking is required
- **d** Tell students to look at the picture and say why they think Max changed his mind about the interview. Take feedback as a class.
- 10.18 Play Part 2 of the video or the audio recording and ask students to put the topics in the order they're mentioned. If necessary, pre-teach some of the expressions from the Vocabulary support box on p. 149. Check answers as a class.

Answers

- a 3
- b 4
- c 1
- d 2

Videoscript/Audioscript (Part 2)

SARA Thanks for this, Max. MAX No worries.

- s Hello. My name is Sara Neroni, and I'm going to be talking to Max Redwood, author of the best-selling science fiction novel Solar Wind, and who is in the process of writing his second novel, Gravity Zero. Good to see you, Max!
- M Thanks. And good to see you too, Sara.
- **s** Now, as anybody who's read your first book will know, you're an incredibly imaginative, creative person, Max, but where do you get your inspiration from? Could you tell us a little bit about that, please?
- **M** Before we get started, can I just make a point about creativity? I just wanted to say that ... it doesn't come easily all the time. I was in a bad place up until recently. I thought all of my ideas had dried up ... but, my fans got me through that and encouraged me to keep at it.

- s Oh, really? I'm glad to hear that.
- **M** But anyway, to answer your question about inspiration, I think I first got interested in space travel when I was growing
- s Speaking of which, you grew up here in Brighton, didn't you?
- M Yeah, that's right. It was really my dad who got me into space - I mean, first got me interested in space! He bought me this telescope and we would look up at the stars at night together. I'd imagine all sorts of weird and wonderful worlds up there.
- S AND M And did you say / And I never..
- s Please, after you.
- M Yeah, as I was saying, I never forgot those worlds.
- s Now if you don't mind me coming in here, you had trouble sleeping as a child, didn't you?
- M Yeah, that's right. So I spent more time than most kids that age in my own little world ...
- 10.18 Play Part 2 of the video or the audio recording again and tell students to make notes under each topic in 1e. Check answers as a class.

Answers

- a father bought him a telescope; they looked at stars at night
- b had trouble sleeping as a child; spent time in his own little world
- c thought ideas had dried up, but fans got him through, encouraged him to keep writing; looking at stars as a child
- d grew up in Brighton

M VOCABULARY SUPPORT

not come easily (to sb) (C1) – something does not happen for someone without difficulty / someone finds a particular activity very difficult

sb is in a bad place – somebody is unhappy, depressed about life / the future, etc.

dry up (C2) – if a supply of something dries up, it ends get sb through sth (C1) – help somebody deal with a difficult or unpleasant experience

be in your own (little) world – be someone who spends a lot of time concerned with their own, original, thoughts and ideas rather than those of other people / society

Replay the interview between Oscar and Max on SB p.38 (video or audio recording 03.10) as a contrast. Put students into pairs to discuss whether the interview with Sara was successful. Take feedback as a class.

Possible answers

Yes. They are relaxed and friendly. Max acknowledges Sara's support without mentioning her name, which surprises and pleases her. There are no awkward pauses and they even accidentally interrupt each other in their eagerness to speak.

♥ EXTRA ACTIVITY

Put students into pairs to continue the interview between Sara and Max from where it stops, talking about what Max did when he couldn't sleep. Ask students to write three lines for Sara and three lines for Max, practise reading the dialogue out loud and learn it by heart to act out in front of the whole class.

USEFUL LANGUAGE Turn-taking

a Tell students to match the expressions with their uses. Check answers as a class. Drill the expressions.

Answers

1 a, c 2 a 3 b, c 4 b 5 c 6 a

b Elicit some more formal types of conversation from the students, e.g., a business meeting, a job interview. Ask students to discuss the question in pairs, using the categories a–c in 2a as a starting point for their answers. Take feedback as a class.

Answers

- 1 when you are encouraging somebody to continue with what they are saying, perhaps after an interruption
- 2 when you have a formal agenda or a task to perform and you want to say something first
- 3 when you feel a topic under discussion is coming to a close, to continue speaking about a topic
- c 10.19 Tell students to read the conversation. Elicit the interviewee's profession (mountaineer). Ask students to complete the conversation with expressions from 2a. Play the recording for students to check.

Answers

1 Sorry to interrupt, but 2 as I was saying 3 Go on. 4 If you don't mind me coming in here, 5 Sorry, if I could just finish

FAST FINISHERS

Ask fast finishers to think of what people in these different professions could teach business people: a mountaineer, a chef, a clown, a nanny, a gardener, e.g., a mountaineer could teach business people about the determination required to get to the top.

d Put students into pairs to act out the conversation. Tell them to change the profession of the interviewee.

3 LISTENING

a 10.20 Play Part 3 of the video or the audio recording and ask students to choose the best answers to the questions. If necessary, pre-teach *gushing* (expressing a positive feeling, especially praise, in such a strong way that it does not sound sincere). Check answers as a class.

Answers

1 c 2 b 3 d

Videoscript/Audioscript (Part 3)

SARA Thanks, Max. I think that went really well.

MAX Yeah – seemed to go OK. I quite enjoyed it actually!

ALEX Hats off to you both!

- **s** Well, credit where credit's due Max made it so easy.
- M Well
- **s** You were so different this time, weren't you? Y'know, from that interview with Oscar?
- A Well, that's because you're a better interviewer than Oscar.
- M That's right, you are.
- A And I'll tell you what, I overheard Nadia singing your praises this morning.
- s Really?
- A Gushing, she was. Thinks you're the best thing since sliced bread!
- **s** Do you think my job is safe then?

- A Definitely.
- M Listen, Sara ... Alex and Emma are coming over to my new place tonight. You'd be very welcome.
- **s** Thanks very much, Max. I'd love to.
- M Great
- A Oh, wait till you see the place, Sara. It's a converted warehouse. It's massive, isn't it, Max?
- **M** I suppose so.
- **s** Oh, plenty of room for dancing then!
- **M** Well, it's not going to be that kind of thing, really.
- A No?
- **M** Well, I thought we could all sit down together and watch *Moon* Station X.

SANDA Oh ... Great ...

- Ask students how Sara and Alex feel about Max's way of celebrating (unenthusiastic). Elicit some achievements, e.g., passing a test, and put students into pairs to discuss how they celebrate them. Take feedback as a class.
- c Language in context Praising idioms
 - (C1) (things you say that express your admiration and approval for someone or something). Tell students to match the two halves of the idioms. Then play the recording for students to check. Drill the expressions.

Answers

1 b 2 d 3 a 4 c

4 PRONUNCIATION

Intonation in question tags

a 10.22 Say: We're near the end of the last unit in the book, aren't we? with a falling intonation on the question tag and You're going to carry on studying English, aren't you? with a rising intonation on the question tag. Elicit which question you don't know the answer to (the second question) and whether the intonation went up or down at the end (up). Ask students whether the intonation went up or down for your first question and why (down, because the answer is obvious). Play the recording for students to say whether the intonation rises or falls on each question tag. Check as a class and drill the sentences.

Answers

1 fall 2 rise 3 rise 4 fall 5 fall

b Tell students to complete the rules. Check as a class.

Answers

rising, falling

c 10.23 Play the recording for students to say whether the intonation is rising (A) or falling (B). Check as a class. Drill the sentences.

Answers

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

LOA TIP DRILLING

- When drilling sentences, ask students to identify the word groups and the intonation changes in each sentence.
- Ask students how many word groups there are in the questions in 4c (two) and what they are (statement + question tag).
- Ask students what the intonation is at the end of the first word group (falling) and at the end of the second word group (rising or falling, depending on the meaning).
- Do a choral drill of the questions using your hands like a conductor to show the two word groups and the intonation changes: You did, didn't you?: sweep your hands down in one movement for You did and then down again in a separate movement for didn't you?; You can't, can you?: hands down for You can't and then back up for can you?. Make sure students repeat first with you and then after you, using the correct intonation for both word groups.

- Put students into pairs to take turns to say sentences from 4c, using different intonation for the question tag. Their partner says *A* or *B*. As feedback, say some of the sentences yourself with different intonations for students to say *A* or *B*. Then say the number of a sentence and *A* or *B*, e.g., 2*B*, and ask individual students to say the sentence with the appropriate intonation.
- e Say to students: Max is quite an unusual person, isn't he? with a falling intonation and elicit agreement from the class. Ask students whether the intonation was rising or falling and why (falling, because it's an opinion to elicit agreement). Put students into pairs to give their opinions on the topics and agree with each other.

5 SPEAKING

- **a** Ask students to invent a sporting celebrity. Tell them to make notes on their answers to the questions.
- **b** Ask students to think of some more questions, different from those in 5a, to ask another sporting celebrity.
- Put students into pairs to take turns to interview each other. Encourage students to use turn-taking expressions and tag questions.

♥ EXTRA ACTIVITY

Ask students to think of a world-famous sportsperson, past or present. Put students into pairs. Tell them to try and guess each other's sportsperson by asking their partner Yes/No tag questions, e.g., You're a footballer, aren't you? Your sport is connected with water, isn't it? See which student can guess the sportsperson in the least number of tag questions.

(+) ADDITIONAL MATERIAL

Workbook 10C

Photocopiable activities: Pronunciation 10C

Unit Progress Test

10D

SKILLS FOR WRITING

The film is a visual feast

At the end of this lesson, students will be able to:

- read and compare film reviews, discuss their content and analyse their structure
- write a review of a film or TV series using adjectives to give an intense description and be as concise as possible

♥ OPTIONAL LEAD-IN

Books closed. Ask students to tell you films with really good names, even if the films themselves weren't great, e.g., *One Flew Over the Cuckoo's Nest*; *The Man Who Fell to Earth*; *Zootropolis*. Ask students if they have ever chosen to watch a film just because of the title and how they usually decide whether to watch a film or not.

11 SPEAKING AND LISTENING

- **a** Put students in pairs or small groups to discuss their reasons for choosing a film. Check answers as a class. Was one reason more common than the others?
- **b** Tell students to read the descriptions and match them to the places they could be found. Check answers as a class.

Answers

1 B 2 A 3 D 4 C

- Ask students if they have ever read a film review which they completely disagreed with. Put students into pairs to discuss the questions. Check answers as a class.
- **d** 10.24 Play the recording for students to listen. Make notes to answer the questions and see if any of the speakers agree with their opinions about reviews. Take feedback as a class.

Answers

- 1 Sasha: online reviews; they are more reliable because you get a range of different opinions from ordinary people Marie: newspaper and magazine reviews; there are particular reviewers she thinks are reliable; doesn't read amateur reviews because you don't know the people's tastes Kim: doesn't read reviews; films shouldn't be taken too seriously Isser: never reads a review before seeing a film; wants to see a film without preconceived ideas; reviews often contain 'spoilers', information about what's going to happen
- 2 Sasha: before going to the film Marie: after going to the film Kim: never Isser: perhaps after seeing the film
- 3 Sasha: reviews for accommodation, travel destinations, products, electronic equipment

Marie: not mentioned

Kim: reviews of things you spend a lot of money on where there are definite differences between the products, e.g., a laptop or TV

Isser: not mentioned Students' own answers

Audioscript

SASHA I'm a review addict. I'd never dream of going to see a film without checking the reviews online first. I think it's worth seeing whether a film has good reviews or bad reviews. Even if someone has recommended it to me, I like to read the review first before I see it myself. And I find that online reviews are good because I get a very wide range of different opinions. I like this because it's more

reliable than the newspaper reviews that are written by the so-called experts. Y'know, the online reviews are written by ordinary people like me. I also like reviews, um, for accommodation and travel destinations, products, electronic equipment. It's one of the incredible things about the Internet – everything's been reviewed by someone, somewhere in the world.

- MARIE I read a lot of film reviews, mainly in newspapers and magazines. I trust a professional opinion, and there are actually some reviewers that, er, I can really rely on to recommend some good films. But I don't read the reviews to help me decide whether I should watch a film or not I read it afterwards so it doesn't spoil it. I think, also it's interesting to compare the review with what I initially thought of the film. And, er, it can usually help me understand the film better, especially if it's a, a more obscure or complex film. And also reading the review can sometimes help me in case I missed something in the original film. I, I don't like the er ... kind of Internet, amateur reviewers because I mean you don't even know who these people are and, er, they may not even have the same taste in cinema that I might have.
- KIM I can never be bothered with reviews. I mean, I usually download films and watch them at home. I hardly ever go to the cinema any more. I choose something that I like the look of it doesn't have to be great. It's just a way for me to switch off completely after work and wind down, y'know it's just relaxation. I really don't understand why some people take films so seriously. I do look at reviews for some things. I mean, if I'm going to buy a laptop or a TV and I'm spending that much money on something then, yes, there's a difference between the products. But, not for films.
- ISSER I avoid reading reviews of films or TV series, especially TV series, because I just don't trust them because I think it's just one person's opinion and I'd rather go and see a film with an open mind without any preconceived ideas about what it might be like. Reviews nearly always contain spoilers of some kind. They mention something about a character or something that is about to happen. I don't like that. I'd rather start watching a film without knowing anything about it. And ... sometimes, if I really like the film, I would like to go and read the review after I've seen it, er, but definitely not before.

NOCABULARY SUPPORT

wouldn't dream of doing sth (C2) – used to say that you would not do something because you think it is wrong or silly

obscure – not widely popular because it is unusual and difficult to understand

like the look of sth – be attracted to something because it seems suitable

switch off (from sth) – stop thinking about something and relax wind down – relax after a stimulating/demanding situation or activity

preconceived ideas (about sth) – ideas and opinions you have in advance of actually experiencing something

spoiler – information about an important part of a story, e.g., the ending, which, if known before watching, will make the film/book/TV programme less enjoyable

e Put students into pairs to discuss the questions. Take feedback as a class.

2 READING

a Tell students to read the reviews. Put students into pairs to discuss which review is more positive and what the main differences in the reviewers' feelings are. Encourage students to guess the meaning of the words and phrases in the Vocabulary support box if they ask about them. Check answers as a class.

Answers

- 1 Reviewer A is more positive.
- 2 Reviewer B isn't convinced by Daniel Craig's American accent and they felt the script was sometimes a bit too wordy.

M VOCABULARY SUPPORT

genre – a style, especially in the arts, that involves a particular set of characteristics

whodunnit – a story about a crime and the attempt to discover who committed it

veteran – a person who has had a lot of experience of a particular activity

fortune - a large amount of money, goods, property, etc.

dysfunctional – not behaving or working normally

will – an official statement of what a person has decided should be done with their money and property after their death

to establish the cause of sth – find out why something happens / has happened

sleuth – another word for a detective; someone whose job is to discover information about crimes and find out who is responsible for them

twists and turns – unexpected changes of direction in the plot of a book or film

to keep sb guessing – not tell someone what is going to happen next

motive – a reason for doing something

witty – using words in a clever and funny way

to triumph – have a very great success or victory

a stellar cast – a group of actors of a very high standard

to settle a score – punish someone for something wrong that they did to you in the past and that you cannot forgive

zigzag – a situation in which actions, plans or ideas change suddenly and completely, and then change back again equally suddenly

stand out – to be much better than other similar things or people wordy – containing too many words

get a move on (C2) – to hurry

buff (n.) – a person who knows a lot about and is very interested in a particular subject

FAST FINISHERS

Ask fast finishers to imagine that a film is being made about their life. They must write down the five main characters and the actors to play them, e.g., me – Mario Casas; my boss – Julia Roberts. Students can then compare casting with another fast finisher

b Ask students if they know any other good whodunnit films. Put students into groups to answer whether or not they would like to see the film. Take feedback as a class.

3 WRITING SKILLS

Film reviews; Concise description

a Ask students what elements they would expect to see in a review, e.g., overall impression. Tell students to tick the elements that are in the reviews and say if the elements are in the same order in both reviews. Then ask them if the elements they haven't ticked should be included in a review. Tell them to justify their opinions. Check answers as a class.

Answers

Ticks: 2, 3, 5, 6, 7, 8

They aren't in the same order in both reviews. In review B, the names of the director and actors are given before information about the plot.

- 1 when and where the writer saw the film is irrelevant
- 4 how the film ends would be a spoiler
- **b** Ask students to write *A*, *B* or *both* to indicate which reviewer mentions strengths and weaknesses in the areas given. Check answers as a class.

Answers

1 both 2 both 3 both 4 B 5 both 6 both

- **C** Ask students to underline two or three useful expressions to talk about films, e.g., *twists and turns in the plot*, and compare with other students.
- **d** Ask students to read the first sentence of Review A. Then tell students to compare the extracts with the actual words in the first paragraph of Review A and choose the reason for the difference.

Answer

2

M LANGUAGE NOTES

veteran crime novelist Harlan Thrombey is an example of apposition: two noun phrases in parallel, the first describing the second. The other examples are participle clauses, often used in writing in order to be more concise (see 6B, SB p. 73 and Writing Focus 10D).

EXTRA ACTIVITY

Books closed. Read out Review B but change or leave out some words so that there are mistakes, e.g.:

Knives Out, the latest film directed by Rian Johnson, has a stellar cast. Daniel Craig is joined by Chris Evans, Jamie Lee Curtis, Toni Collette and Michael Shannon – and they all do a whole lot of fun in this classic murder mystery. (have a whole lot of fun)

Ask students to listen carefully and stop you as soon as they hear a mistake by raising a hand. Elicit the correction from one student and continue to the end of the review.

e Students complete the exercises in Writing Focus 10D on SB p. 175. Students read the table and make the sentences in Exercise a more concise. Check answers as a class. Monitor Exercises b–d and take feedback as a class. Tell students to go back to SB p. 125.

Possible answers

- **a** 1 The first *Blade Runner* film, directed by Ridley Scott, is a sci-fi classic.
 - 2 Realising that his father is probably still alive, he decides he must reach him at all costs.
 - 3 Mexican director Alfonso Cuarón is planning to make a new film.
 - 4 Determined to solve the crime, she works on the case night and day.
 - 5 Jo March, the second oldest sister, is played by Saoirse Ronan.
 - 6 Set in the future, Panem is a totalitarian country divided into 12 districts.
 - 7 Trapped in the mountains and running out of food, they send four people off to get help.

4 WRITING

a Ask students what film or TV series they particularly recommend or don't recommend. Ask students to choose a film or TV series they know and to plan a review for someone who hasn't seen it. Tell them to include the main strengths and weaknesses and other elements from 3a in their review and to structure it into four paragraphs.

- **b** Write on the board this sentence describing the plot of a film and ask students to make the first clause more effective: *After she has escaped from her bad stepmother, Cinderella goes for a ride in the woods.* (Having escaped from her wicked stepmother ...). Tell students to write their review using adjectives for more intense description and making the information as concise as possible. Weaker students could use their notes from Writing Focus 10D Exercise d on SB p. 175 as the basis for their review.
- **c** Put students into pairs to read each other's reviews. If they have seen the film or series, they should say if they agree with the review; if they haven't, they should decide whether they would like to see it.

• LOA TIP REVIEW AND REFLECT

- The end of the course is a good time for students to reflect on their progress and review their achievements and goals.
- Write some prompts for students to think about on the board: grammar, vocabulary, pronunciation, listening, speaking, writing, reading.
- Give students time to reflect on their progress in these areas, how the course helped them and how they can improve in the future. Encourage students to be specific, e.g., grammar: I have trouble with articles, I could get an app and do some practice exercises.
- Put students into groups to compare and make a list of suggestions which could benefit the whole class, e.g., for future motivation, take an advanced English exam.
- Students share their suggestions with the class and discuss general issues about the course and their language learning.

(+) ADDITIONAL MATERIAL

Workbook 10D

UNIT 10

Review and extension

1 GRAMMAR

a Read out this sentence and ask students for a suitable word to complete it: *I think it's* ____ *time we repainted the bedroom.* (about/high) Tell students to complete the sentences, using the words in the box. Check answers as a class.

Answers

- 1 have
- 2 rather
- 3 It
- 4 only
- 5 wish
- 6 needn't
- 7 ought to
- **b** Tell students to rewrite the sentences, using the words in brackets. Check answers as a class.

Answers

- 1 You should have called me.
- 2 You needn't have met me.
- 3 It is said that the president owns a private zoo. / The president is said to own a private zoo.
- 4 I wish we lived closer.
- 5 Alex couldn't have been on time.
- 6 If only Sarah hadn't lost her temper.
- 7 It is thought that she died in a car crash. / She is thought to have died in a car crash.

FAST FINISHERS

Ask fast finishers to make up two sentences that either go before or come after three of the sentences in 1b. Students compare their sentences with another fast finisher and say which sentences in 1b their partner's sentences come before or after, e.g., It takes me two bus rides to come and see you. (I wish we lived closer.).

2 VOCABULARY

a Ask students to cover endings a–f and try to complete 1–6 with their own ideas. Then tell students to uncover a–f and match 1–6 with a–f. Check answers as a class.

Answers

1 e 2 c 3 a 4 d 5 f 6 b

b Tell students to complete the sentences using the first letter of the words as a clue. Check answers as a class.

Answers

- 1 fingers
- 2 time
- 3 tempting
- 4 convincing
- 5 side 6 make

3 WORDPOWER luck and chance

10.25 Go through the phrases and ask students to use them to replace the words in italics. Play the recording to check. Drill the phrases.

Answers

- 1 count yourself lucky
- 2 on the off chance
- 3 a fighting chance
- 4 it's tough luck
- 5 blow my chances
- 6 're in luck
- 7 don't stand a chance

LANGUAGE NOTES

Tough luck is often used as a fixed expression, without a subject or verb. It usually signifies a lack of sympathy for someone's problems or difficulties, but spoken with sympathetic intonation can also be used to express sympathy.

b 10.26 Ask students to complete the exchanges using the correct forms of the phrases. Tell them to use one word in each gap. Play the recording for students to check.

Answers

- 1 blown, on, off
- 2 in
- 3 stand, Tough
- 4 count, fighting
- Ask students what you would say to someone who survived being struck by lightning the day before (*Count yourself lucky!*). Put students into pairs. Ask students to take turns to put themselves in each situation and to explain it, e.g., *I've missed my bus*. Their partner then responds, e.g., *Tough luck!*. Tell both students to respond to each situation as there is more than one possible answer. Take feedback as a class.

EXTRA ACTIVITY

Ask students to rank the chance of these things happening in their lifetime from 0 (no chance) to 5 (every chance):

- they themselves moving and living abroad
- electronic money replacing physical money
- smoking being made illegal in all restaurants
- another language replacing English as an international language
- the average retirement age becoming 75 in their country.

Put students into groups to compare their rankings and discuss their opinions.

Photocopiable activities: Wordpower 10

OUT OF THE PROOF OF THE PROOF

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.

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TEACHING PLUS

Ideas for pre-teaching vocabulary

Before reading and listening tasks, it's often necessary to make sure students understand a few key words. This is called 'pre-teaching'. There are a number of ways to do this. Here are some ideas:

Give a definition: Use a short sentence to explain the meaning of a word. If you wish, use the definitions given in the rubrics or Vocabulary support boxes throughout the Teacher's Notes. You could also use a learner dictionary to find on-level definitions, e.g., dive – to swim under water, usually with breathing equipment (from Cambridge Essential English Dictionary, Second Edition).

Draw/Show a picture or object: One of the easiest ways to teach students new words is to draw a picture on the board, or show a picture on the interactive whiteboard or on a computer or tablet. Using (or drawing) funny and/or interesting pictures is a good way to ensure students remember the new words, e.g., to teach the word *dive* you could find a picture of a diver with a big shark behind him.

Act it out: It can be useful to show the word by acting it out, rather than giving definitions which may use abovelevel vocabulary.

Elicit it: Elicitation allows you to check what words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying openended sentences, e.g., What is the activity when we swim under the sea and look at fish? or When we swim under water and look at fish, we ...? (dive).

Gapped sentences: It's useful for students to see the word in a sentence to understand the context. Write a gapped sentence(s) on the board (this can be one from the text), e.g., Cristina ______ in the Mediterranean Sea every summer. She loves to see the beautiful fish under the water. (dives). Allow students to guess what word goes in the gap, but don't confirm if they're right or wrong. After they read the text, they can guess again. Then confirm their answer.

Discussion questions: With more advanced students you can write discussion questions containing the new words on the board. Then give students one or two example answers to these questions. Students try to guess the meaning. Give more example answers, if necessary. You may then wish to allow students to ask and answer these questions for themselves

Pre-teaching for listening: You can use any of the above ideas, or others you may have, to teach new words before students listen. It may also be useful to model the pronunciation of the words so students are used to hearing how it sounds. This is particularly useful when a word has an unfamiliar spelling rule. If you don't want to model the word, it can be useful to write the word in IPA on the board (you can find this in all dictionaries).

Extra ideas - how to ...

Class survey

Use: to revise tenses, verb patterns, verb collocations, conversational language *Dynamic:* whole class

Procedure:

- Write a list of questions which practise the target language. Ideally, each student will have a different question, but if this is difficult, aim to have one question per two students.
- Photocopy the list and cut up into strips to give out.
 Make sure each student has a question, even if the question is the same as another student's. Alternatively, dictate each question to one (or two) student(s) in turn.
- Ask students a question as an example and elicit a response which uses the target structure. Write the response on the board.
- Set a time limit for the activity, e.g., 10 minutes. Students move around the class and ask their question to as many other students as they can. They write down the responses in their notebooks.
- When the time is up, divide students into smaller groups and ask them to compare their most interesting responses.

Running dictation

Use: to revise vocabulary Dynamic: whole class Procedure:

- Choose a short text or a list of sentences/questions which you wish to revise. Around six to ten sentences should be adequate, depending on how confident your students are. Choose a text of the appropriate level for your students and which does not contain unfamiliar words.
- You will need one sheet for each pair of students, plus a few extra sheets. Put the extra sheets on a far wall of the classroom or just outside the classroom door. Mark the halfway point on the text.
- Divide the class into pairs: Student A is a reader and Student B is a writer. A has to go to the text/list and memorise as much as he/she can. Encourage students to remember a few words accurately rather than try to memorise too much. Student A goes back to Student B and dictates what he/she can remember. Student A must walk over to Student B before dictating and not shout the text out! Student A is not allowed to do any writing at this stage. The dictation continues until Student A has reached the halfway point of the text.
- The students swap roles, with Student B dictating and Student A writing.
- As each pair finishes, give them a copy of the text and allow them to check their text against the original.
 Students should correct their mistakes. Monitor and help students to decide whether any differences are grammatically correct or not.

Grammar auction

Use: to revise a specific grammar area or general grammar *Dynamic*: whole class (in teams)

Procedure:

- Prepare 10–15 sentences containing items of grammar from the unit you are currently working on or areas of grammar which you know students find problematic.
 Some of the sentences should be correct and some incorrect.
- Write the sentences on the board and explain what an auction is (when you sell something to the person who offers the most money).
- Put students into small groups and tell them they have £100 and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct and decide which to buy and how much they are prepared to pay for each. Don't help or allow students to look at their notes or the Student's Book.
- Take the role of auctioneer and sell each sentence to the group which offers the most money. Keep track of how much each group has spent. Remind students that once they have spent all their money they can't buy any more sentences, so they shouldn't spend too much too soon.
- After all the sentences have been sold, go through them one at a time, revealing which are correct and which are incorrect. Ask students to correct the mistakes.
- The winning group is the one which has bought the most correct sentences. If it's a draw, then the group which has got the most money left wins.

Classroom whispers

Use: to revise tenses, verb patterns, verb collocations, pronunciation and listening skills

Dynamic: whole class

Procedure:

- You will need a list of short sentences and/or questions which practise the structures you wish to revise. You will need one sheet per three students in the class.
- Divide students into groups of three. All the Student As go to one part of the classroom, all the Student Bs to another, and Student Cs to another.
- Model the activity by standing with the Student As and showing them the first sentence on the sheet. The Student As then walk to the Student Bs and whisper the sentence they have remembered. Make sure the Student Cs can't hear. The Student Bs then go to the Student Cs and repeat the sentence and the Student Cs write down what they heard. Write the correct sentence on the board. Student Cs compare this with what they have written.
- Start the activity by showing the second item on the list to the Student As. The activity then continues as per your model. After the Student As have had two or three turns, they swap roles with the others in their group. The activity continues like this until they reach the end of the list.
- When the students have finished, give each group of three a copy of the sheet and they compare this against what they have written. The group with the fewest mistakes wins.

Backs to the board

Use: to revise a specific lexical set or general vocabulary *Dynamic:* whole class (in teams)

Procedure:

- Put students into small groups of four to five. If possible, mix more advanced students with less advanced students so no group is noticeably more or less advanced than another.
- Tell students in each group to sit close together, leaving space between the groups so they can't easily hear one another. Tell one student in each group to sit with their back to the board and the others to sit so that they can see the board.
- Explain that you're going to write a word or phrase on the board and that the students who can see the board have to communicate the meaning to the student who can't. They can use any method to do this, drawing pictures, mime, synonyms, simple explanations, etc. However, use of their own language will mean they are disqualified.
- When the student(s) with their back to the board think they know the word, they put their hand up. Ask the first student to put their hand up to say the word and, if they are correct, award their group a point. If they aren't, the other teams continue. Any student who shouts out the answer is also disqualified.
- The winning group is the one with the most points at the end of the game.

Acknowledgements

Author

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Screenshots are taken from Student's Book and Documentary videos.

Typeset by QBS Learning.

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps us to produce better language teaching materials.

English Profile

This product is informed by English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge Assessment English and its aim is to create a 'profile' for English, linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org.

CALD

The Cambridge Advanced Learner's Dictionary is the world's most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner's Dictionary is available online at dictionary.cambridge.org.

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