

AMERICAN EMPOWER

TEACHER'S BOOK
WITH DIGITAL PACK

C1

ADVANCED

Wayne Rimmer
with Tim Foster and Julian Oakley

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

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/9781108798037

© Cambridge University Press 2022

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

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 'country' by 'printer'

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

ISBN 978-1-108-81721-9 Advanced Student's Book with eBook

ISBN 978-1-108-79801-3 Advanced Student's Book A with eBook

ISBN 978-1-108-79802-0 Advanced Student's Book B with eBook

ISBN 978-1-108-86144-1 Advanced Student's Book with Digital Pack

ISBN 978-1-108-86150-2 Advanced Student's Book A with Digital Pack

ISBN 978-1-108-86151-9 Advanced Student's Book B with Digital Pack

ISBN 978-1-108-81735-6 Advanced Workbook with Answers

ISBN 978-1-108-81736-3 Advanced Workbook A with Answers

ISBN 978-1-108-81737-0 Advanced Workbook B with Answers

ISBN 978-1-108-81738-7 Advanced Workbook without Answers

ISBN 978-1-108-81739-4 Advanced Workbook A without Answers

ISBN 978-1-108-81740-0 Advanced Workbook B without Answers

ISBN 978-1-108-81741-7 Advanced Full Contact with eBook

ISBN 978-1-108-81742-4 Advanced Full Contact A with eBook

ISBN 978-1-108-81744-8 Advanced Full Contact B with eBook

ISBN 978-1-108-86147-2 Advanced Full Contact with Digital Pack

ISBN 978-1-108-86148-9 Advanced Full Contact A with Digital Pack

ISBN 978-1-108-86149-6 Advanced Full Contact B with Digital Pack

ISBN 978-1-108-79803-7 Advanced Teacher's Book with Digital Pack

ISBN 978-1-108-79808-2 Advanced Presentation Plus

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

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

<i>American Empower introduction</i>	iv
Learner engagement	v
Measurable progress	vi
Manageable learning	vii
Rich in practice	viii
Unit overview	ix
Getting Started	x
<i>American Empower Methodology</i>	xix
Assessment	xxii
Documentary videos	xxv
eBooks	xxvi
<i>American Empower and the CEFR, English Profile</i>	xxvii
Resources – How to access	xxviii
Introduction to the Cambridge Life Competencies Framework (CLCF)	xxix
Student’s Book Scope and Sequence	xxx

Teaching Notes

Unit 1	2
Unit 2	18
Unit 3	34
Unit 4	48
Unit 5	63
Unit 6	78
Unit 7	92
Unit 8	108
Unit 9	124
Unit 10	140
Teaching Plus	156

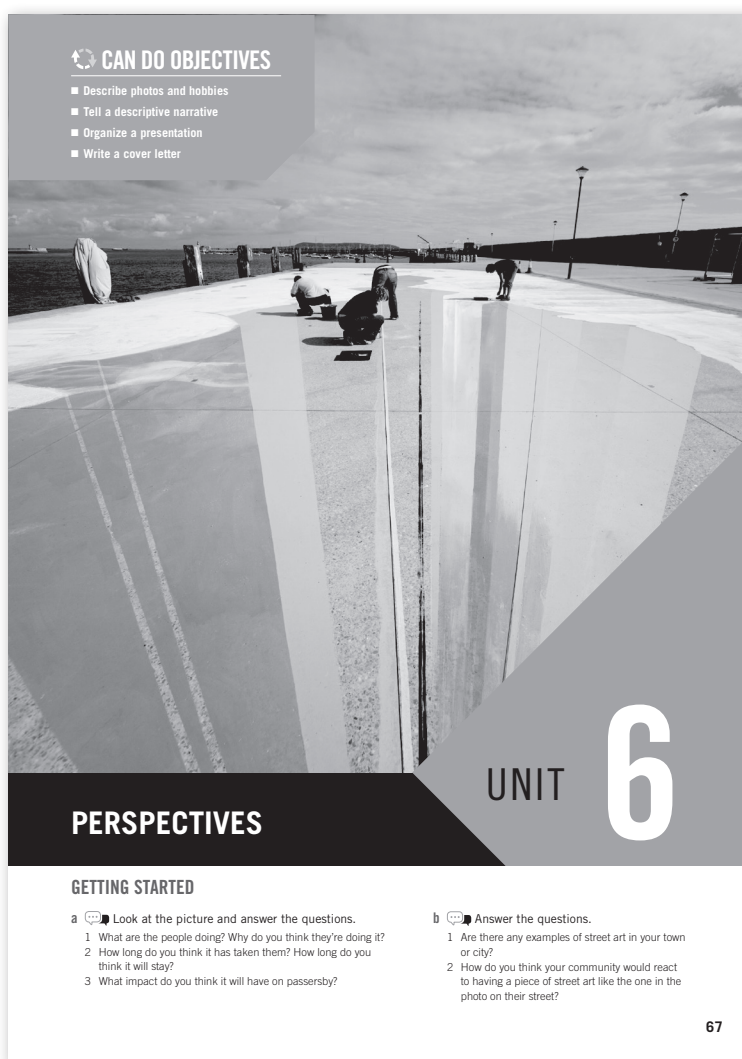
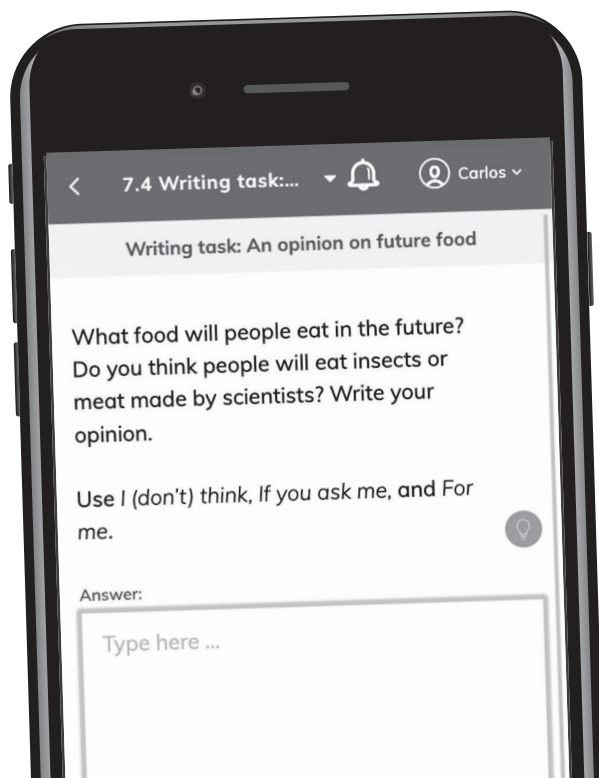
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

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

Content you'll love.

Assessment you

can trust.



Better Learning with *American 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, thought-provoking 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.

6A

WE ALL SEEM TO LOVE TAKING PICTURES

Learn to describe photos and hobbies

- Simple and continuous verbs
- Adjectives: describing images

1 SPEAKING AND READING

a Answer the questions.

- What do you usually use to take photos – your phone or a camera?
- Do you take a lot of photos? Why / Why not?
- What do you usually do with the photos?
- Do you think you're good at taking photos? Why / Why not?

b Have you ever heard of the 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 photograph
- the way the photos look
- the equipment you use
- your attitude and personality.

d Read the article. Are any of your ideas from 1c mentioned?

e Read the article again. Answer the questions.

- Why shouldn't street photographers plan much?
- What should be the aim of a street photograph, according to Elliott Erwitt and the writer?
- What do you think Elliott Erwitt means by *visual garbage*?
- What attributes does the writer think are most important in a street photographer?
- What does the writer mean when he talks about keeping an alien mindset?

f Answer the questions.

- How are Erwitt's methods and style evident in the photo of the Villa Borghese Gardens? What do you think of the photograph?
- 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.



68

ELLIOTT ERWITT: PHOTOGRAPHER FACT FILE

- born in Paris, brought up in Italy, moved to the U.S. at age 10
- began photography career in the 1950s
- known for advertising and street photography, particularly **ironic** black-and-white shots of everyday life
- invited to join the internationally famous photography agency Magnum in 1953

Lessons Elliott Erwitt Has Taught Me about STREET PHOTOGRAPHY

by Eric Kim

If you are not familiar with the work of Elliott Erwitt, you may perhaps have seen some of his **iconic** work from around the globe (the picture opposite was taken by him). He had one of the longest careers of any photographer, spanning over 50 years. What I most appreciate about Elliott Erwitt is his wry sense of humor when looking at the world – as well as his straightforward philosophies about photography. In this article, I share some of his thoughts and advice.

1 DON'T PLAN TOO MUCH – WANDER AROUND

I think that as a street photographer, sometimes I fall into a trap of planning too much. I generally try to focus my attention 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 **flâneur** – someone who wanders around without a specific destination in mind.

ERWITT I don't start out with any specific interests; I just react 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 little foreign, and you might be lucky enough to stumble upon great street photography shots.

2 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?

ERWITT My wish for the future of photography is that it might continue to have some relevance to the human condition and might represent work that evokes knowledge and emotions. That 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 life.

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 scene, but there is nothing going on in the photo – it is boring and without soul.

I agree with Erwitt that we should, as street photographers, put more emphasis on content over form. I feel that photos that evoke emotions and the human condition are far more powerful and meaningful than just photos with good composition.

3 DON'T TAKE THINGS TOO SERIOUSLY

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.

4 HONE YOUR SKILLS OF OBSERVATION

Erwitt was inspired to go out and take pictures when he saw a photograph by master photographer Henri Cartier-Bresson. He realized it was an act of observation that made the photo great and that he could do something similar.

ERWITT The picture seemed evocative and emotional. Also, a simple observation was all that it took to produce it. I thought, if one could make a living out of doing such pictures that would be desirable.

Takeaway point: One of the things that is the most beautiful about street photography is that it doesn't rely on having an expensive camera or exotic lenses. Rather, it comes down to having an observant and curious eye for people and the world around you.

Therefore, cultivate your vision and way of seeing the world. I recommend that you always carry a camera with you because you never know when the best street photo opportunities will present themselves to you.

A fun exercise: Pretend that you are an alien from another planet, and you have come to the planet Earth for the first time. Imagine how strange human beings would seem – and the urban environment they have built for themselves. As an alien, what would you find intriguing, amusing, or nonsensical? Always keep that mindset to be amazed by what you see around you.

UNIT 6

69

2 Personalized and relevant

Insights

Language learners benefit from frequent opportunities to personalize their responses.

Content

Personalization 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.

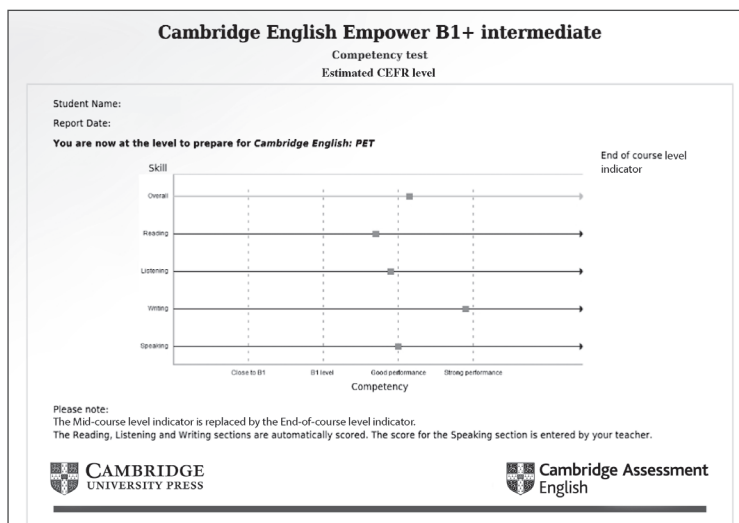
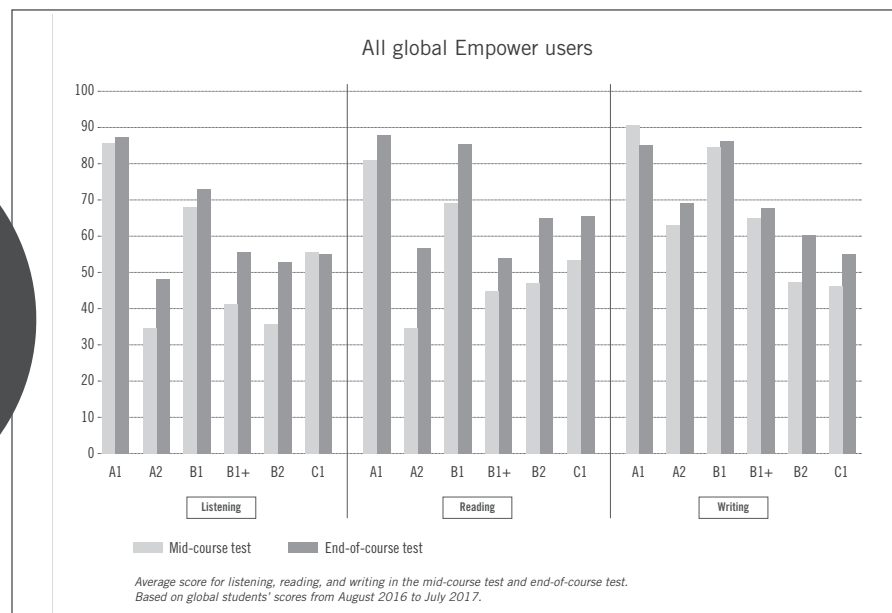
Content

End-of-unit tests, mid- and end-of-course competency tests, and personalized 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 colleges need to show that they are evaluating the effectiveness of their language programs.

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

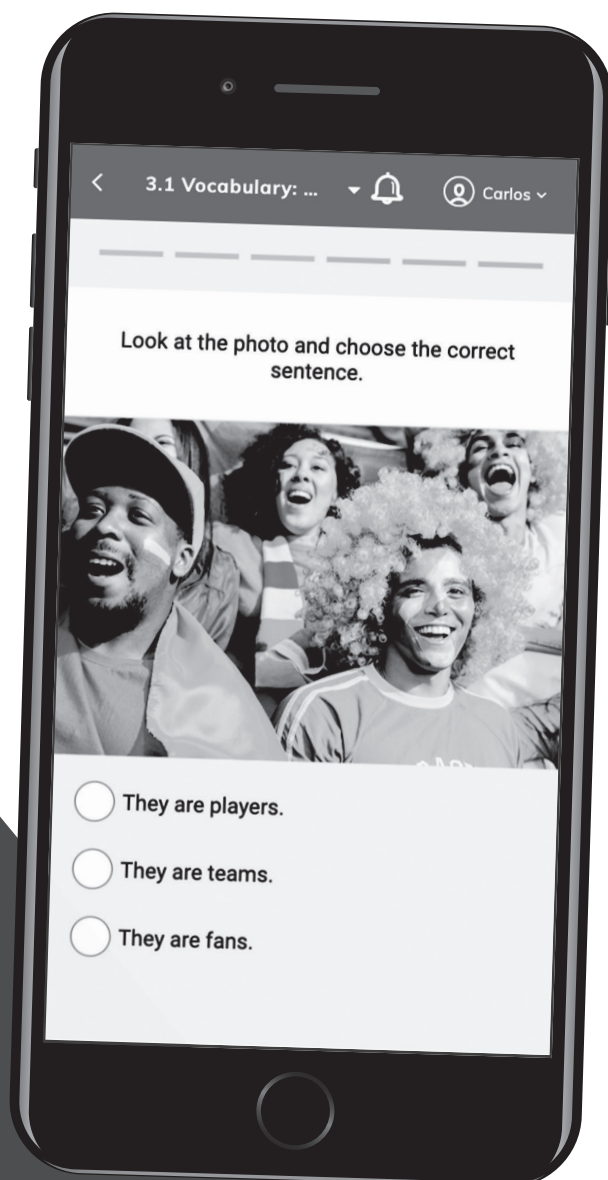
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

American 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 10 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 practice the language they have been focusing on.

Content

Throughout the *American 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.

6D SKILLS FOR WRITING

I played an active role

SPEAKING AND LISTENING

a How much do you think you know about events and places in your local area? Which of these do you know about? Give yourself a score for each one (0 = I know nothing about it; 5 = I know a lot about it). Then compare your answers.

☐ movie theaters	☐ live music
☐ restaurants	☐ sports and leisure facilities
☐ theaters	☐ shopping and markets
☐ cafés	☐ sports events
☐ places for children	☐ exhibitions and museums
☐ outdoor spaces (parks, scenic views, etc.)	

b Look at the six categories at the top of the website "Your Local Guide." What information would you expect to find in each category?

c Quickly read the reviews A–E in the guide. Match them with the categories.

d Listen to five conversations about the places and events in the guide and match them with the reviews. Write down words from the conversations that helped you match them.

e Answer the questions.

- Which of the events and places reviewed do you have in your town or area? Which would you go to yourself? Why? Why not?
- Do you read online guides like this? Do you ever write reviews of local places or events online?

6D SKILLS FOR WRITING

Learn to write a cover letter

Formal letters: Giving a positive impression

2 READING

a Read the advertisement. What are the requirements for the job? Can you think of any other qualities the publishers would be looking for? Do you think you'd be good at this job? Why / Why not?

b Read the cover letter. In what ways do you think Helen is suitable for the job? Is she unsuitable in any ways?

3 WRITING SKILLS

Formal letters: Giving a positive impression

a Read the cover letter again and match the paragraphs 1–5 with their purposes a–e.

a	☐ to give examples of relevant experience
b	☐ to state her qualifications
c	☐ to demonstrate enthusiasm for the company
d	☐ to summarize additional strengths
e	☐ to state the reason for writing

b Look at the underlined phrases in these comments. Find equivalent phrases in the first three paragraphs of the letter and write them down.

- I want to write for your site.
- I think your site is just great.
- I really love the way you give a chance to local initiatives.
- My research was about sports and leisure in the community.
- I know about what is going on locally.

c One of Helen's aims is to give a positive impression of herself. Underline the phrases she uses to describe herself and her experience.

d Now go to Writing Focus 6D on p. 172.

4 WRITING

a Look at the other areas listed in the advertisement in 2a. Choose an area you know about and write a cover letter. Make sure you:

- organize what you write into logical paragraphs
- use fairly formal language so that you will be taken seriously
- give a positive impression so they will want to give you the job.

b Exchange your letter with another student. Read their letter. Would you be interested in using their reviews? Why / Why not?

Your Local Guide

what's going on, where to stay, and what to do

A You can enjoy old-style country living with the convenience of modern amenities. Each of the five guest rooms features a private shower, a flat-screen TV, and a spacious balcony. Daily rates: \$99 with breakfast included.

B Busting with activity and color, this is a great place to while away a few hours browsing around the goods for sale, even if you're not tempted to purchase anything. Be sure to visit the second-hand clothing stalls on the first floor, where you can sometimes pick up a real bargain.

C This local band combines Cajun and hip-hop influences. Although they've only been playing together for just over a year, they're starting to make a name for themselves with their innovative and laid-back sound. Tickets online or at the venue.

D The menu features eight different tacos, including chicken, ground beef, tofu, and more. Beverage menu includes a plethora of freshly squeezed fruit juices, smoothies, and lemonade. And it's all great value for the money.

E The Canopy Tour consists of five dual zip lines ranging in distance from 100 to 500 meters through the trees. You can also explore the walking and biking trails along the river or visit the Olympic-sized outdoor pool.

LOGGING DINING SHOPPING OUTDOORS EVENTS CONTACT



Do you like our site? Why not join us?

We're always on the lookout for talented new people to contribute reviews to our site. If you have your finger on the pulse of events in your area, get in touch and join our team!

Maybe you know about ...

events – what's going on where	shopping and markets
local places to eat and drink	cool places to stay
places to do sports and leisure activities	great places to visit around the area

We can offer you a small fee for any reviews we use, and also other benefits like free tickets to events and discounts on purchases.

To apply, send an email to Alan at alan@reviewcentral.com explaining what exactly you are interested in and why you think you would be able to contribute to the site. Please also attach a sample review or article of no more than 300 words.

Dear Alan,

1 I am writing in response to your request for contributors to your site. I would like to express my interest in contributing to the site by writing reviews or background features.

2 Although I live locally, I often browse your site to keep up to date with events and find out about new attractions. I can say that I find the site very well organized and full of great information. I especially admire your policy of promoting local initiatives and giving a platform to ordinary citizens who are contributing in some way to the community.

3 I am a third-year college student studying sports education. My studies during the past semester included research on the topic of sports and leisure in the community, so I feel I am very much in touch with local events that involve health and recreation. Through my studies, I have been able to make contact with individuals and organizations who are active in this field.

4 For example, last summer I played an active role in helping to organize an Outdoor Youth Leisure Weekend, in which young people from local schools and colleges took part in a range of activities that included rock climbing, kayaking, zip-lining, and trail running. I am sure the prominent coverage your website gave us contributed to the success of the event.

5 I believe I would also be well placed to contribute reviews and features on other topics besides sports and leisure. I have an active social life in the city and a good sense of what places younger people like to go to, whether it's cafes, places to eat, or music and dance venues. I also like to attend local events such as concerts and other performances, and I am sure I would be able to contribute useful reviews about them for your site.

I am attaching a sample review of the newly opened Cole Valley Recreation Center, which I hope you will enjoy reading.

I look forward to hearing from you.

Sincerely,
Helen Appledown

2 Beyond the classroom

“There are plenty of opportunities for personalization.”

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

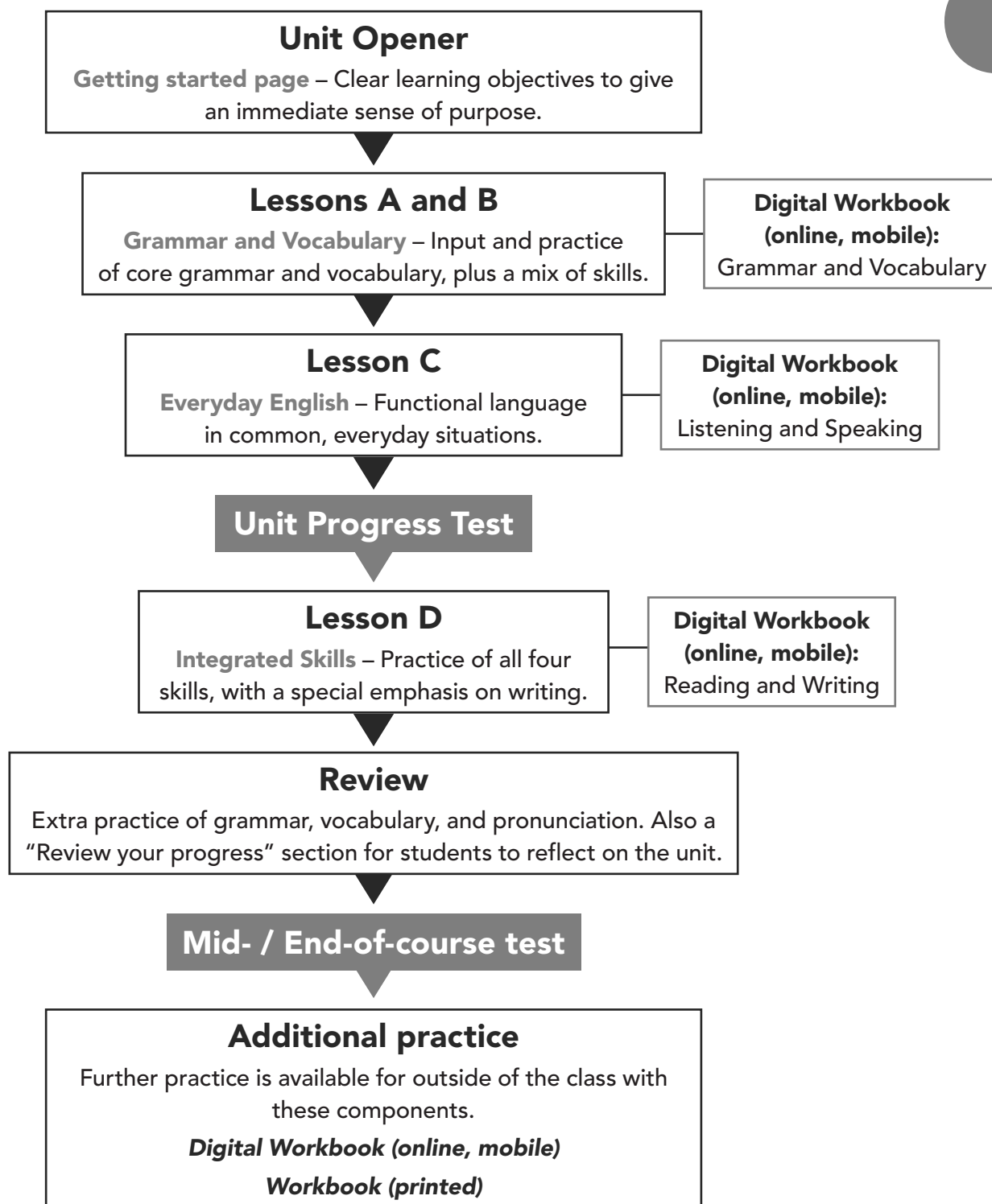
American Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

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

viii

Unit overview



Components

Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Audio• Video• Unit Progress Tests (Print)• Unit Progress Tests (Online) | <ul style="list-style-type: none">• Mid- and end-of-course assessment (Print)• Mid- and end-of-course assessment (Online) | <ul style="list-style-type: none">• 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

- Describe photos and hobbies
- Tell a descriptive narrative
- Organize a presentation
- Write a cover letter

PERSPECTIVES

UNIT 6

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?

3

What impact do you think it will have on passersby?

b

Answer the questions.

1

Are there any examples of street art in your town 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?

67

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 minimize preparation time.

Clear goals

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

6A WE ALL SEEM TO LOVE TAKING PICTURES

Learn to describe photos and hobbies

- Simple and continuous verbs
- Adjectives: describing images

1 SPEAKING AND READING

a Answer the questions.

- What do you usually use to take photos – your phone or a camera?
- Do you take a lot of photos? Why / Why not?
- What do you usually do with the photos?
- Do you think you're good at taking photos? Why / Why not?

b Have you ever heard of the 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 photograph
- the way the photos look
- the equipment you use
- your attitude and personality.

d Read the article. Are any of your ideas from 1c mentioned?

e Read the article again. Answer the questions.

- Why shouldn't street photographers plan much?
- What should be the aim of a street photograph, according to Elliott Erwitt and the writer?
- What do you think Elliott Erwitt means by *visual garbage*?
- What attributes does the writer think are most important in a street photographer?
- What does the writer mean when he talks about keeping an alien mindset?

f Answer the questions.

- How are Erwitt's methods and style evident in the photo of the Villa Borghese Gardens? What do you think of the photograph?
- 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.



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.

UNIT 6

3 LISTENING

a Who do you know who is passionate about their hobby? What does the person's hobby involve?

b Listen to Monika, an amateur photographer. Do you think Monika is passionate about photography? Why?



A recent photo taken by Monika

c Listen again and answer the questions.

- What motivated Monika to learn more about photography? Why did she decide to take a course?
- How has she improved since she started the course?
- Why does Monika like the photo she took, on the right?
- How does she describe her other favorite photograph?

d Do you think Monika would agree with Elliott Erwit's lessons? Why / Why not?

4 GRAMMAR
Simple and continuous verbs

a 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 ²*depends / 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 class?
I ⁵*took / was taking* photos of everything, and I wasn't really following any rules.
When I ⁶*take / 'm taking* my photos now, I'm more cautious and kind of careful how I do it.
I ⁷*think / am thinking* I have two pictures that are my favorite pictures.
I chose this building that is supposed to be demolished. Actually, it ⁸*is demolished / 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 to describe a repeated action ☐
 - continuous to focus on the duration of an action ☐
 - continuous for an action in progress at a particular time ☐
 - a verb with different meanings in the simple and continuous. ☐

d Now go to Grammar Focus 6A on p. 148.

e In each sentence below, find a verb that would be better in the continuous and change it.

- My little brother always asks me to play computer games with him, but I find them really boring.
- By this time next month, I'll have played volleyball for three years.
- These days everyone appears to use a tablet in class rather than writing in a notebook.
- I often make mistakes when I'm not careful.
- I've looked for a good grammar app, but I can't find one that's free.

f Change the sentences in 4e to make them true for you. Compare your ideas with a partner.

5 SPEAKING

a Answer the questions.

- What is your favorite 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:

- painting
- interior design
- drawing
- sculpture
- cartoons
- fashion.

c Tell your partner about:

- how you became interested
- what specifically you like
- where and how often you look at it
- any ways you can learn more about this.

d Do you and your partner share any interests in this area?

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

Regular speaking activities

Frequent speaking stages get students talking throughout the lesson.

VOCABULARY Emotions

- a Which of the adjectives in the box have *positive* (P) or *negative* (N) meaning?

helpless	disillusioned
overjoyed	overexcited
satisfied	gleeful

- b Look at the adjectives in **bold**. Match the feelings 1–8 with their continuations a–h. Listen and check.

- I was absolutely **devastated**.
- I felt very **frustrated**.
- I was terribly **restless**.
- I felt extremely **jealous**.
- I felt a bit **insecure**.
- I was totally **speechless**.
- I feel so **ashamed**.
- I felt absolutely **petrified**.

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

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

- d Pronunciation Listen to these pairs of sentences from 1b and mark the main stress. How is the stress different in the a and the b sentences? Which show stronger feelings?

- a I'm absolutely devastated.
b I'm absolutely devastated.
- 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.

2 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." Check (✓) the things below that are included in your story.

- | | |
|--|--|
| ☐ a man wearing a cap | ☐ a group of kids |
| ☐ a policeman | ☐ a speeding car |
| ☐ a blonde woman | ☐ a gun |



BRAD'S VIEW

I haven't really enjoyed coming here to the capital for a couple of weeks 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 stuff that goes on.

This morning I was sitting quietly in a diner with my coffee, waiting for my training session to begin. I noticed this guy. It looked 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 casing 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.

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

Signaling to someone driving past, the woman puts her hand up. A car screeches to a halt, and they both seemed to make a dash for the car. It's like they're making some getaway together. And the car takes off at top speed.

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

I guess I should have reported it, but I don't like to get involved. I only have another five days here, and there's no point getting pulled into something like this. It makes me feel very 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.

3 GRAMMAR Participle clauses

- a Compare the underlined 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*?

- 1 Left to my own devices, I've ended up spending a lot of time sitting in cafés.

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

- 2 This morning I was sitting quietly in a diner with a large cup of coffee, waiting for my training session to begin.

... while I was waiting for my training session to begin.

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

Anyway, as I was waiting at the bus stop ...

- 3 Pushed into the car like that, she could be in danger.

Because she was pushed into the car like that ...

- b In 3a, which are present participle clauses and which are past participle clauses?

- c What comes before the participle in this clause? 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 Underline more examples of participle clauses in both texts.

- e 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

- At the sound of a car _____, they grabbed the bags and fled.
- On my last visit to the camp, I found a small girl _____.
- _____ 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 Underline participle clauses in 3e ... ?

- ☐ show the sequence of events
- ☐ give a reason for an event
- ☐ 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 parking garage, ...

- h Now go to Grammar Focus 6B on p. 149.

- i 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 hello to him. I said goodbye. I went out of the café.

Compare your ideas with other students.

4 LISTENING

- a Listen to the news story about the situation you read about. Does the story match your interpretation of what happened?



- b Listen again and answer the questions.

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

5 SPEAKING AND WRITING

- a Think of a situation that happened to you or someone you know where first impressions were mistaken. Write 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 Switch your story with a different student. Read each other's stories aloud and try to guess what the outcome was and which first impressions were mistaken.

Lesson C

Prepares learners for 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.

Comprehensive approach to speaking skills

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

6C

EVERYDAY ENGLISH

First and foremost

Learn to organize a presentation

- Present an application for a grant
- Intonation in comment phrases

1 LISTENING

a Answer the questions.

- 1 Give an example of someone who has become famous in the last five years. What are they famous for? How did they become famous?
- 2 In what ways can you measure a person's fame?
- 3 How is fame today different from ... ?
 - 10 years ago
 - 50 years ago
 - 100 years ago

b Jessica works in marketing for a company that makes beauty products. She is giving a presentation about a social-media influencer to her bosses. What does she say about the following numbers? Listen to Part 1.

10,000 views 25,000 subscribers 30,000 followers

c Answer the questions. Listen to Part 1 again to check.

- 1 Why does Paul need to decide on whether they should work with Haley?
 - a Megan is convinced they shouldn't choose Haley.
 - b There's a chance Haley won't be exclusive to their brand.
 - c Paul hasn't heard of Haley.
- 2 What point is Jessica illustrating with the facts and figures?
 - a Haley is famous for good reasons.
 - b Haley will attract new influencers.
 - c Haley's popularity is increasing.
- 3 What role does Jessica propose Haley should play for the company?
 - a She's going to be a brand ambassador.
 - b She's going to write songs for the brand.
 - c She's going to host music festivals.
- 4 How does Jessica propose to work with Haley?
 - a She will get Haley more followers.
 - b She will get product placement in Haley's photos and videos.
 - c She will convince Haley to use their products.

d Language in context *Idioms*

- 1 What do you think these idioms mean?
 - a I clearly think she's **worth a shot**.
 - b I'll just have to **cross that bridge when I come to it**.
- 2 Talk about situations in your own life when you might use these idioms.



2 USEFUL LANGUAGE

Organizing a presentation

a Complete Jessica's opening to her presentation. Listen to the extract to check.
You may not _____ her now, but she's going to be a _____
Do you think that her opening was successful? Why?

- b Complete these expressions from Part 1 below. Listen and check.
- 1 **Let me talk you _____**, why our customers will be influenced by Haley Rodriguez.
 - 2 _____ **and foremost**, we need to focus on micro-influencers ...
 - 3 **Let me _____** you through some facts and figures ...
 - 4 **One _____ is clear** – Haley Rodriguez is on the road to becoming an internationally renowned artist.
 - 5 **Turning now _____**, the focus of the relationship itself ...
 - 6 _____ **specifically**, I propose to work with her on product placement ...
 - 7 **So to _____** what I've been saying ...
 - 8 **If you'd like me to _____** on anything I've just said ...

c Answer the questions.

- 1 Which of the words in **bold** in 2b can be replaced with ... ?
 - take
 - moving on
- 2 Which of the expressions in 2b can be used ... ?
 - to highlight ideas
 - to sequence ideas
 - at the end of a presentation
- 3 Can you think of other expressions you can use in presentations?

3 LISTENING

a Listen to Part 2. What news does Tiffany have?

b What are the sentences below in response to? Listen to Part 2 again and check.

- 1 **TIFFANY:** Well, not a hundred percent, to be honest.
Jessica asks Tiffany how she's feeling.
- 2 **JESSICA:** Pretty good, on the whole.
- 3 **TIFFANY:** Great!
- 4 **JESSICA:** Actually, no.
- 5 **TIFFANY:** Well, be careful what you say.

c Do you know any famous influencers online? How successful are they?

d Language in context *Expressions with point*
Match the expressions a-c from Parts 1 and 2 with meanings 1-3.

- a ☐ overstate the point
 - b ☐ more to the point
 - c ☐ a bit of a sore point
- 1 a subject that someone prefers not to talk about because it makes them angry or embarrassed
 - 2 emphasize an idea more than is desirable/necessary
 - 3 more importantly

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 Haley Rodriguez at the beauty expo the other day.

b Listen to the sentence in 4a. Does the intonation of the comment phrase fall then rise (↘↗) or rise (↗)?

c Listen to the intonation in the comment phrases in the pairs of sentences below. Check (✓) the sentences, a or b, that have rising intonation.

- 1 a ☐ Pretty good, **on the whole**.
- b ☐ **On the whole**, pretty good.
- 2 a ☐ It's a bit of a sore point with Paul, **actually**.
- b ☐ **Actually**, it's a bit of a sore point with Paul.
- 3 a ☐ **More to the point**, she's going to be famous.
- b ☐ She's going to be famous, **more to the point**.

d Complete the rule with *fall-rise* or *rising*.

When comment phrases are at the beginning of a sentence, they have a _____ intonation. When they are at the end of the sentence, they have a _____ intonation.

e Practice saying the sentences in 4c.



5 SPEAKING

- a Your school has applied for a grant, and to secure it, you need to give a presentation to the funding body's director detailing:
- what kind of grant is required (arts, sports, technology, environmental)
 - how much money is needed
 - two or more specific things your school will spend the grant on
 - the impact the grant will have on the school and its students.

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

- an arts grant to fund a movie project or trip to an exhibition
- a sports grant to install a gym or to equip a soccer team
- a technology grant to buy an interactive whiteboard or tablets and ebooks
- an environmental grant to create a conservation area or improve recycling capabilities.

b Take turns practicing the presentation. Think about a successful opening and use expressions from 2b.

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

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

YOU CAN NOW DO THE UNIT PROGRESS TEST.

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.

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 practice and develop listening and reading skills while supporting learners' understanding of texts.

6D SKILLS FOR WRITING
I played an active role

Learn to write a cover letter
W Formal letters; Giving a positive impression

1 SPEAKING AND LISTENING

- a  How much do you think you know about events and places in your local area? Which of these do you know about? Give yourself a score for each one (0 = I know nothing about it; 5 = I know a lot about it). Then compare your answers.
- | | |
|---|--|
| ☐ movie theaters | ☐ live music |
| ☐ restaurants | ☐ sports and leisure facilities |
| ☐ theaters | ☐ shopping and markets |
| ☐ cafés | ☐ sports events |
| ☐ places for children | ☐ exhibitions and museums |
| ☐ outdoor spaces (parks, scenic views, etc.) | |
- b Look at the six categories at the top of the website "Your Local Guide." What information would you expect to find in each category?

- c Quickly read the reviews A–E in the guide. Match them with the categories.
- d  06.16 Listen to five conversations about the places and events in the guide and match them with the reviews. Write down words from the conversations that helped you match them.
- e  Answer the questions.
- Which of the events and places reviewed do you have in your town or area? Which would you go to yourself? Why? / Why not?
 - Do you read online guides like this? Do you ever write reviews of local places or events online?

Your Local Guide
what's going on, where to stay, and what to do

LODGING DINING SHOPPING OUTDOORS EVENTS CONTACT

- A ____ You can enjoy old-style country living with the convenience of modern amenities. Each of the five guest rooms features a private shower, a flat-screen TV, and a spacious balcony. Daily rates: \$99 with breakfast included.
- B ____ Bustling with activity and color, this is a great place to while away a few hours browsing around the goods for sale, even if you're not tempted to purchase anything. Be sure to visit the second-hand clothing stalls on the first floor, where you can sometimes pick up a real bargain.
- C ____ This local band combines Cajun and hip-hop influences. Although they've only been playing together for just over a year, they're starting to make a name for themselves with their innovative and laid-back sound. Tickets online or at the venue.

- D ____ The menu features eight different tacos, including chicken, ground beef, tofu, and more. Beverage menu includes a plethora of freshly squeezed fruit juices, smoothies, and lemonade. And it's all great value for the money.
- E ____ The Canopy Tour consists of five dual zip lines ranging in distance from 100 to 500 meters through the trees. You can also explore the walking and biking trails along the river or visit the Olympic-sized outdoor pool.



Personal response

Frequent opportunities for personal response make learning more memorable.

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 writingskills.

2 READING

- a Read the advertisement. What are the requirements for the job? Can you think of any other qualities the publishers would be looking for? Do you think you'd be good at this job? Why / Why not?
- b Read the cover letter. In what ways do you think Helen is suitable for the job? Is she unsuitable in any ways?

Do you like our site? Why not join us?

We're always on the lookout for talented new people to contribute reviews to our site. If you have your finger on the pulse of events in your area, get in touch and join our team!

Maybe you know about ...

- events – what's going on where
- shopping and markets
- local places to eat and drink
- cool places to stay
- places to do sports and leisure activities
- great places to visit around the area

We can offer you a small fee for any reviews we use, and also other benefits like free tickets to events and discounts on purchases.

To apply, send an email to Alan at alan@eventsfeatures.cup.org explaining what area(s) you are interested in and why you think you would be able to contribute to the site. Please also attach a sample review or article of no more than 300 words.

Dear Alan,

- 1 I am writing in response to your request for contributors to your site. I would like to express my interest in contributing to the site by writing reviews or background features.
- 2 Although I live locally, I often browse your site to keep up to date with events and find out about new attractions. I can say that I find the site very well organized and full of great information. I especially admire your policy of promoting local initiatives and giving a platform to ordinary citizens who are contributing in some way to the community.
- 3 I am a third-year college student studying sports education. My studies during the past semester included research on the topic of sports and leisure in the community, so I feel I am very much in touch with local events that involve health and recreation. Through my studies, I have been able to make contact with individuals and organizations who are active in this field.
- 4 For example, last summer I played an active role in helping to organize an Outdoor Youth Leisure Weekend, in which young people from local schools and colleges took part in a range of activities that included rock climbing, kayaking, zip-lining, and trail running. I am sure the prominent coverage your website gave us contributed to the success of the event.
- 5 I believe I would also be well placed to contribute reviews and features on other topics besides sports and leisure. I have an active social life in the city and a good sense of what places younger people like to go to, whether it's cafés, places to eat, or music and dance venues. I also like to attend local events such as concerts and other performances, and I am sure I would be able to contribute useful reviews about them for your site.

I am attaching a sample review of the newly opened Cole Valley Recreation Center, which I hope you will enjoy reading.

I look forward to hearing from you.

Sincerely,

Helen Appledown

3 WRITING SKILLS

Formal letters; Giving a positive impression

- a Read the cover letter again and match the paragraphs 1–5 with their purposes a–e.
 - a ☐ to give examples of relevant experience
 - b ☐ to state her qualifications
 - c ☐ to demonstrate enthusiasm for the company
 - d ☐ to summarize additional strengths
 - e ☐ to state the reason for writing
- b Look at the underlined phrases in these comments. Find equivalent phrases in the first three paragraphs of the letter and write them down.
 - 1 I want to write for your site.
 - 2 I think your site is just great.
 - 3 I really love the way you give a chance to local initiatives.
 - 4 My research was about sports and leisure in the community.
 - 5 I know about what is going on locally.
- c One of Helen's aims is to give a positive impression of herself. Underline the phrases she uses to describe herself and her experience.
- d Now go to Writing Focus 6D on p. 172.

4 WRITING

- a Look at the other areas listed in the advertisement in 2a. Choose an area you know about and write a cover letter. Make sure you:
 - organize what you write into logical paragraphs
 - use fairly formal language so that you will be taken seriously
 - give a positive impression so they will want to give you the job.
- b Exchange your letter with another student. Read their letter. Would you be interested in using their reviews? Why / Why not?

Personal response

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

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.

UNIT 6

Review and extension

1 GRAMMAR

a Match the sentences that go together.

- 1 ☐ Do you come from Tokyo?
- 2 ☐ Are you coming from Tokyo?
 - a 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.
- 6 ☐ My sister hasn't been writing.
 - a She has been very busy recently.
 - b I haven't had a single message from her.
- 7 ☐ Joan just told me what happened.
- 8 ☐ 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 underlined 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 used just my hands and felt my way across the dark room.

2 VOCABULARY

a Correct the spelling mistakes.

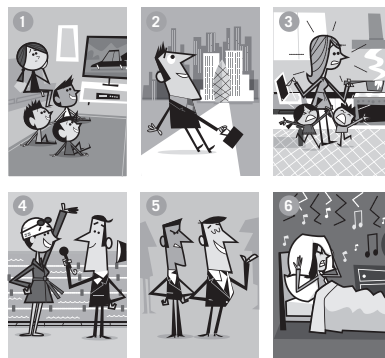
- 1 The Sydney Opera House is an ikonic building.
- 2 The play is quite humourous.
- 3 Her photographs are very playfull.
- 4 The images he creates are flawles.
- 5 A black-and-white picture can be really envocative.
- 6 I found his work very meanful.
- 7 The jungle scenes are wonderfully ecsotic.

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?



- a ☐ "I just had to **grin and bear it**."
- b ☐ "I'm **over the moon**."
- c ☐ "My neighbors really **get on my nerves**."
- d ☐ "Ten years later, **I couldn't believe my eyes**."
- e ☐ "He really **gets my goat**."
- f ☐ "I can't cope! I'm **at the end of my rope**."

b Match the idioms a–f in 3a with definitions 1–5.

- 1 ☐ have no strength or patience left
- 2 ☐ tolerate, put up with
- 3 ☐ be very pleased and happy
- 4 ☐ be made angry by something
- 5 ☐ be very surprised

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 _____ of your _____?
- 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 _____?

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 | ☐ |
| organize a presentation | ☐ |
| write a cover letter. | ☐ |

Wordpower

Vocabulary extension recycles the vocabulary.

Real-world video

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

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 practice.

GRAMMAR FOCUS

1A Adverbs and adverbial phrases

There are three main positions for adverbials in relation to a main clause, front, middle, and end.

Obviously, I usually study after work.

Adverbials include single-word adverbs, e.g., *obviously*, and adverbial phrases, e.g., *after work*.

1A.1 End position

In spoken English, adverbials of manner, place, and time usually go at the end of the clause, after the verb and the object.

I write very slowly. NOT *I write slowly very.*

I live nearby. so we'll be there soon.

Adverbial phrases of frequency usually go in the end position. Some single-word frequency adverbs take this position too: sometimes, occasionally, regularly...

We have a lot every couple of weeks.

I go there regularly.

Don't place adverbs between the verb and the direct object. She did **the work too quickly**. NOT *She too quickly did the work*.

I'm sure I'll meet her someday. NOT *I'm sure I'll meet someday her*.

The usual order for adverbs at the end of a sentence is manner, place, time.

We didn't sleep well on those nights last night.

However, when an adverb of place is necessary to complete the meaning of the verb, this order can change.

I came here on foot. NOT *I came on foot here*.

Where there are two verbs, adverbs of manner go before the first verb or after the second verb, depending which verb the adverb modifies.

I quickly decided to take the job.

She made the effort to drive carefully.

Tip For emphasis in written texts such as narratives, adverbs of manner can go in the front or middle position.

Heavily, she carefully unpacked the package.

1A.2 Middle position

Adverbial phrases are very rare in the middle position.

At last, I got home. I got home **at last**. NOT *I at last got home*.

1A.3 Front position

In the middle position, the adverb goes before the main verb, usually after the first auxiliary or modal verb, or after *be*. Adverbs of probability, certainty, frequency, and focus often take the middle position.

Good exam results don't inevitably mean success in later life.

Grammar is usually my weakest point.

Many adverbs of frequency (*never, always, ever*) and certain time adverbs (*just, still*) can only go in the middle position.

She still practices her Japanese. NOT *She practices still*.

He immediately forgot the word for "window" in French.

Adverbs of certainty usually go after auxiliaries, but they go before contracted negative auxiliaries.

I'll probably see you soon. NOT *I probably will*.

She probably definitely can't hear you. NOT *She can't probably hear you*.

Be careful with the word order of contracted negative auxiliaries.

I don't really care. (= not much) **I definitely won't come.** (= no chance)

I really don't care. (= not at all) **I don't definitely come.** (= not sure)

1A.4 Front position

Comment and linking adverbs usually go at the front of the clause, followed by a comma.

Obviously, he knows his grammar. However, he isn't as fluent as he'd like to be.

Adverbials of time, place, and frequency can also go at the front, when we want to set the scene or change the focus.

In London there are plenty of jobs.

Every so often I forget the word for "window" in French.

1A.5 Modifying adverbs and adjectives

Adverbials of degree go directly before the word(s) they modify.

Laura speaks German reasonably well, but her French is a little basic.

Adverbs can be modified by phrases with prepositions.

I drove here slowly by my standards.

Lazily for you, I'm in a good mood.

Tip Some adverbs have different meanings in different contexts: amazingly, strangely, naturally, clearly, fairly, reasonably...

Strangely, Kate speaks Chinese. (= surprisingly)

Kate speaks Chinese strangely. (= badly)

The perfect aspect

1B.1 Completed actions

Perfect tenses can describe completed actions before a certain time in the past, present, or future.

- We can use perfect tenses to give news and describe recent activities before a certain time.
- Languages **have invented** a new language with only 200 words.
- At long last the war **had ended**; we couldn't believe it.
- **It had been raining** all night.
- Perfect verbs focus on **the effects** of completing an activity.
- **I've done** all I can. **You'd have to finish the report on your own.**
- When she'd **finished** putting the decorations up, **the house looked amazing.**
- **I can't meet you at 7:00. I won't have gotten through** immigration by then.
- Use perfect verbs to say how much / how many / how often by a certain time.
- The professor **has written** over 50 books about the English language.
- We **have already seen** the movie twice.
- **You need to have read** all the books on the list by June.
- **I'd called him** three times but failed to get through.
- Perfect continuous verbs focus on **the activity** of doing an activity.
- Something **had been worrying her** at work, **so she spoke to her boss.**
- **Your eyes are red. Have you been crying?**
- **He will have been driving** all night, **so he'll need to go to bed.**
- Compare the simple perfect and perfect continuous.
- **I've made dinner!** You don't need to do anything. (focus on completion)
- **I've been making dinner!** I'm all hot and sweaty. (focus on doing the activity)

1B.2 Unfinished activities and states

Perfect verb forms can also describe continuing activities or states at a certain time.

- **I haven't been sleeping well** recently. **I might go to see the doctor.**
- **He will have been working** on the project for long enough to take over by then.
- **I've always enjoyed** spending time with my family.
- **They've been sad** since their old teacher left.
- We often want to say the duration of the activity.
- **Luciano has been studying** Spanish since January, and she loves it.
- **I've never really understood** the grammar, so I still make a lot of mistakes.
- **She will have been driving for a couple of years** by then.
- For certain activities we often use both simple perfect verbs and perfect continuous verbs with little difference in meaning.
- How long **have you worked / been working** in the languages department?
- This June **I will have lived / been living** here for five years.

Tip We can use the past perfect with stress on *had* to express dissatisfaction.

We had hoped Sheila would be out of the hospital by now = Sheila is still in the hospital, and we are disappointed.

a Match the sentence halves.

1 ☐ It's been a long time since
2 ☐ I really couldn't tell you how long
3 ☐ I missed the game because
4 ☐ I was so good at dancing everyone thought
5 ☐ If every question takes this long to answer,
6 ☐ This coming January,
7 ☐ I'm exhausted because
8 ☐ This is the first time
9 ☐ I've been living in Bangkok.
10 ☐ I won't have finished the assignment by midnight.
11 ☐ I've been running around all day.
12 ☐ I ate anything as tasty as this.
13 ☐ I'd been doing it all my life.
14 ☐ I've seen you so angry.
15 ☐ I hadn't bought a ticket in time.
16 ☐ I will have been living here for three years.

b Choose the best verb form in each sentence.

1 I lived / **have lived** in the same place my whole life.
2 Shakespeare died / **has died** a long time ago, but he is still very popular.
3 Have you ever tried / **been trying** to drive in the snow?
4 This is the third time I have told / **been telling** you to be quiet!
5 Don't tell them I've painted / **been painting**, and the paint is wet.
6 As soon as I got home, I went / **had gone** straight to bed.
7 I've had / **been reading** most of the book before she saw the movie.
8 Luke has / **been thinking** about leaving college, but in the end he decided to stay.
9 The train has / **just left** when we got to the station.
10 They might have finished / **been finishing** the decorating by the time we get home.

c Complete the text with the correct perfect forms of the verbs in parentheses.

People **have been complaining** (complain) about English spelling for centuries because certain sounds can be written in several different ways. For example, you **can't** (notice) that *iv* is the sound in sit, carpet, and women. Linguists **suggest** (suggest) several reasons for our difficult spelling. First, English **has** (accept) a lot of foreign words into its vocabulary, so the *ch* in *church* & a Greek word, and *qu* in *quaff* (a French word, sounds different. Second, early printers often weren't certain of the spelling of a word – no official spelling – (the established) – so they generally spelled a word pretty much as they liked. The spelling of English **has** (become) a bit of a joke today, but who knows, by the time our grandchildren go to school maybe someone **will** (invent) a spelling system that is logical and easy to remember.

d Now go back to p. 12.

Communication Plus

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

VOCABULARY FOCUS

1A Language learning

Verb phrases

a Complete the expressions in bold with the words in the box. Listen and check.

ear acquire rusty brushed
pick struggle
come accustomed hold
practice immersed attain

1 Some learners appear to be able to _____ language without much formal study.
2 I really _____ with English idioms. I can never remember them.
3 I'm not sure if I'll ever _____ a native speaker level of competence, but I'm not sure I really need to.
4 When he went to live in Korea, he quickly got _____ to the sound of the language.
5 I've _____ up on my Arabic because I'm going to Riyadh next week.
6 Penny's lucky – she **has an** _____ for languages. She learns them much more easily than me.
7 After about a year, he found he could _____ a conversation in Italian without too much effort.
8 Unless I put a new piece of language into _____ immediately, I find I forget it.
9 People tend to give up on learning a second language too easily. You need to _____ at it if you want to succeed.
10 She spent six weeks in Poland and really _____ herself in the language and culture.
11 It's easy to _____ phrases like "hello" and "excuse me" wherever you are in the world.
12 The sounds of Finnish are unique, so I found it difficult to _____ to grips with the pronunciation.
13 I need practice my speaking now that I'm back. I'm sure I'm _____.

b Match the verbs 1-6 with the phrases a-f.

1 hold a new idea
2 keep a backstage of competence
3 get a conversation
4 put a conversation
5 acquire into practice
6 attain a newsecond language

c Now go back to p. 9.

Noun forms

d Complete the chart with the missing noun forms. Use a dictionary to help you if necessary.

Adjective	Noun	Verb
1 interactive		interact
2 distracted		distract
3 dedicated		dedicate
4 limited		limit
5 motivated		motivate
6 necessary		necessitate
7 capable		
8 mental		
9 reluctant		
10 inflexible		inflexible
11 competent		
12 literate		
13 exposed		expose
14 –		acquire
15 ingrained		
16 prejudiced		
17 disciplined		discipline

e Pronunciation Listen to some of the adjectives and nouns in the chart.

1 Which nouns have more syllables than their adjectives?
2 Notice the stressed syllables in the adjectives. Practice saying the words and **underline** the stressed syllables in the nouns. Listen again and check.
3 Notice that the stress sometimes changes in the noun. Choose the correct option to complete the rule.

In nouns with the suffixes *-ion* and *-ity*, the stressed syllable is always the first syllable / the syllable before the suffix.

Learning Tip Organizing your records of word families by suffix can make features such as sound and spelling relationships easier to remember.

f What other nouns do you know with the suffixes *-ion* and *-ity*? Make a list and practice saying the words.

g Now go back to p. 10.

STUDENT A

a Read about two more language changes. How does each heading represent the change?

1 To be or not to be?

Verbs that are followed by an infinitive or verb + *ing* give us a choice of form with no real difference in meaning. In the last century, there was a steady shift toward more frequent use of the verb + *ing* after verbs like *begin, start, like, love, and hate*, and these are still on the increase.

A I like getting up late and eating a big breakfast.
B I like to get up late and eat a big breakfast.

The more modern of these two speakers is Speaker A, although they're unlikely to be aware of it.

2 Are you being serious?

English is getting more and more progressive. Constructions such as *I have to be leaving now* and *I'm being smarter about my choices* wouldn't have sounded correct 150 years ago, but nowadays are fairly high frequency. The use of continuous passive verb forms has also seen a rapid rise. And what's being done about it? Nothing.

b Now go back to p. 11.

STUDENT A

a Read about this problem you have and think about what you want to say.

- You live in a shared apartment. While your roommate was away, you borrowed an item belonging to them without asking. (Decide what you borrowed.) Unfortunately, you broke the item. (Decide what you were doing when this happened.)
- You go to the shopping center to buy a replacement. You can't find anything exactly the same, but there's something very similar, and you don't think your roommate will notice.

b Student B also has a problem. Listen carefully and talk about some solutions to the problem. Make three suggestions using the language for giving advice on p. 27.

c Now present your problem to Student B and ask for advice.

STUDENT B

a Answer the questions with a partner. Do you feel the same about the different types of sound? Who do you think is more sensitive to noise?

HOW SENSITIVE ARE YOU TO SOUND?

1 Do you find it difficult to read a book if someone is having a conversation in the same room?
2 When a coworker types loudly on their computer at work, do you have problems concentrating?
3 Does the sound of household appliances like vacuum cleaners irritate you?
4 Does constant traffic noise drive you crazy?
5 Does the sound of excited children playing together annoy you?
6 Do unexpected sounds at night spoil you?
7 Do you find it impossible to sleep if you can hear your neighbors having a party?

b Ask and answer the questions.

1 Are there any other sounds that drive you crazy? What?
2 What can you do if you feel apprehensive about going to noisy places?
3 What can you do to improve your tolerance of background noise?

c Now go to p. 128 for suggestions on how to manage noise.

STUDENT A

a Read your card. Think about what you might say using the language on p. 50.

- You're an employee. You have produced a report for your boss. You think it's good, but your boss has some criticisms. Make these points tactfully.
- You weren't given a clear brief about what was required, so you had to use your initiative.
- You were only asked to write a report a week ago, so you had very little time to do it.
- Your boss is often out of the office, so you couldn't ask for help.

b Listen to Student B and respond. Try to agree on a way forward.

American Empower Methodology

A Learner-Centered Approach

American Empower, with its unique mix of learning and assessment, places students and their needs at the center of the learning process. This learner-centered 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

American 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. *American Empower*:

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

Measurable Progress

American 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 *American 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 **personalization** 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 *American 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 *American 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. *American 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 *American 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 *American 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 personalize 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 *American 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. *American 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 practice the language they have been focusing on – they need to activate the language they have studied in a meaningful way within an appropriate context. *American 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 *American 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, *American Empower* provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom.

4 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. *American 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 developing learners to become flexible and effective users of spoken language for social and professional purposes. The target language is clearly contextualized by means of engaging audio that will be relevant and familiar to adult learners.

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

- Useful and conversational language – focusing on functional language and speaking strategies that are 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

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

Writing

In the *American 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 *American 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 practiced 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 *American Empower* support LOA?

American 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

American 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.

American 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

American 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 recognize 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 *American 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-centered 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 emphasize 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 *American 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	• listening 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 *American 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.

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.



Available on
[cambridgeone.org](https://www.cambridgeone.org)



eBooks

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



Listen to audio



Highlight text



Make notes



American Empower and the CEFR, English Profile

The CEFR and English Vocabulary Profile

The *American 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 recognize a learner’s level of language fluency. Each level of *American 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.

Resource	For Teachers	For Students	
	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 Notes / Answer Keys	cambridgeone.org		
Digital Workbook	cambridgeone.org		cambridgeone.org
End-of-unit assessment (Online version)	A Unit Progress Test for every unit (automatically marked) covers grammar, vocabulary, and functional language. cambridgeone.org		A Unit Progress Test for every unit (automatically marked) covers grammar, vocabulary, and functional language. cambridgeone.org
Mid- and end-of-course assessment (Online version)	Mid-course and end-of-course competency tests cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level. cambridgeone.org		Mid-course and end-of-course competency tests cover all four skills and generate a CEFR report, which reliably benchmarks learners to the target level. cambridgeone.org
End-of-unit assessment (Print version)	Unit Progress Tests with Teacher’s answer key for every unit which covers grammar, vocabulary, and functional language. cambridgeone.org	Please ask your teacher for further information.	Please ask your teacher for further information.
Mid- and end-of-course assessment (Print version)	Mid-course and end-of-course competency Tests with Teacher’s answer key for every unit which covers grammar, vocabulary, and functional language. cambridgeone.org	Please ask your teacher for further information.	Please ask your teacher for further information.
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 <i>American Empower</i>	An introduction to the <i>American Empower</i> online assessment and practice materials, via a short teacher training course. For access, contact your local Cambridge representative.		

American Empower components

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

- Student’s Book with eBook
 - Student’s Book with Digital Pack
 - Full Contact with eBook
 - Full Contact A with eBook
 - Full Contact B with eBook
 - Full Contact with Digital Pack
 - Full Contact A with Digital Pack
 - Full Contact B with Digital Pack
- Student’s Book A with eBook
 - Student’s Book B with eBook
 - Student’s Book A with Digital Pack
 - Student’s Book B with Digital Pack
 - Teacher’s Book with Digital Pack
 - Presentation Plus

Find out more:
cambridge.org/americanempower

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 *American 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	



For more information about *American Empower* and the CLCF, scan the QR code.
Or visit cambridge.org/americanempower/clcf

STUDENT’S BOOK SCOPE AND SEQUENCE

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Language					
Getting started Talk about animals learning language					
1A	Talk about learning a second language	Adverbs and adverbial phrases	Language learning; Noun forms	Word stress: noun forms with <i>-tion</i> and <i>-ity</i>	
1B	Describe languages and how they change	The perfect aspect	Describing changes	Sentence stress	
1C	Express yourself in an inexact way			Sound and spelling: <i>ea</i> , <i>ee</i> , and <i>ie</i>	Expressing yourself in an inexact way
1D	Write a web forum post				
Review and extension More practice		WORDPOWER Idioms: Body parts			
Unit 2 Going to extremes					
Getting started Talk about tolerance of extreme conditions					
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	Thought groups and main stress	
2C	Give advice			Emphatic stress	Giving advice
2D	Write a report				
Review and extension More practice		WORDPOWER Idioms: Movement			
Unit 3 Travel and adventure					
Getting started Talk about a mishap on a road trip					
3A	Emphasize 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 <i>t</i>	
3C	Paraphrase and summarize			Sound and spelling: <i>t</i>	Paraphrasing and summarizing
3D	Write a travel review				
Review and extension More practice		WORDPOWER Idioms: Landscapes			
Unit 4 Consciousness					
Getting started Talk about manipulating the senses					
4A	Talk about using instinct and reason	Noun phrases	Instinct and reason		
4B	Talk about memories and remembering	<i>have / get</i> passives	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				
Review and extension More practice		WORDPOWER <i>mind</i>			
Unit 5 Fairness					
Getting started Talk about activities for prisoners					
5A	Talk about crime and punishment	Relative clauses	Crime and justice	Sound and spelling: <i>s</i> and <i>ss</i>	
5B	Talk about job requirements and fair pay	Willingness, obligation, and necessity	Employment	Word stress: nouns and verbs	
5C	Recall and speculate			Main stress	Recalling and speculating
5D	Write an opinion essay				
Review and extension More practice		WORDPOWER Idioms: 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		Expressing yourself in an inexact way	Unit Progress Test
Monologue: The dominance of English as a world language	Four discussion board 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: "How Sensitive Are You to Sound?" Discussing different views on communication	
Interview with a base jumper	Leaflet: "Looking for a Good Thrill?" Article: "Why Some of Us Are Thrill-Seekers"	Giving opinions on extreme sports and dangerous activities Discussing a blog post	Blog post: A new experience
A guest overstays his welcome		Giving advice	Unit Progress Test
Four monologues about university social club activities	Report: Review and recommendations of a social club committee	Discussing the merits of activities for a social club	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 A bad pitch	Narrative article: "Survival on the Mano River"	Telling the story of an adventurous journey Paraphrasing and summarizing	Article: An adventurous journey Unit Progress Test
Two monologues about Cusco	Traveler's review: "Cusco Getaway"	Describing the best and worst places you have been 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		Being tactful in formal discussions	Unit Progress Test
Interview: musician Anita Coronel	Profile article: "Anita Coronel"	Asking and answering questions about being interviewed for a profile article Interviewing a classmate for a profile article	Profile article Organizing information; Showing time relationships
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	Four job descriptions: Bomb disposal diver, Private butler, Ethical hacker, and Social engineer	Discussing employment benefits 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

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Perspectives					
Getting started Talk about the impact of 3D 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	Organize a presentation			Intonation in comment phrases	Organizing a presentation
6D	Write a cover letter				
Review and extension		More practice	WORDPOWER Idioms: Feelings		
Unit 7 Connections					
Getting started Talk about technology in the classroom					
7A	Speculate about inventions and technology	Speculation and deduction	Compound adjectives	Main stress: compound adjectives	
7B	Emphasize opinions about the digital age	Cleft sentences	Nouns with suffixes: society and relationships	Intonation in cleft structures	
7C	Apologize and admit fault			Sound and spelling: <i>ou</i> and <i>ough</i>	Apologizing and admitting fault
7D	Write a proposal				
Review and extension		More practice	WORDPOWER self-		
Unit 8 Body and health					
Getting started Talk about physical activity in old age					
8A	Describe sleeping habits and routines	Gerunds and infinitives	Sleep	Stress in fixed expressions	
8B	Talk about lifestyles and life expectancy	Conditionals	Aging and health	Pitch: extra information	
8C	Negotiate the price of a product or service			Sound and spelling: misleading vowels	Negotiating
8D	Write promotional material				
Review and extension		More practice	WORDPOWER and		
Unit 9 Cities					
Getting started Talk about obstacles to urban development					
9A	Talk about city life and urban space	Reflexive and reciprocal pronouns	Verbs with <i>re-</i>	Sound and spelling: <i>re-</i>	
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				
Review and extension		More practice	WORDPOWER build		
Unit 10 Occasions					
Getting started Talk about an unusual wedding					
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 groups	
10C	Take turns in more formal conversations			Intonation in question tags	Turn-taking
10D	Write a movie review				
Review and extension		More practice	WORDPOWER luck and chance		
Communication Plus		p. 127	Grammar Focus	p. 138	Vocabulary Focus
					p. 158

Listening	Reading	Speaking	Writing
Interview with an amateur photographer	Article: “Lessons Elliott Er Witt Has Taught Me about Street Photography”	Discussing photography skills Talking about your favorite photos	
News report: The conclusion of the story of the suspicious encounter	Blog post and email: Two views of a suspicious encounter	Discussing the themes of a piece of fiction Reading a short story aloud	Creating an alternative ending to a short story
A big presentation		Organizing a presentation	Unit Progress Test
Five conversations about things to see and do in the local area	Advertisement: Article writers required for local magazine	Talking about what’s going on in your local area	Cover letter Formal letters; Giving a positive impression
Three monologues: Inventions that would make the world a better place	Article: “I’m about to Interview a Robot”	Discussing questions to ask a robot Presenting a new invention	
Radio show: <i>From My Bookshelf</i>	Article: “Loneliness and Temperature”	Talking about what you read online Explaining how you would overcome a hypothetical problem	
Unsolicited suggestions		Apologizing and admitting fault	Unit Progress Test
Four monologues: People express their opinions of their coworkers	Proposal: A team-building program for senior management	Ordering the personality attributes required to be an effective team member	Proposal Linking: highlighting and giving examples
Radio interview with a sleep researcher Radio call-in show 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-Aging Treatments” Interview: “We Don’t Have to Get Sick as We Get Older”	Discussing anti-aging treatments Presenting your views on health and aging issues	
A one-of-a-kind gift		Negotiating	Unit Progress Test
Radio interview: The Stone Age Diet	Homepage: <i>Ancestors</i> restaurant	Discussing what’s important when you eat out	Promotional material Using persuasive language
Podcast: New ideas for “smart cities”	Article: “The Day of the Pedestrian” Fact files: Four city initiatives	Sharing information about initiatives to improve cities Presenting ideas for “smarter” cities	
Conversation: Thin skyscrapers	Article: “Jeanne Gang”	Describing buildings Presenting a proposal for the redevelopment of a derelict building	
A mistake		Dealing with conflict	Unit Progress Test
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 result
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 sports	Article: “The Game before the Game”	Discussing superstitions, customs, and beliefs; Role play talking about plans and responding	
A successful interview		Turn-taking	Unit Progress Test
Four monologues about how people use reviews	Two movie reviews: <i>Ad Astra</i>	Discussing how much reviews influence your choices	Movie review Concise description
Writing focus p. 169	Verb patterns p. 176	Phonemic symbols p. 177	Irregular verbs p. 177

UNIT 1

LANGUAGE

UNIT OBJECTIVES

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

- understand and summarize details, attitudes, and opinions in 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 summarize 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 (my Arabic), get accustomed to sth, get rusty, come 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 rise, grow substantially, (not) be noticeable, on a rapid rise, on the way out, ongoing, a steady shift over time, subtle, take over*
- 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*

- a  Ask students what animal this is (a bonobo /'bɒnəbeɪ/ – 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. Kanzi 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 Suggested answers below. Share answers as a class.

Suggested answers

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

EXTRA ACTIVITY

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 can't speak, use gestures, or write words on the board. Students take turns drawing 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*.

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.

1A

I THOUGHT I COULD PICK UP ITALIAN BY EAR



OPTIONAL LEAD-IN

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.

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



VOCABULARY SUPPORT

vow – to make a serious promise or decision

jet lag – when you feel tired after traveling a long distance on an airplane

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

1 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. Share answers 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.*

Suggested 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 memorize language.
- 3 Agree – He talks about discovering a new part of himself.
- 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 Italian.

- c** ... 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. Share answers 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
- 2 Degree: sort of, enormously
- 3 Manner: fluently, by ear, correctly, on my own, well, gradually, somehow
- 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), 3 (adverb of manner)
- 5 a 1, 2
b 1 (used to indicate an explanation will follow), 3 (adverb of manner)

LANGUAGE 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 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 ... 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 *to be* and *to 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.

- d  Books closed. Read out the first speech bubble in 2d and ask students to imagine what you might be talking about, e.g., *salsa dancing, playing tennis*, etc. 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, correctly, 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 telling each other about their experience and try guessing 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 very 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 apartment 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  **01.05** 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)

- a 1 acquire 8 practice
2 struggle 9 keep
3 attain 10 immersed
4 accustomed 11 pick
5 brushed 12 come
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  Discuss the questions as a class and encourage students to justify their answers.
- b  **01.06** Draw students' attention to the photo and give them time to read through the sentences. Play the recording. Students listen to the conversation for general meaning and check the points Katya makes. Check answers as a class.

Answers

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

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.
- K** 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** (laughing) Isn't it enough?
- J** It certainly is – it's just amazing. But I'd like to focus a little 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 American, 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?

- K** No, I was born in the U.S. 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 gotten 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 day care center, so I must have figured 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 at the day care center sometimes, 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 Brazilian 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 States?
- K** That's right. When I was 10. 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 the States it was hard work, and it took me about a year to kind 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.
- K** Well, I don't want to brag too much, but my grades were always pretty good! But I've also noticed – especially when I was in college – 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 pretty 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 problem-solving 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 college. I'd say I was sort of intermediate level.
- J** Did knowing other languages help?
- K** For sure. It's a very different language than 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 Mexico for a year after college. 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.

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.

Suggested answers

- 1 True
- 2 False – she used only Russian, but she does speak English
- 3 True
- 4 True
- 5 False – her parents taught her
- 6 False – she had some problems catching up
- 7 True
- 8 False – she made good progress and was motivated

VOCABULARY SUPPORT

add to the mix – incorporated, like in a cake recipe

figure 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** **01.07** Books closed. Write sentence 1 from 5a on the board including the blank but without the word in parentheses. Point to the blank 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

- b** **01.08** Students complete the exercises in *Noun forms* in Vocabulary Focus 1A on SB p. 158. Check the answers to Exercise d as a class and play the recording for students to complete the Pronunciation activity. Read the Learning Tip with the class and monitor Exercise f. Tell students to go back to SB p. 10.

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, exposure
 - 2 limitation, capability, mentality, literacy, exposure
 - 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 chart 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 chart 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.

- c 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. Share answers 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.
- e 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 when giving feedback.

ADDITIONAL MATERIAL

Workbook 1A

Photocopiable activities: Grammar 1A, Vocabulary 1A

1B

LANGUAGE HAS BEEN CONSTANTLY EVOLVING

OPTIONAL LEAD-IN

Books closed. Write *synonyms* in a circle in the center 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*, etc. 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.

1 SPEAKING

- a In small groups, students discuss the words and what they mean. Share out 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 technophobia
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, the 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 toward the end of the 19th century, and in 1916 a National Park Service was set up 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 that 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* became popular in 2013, to describe photos people take of themselves with their cell phones – 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 center of the Hindi film industry, based mainly in the Indian city of Mumbai, which used to be called Bombay

ecotourism – the business of organizing vacations 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

- 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* and *hackable*. 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 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 to 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

- far out*: excellent
rad: extremely exciting or good
wicked: excellent
awesome: extremely good
- Students' own answers

- c**  Divide the class into pairs and assign A and B roles. 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 the 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 shows 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

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

- 3 yes (Student A, Text 1: ... there was a steady shift toward more frequent use of the verb + *-ing* after verbs like *begin*, *start*, *like*, *love*, and *hate* and these are still on the rise.)
- 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. Share answers 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 and the progressive disappearance of regional variations in English and how people are speaking the same kind of English because of American TV and films and international communication
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: loose/lose, where/were
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; where/were – 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.

GREG 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 is 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. So, for example, *wireless* these days is about Internet connections. We talk about "wireless LAN" and "Wi-Fi." Now that computers have come along, the meaning of the word *wireless* has changed – it used to mean *radio*.

VOCABULARY SUPPORT

wearable technology – smart electronic devices that 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 cell 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 sharing answers 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 _____.* Ask 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.

Answers

- | | |
|----------------------|--------------------------|
| 1 has been changing | 6 have always complained |
| 2 will have gone | 7 have/ve always felt |
| 3 will have come | 8 had been taking |
| 4 have stopped | 9 has changed |
| 5 will have died out | |

- d Students work individually, answering the questions, and choosing the best word to complete the rule. Check answers as a class.

Answers

- 1 a examples 1, 4, 6, 7, and 9
b example 8
c examples 2, 3, and 5
2 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 **01.11** **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.
- f **01.12–01.13** 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 d 2 a 3 g 4 e 5 b 6 h 7 c 8 f
b 1 have lived 6 went
2 died 7 read
3 tried 8 had
4 told 9 had
5 been painting 10 finished

- | | |
|---------------------------|------------------------|
| c 1 have been complaining | 5 had been established |
| 2 (will) have noticed | 6 has become |
| 3 have suggested | 7 will have invented |
| 4 has accepted | |

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., ~~For the 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 canceled the class.~~ (Correct form = *He got very angry when the teacher was ill and ...*). They also often use the simple past 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. Share answers as a class.

5 READING AND SPEAKING

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

Suggested answers

- 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?* instead.
- The passenger is not using the color but instead is using the shade. We would expect someone to use *red* rather than *dark* in this context.
- The man is giving an extremely precise definition. In English, fruit would not be defined in such detail. Saying *A half 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. Share answers as a class.

VOCABULARY SUPPORT

downstream – in the direction a river or stream is flowing

inland – away from the sea

seaward – toward 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

1C

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 shows would be most interesting to them: news, interviews, talk shows, live sports events, music shows, documentaries. Share answers as a class.

1 LISTENING

- a** Ask students if a coworkers could be a friend or if work and personal life should be divided. Put students into groups to discuss the questions. Share answers as a class.
- b** Ask students if the picture looks like a nice working environment. Play Part 1 of the audio recording.

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 recognize irony and understatement in conversations
- describe an experience using appropriate language for expressing details in an inexact way
- recognize the relationship between sound and spelling for *ea*, *ee*, and *ie*

Put students into groups to talk about the questions. Share as a class but don't check the answers at this point.

Answers

- 1 They work for a company that produces podcasts.
- 2 They are friends and coworkers.
- 3 Alex wants Sara to teach him some phrases in Italian.

Audioscript (Part 1)

OSCAR Well, that's all from me today. Download a fresh episode of the *Sports for the People* podcast every day!

ALEX Good job, Oscar.

O Yeah, thanks. I think the interview went well.

A It sure did. Once I turned the volume down! Hi, Sara! Aren't you a happy camper this morning!

SARA What? Oh, Alex, it's you ...
A Yeah, don't get too excited to see me now.
S Sorry, message from the boss.
A And ... ?
S She wants to meet this morning.
A And ... ?
S I suspect it's not exactly good news.
A Oh, don't be so negative. Hilary probably just wants to thank you for all your hard work.
S Hm, that'd be a surprise. I haven't produced any successful podcasts in a while.
A Oh, come on!

S Anyway, what are you so upbeat about?
A I just booked my vacation.
S Oh, good for you!
A Yeah, Italy!
S Nice! You know, my dad is Italian. He moved here from Italy.
A No way! Hey, maybe you could teach me a few odds and ends, 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! Time for the meeting ...
A Hey, Sara! Ciao!

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?*

c Language in context Irony and understatement

- 1 Say to students *1,000 dollars is very cheap for a radio. and 1,000 dollars for a radio is a little 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 audio recording again and pause it after each comment.) Check answers as a class.
- 2  Ask students to answer the questions in pairs. Share answers as a class.

Answers / Suggested answers

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

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 dollars 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.

- d  **01.15** Play Part 2 of 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

Hilary and Sara: boss and (new) employee still in a probationary period
 Sara and Oscar: coworkers in direct competition

Audioscript (Part 2)

HILARY Hi, Sara. Have a seat.
SARA Thanks, Hilary.
H Do you know why I wanted to see you?
S Um ... Is it something to do with our series of interviews with athletes and coaches?
H Yes, exactly. Look, Oscar has already booked six major league players, give or take.
S Six?!

H He's even managed to persuade Manny whatshisname to come in.
S Who?
H Manny whatshisname – you know, that new baseball player from the Dominican Republic. The guy who went from sitting on the bench last season to hitting the winning run in the play-offs.
S Manny Rosario! Wow, that's great news!
H So, how far have you gotten?
S Well, um, I'm still sort of like in the research phase, y'know.
H Look, I appreciate you're still getting into the swing of things here.
S Oh, I definitely feel like I've got the hang of things.
H OK, but you have to understand ... For me to be able to offer you a permanent contract, I need to see some evidence of your capabilities.
S OK. I understand, Hilary. I'll get something to you soon, I promise.
H OK. Let's check in on Wednesday. Thanks. ...
S Bye.
ALEX [*Speaking Italian badly*] Scusami, signorina, parla inglese?
S Cut it out, Alex.
A Don't tell me – she's promoted you to editor-in-chief!
S Something along those lines, yeah.
A Go on, tell me everything!
S Well, basically, she said if I don't get some interviews with major league players, I'm out of here, or words to that effect.
A Oh!
S You don't happen to know, like, a famous baseball player or something, do you, Alex?
A No, unfortunately I don't know about stuff like that. I just know the audio equipment.
S Yeah.
A Why don't you ask Oscar? I'm sure he can show you the ropes.
S [*sarcastically*] Oh, yeah, that's a good idea. Thanks.

- e  **01.15** See if students know any answers before they listen again. Play Part 2 of the audio recording again for students to check. Check as a class.

Answers

- 1 the series of interviews with athletes and coaches
- 2 Because he has already booked about six major league players and has even persuaded Manny Rosario, the baseball player from the Dominican Republic, to come in.
- 3 She wants some evidence of her capabilities.
- 4 He jokes that Hilary has promoted Sara to editor-in-chief.
- 5 finding a famous baseball player for her to interview
- 6 She's not very positive about him.

- f  Ask students if they think Hilary is being too hard on Sara as a newcomer to the company. Put students into groups to discuss the questions. Check answers as a class.

Suggested answers

- 1 It's a podcast called *Sports for the People* which features interviews with athletes and coaches. It seems to be a small company. Hilary is the boss. Sara (like Oscar) presents the podcast, whereas Alex's job is more technical.
- 2 very worried, under pressure

FAST FINISHERS

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 but not at the audioscripts to get some ideas.

2 USEFUL LANGUAGE

Expressing yourself in an inexact way

- a Ask 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 two of the expressions in bold they could use in 2a. Check answers as a class and then ask students to rewrite the two 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 something along those lines: 4 I'm out of here, or something along those lines. 1 somewhere in the region of: 3 somewhere in the region of six major league players

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 It's by William whatshisname, who wrote *A Midsummer Night's Dream*.
2 I went to the store and bought some odds and ends / three items, give or take / somewhere in the region of three items.
3 She told me to go away, or words to that effect / something along those lines.
4 I know a little Portuguese – "hello," "goodbye," (the numbers one to ten) and stuff like that / some other odd and ends.
5 I've been to somewhere in the region of 15 countries. / I've been to 15 countries, give or take.

- d 01.16 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 It's by William whatshisname, you know, the guy who wrote *A Midsummer Night's Dream*.
2 I went to the store and bought a few odds and ends.
3 She told me to go away, or words to that effect.
4 I know a little Portuguese – 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 01.17 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*.

- b 01.18 Check that students know how to say the IPA sounds and highlight that *ea*, *ee*, and *ie* aren't always pronounced /i/. 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

1 meet 2 friend 3 great 4 research

- c 01.19 Tell students to put the words into the correct columns. If necessary, write *steadily* on the board and give its definition (happening at a gradual, regular rate). Play the recording for students to check. Ask students which sound in 3b is the only short sound. Drill the words.

Answers

1 Greek; meaning; increase; niece 3 break; bear; pear
2 meant; steadily; breakfast 4 learn; heard; early

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 (/i/). Give students time to repeat the sound and then drill it with the word 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 /ɪ/ you can elicit the diphthong /eɪ/. Tell students to spread their lips and move their tongue slowly from the front and middle of the mouth (/e/) to nearer the higher /ɪ/ position, blowing out a stream of air through the center of their tongue. Once students are comfortable with the movement, tell them to speed it up until they produce an /eɪ/ sound. Ask a student to point to the IPA symbol they are making (/eɪ/). 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.

p	i	e	c	e
e	a	r	l	y
b	r	e	a	k
s	e	e	k	s
b	e	a	c	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  01.20 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 roommate.

Answers

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

Audioscript

SPEAKER Well, I'd been renting a room in a nice condo in a town 60 miles from Phoenix, for four or five weeks, give or take. The landlord had told me I'd be getting a roommate at some point, but to be honest, I'd kind of gotten used to being there on my own. To start with, I'd had all my stuff in my room, but of course, as the weeks went by, I kind of thought, "Hmm, I could put some odds and ends in the spare room." And then, "Oh! I'll put my drum kit in there, too." And it went on like that. 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 as the horror of the situation slowly dawned on me. Just as I got to the bottom step, she opened the door to see me in my pajamas, in a full panic. She looked at me and asked, "Is this 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  01.20 Play the recording again for students to write down the expressions from 2a and b.

Answers

give or take; odds and ends; 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 college deadline. Should 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. Share answers 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 absolutely right!

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

1 SPEAKING AND LISTENING

- a  Look at the photos and discuss the question as 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.

Suggested 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 native-language equivalent.

- b**  Give students a few examples of words from other languages that are often used in English, e.g., *paella* (from Spanish), etc. 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. Share answers 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**  **01.21** 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.

Suggested answers

- 1 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 Speakers of other major languages might be resentful, but the dominance of English won't last.

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 is 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 person talking to a Japanese person, or a Spanish speaker talking to a German speaker, but using English. The implications of this are, of course, enormous. Naturally, this is 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 U.S. 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 because 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 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 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.

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 or someone

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

Pablo 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 organization 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. Share answers 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 Pablo, Gabriela, Flying B
- B All
- C Flying B, Pablo
- D Pablo, Gabriela
- E Flying B, Pablo, Haru

- b Individually, students complete the chart. Check answers as a class.

Answers

- | | |
|-------------------------------------|--------------------------------|
| 1 ... that's nonsense. | 4 I'm of two minds about this. |
| 2 ... there's no way ... | 5 ... you're absolutely right. |
| 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 ...; It seems to me ...
- 2 Students' own answers, e.g., *I'm afraid that ...; I understand what you're saying, but ...; Sorry, but ...*, etc.

- d Ask students to use a dictionary and identify which expressions are informal. Check answers as a class. Emphasize that students should be careful 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 garbage; 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 chart 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 absolutely right; go along; mixed feelings
 - 4 nonsense / a load of garbage
 - 5 make sense
 - 6 on the head
- b Reply 3: I must say ...; but I don't think ...
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's not any more beautiful or richer than any other language.* *2 You can create a language, Esperanto, for example.*, etc.

- f 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 structures)
more informal and personal: Gabriela – personal examples; questions and exclamation marks; colloquial expressions, e.g., *there's no way ...*; first person

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

4 WRITING

- a Individually, students read the opinions and check 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).
- b 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 on the post. Give them time to read and think of what to write. Help individually if necessary.
- e Return each discussion forum to the person who started it. Students read the four comments and decide which they found the most interesting. Share answers as a class.

+ ADDITIONAL MATERIAL

Workbook 1D

UNIT 1

Review and extension

1 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 Vancouver 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 come 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** 01.22 Ask students to cover the words in the box. Focus students on the title of the section *Idioms: Body parts* and the cartoon. Ask them to name as many of the different body parts shown in the cartoon as they can. 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 |
| 4 neck | |

- 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

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.*, etc. 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 good pair of hands |
| 4 their head | |

- 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*, etc. 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.

UNIT 2

GOING TO EXTREMES

UNIT OBJECTIVES

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

- understand and summarize details, attitudes, and opinions in articles about extreme sensory experiences and thrill-seeking activities
- understand, note, and summarize 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 leisure 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, prioritizing key issues, outlining problems and solutions, and using transition words of contrast and concession appropriately

UNIT CONTENTS

G GRAMMAR

- Comparison (modifying comparisons with *than* and *as ... as ...*; comparative patterns; superlative patterns)
- Intentions and arrangements (*be going to*; present continuous; future simple and continuous; simple present; 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
- Word groups and main stress
- 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 giving feedback, tell students the world records given in parentheses 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 they notice about the man's hair (it has frozen). 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 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 type 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 answer the questions. Make sure that they make a list of at least six questions to ask the man and then have their partner answer the questions as best as they can. If students need encouragement, prompt them with ideas from the Suggested answers below. When giving feedback, find out the most interesting interview questions and who has had the coldest/hottest experience.

Suggested answers

- 1 How often do you do this? How long do you stay in the water for? How do you feel afterward? 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 being an interviewer from the local newspaper and the man in the ice. Tell them to ask each other their questions from b1.

2A

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.

1 SPEAKING

- a** **02.01** 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. Share answers as a class and ask students which sound they have experienced most recently and how they felt.

Suggested answers

- | | |
|--|------------------------------------|
| 1 a market with lots of traffic | 4 a forest with birdsong |
| 2 a beach with the sound of waves | 5 a park with children playing |
| 3 a noisy nightclub heard through a wall | 6 a restaurant with people talking |

- 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). Share answers 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. Share answers 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 U.S. – Minneapolis is a city in the Midwest). Highlight that the pronunciation of *anechoic* is /ænr̩kəʊɪk/. 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 summarizes 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.



VOCABULARY 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 always do

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, that 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 giving feedback, try and get as much information from students as possible, e.g., 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 scraping sound of his scalp moving over his skull when he frowned.
- 5 Everyone was impressed that he'd beaten the record, but he was enjoying 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. Share answers 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

- 1 a eerie f roar
b deafening g thump
c hammered h whisper
d whining i decibels
e gurgling
- 2 dull; soft; dull

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 vacation they had.

Suggested 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 blank, 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 5 more
- 2 The 6 nowhere near
- 3 considerably 7 infinitely
- 4 and

- 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
- 2 4 and 5
- 3 3: slightly, decidedly, a good deal, significantly 6: not nearly

- c** **02.02–02.06** 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**
- 2 The plant hasn't grown / didn't grow nearly as quickly/fast/big/large/tall/high/much as she had expected.
 - 3 He isn't/wasn't strong enough to control the horse.
 - 4 A kilogram of iron is no heavier than a kilogram of feathers.
 - 5 Sales have been marginally better since June.
 - 6 The harder the rain fell, the more difficult the game became.
- b**
- 1 and 6 get
 - 2 the 7 more
 - 3 so 8 not
 - 4 than 9 nowhere
 - 5 way 10 far

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 movie club than before*. (Correct form = *Students will enjoy the movie 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

a  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 answer the questions.

b  02.07 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! Toward 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 – they just 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 at 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  02.07 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 summarize what Lena says about the four things.

Suggested answers

- 1 It was fun, and everyone talked a lot.
- 2 She realized 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  02.08 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 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 in line at the grocery store, a woman tried to have a conversation with me. She bombarded me with questions. When she eventually realized 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 sick.

Also, my landlord was interesting. I had to go and pay my rent on Saturday. He always complains about something when I go and see him – he usually likes to put 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 try.

f **02.08** You can treat this as a summarizing 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.

Suggested 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 the 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 – 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

give sth a go – try something new

g Put students into small groups to answer 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 **02.09** Write on the board:

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

Ask students to complete the multi-word verb (*get along*) 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 categorize 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 relate to sb bring out the best in people hold (yourself) back	bombard sb with questions complain about put sb down

c **02.10** **Pronunciation** Write *I don't get along well with my sister-in-law* on the board again and ask students to repeat it. Ask whether *get along* 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 **02.11** 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

- 1 ... cut themselves _ off from ...; /z/
- 2 ... a little "thank you" slipped _ out ...; /t/
- 3 ... complains _ about something ...; /z/
- 4 ... 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 organize 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. Share answers 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)*.

EXTRA ACTIVITY

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. (complaining about it)

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

I wouldn't criticize people who do crazy sports. (put down)

💡 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 little arrogant.*

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

In the next class, put students into groups to compare sentences. Share answers 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

2B I'LL BE JUMPING FROM 900 METERS

💡 OPTIONAL LEAD-IN

Books closed. Ask students for examples of extreme sports and the risks involved. Give an example:

Cliff diving – jumping into the sea from a cliff – is very dangerous if you land badly in the water.

Then ask students to give you extreme sports vocabulary in three categories:

- types of sports (e.g., base jumping, skydiving)
- feelings (e.g., terror, stress)
- places (e.g., mountains, skyscrapers).

1 READING AND SPEAKING

a 💬 Students rank the activities individually and then compare their ranking with other students. Share answers as a class and ask students which of these activities they have actually done and what they were like.

b 💬 Ask students some questions about the four pictures, e.g.,:

Is the ball on flat ground or on a hill? (a hill)

Is the man snowboarding? (No, there isn't any snow.).

Put students into groups of four and allocate a different text to each person in the group. Students read and answer the questions about their text. They then report back to their group. Use the Vocabulary support box to help with vocabulary if necessary.

Answers

Zip-lining

- 1 Costa Rica, Hawaii, and other places nearer home
- 2 a harness (attached to a wheel that dangles from a cable/line)
- 3 go very fast (160 kph) down a zip line
- 4 Suggested answer: quite safe because you wear a harness, although the speed and height would make a fall or a collision very dangerous
- 5 \$100–\$200

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

- talk about experiencing extreme sports
- understand the main points and detail of a magazine-style article and identify synonyms
- divide connected speech into word groups and identify the main stress
- use a range of verbs of movement
- follow an interview and understand a detailed description
- use a range of future forms for intentions and arrangements

Indoor skydiving

- 1 at iFly facilities nationwide / inside a vertical wind tunnel
- 2 a flight suit and a helmet
- 3 do free-fall skydiving in a wind tunnel where winds of 260 km per hour push you into the air
- 4 Suggested answer: quite safe because suitable for any age
- 5 \$90–\$175

Zorbing

- 1 anywhere in the world
- 2 –
- 3 roll downhill inside a clear plastic ball typically 3.5 meters in diameter at high speed
- 4 Suggested answer: fairly safe because you're strapped in
- 5 –

Volcano-boarding

- 1 Cerro Negro volcano, Nicaragua
- 2 Suggested answer: In the picture the participant is wearing a jumpsuit and goggles
- 3 go very fast down a steep, 487-meter volcanic slope, on a plywood board reinforced with metal and Formica
- 4 Suggested answer: slightly dangerous because of the threat of another eruption although there hasn't been once since 1999
- 5 \$30–\$40

VOCABULARY SUPPORT

dangle – hang loosely

mingle with – literally, to move among and chat to people at a social event, used figuratively here

trial run – a practical test of something new or unknown

don – (formal) to put on a piece of clothing

hit the scene – when something new, etc. first appears in a particular area of activity / social group

thrill-seeker – someone who enjoys activities that involve risk

a threat looms (C2) – an unwanted event seems likely to happen

- c Check the meaning of *exhilarating* by asking *Does it mean very exciting or very dangerous?* (very exciting) and drill the pronunciation /ɪɡˈzɪləreɪtɪŋ/. Students rate the sports individually and then compare with other students, giving reasons for their ratings.

EXTRA ACTIVITY

Put students into groups to think of a variation of one of these sports to make it even more exciting or challenging, e.g., zorbing could be done as a race – first you have to push your ball up the hill and then it's the first person to come back down in it. Groups then compare ideas.

2 READING

- a Ask students to look at the picture of the people on the roller coaster and ask *How are the people feeling? How will they feel after their ride?* Then ask students to read the list of reasons for doing extreme sports. Put students into pairs to discuss the motivation for extreme sports. Encourage students to add more reasons to the list. Students then check which reasons from the list are mentioned in the article. Check answers as a class.

Answers

to feel more alive
to feel they are in control
to test their limits
to feel great afterward

- b Give students time to read the article in detail and answer the questions. Ask students to underline the sections of the article that give the answers. Check answers as a class and encourage students to paraphrase in their answers. Use the Vocabulary support box to help with vocabulary if necessary.

Suggested answers

- skydiving, ziplining, whitewater rafting, roller coaster
- thrill-seekers: people who want variety, novelty, intensity, and risk
- Biology, from birth, is important, but it's not yet known how important. Neurochemicals like dopamine, and testosterone, and the amount of white matter in the brain, appear to affect whether people are thrill-seekers or not.
- They tend to be creative, energetic, and self-confident. They feel in control and they don't like to be told what to do.
- The relief of escaping death gives a rush of adrenaline, ecstasy, and elation.

VOCABULARY SUPPORT

sth keeps sb going – when something motivates or supports you to be able to continue

be scared silly – be so scared that you are no longer able to think clearly

push yourself – do an activity harder than usual / you have ever done before

play (it) safe – to be careful and not take risks

live on the wild side – live in an adventurous, risky way

figure (v.) (C2) – to expect or think that something will happen

be in for something (C2) – to be going to experience

white matter – light-colored brain tissue, made up of nerves

be rooted in sth – develop because of/from a particular thing

FAST FINISHERS

Fast finishers write down three challenging things that they would like to have done by the end of their life, e.g., *run a marathon*, and compare their list with other fast finishers. Are any of the challenges the type that thrill-seekers enjoy?

- c **Language in context** Synonyms: *want, like, love*

- Ask students if they know any synonyms of *want* (e.g., *desire, fancy, be desperate for*). Tell students to try and match the expressions with the sentences without looking at the text. They then check their answers in the text.
- Tell students to look at their dictionaries and find how these expressions are different from *want, like, and love*. They should look at both the explanations and the example sentences. Check answers as a class.

Answers

- a *crave; thrive on* b *long for* c *is inclined* d *are drawn to*
- crave* and *long for* are very similar in meaning, the same as, but much stronger than *want*.
thrive on and *love* have different meanings. If somebody thrives on something, it means that they feel at their best, for example happy, healthy, and alive, when they experience that thing.
be inclined to can mean *want*, but it also means *likely to*. If someone is inclined to be late, they are likely to be late.
be drawn to means both *like* and *be attracted to* at the same time.

- d Ask students: *Do Type T people play it safe or live on the wild side?* (live on the wild side). Then put students into pairs to discuss the questions. When giving feedback, ask students what the advantages/disadvantages of being a Type T person in everyday life would be, e.g., they may get bored easily.

- e **02.12 Pronunciation** Write Helen Keller's quote from the end of paragraph 2 on the board and ask students how many word groups there are and where the main stress is in each word group: *Life is a daring adventure, | or it is nothing*. Play the recording for sentence 1 and tell students underline the stressed syllable of the word that receives the most stress in each thought group. Tell students to look at the other sentences and try and underline the most stressed word before they listen. Play the recording for students to listen and check. Check answers as a class.

Answers

- I need a guide | in new cities | in case I get lost.
- I do feel scared | when I face danger | but I know that I'll be OK.
- I'm paid to innovate | at work, | so I spend half my time daydreaming!
- I think people should dress neatly | and look respectable, | especially in public.

f Elicit the complete rule and then drill the comments in 2e.

Answer
last

LOA TIP DRILLING

When you drill sentences rather than single words, divide the sentence into word groups and drill these individually before the whole sentence. So for comment 2 drill:

I need a guide

in new cities

in case I get lost

When you are happy with how students pronounce the individual word groups, drill word groups together and finally the whole sentence:

I need a guide | in new cities

in new cities | in case I get lost

I need a guide | in new cities | in case I get lost.

g Put students into groups to discuss whether a Type T person would agree with the comments in 2e. You could make groups of all Type Ts and all non-Type Ts (based on the discussion in 2d) and see what consensus there is between the groups. Share answers as a class.

3 VOCABULARY Verbs of movement

a Read out some verbs of movement and get students to say whether they are on land, through water, or through air: *crawl* (land), *row* (water), *float* (water, air), *skip* (land), *paddle* (water), *dive* (land, water, air). Students look at the sentences and categorize them in the same way, using a dictionary. 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 a A e W; A
b L; W; A f L; W; A
c L g W; A
d L; W; A h L; W; A
2 whizz; zoom; whoosh; whirl

FAST FINISHERS

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 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 creep; crawl; drift; limp; stagger; stroll
2 hurtle; zoom; whizz; plunge; whirl; leap; march; rush; slide
3 crawl, creep; drift
4 limp; stagger

- c crept, to creep; slid, to 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.
7 He hurtled/slid/whizzed/zoomed down the road.
8 It hurtled/soared/whirled/whizzed/whooshed/zoomed down the road.
9 He hurtled/rushed/whizzed/zoomed down the road.
10 It drifted down the road.
11 It crawled down the road.

4 LISTENING

a 02.14 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 bridges and cliffs.
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've made about ... uh ... 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 that 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 meters ... 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 uh ... 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 to 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 uh ... you have to be very careful.
P 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 **02.14** See if students can remember what the numbers refer to before they listen again. Then play the recording to check.

Answers

- 1 a minutes until Ada jumps
- b the number of parachute jumps Ada has done
- c the height in meters she'll be jumping from
- d seconds people free fall before opening their parachute
- e the number of seconds (you count) before you open your parachute
- 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.

- c Ask students to discuss the question in pairs. Then share answers as a class.

5 GRAMMAR Intentions and arrangements

- a **02.15** 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 *be 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 **02.16** 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 **02.17–02.20** 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)

- | | | |
|---|---------------------------|------------------|
| a | 2 going | 6 planning |
| | 3 will you be | 7 going |
| | 4 going | 8 'll be wearing |
| | 5 'll be standing | |
| b | 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 | |
| c | 2 'll | |
| | 3 thinking | |
| | 4 due/going | |
| | 5 be | |
| | 6 due/going/about | |
| | 7 not | |
| | 8 won't | |
| | 9 'll | |
| | 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 organizing this year transportation.* (Correct form = *We'll be organizing transportation **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.).
- e 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.

6 SPEAKING AND WRITING

- a**  Ask students to look at the photo, guess where it is, and say why someone would want to live there.
- b**  Tell students to go to 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 switch 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.

Answers

The photo shows the Rocky Mountains in Canada.

- a** 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 whether someone is a Type T person or not. Tell students to write questions testing the traits and attitudes, and ideally the vocabulary, covered in the reading and the lesson. Give an example:

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

A go on vacation 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

20

EVERYDAY ENGLISH

Don't get so worked up
about it

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
- recognize and use emphatic stress
- use a range of expressions for giving advice and warnings

OPTIONAL LEAD-IN

Books closed. Ask students to rank these typical aims for young people who have just finished school or college 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.

1 LISTENING

- a**  Ask students where they live and how long they've lived there. Put students into small groups to discuss the questions. Share answers as a class and ask students to justify their opinions in question 2.

EXTRA ACTIVITY

Tell students that a shortage of housing in the U.S. 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 Ana 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**  **02.21** Check students understand the idiom *get on sb's nerves* (to annoy someone a lot) and pre-teach *volatile* (likely to suddenly become angry). Play Part 1 of the audio recording. Check answers to 1b as a class.

Answers

Emma is telling Ana that Max is getting on her nerves. He's sloppy and gets angry easily.

Audioscript (Part 1)

- ANA** Hi Emma! Still want to go to the movie tonight?
- EMMA** Hello, Ana. Yes! Absolutely.
- A** OK. I'll meet you there at seven.
- E** Great! I can't wait to get out of here.
- A** What's going on?
- E** Max is driving me crazy.
- A** Max? Who's Max?
- E** My brother. He's staying with me at the moment, remember?
- A** Oh, yeah, that's right.
- E** To be honest, he's getting on my nerves. 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!
- A** Ugh ...
- E** And he's just so volatile! It's like walking on eggshells around him.
- A** Isn't it about time you asked him to leave?
- E** Well, I keep dropping hints, but he doesn't seem to get it.
- A** Why don't you just come out and tell him to his face? Don't beat around the bush. There's a lot to be said for being upfront about things.
- E** I can't just kick him out!
- A** Hang on, did you say his name is Max?
- E** Yeah.
- A** Max Rayburn?
- E** Yes. That's our last name ...
- A** Hmm. I know that name. There was a guy at my college with that name. He started a really popular band called the X-Rays.
- E** That's my brother ...
- A** You mean it is him? Your brother is the Max Rayburn!
- E** It's no big deal. And I didn't know you went to State ...
- A** Yeah, I did. But, I can't believe your brother is Max Rayburn.
- E** I know. Look, I've got to go. Max will be home soon. See you tonight.
- A** Yeah, OK. Bye.

- d** ▶ **02.21** Play Part 1 of 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 She knows Max used to be in a band.

e Language in context *Being tactful or frank*

- 1 ▶ **02.22** 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 little noisy here.* Ask students: *Was that tactful?* (yes). 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 b
4 a
5 d
- 2 being tactful: walk on eggshells; drop hints
being frank: tell him to his face; be upfront about something; don't beat around the bush

- f** 🗣️ Put students into groups to answer 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

- a** ▶ **02.23** Ask students: *Would you like to be in a band?* 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 (*band*). 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 SB p. 24 if necessary. Check answers as a class.

Answers

- 1 Max will be home 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 in a word group normally has the main stress.

- b** ▶ **02.24** Borrow a student's book and say *This isn't my book*. Ask students if the rule on SB p. 24 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 I know that name.
- 3 You mean it is him?
- 4 Your brother is the Max Rayburn!

- 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 Ana and Emma emphasize different words to communicate more precisely: 1 showing disapproval 2 checking 3 checking / showing disbelief 4 (See answer to question 2 below.)
- 2 "the Max Rayburn" means the famous person named Max Rayburn, 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 this particular person named Max)

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

- e Read out the sentences and encourage students to think of an appropriate follow-up, e.g., *I'll give you a call later.* (*You will? Why? Isn't Nino around today?*) Drill all three sentences. Put students into pairs to make and practice a conversation for each sentence. More advanced students can plan in their heads. Encourage other students to make notes rather than write out the conversations in full. Share answers 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 *worked up* (very worried, nervous, or angry) and *be short of sth* (not having enough of something). Put students into pairs to look at the picture and guess who said the sentences.
- b **02.25** Play Part 2 of the audio recording and tell students to check their answers in 3a. Check answers as a class.

Answers

1 Emma 2 Max 3 Emma 4 Emma 5 Emma

Audioscript (Part 2)

- | | |
|---|--|
| EMMA So, Max, I was thinking – have you thought about the possibility of finding your own place to live? | E Oh, OK, then. Well, you might want to put some thought into where you're going to live. Because you can't stay here forever. You can tell me your plan later tonight. |
| MAX No, I haven't really thought about it, to be honest. | M There's nothing else to say. I just need some space. I need to focus on the band. |
| E Well, I mean, you can afford your own place now, right? | E OK, OK. Don't get so worked up about it. But you really will need to move out at some point... soon! |
| M Yes, in theory. | M Ugh! I know! Aren't you going out somewhere now? |
| E It might be in your best interest to find a place. | E You know, if you had your own place, I wouldn't be there to annoy you. |
| M Find a place? What are you talking about? | M I told you! I don't have time right now! |
| E Well, it would be nice to have your own apartment, wouldn't it? | E All right, all right. Calm down! I'm going to the movies now. |
| M Sure. It would. But I don't want to think about any of that right now. | E We'll talk later. Bye. |
| E Why not? | M Bye. |
| M Well, I've got work and I'm trying to get the band back together. I'm really busy these days. | |
| E And ...? | |
| M I don't know what else to say! | |

- c **02.25** Ask students to read the questions and write down any answers they remember. Play Part 2 of the audio recording again for students to answer the questions or check their answers. Check answers.

Answers

- 1 He can afford his own place.
- 2 She wouldn't be there to annoy him.
- 3 He's trying to get the band back together.
- 4 He's been really busy.

- d Put students into groups to discuss the questions. Share answers as a class.

EXTRA ACTIVITY

Ask the students to look at the Part 2 audioscript on SB p. 3 and find the word used in written dialogue to represent the sound that people make to show something is very unpleasant (*ugh*). Tell students to try and guess what these sounds mean when used in writing: *ahem* (a little cough to get attention), *tut-tut* (disapproving), *uh huh* (to show you agree with or understand what someone is saying), *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.

Suggested answers

- 1 It depends if there is a train coming or not; it's fine if there's no sense of urgency.
- 2 Look out! / Don't stand there – you're on the train tracks! / Get off the tracks! / Move!, etc.
- 3 if someone were unintentionally in the way of somebody else and there were no urgency or danger involved / if there were plans to build an airport near your home / if your neighbors were very unpleasant, etc.

- b **02.26** 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.* (See *It's time* used to express criticism in Grammar Focus 10A on SB p. 156.)

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 best interest to
You might want to

- d Tell students to complete the sentences with expressions in 4b. Check answers.

Answers

- | | |
|------------------------------------|-------------------------|
| 1 might want to | 4 about time |
| 2 thought about the possibility of | 5 your best interest to |
| 3 a lot to be said for | |

FAST FINISHERS

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

- e Put students into pairs to say which conversation is more formal and to think of possible contexts. Check which is more formal and compare ideas on context as a class.

Answers / Suggested 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 coworkers discussing a contract.

f  Tell students they should first think of the context of the conversations. Then, have them read the sentences from 4b to use in their conversations. Walk around the class giving feedback when needed.

 LOA TIP MONITORING

During a freer speaking activity in groups (or pairs), do not interrupt students unless students make errors with the target language or conversation breaks down. Listen and make a note of other errors you notice that you feel would be useful for the students to focus on. At C1, it can be useful to correct for mismatched register as well as incorrect lexis. If you notice any particularly good language use, including consistent use of formal or informal register, note this too without making it clear who said them. Write up your notes on the board and point out good use of language and elicit corrections as feedback.

5 SPEAKING

➤➤ Divide the class into pairs and assign A and B roles. Student As go to SB p. 127 and Student Bs go to SB p. 131. Tell students to read about their problem and think about what to say. Students take turns telling their partner about it, paraphrasing rather than reading aloud. They should give each other advice including two suggestions, using the language for advice on SB p.27. Put students into groups to compare the advice they gave. Share answers as a class.

 EXTRA ACTIVITY

➤➤ Put students into new pairs. Ask them to role-play a conversation between either the two roommates 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

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

- discuss different sports activities
- take 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

 OPTIONAL LEAD-IN

Books closed. Give these examples of possible new sports: *underwater golf, synchronized 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.

1 LISTENING AND SPEAKING

a  Ask students what kind of activities their college or school have organized 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  **02.27** Play the recording. Tell students to listen to the speakers and take 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

LUPITA 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 rent the wetsuits and everything like that. But the feeling of being swept along by the current of the water was a little 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.

ANGELO I did both the social club 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 little 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 club who came with us. I mean, we had a good enough time just with ourselves, but it was a little odd that no one from the committee was there. Not very friendly, I thought.

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 little risky. And then with the bungee jump – well, I've never really understood the thrill of throwing yourself off a bridge. I'm pretty 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 club.

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 someone else, or from a particular source of funds

- c**  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 analyze 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 club 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. Share answers 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 giving 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 that does not belong 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 type of text or context)

- d** Ask students to give three examples of transition words, e.g., *but*, *however*, *because of*. Elicit that transition words 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 transition words in the report. Check answers.

Answers

- | | |
|---------------------|---------------|
| 1 In contrast to | 4 Despite |
| 2 Nevertheless | 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 transition word?* isn't an easy question to answer. *Could a conjunction be a transition word?* is easier because it requires a Yes/No answer. *Could words like "but" and "so" be transition words?* is easier still because there are concrete examples.

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

I'll try it, even though I'm scared. (concession)

Unlike soccer, rugby is pretty 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 types of comparison, and more. Some transition words, e.g., *however*, can be used flexibly for different types of contrast, but others only have one use, e.g., *even though* for concession, *unlike* for comparison. Students match the sentences and underline the transition words.

Answers

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

FAST FINISHERS

Ask fast finishers to choose three of sentences 1–6 and finish them in a different way, e.g., *I ... not everyone agrees that they belong in the social club.*

- f >>> Students complete the exercises in Writing Focus 2D on SB p. 170. Tell students to complete the sentences in Exercise a with transition words from the box and then, in Exercise b, to think of alternative answers from the chart. Check answers as a class. Students rewrite the sentences in Exercise c using the transition word in parentheses. 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 / Suggested answers

- a 1 Regardless of 3 By comparison 5 On the contrary
2 However 4 Even though 6 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 foreign 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 take notes, based on their discussion in 4a, under each heading with possible transition words. Read the Writing Tip with the class and remind students to keep 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 transition words covered in the class.
- 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 dollars 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	Subsidizing extreme sports
\$5,000	Grants to students in financial hardship
\$3,000	New sports equipment for the student sports hall
\$2,000	Subsidizing 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 near |
| 4 the | 8 too |
| 5 more | |



FAST FINISHERS

Ask fast finishers to write two more sentences each with a blank 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 c |
| 2 a | 5 b |
| 3 e | |

- 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 child |
| 3 no | 7 stones |
| 4 truck | 8 ice |
| 5 ill | |

3 WORDPOWER Idioms: Movement

- a 02.28 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.

Answers

- | | |
|--------------|------------|
| 1 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

- do something you are afraid of
- get a sudden strong feeling
- accept something eagerly
- having a series of successes
- 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.* (soar). Students choose two words or expressions and write two sentences with a blank space for the word/expression. They read their sentences aloud 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



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 summarize details, attitudes, and opinions in articles about various types of travel experiences
- follow broadcast material, including a speech and a podcast, and extended speech about various types of travel experiences, and take notes and summarize 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 emphasize 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 summarize 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 on the rocks, be swamped, a drop in the ocean, get the lie of the land, out of the woods, an uphill struggle*

P PRONUNCIATION

- Intonation in inversion structures
- Word stress
- Glottal stops
- Consonant groups across two words

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 traveling. Tell them to translate and explain them to the rest of the class.

Suggested answers

- 1 Traveling 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 below. Share answers as a class.

CULTURE NOTES

This photo shows people trying to help a bus that fell 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 meters with no barriers to stop vehicles falling off the cliffs. The rainy season from November to March is particularly dangerous and 200–300 travelers 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 giving feedback, ask some students to tell their story to the whole class.
- c  Put students into groups to discuss whether they would enjoy a trip on this road or something similarly extreme. Share answers as a class.

EXTRA ACTIVITY

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 cell phones, they could send the text to a partner, compare their messages, and write back answers.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write these sentences on the board:

- 1 Travel broadens the mind.
- 2 He has got itchy feet again.

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 (take care of 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.

1 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 (/ke'ri.biən/) Sea. Put students into different groups to discuss the different volunteer jobs. Share answers as a class.
- b** Students discuss the questions in the same groups. Share answers as a class.
- c** Ask students to look at the pictures and ask: *Why do you think the boy is wearing a hard hat? What are the children at the table doing?* Tell students to 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.

Suggested 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, 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

VOCABULARY SUPPORT

chilling – (informal) spend 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 summarize 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 take 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 many 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 c | 3 f | 5 b | 7 g |
| 2 e | 4 a | 6 h | 8 d |
| 2 1 in | 2 out | 3 of | |

EXTRA ACTIVITY

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 check 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

- c Tell students to think of reasons for why these sentences might be inverted. Ask students to share their reasons with the class and have them 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 a2 b1 3a1 b2 4a1 b2 5a2 b1
- b 2 Only in the evenings did we feel relaxed.
3 Barely had I gotten home when the phone rang.
4 Seldom does Rita take responsibility for her actions.
5 Not a single store did we find.
6 On no account will I accept
- c 2 No sooner had I arrived 5 not a single person did I see
3 not in a million years did I think 6 Rarely have I been
4 Not until 9:00 did I find

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. Share answers 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).
- c Give your own short example of a travel story using inversion. Tell students to prepare their story individually and practice. 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 aloud 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; corruption; disillusionment; failure to understand local context; lack of criticism of volunteering

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 organize 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 realized 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 travelers, 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 fueled 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 criticize the good intentions of these volunteer travelers. 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 check, 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 summarize what Daniela says. You may wish to help students with the meaning of the phrases in the Vocabulary support box. Check as a class.

Suggested 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 organization) and started a travel company for volunteers going to Cambodia.
- 4 The increasing number of programs 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 Praising the efforts mean that they ignore the fact that young volunteers' efforts are often wasted. Instead of really helping people, the volunteers are the ones who benefit the most.

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 traveling or working

be fueled 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 behavior 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 chart 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 | |

- c **03.04** **Pronunciation** Play the first sentence of the 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>h</u> ardship | 6 well <u>o</u> ff |
| 2 <u>i</u> mpoverished | 7 <u>d</u> isposable <u>i</u> ncome |
| 3 <u>a</u> ffluent | 8 <u>d</u> eprived |
| 4 <u>p</u> rosperity | 9 <u>l</u> ive within our <u>m</u> eans |
| 5 <u>m</u> ake ends <u>m</u> ee <u>t</u> | 10 <u>d</u> estitute |

- 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. Share answers 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*, etc. Tell students to take notes under the categories.
- c 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

 OPTIONAL LEAD-IN

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

- 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 trip.

1 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 trip. Check ideas as a class.

b Ask students to look at the pictures of Will and say what kind of environment this looks like (tropical rainforest). 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 transportation. Then put students into pairs to discuss question 3 and share answers 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.
- 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.
- 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

- 1 in the future
- 2 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 trip

 LOA TIP ELICITING

- When you elicit grammar, use a simple personalized 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) + infinitive (*was planning to start, was expecting it to be*); *be going to* + infinitive (*was going to paddle*); *would* + infinitive (*would + be*); simple past *be* + 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 trip. Encourage students to use a variety of verb forms. Students compare their sentences in pairs. Share answers 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. Share answers 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 wilderness). 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 bad earth

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 area

- 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 ►► 03.05 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 share answers as a class. Tell students to go back to SB p. 35.

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 plain
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 trip. 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 of 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 meters 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 summarize what Will says about each picture. Use the Vocabulary support box to help where necessary but also refer students to the Learning Tip and emphasize 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-colored 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 meters long with white water 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 gray or white feathers that lives near water

kingfisher – a small brightly-colored 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 organizing/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

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 trip 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 switch 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* = 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. Share answers as a class.

Answers / Suggested answers

- | | |
|-----------------------|----------------|
| 1 mate | 4 I guess |
| 2 just get | 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. Share answers as a class.

4 READING

- a Check students understand *malaria*, a disease you can get from the bite of a particular type of mosquito which causes periods of fever and makes you feel very cold and shake. Put students into groups to answer 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 forest.
- 2 a bad headache, a fever, pain in his joints
- 3 Make contact with someone (on the Sierra Leone bank) and get to the 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.

Suggested answers

- 1 It is almost silent so you can approach wildlife discreetly. Rivers are a very good place to see wildlife feeding, drinking, and socializing.
- 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

unencumbered – without anything that makes it difficult to 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

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 color with

be no stranger to sth – be familiar with something

FAST FINISHERS

Point out the blank in the text on SB p. 37 marked by [...]. Ask fast finishers to write two or three sentences to complete this blank. Tell them to compare their ideas with another fast finisher.

- d Ask students if they think Will could have done anything to avoid getting sick. Put students into groups to answer the questions. Share answers 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 grind | d prop up | g shrug off |
| b teem | e crouch down | h fret |
| c haul | f peel | i 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* (simple past, would + 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* (simple past 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

- past perfect continuous
- would + infinitive
- past perfect
- past continuous
- past perfect passive
- simple past passive
- simple past

- b** **03.09** 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 vacation 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 crying |
| 3 was to have paid | 8 got |
| 4 had been planning to make | 9 had been going to give |
| 5 wondered | 10 would |
| 6 was driving | |
| b 2 hadn't gone | |
| 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) apologized | |
| c 1 ✓ | 4 has sent had sent |
| 2 are were | 5 ✓ |
| 3 ✓ | 6 she'll she'd |

CAREFUL!

A typical student error is to use the past perfect rather than the simple past, especially following time conjunctions like *when*: ~~*I became very upset when the bus had broken down and the visit was canceled.*~~ (Correct form = *I became very upset when the bus broke down and the visit was canceled.*)

- c** Put students into pairs to compare the verb forms. Check answers as a class.

Answers

- had heard* implies the action is now complete and finished, he has stopped hearing the primates; *had been hearing* implies he is still hearing this noise
- 'd hear* implies it happened every day on his trip, as a routine; *heard* implies this happened once on his trip
- 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; *was summoned* describes a completed action, the next thing that happened in a series

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

- with a time expression
- opening paragraph: to set the scene
closing paragraph: to summarize the experience

- b** Ask students if they have read *Around the world in 80 days* (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 and a Jean-Marc Vallée movie with Reese Witherspoon), or any other books about travel and adventure. Put students into groups to read the prompts and talk about an adventurous trip made by themselves or other people, real or imaginary. Share answers 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 summarize 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 aloud 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.

- e** Put students into groups to share their stories. Each group should decide on the most interesting story to tell to the whole class. When giving feedback, provide error correction on the use of narrative tenses and descriptive vocabulary.

ADDITIONAL MATERIAL

Workbook 3B

Photocopiable activities: Grammar 3B, Vocabulary 3B

 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 about their experience with meetings or interviews. Ask students what are some possible reasons for an interview to go wrong, e.g., arriving late. Put students into groups to answer the questions. Share answers as a class.
- b**  Tell students they are going to listen to Ryan presenting his idea to Marco. Ask students to make a list of questions that they think Marco will ask. Check ideas as a class.
- c**  **03.10** Play Part 1 of the audio recording and ask students to check their answer in 1b.

Answers

So where did you get the basic idea for *Solar Wind*, Ryan?
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 is *Solar Wind* really about?
It's a drama set in space? A space soap opera?
Why don't you work on your pitch some more and come back next week and we'll try this again?

Audioscript (Part 1)

- RYAN** Hello, Mr. Peters. Ryan Miller.
Nice to meet you, sir.
- MARCO** Yes, you too. Please, call me Marco.
- R** Thanks, uh, Marco. I really appreciate you taking the time to meet me.
- M** Yes, yes. Well, my assistant said you have a fantastic idea for a TV series. So, let's hear it!
- R** OK! So the title is *Solar Wind*. It's a story about space travel. And basically, in a nutshell, a group of explorers are visiting a remote planet that is populated by people, but they're not really people, they're aliens! Now, these aliens look very similar to humans but have a radically different culture.
- M** OK, OK. So where did you get the basic idea for *Solar Wind*, Ryan?
- R** Well, the idea came to me when ... Uh, it came to me when ...
- M** I mean, did you get the idea from your own travels and experiences of other cultures, for example?
- R** I haven't really traveled much, actually. I was planning a trip across Asia once ...
- M** All right. So, in other words, it all just came from your imagination, then?
- R** Well, you could say that, yes.
- M** OK. Were you interested in science fiction growing up?
- R** Uh. Well ... Yeah.
- M** You know, with a TV pitch like that, most people would be out the door by now, but since you're a friend of my assistant, we'll continue. What is *Solar Wind* really about?
- R** Uh ... I guess, what I meant by that was, it's about how we question our own culture and values when we meet a different culture. The situations the characters find themselves in will be dramatic and life changing.

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 groups over word boundaries
- learn phrases for exaggerating
- paraphrase and summarize ideas using a range of functional language

- M** Right, I see. So it's a drama then?
- R** Uh, I'm sorry?
- M** It's a drama set in space? A space soap opera?
- R** Uh... Well, I guess it's more like a travel show set in space. With some comedy thrown in.
- M** Oh, well, now, that sounds more interesting. I'll tell you what. Why don't you work on your pitch some more and come back next week, and we'll try this again?
- R** Oh, can we? Yes! Thank you, sir! I really appreciate it!
- M** Oh, and Ryan, it needs a "hook," or to put it another way: a good story needs something more than aliens and remote planets to keep our attention. Got it?
- R** Yes! You won't be disappointed! Thank you!

- d**  **03.10** Play Part 1 of 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
2 a
3 c

 FAST FINISHERS

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 answer the questions. Ask students to share interesting interview stories with the class.

 EXTRA ACTIVITY

Ask students to work in pairs and rewrite the meeting between Ryan and Marco with Ryan confidently giving interesting and articulate answers to all the questions. Ask some pairs to act out their interview to the class.

2 PRONUNCIATION**Sound and spelling: t**

- a**  **03.11** Before you play the audio recording, ask students to think of examples of the pronunciation of /t/ that might be different, e.g., *fiction*. Then play the recording and have students identify the words that have the /t/ sound. Check answers as a class.

Answers

travel
tell
get: pronounced /ʔ/ (technical term is "glottalized")
travel, tell: pronounced /t/
actually: pronounced /ʃ/ or /tʃ/ (technical term is "palatalized")

- b 03.12 Before you listen, see if students understand the exercise by reading the words in the chart and pointing out the different sounds. Ask students to try to put the words in the correct group before you play the recording. Play the audio and check the answers as a class.

/t/	/ʔ/ (glottalized)	/tʃ/ or /tʃ/ (palatalized)
trip	out	culture
too	different	fiction
	about	

LANGUAGE NOTES

There are three patterns for the pronunciation of /t/. At the start of a syllable, /t/ is pronounced normally, like /t/. At the end of a syllable, /t/ is often glottalized (some students might have the impression it's been "swallowed"). The symbol for this sound is /ʔ/. In unstressed syllables, the letter combinations *ti* and *tu* are often pronounced /tʃ/ or /tʃ/. (The technical term for this change is "palatalization".)

FAST FINISHERS

Ask fast finishers to see how many other words they can add to each group. Have them check among each other, but give feedback if necessary.

- c Have students read the words in Exercise c individually and try to add them to the different groups in Exercise b. Don't check the answers at this point, but encourage students to discuss among each other.

Answer

The version of the /t/ sound that you would expect to hear:
pronounced /t/: top, true, teeming
pronounced /ʔ/: (glottalized) went, planet, remote
pronounced /tʃ/: (palatalized) question

- d 03.13 Play the audio recording and check the answers.
e Drill the words, concentrating on the pronunciation of /t/.

LOA TIP 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 word with the whole class. Then say each word yourself and drill. Repeat, but go through the words more quickly. Then choose individual students to repeat individual words after you.
- As a final stage, put students into pairs or groups (or both in separate stages) to drill among themselves. Monitor and make sure that all students are involved and pronouncing the /t/ where it's natural to do so.

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 helpful feedback from Eve would be. Then play Part 2 of the audio recording for students to check. Check the answer as a class.

Answer

Yes. She was surprised that Marco had given Ryan a second chance, so Ryan felt better about how it went.

Audioscript (Part 2)

EVE Oh, hello Ryan. How did it go?
RYAN He didn't tell you?
E Uh, no. I haven't spoken to Mr. Peters. He's in another meeting.
R It was an outright disaster! I came across as a total idiot!
E Calm down. I'm sure it wasn't that bad!
R OK, let me try and think about this rationally. All things considered, I think my first and last TV pitch, listened to by one of the most powerful TV producers in LA, was, how can I put this...? ... A complete and utter embarrassment! My writing career's totally ruined!
E And I'll never be able to show my face in this town again! Yes, I think that just about sums it up.
E Chill out. Look, Marco hears bad pitches all the time. How did he leave it with you?
R He told me to come back next week and "try again." Oh, this is so embarrassing.
E WHAT? He told you that? That's fantastic! No one gets a second chance like that. You'd better work on your pitch!
R Really?
E Yes! Now get to work. I'll talk to you later.
R OK. Bye. And thank you.

- c 03.14 Tell students to complete the sentences. Then play Part 2 of the audio recording again for students to listen and check. Check as a class.

Answers

1 bad 2 put 3 face

EXTRA ACTIVITY

03.14 Put students into groups. Play Part 2 of the the audio recording again. Pause after *How did it go?* and ask students to write down as much as they can remember of Ryan's reply. Play the audio recording again for students to check.

d Language in context Exaggerating

- 1 03.15 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 Ryan's words. Play the recording for students to check their answers.

Answers

1 outright 2 total 3 complete and utter 4 totally

- 2 Put students into groups to discuss why they think Ryan exaggerated about his interview and in what situations people exaggerate. Give the example that older people may exaggerate about how hard life was when they were younger. Share answers as a class.

LANGUAGE NOTES

Point out that *outright* can also be an adverb e.g., *Why the mystery? Why don't you tell me outright?* 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*).

- e Ask students to give an opinion on how much you should prepare for a meeting or interview. Ask students to suggest some things you can prepare for e.g., make sure you know how to get there. Put them into groups to discuss the questions. Take feedback as a class.

4 USEFUL LANGUAGE

Paraphrasing and summarizing

- 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 summarize 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 summarize

- b  03.16 Students complete the extracts with the phrases. Play the recording for students to check their answers.

Answers

1 in a nutshell 3 sums it up
2 what I meant by that was 4 in other words

- c Students decide which phrases are paraphrasing and which are summarizing and complete the chart. Check answers and drill the phrases.

Answers

Paraphrasing: to put it another way; in other words; what I meant by that was
Summarizing: all things considered; in a nutshell; sums it up

FAST FINISHERS

Ask fast finishers to look at the audioscripts for Parts 1 and 2 on SB p. 4 and 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 phrasal verbs with *up* and to list them in their vocabulary notebook with their meanings.

- d Books closed. Read aloud each of the expressions in 4b with a mistake in it, e.g., *in another word*, and tell students to correct you. Then tell students to complete the sentences using their own ideas. Share answers as a class.

5 SPEAKING

»» Tell students to go to 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 yellow bubbles and Student Bs the gray bubbles and role play the four conversations. They then switch roles. Monitor and make sure students are paraphrasing and summarizing 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, 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, etc. Put students into groups to answer the questions. You could tell students to answer this in two categories: places in their country and places abroad. Share answers 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. Share answers 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 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 Inca remains/walls, romantic atmosphere, 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 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 center 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 center 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 little 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 stores 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 center much anymore because it's too crowded. They tend to go to other parts of town which aren't so touristy. I think it's a shame the way tourism tends to takeover 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 center's full of tourist stores 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 town. 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 pretty tiring, though; Cusco's over three thousand meters 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 views
tiled roofs
well preserved
crowds of tourists



FAST FINISHERS

Ask fast finishers to find these words in the audioscript on SB p. 5. Tell them to mark the number of syllables and the stress: *narrow* (2), *lovely* (2), *spoiled* (1), *crowded* (2), *character* (3), *breathtaking* (3). Ask students to write three sentences with blanks for three of these words and to give them to another fast finisher. Students take turns reading aloud the complete sentence to their partner with the correct pronunciation of the word, e.g., My niece gets everything she wants. She is very _____. (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). *Can we use “hordes” in the singular?* (Yes, but it's less common.).

- c  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. Share answers 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 organizing vacations 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 and/or the audioscript on SB p. 5 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: The Inca walls are massive with perfectly interlocking stones; a foundation for the colonial buildings; churches and palaces are slightly forbidding; built of gray stone.
The Inca citadel: it's ruined; it's called Sacsayhuamán; 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 *italic* with words or phrases from the article. Do the first one as a class by asking students to read aloud the first paragraph until they find the phrase that could be substituted with *were very helpful* (*put themselves out for us*, that 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 pretty rough
- 5 great photo ops
- 6 authentic cuisine
- 7 reasonably priced
- 8 overpriced

- b** Give students time to read the review again if necessary and have them complete the exercise individually. Before sharing with the class, divide them into pairs to see if they had similar ideas. Check answers and 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.



FAST FINISHERS

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), *vaca* (vacation/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) pretty 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 Exercise a–d as a class. In Exercise 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.

Suggested answers (Writing Focus 3D SB p. 170)

- a 1, 3, 4
b *We* walked up to the citadel in the afternoon. *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 city. *We're/I'm* 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.
3 *The* best time to visit *is in* the late fall. *There* *aren't* any tourists *and it's* great weather.
4 *I* 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 the foot of the cliff – great for cooling off.
e Students own answers
f 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. Share answers 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).

- d** Tell students to read aloud 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

1 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

- 2 would be taking
- 3 had been arriving
- 4 had used
- 5 might complain
- 6 would be

 EXTRA ACTIVITY

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 8:00 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 “center”? (heart).* Students complete the sentences individually. Check as a class.

Answers

- | | |
|--------------|------------|
| 1 heart | 5 arid |
| 2 vegetation | 6 pristine |
| 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

- b  **03.18** Read aloud this sentence with a blank for the expression and ask students to complete it: *It will be _____ to raise enough money for my trip* (an uphill battle). Students complete the sentences. Play the recording for them to check.

Answers

- 1 a drop in the ocean
- 2 get the lay of the land
- 3 an uphill battle
- 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: *swampeded this week, out of the woods, get the lie of the land, getting boggeded down with, just a drop in the ocean.*

- c  Put students into pairs to imagine a context for each sentence. Share answers 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 summarize 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)
- *have / get* passives (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, self-confident, 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, vaguely 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/, /dʒəs/, 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. 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 answer the questions. Share answers as a class.

EXTRA ACTIVITY

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 emphasize how (wonderful) each dish tastes. Ask one student from each group to read aloud their list of design features for the class to choose the three most effective.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Read aloud 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 vacation?* Then ask students what they are basing their opinions on and how much they trust their judgement.

1 SPEAKING

- a** 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. Share answers 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 behavior? 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 categorize 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 Exercise a–c. Share answers as a class for Exercise d. Tell students to go back 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	2	3
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 causing people to be upset, embarrassed, or angry; *sensible*: based on or 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 know what people think about you or your actions; *self-confident*: behaving calmly because you have no doubts about your ability or knowledge

CAREFUL!

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/reaction* (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 defense 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 intuition
2 The left brain is logical, while the right brain intuition is intuitive.
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 into 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

- | | |
|-----|-----|
| a 2 | d 3 |
| b 5 | e 1 |
| c 4 | |

- 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 share answers as a class.

Suggested 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
setting yourself up for trouble down the road: causing problems for yourself later – e.g., finding out you need an operation because you didn't see a doctor earlier
one of humanity's oldest survival mechanisms: an instinctive behavior that helped us to survive before civilization – 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 life-changing 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 ride to the subway 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. Share answers 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 a |
| 3 b | 6 e |

- b** Write this noun phrase on the board and ask students to rephrase it using the pattern article + adjective + noun: *a vacation that I won't forget* (an unforgettable vacation). Tell students to rephrase the noun phrases. Check as a class.

Answers

- a chance encounter
- my best/my close friend's dreams
- a day to remember
- a disturbingly vivid dream/an extremely scary nightmare
- dark secret thoughts
- 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 go back 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 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 that 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 stop
3 a brilliantly written book
4 an eagerly awaited moment
5 a one-hour meeting
6 a life-changing injury
7 Ed's bright idea
8 the aunt of the girl I introduced you to
- c hiring decisions, costly 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: *I read 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 program of last year*. (Correct form = *Most students felt fine about last year's program*.)

5 LISTENING

- a  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. Play the recording for students to say what the three speakers agree on. Check as a class.

Answer

3

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 recognize 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?

V 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?

V 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 recognizing 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 something
have sth at your disposal (B2) – have something available for you to use
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. Share answers as a class.

e Language in context *Doubt and uncertainty*

- 1 **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 categorize 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 together/the pattern | |
| d feel it in their bones | |

FAST FINISHERS

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. Share answers as a class.
- b  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. Share answers as a class.
- c  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 personalized example. See which group gets the most points and share the vocabulary information on the board.

Suggested 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 gut-wrenching cry of agony.*
gutted (very disappointed and upset): *City were gutted to lose the final.*
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 toward someone*

ADDITIONAL MATERIAL

Workbook 4A

Photocopiable activities: Grammar 4A, Vocabulary 4A, Pronunciation 4A

LET ME TRY TO
REMEMBER

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 *have/get* passive constructions in speaking and writing
- use sentence stress and rhythm to communicate more effectively

 OPTIONAL LEAD-IN

Books closed. Give students this memory test on Units 1–3.

- 1 *Who is Ellen MacArthur?* (a sailor, Unit 1)
- 2 *In which decade did people use the adjective wicked to describe their favorite 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 in the meeting that Ryan described as “A complete and utter embarrassment”?* (Marco, Unit 3)

Ask the students who got the most answers right to say why they think they have a good memory.

1 LISTENING AND GRAMMAR

have / get passives

- a**  Ask students when childhood ends. Ask if there was a particular moment, like going on vacation without their parents, that signaled the end of childhood. Put students into groups to answer the questions. Share answers 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 share answers as a class.

Suggested answers

1 Tommy

Photo B shows a room after robbers have raided it. Their house was robbed 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 basketball match. The toys were returned but Tommy never played with them again.

Marissa

Photo C shows a shed. Her 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.

Clara

Photo A shows a mother with her daughter on the daughter's first day at preschool. 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 boy asked her to play with him and she did. He became her best friend at preschool but then they didn't see each other for 15 years. Now he's her husband.

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

Audioscript

TOMMY We got robbed once ... and believe it or not, they got the robbers. My parents were having their kitchen renovated – security wasn't very good, and the robbers got in really easily. They took all the usual stuff – the TV, jewelry, but I also had all my toys stolen. That's strange, right? 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 basketball game and had his bag searched as part of security – the thief took the Transformer items to sell to a friend. Now, this particular security guard had a friend who was a policeman who'd told him about the strange theft of my toys, so he 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 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 he's always loved gardening! I'm surprised it didn't turn him off.

CLARA Uh, so it was my first day at preschool, and I was left by my mother. This was the first time I'd been without her. Mom told me the preschool 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.

Uh, 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 throughout preschool, but I actually didn't see him for 15 years afterwards. And then suddenly, we bumped into each other after college 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.

- c**  Ask students what toys were popular when they were children. Put students into groups to discuss the questions. Share answers 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, etc.) Ask if we can say *Sandra had Tim fired*. (yes). Tell students to complete the chart and answer the questions. Check as a class.

Answers

Subject	Verb form 1	Object	Verb form 2
My parents	were having	the kitchen	renovated.
I	had	all my toys	stolen.
He	got	himself	locked in the garden shed.
His disappearance	got	everyone	looking for him.
She	had	me	sitting on my own.
He	got	me	to play when nobody else could.

- yes; no, it doesn't, although *got all my toys stolen* could imply that it was in some way due to his own carelessness.
- 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.

f >>> 04.07–04.08 Students read the information in Grammar Focus 4B on SB p. 145. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. You could have a discussion about the generation gap after c. Ask: *Do children today live in a different world from their parents? Do children today grow up too quickly?* Tell students to go back to SB p. 47.

CAREFUL!

The difference in meaning between *have* and *get* can be confusing for many learners, especially those with Portuguese, Italian, and Spanish L1s. With *have* / *get* passives, 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**
- | | |
|-----------------------|-------------------------|
| 1 got injured | 5 to give |
| 2 get myself measured | 6 have |
| 3 had it checked | 7 had everyone shouting |
| 4 Getting | 8 fixed |
- b**
- 2 Tina worked hard and got herself promoted.
 - 3 I got my bike stolen.
 - 4 Have your eyes checked.
 - 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**
- | | |
|------------|-----------|
| 1 thinking | 5 having |
| 2 handed | 6 to make |
| 3 working | 7 working |
| 4 done | |

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 kind 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 04.09 **Pronunciation Drill** *He got himself locked in the shed*. 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 bike stolen.
- 2 They had me doing all the cleaning for weeks.
- 3 I had my arm broken in a football game.
- 4 She had me doing all her homework.
- 5 It got me thinking about what I'd done wrong.
- 6 I got myself locked out of the house.
- 7 I got my mom to say I was sick.
- 8 My brother got me punished unfairly.

b Tell students the story about George Washington, the first president of the U.S., 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 favorite 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**  **04.10** 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 cell phones 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 take 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, 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 turn 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. Uh, 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. Uh ... my mom came with Marissa to school late in the afternoon and found me and Mrs. James at work. Mrs. James was uh ... a bit embarrassed. Mo ... 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 popularized. Put students into groups to answer the questions. Share answers 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 *lineup* (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; unspoken behavior by the police can influence the witness' 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

embellish: make something more interesting by adding something to it

bear little resemblance to: be very different from

thrive: to grow well

malleable: the quality of 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 e |
| 2 b | 5 a |
| 3 f | 6 c |

- 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.



FAST FINISHERS

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 >>> 04.11–04.12 Students complete the exercises in Vocabulary Focus 4B on SB p. 161. Play the recording for students to check their answers to Exercise a and b. Tell students to go back to SB p. 49.

Answers (Vocabulary Focus 4B SB p. 161)

- | | |
|-----------|----------------|
| a 1 vague | 4 lasting |
| 2 painful | 5 vivid |
| 3 distant | 6 photographic |
| b 1 c | 5 g |
| 2 e | 6 f |
| 3 a | 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. Share answers 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	Very 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 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. 130 and Student Bs to SB p. 132. 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.
- b 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. Share answers as a class.
- c >>> 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* /nɪ'mɑ:nɪk/ is pronounced. Share answers as a class.
- d Ask: *Do you think men and women have better memories for different things?* Put students into groups to answer the questions. Share answers 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 colors of the rainbow
- the first seven presidents of the U.S.

+ ADDITIONAL MATERIAL

Workbook 4B

Photocopiable activities: Grammar 4B, Vocabulary 4B

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

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. Share answers 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 answer the questions. Compare ideas as a class.
- b** **04.13** Ask students what they can remember about Ryan's meeting with Marco. Tell students to look at the picture and guess what Jaya, Caroline, and Lucas are discussing. Play Part 1 of the audio recording. Check the answer with the class.

Answer

the interviewer

Audioscript (Part 1)

JAYA So, before we go, can we have a quick word about our last class project?

LUCAS Yes, good idea, Jaya.

J First, how do you think the last project went? The one about psychological interview techniques? Where Caroline demonstrated how to interview someone?

CAROLINE Well, if you don't mind me saying so, it was like trying to get blood out of a stone.

J Yes.

C It wasn't easy to demonstrate good interviewing skills because the student volunteer I was working with wasn't very talkative.

L Tell me about it! If you ask me, maybe he should stick to taking notes and not volunteering.

J I see where you're coming from, but everyone, I think we're forgetting something here. We're still students, but we have to act like professional psychologists in these class projects. And it's our job to get the best from our interviewees.

C OK, Jaya, but I thought I was being ... professional.

J Look, don't take this personally, Caroline. I'm trying to be constructive.

L Really?!

C Are you saying it was my fault?

J I think a good interviewer can get blood out of a stone.

C OK ...

J I think we all need to learn from this.

C I take your point, but I'm not sure there's anything else I could've done.

J I beg to differ. I agree your volunteer wasn't particularly forthcoming, but my feeling is that there's always a way.

L No offense intended, Caroline, but ... I couldn't understand why you were asking about memories, when we were supposed to be asking about anxieties.

C Well, surely his anxieties come from his memories, right?

L I guess, but ... Anyway, he was clearly a tough nut to crack.

J With all due respect, Caroline, I don't think you should be the interviewer for our next project. We need to bear in mind that we're getting graded as a group here. It's about getting results. We could lose a lot of points with an interview like that.

C OK, point taken.

J Let's pick this up again after class tomorrow.

- c** **04.13** See if students can name who mentioned the topics and any details about them. Then play Part 1 of the audio recording again for students to check their answers.

Answers

- 1 Jaya: She says they have to get the best from their interviewees in their projects.
- 2 Jaya: being professional involves getting the best from interviewees; Caroline: she thought she was being professional during the previous class project
- 3 Caroline: the student volunteer was difficult to work with; Lucas: says the student shouldn't have volunteered; Jaya: says there's always another way to make someone talk
- 4 Jaya: they have to act like professional psychologists

EXTRA ACTIVITY

Ask students to research psychological interview techniques or the best ways to interview someone online, or on their cell phone. Ask students to find one suggestion to give to Caroline as a constructive criticism. Share answers from the class.

- d** Put students into groups to discuss the questions. Share answers as a class. Ask students if they agree with Jaya that it was Caroline's fault.

- e** **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

- 1 like trying to get blood out of a stone
- 2 a tough nut to crack

FAST FINISHERS

Ask fast finishers to use dictionaries to find out other idioms with *blood* and *nut*.

2 USEFUL LANGUAGE

Being tactful in formal discussions

- a** Ask students if they can remember any expressions describing tactful behavior 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 to students orally.

Suggested answers

- 1 **A** If you don't mind me saying so, my article was pretty clever.
B No offense intended, but I beg to differ. It was potentially offensive.
A I see where you're coming from, but people shouldn't be so sensitive.
B I take your point, but you need to be more tactful.
- 2 **A** If you don't mind me saying so, I think I handled that meeting pretty well.
B With all due respect, you allowed Leon to talk for too long.
A I take your point, but you could have interrupted him and helped me out.
B I beg to differ. 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. Personalize 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

- a  **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 joint made by tying together the ends of a piece or pieces of string, rope, cloth, etc.).

Answers

- | | |
|-----------------------|----------------------------|
| 2 weigh way | 6 hole whole; seen scene |
| 3 knot not; fare fair | 7 grate great; wait weight |
| 4 settles 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 others 4 locked inside

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 one word.
- 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 3e on SB p. 36).
- A final /n/ sound may become a /m/ sound if the following sound is /m/, as in *min(d) me*.

4 LISTENING

- a  Tell students to look at the picture and say why Caroline looks so upset. Discuss the question as a class.
- b  **04.16** Play Part 2 of the audio recording for students to check their answer in 4a.

Answer

Lucas is supportive of Caroline. He wants to help her.

Audioscript (Part 2)

- CAROLINE** Phew, that was difficult!
LUCAS What, Jaya? Yeah, she can be kind of rough, can't she?
C You're telling me!
L It's the first time I've heard her criticize anyone like that. Sorry it was you.
C Yeah, well, I don't take it personally. She's just trying to help. And my interview technique wasn't great.
L I think she's more concerned about our group's grade pulling her grade down!
C You hit the nail on the head!
L Yeah. Well, next time she can demonstrate the interview techniques. It's more difficult than it looks!
C You've got that right.
L Yep.
C Well, I appreciate your feedback on the interview.
L Sure, no problem. If you want to practice interview techniques, I'm available.
- C** Thanks. Oh, actually ...
L Yes?
C Well, y'know your friend Melody? I think she'd be interesting to interview!
L You do?
C Yes! She grew up in Argentina, but moved to Texas when she was ten. She spoke Spanish but then learned English. I wonder how that experience shapes her memories, you know? Like, are her memories in two different languages?
L Oh, wow. That's an interesting idea! Why didn't I think of that?
C Anyway, could you give me her number? Do you think she'd mind?
L I don't think she'd mind. She likes you. But you should tell her the interview is for your psychology class, though!
C Well, of course! We're professionals, remember?

- c  **04.16** Ask students to read the questions. Then play Part 2 of the audio recording again. Students answer the questions. Check answers as a class.

Answers

- They say her criticism is rough, but she's mainly concerned for her grade.
- Lucas offers to allow Caroline to interview him.
- Caroline requests Lucas's friend Melody's phone number so she can interview her.

- d  Put students into pairs to discuss the question. Compare ideas as a class.

e Language in context Showing strong agreement

- 1 04.17 Tell students to complete the expressions. Play the recording for students to check their answers. Concept check the meaning and ask which expression means *I feel the same way* (Tell me about it!), *You are exactly right* (You hit the nail on the head!), *I know this already* (You're telling me!).
- 2 04.17 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!

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, 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 switch roles, perhaps in new pairings. Monitor the role plays and check answers as a class.

+ ADDITIONAL MATERIAL

Workbook 4C

Photocopiable activities: Pronunciation 4C

Unit Progress Test

4D

SKILLS FOR WRITING

So what was her breakthrough moment?

OPTIONAL LEAD-IN

Books closed. Tell students to list as many different types 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 type of music and the performers they have listed.

1 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 take notes. Then put students into groups to discuss the questions. Share answers as a class.
- b Ask if students know of famous people that started their career on YouTube. Tell students to read the five things Anita Coronel says and then put them into groups to discuss how these things may have affected her. Share answers as a class.
- c 04.18 Tell students to listen and summarize what Anita says about the influences in 1b. You may wish to pre-teach the phrases in the Vocabulary support box. Check as a class.

Suggested answers

- 1 She didn't sing in public; she wasn't a child prodigy.
2 He encouraged her to sing in public and make YouTube videos.
3 She became less shy about performing.
4 The taxi driver liked the songs and offered to take her to meet a studio manager. It was her "breakthrough moment."
5 She became known, and she started getting followers on YouTube.
6 It was her family language, so it was like going back to her roots, a liberation.

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 organize information more efficiently in writing
- write an article based on an interview

Audioscript

- INTERVIEWER** In just over a year, you went from being almost unknown to being a major star. How do you feel about that?
- ANITA** Well, I feel really really happy about it; it's very cool. And going on tour, I'm really excited about that; it's going to be an awesome experience.
- I** Have you always felt you had talent, that you'd be a star one day?
- A** Not really, no. I'm not one of those people that people point to and say, look, when she was five years old you could tell she was a prodigy, she already had it in her. I wasn't like that at all. I've always liked singing, but I never performed in public.
- I** But did you always know you wanted to be a singer?
- A** As a child, you mean?
- I** Yes.
- A** As a child, no, not at all, 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, no way!
- I** But that changed.
- A** Yes, it was because of my grandpa, partly. He was a good singer. He always liked to sing and told me I should use my talents. He knew I was writing songs and I was singing them, and he gave me a push, encouraged me to start making recordings, so I did a few YouTube videos, just like for fun, you know.
- I** So when was the big breakthrough? How did that happen?
- A** Well, you won't believe this, but it was a taxi ride.
- I** A taxi ride?
- A** Yeah, that's right. This was when I was still in high school. Some guys I knew had a band and I joined them as a singer, and I also wrote the songs. You know, we recorded stuff together, that sort of thing, pretty basic stuff, really. And anyway, one night I took a taxi home after the session, and I got to talking with the driver. He seemed really interested, and he said he used

to work in the music industry, so I played him one of the songs we'd recorded. And he seemed really really impressed, asked for my number, and I thought why not, no harm.

I OK.

A Then, a few hours later, I got a text from him, saying there was a studio manager he really wanted me to meet and could he pick me up and take me there?

I So you went?

A Yeah. Maybe I was being a bit naive. I mean, he could have been anybody, know what I mean? But he seemed like a cool guy, so I got the rest of the band and we went together. Anyway, it turned out it was all for real.

I There really was a recording studio?

A Yes, and the manager, he had listened to the songs and he offered us free use of his studio and started recording our music. But the incredible thing was, this guy also ran a radio station, a pop music station. And so he started playing the songs, all

the stuff we recorded. And that's what really changed everything.

I So then what happened?

A Then people found me on YouTube, and after a week I had like a thousand followers, then the next week 5,000, then 10, and it just grew and grew from there. I couldn't get my head around it at all. As I say, I guess I was just really lucky.

I And your earlier songs were in English.

A That's right, yeah, 'cause that's what I spoke with all my friends, and with the band. But my background is Hispanic. My mom and dad are from Mexico, so at home we speak Spanish, of course. And then one day I thought, "Why am I writing songs in English? Why not in Spanish?" So I did, and it felt so good, just incredible. It was like a journey back to my roots; it was where my heart is. So it was a kind of liberation for me, I guess.

I And they were your really big hits.

A That's right, yeah. That's when I really found my voice, with those songs, yeah.

VOCABULARY SUPPORT

prodigy – child with great ability

(and) *that sort of thing (inf)* – used to show that what you have just said is only an example from a larger group of things

naive – somebody who believes things too easily and does not have enough experience of the world

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.

Answers

- 1 She's one of the hottest new names on the Latin pop scene. Her hit single is called "Mi Vida." She's about to go on tour in the U.S., Canada, and Mexico. She felt shy because she went to an English-speaking school and her first language was Spanish.
- 2 She's excited about going on tour. She never performed in public as a child. Her grandfather encouraged her to perform in public. Her first major hits were Spanish songs. She feels she was naive to trust the taxi driver.

VOCABULARY SUPPORT

far cry from – to be very different from something

disarmingly – in a way that may be suspicious or hard to believe



FAST FINISHERS

Tell fast finishers to make a timeline of Anita's life, starting with her childhood and ending with her planning her first tour.

3 WRITING SKILLS

Organizing 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 three 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. Share answers as a class. See SB pp. 52–53, article, for examples of direct speech.

Answers

- 1 "I guess I just got lucky," she tells me. "It was like a journey back to my roots, to where my heart is," she says. "The moment I started singing in Spanish something changed in me. It was a liberation."
- 2 Suggested answer: It makes the article more immediate; we get a feeling of it being a live interview.

b Ask students why the verb in *She talks to Saul Winthorpe about her new tour*. (in the introductory piece of text) is in the simple present if the interview has already taken place (the simple present 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, simple present
- 2 simple present
- 3 simple past and past continuous



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 *she's had over 40 million plays of her hit song "Mi Vida."* Now *she's about to embark on her first tour* in the first paragraph of the article on SB p. 52. Elicit the two verb forms, present perfect and *be about to*, and why they are used (present perfect for something continuing until now and *be about to* for something that will happen soon). 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. Tell students to highlight *I guess I just got lucky* in the audioscript on SB p. 6. Elicit why Anita uses the simple past rather than the present perfect (Anita is now a professional. She was lucky to have gotten her break in the past but now she no longer relies on luck.).

- 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 connected 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. Share answers as a class.

Suggested answer

- 1 She tells me that, unlike many people in the music world, she was quite shy and serious as a teenager, partly because she spoke Spanish at home and she had to find her feet in an English-speaking world after she moved from Mexico to the U.S.
- 2 After a recording session with her band, she started talking with the taxi driver who was taking her home and played him some of her songs.

- 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 afterward; 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) ... than – 1
- 2 Not until (... did I) – 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 chart with time expressions before completing the exercises. Check answers to Exercise a and then monitor Exercise b–e. Share answers 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 high-paying job on Wall Street.
 - 3 No sooner had I started asking questions than she got up and left the room.
 - 4 It wasn't until we were both laid off that we decided to form a business partnership.
 - 5 It was only years later that I decided to take up horseback riding again.

4 WRITING

- a** Ask students how these settings would affect an interview: an underground train, a movie theater, 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 interviewing each other and take 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 Anita Coronel 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 realized. 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 program to find the schedule for Tuesday.* (Tuesday's schedule). Tell students to find the mistakes in the sentences. Check as a class.

Answers

- 1 recently published
- 2 tarts filled with cream
- 3 bed because our old one
- 4 corner of the table
- 5 to see
- 6 John's wife's friend
- 7 Mr. Singh is the name of
- 8 tell him something difficult

- 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 e | 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 discuss whether they agree or disagree with the sentences in 2b. Share answers as a class.

3 WORDPOWER *mind*

- a **04.19** Say to students: *Would you mind doing the next exercise?* Ask what *Would you mind ... ?* indicates (a polite request). Tell students to complete the blanks 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 aloud 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

- c **04.20** 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

FAST FINISHERS

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 giving 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.

Share answers 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, summarize and relay, and respond to texts describing occupations
- follow and understand details of colloquial radio news stories, recognizing 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 transition words 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)
- Willingness, obligation, and necessity (modal verbs; phrases with *be*; idioms)
- Transition words: *above all, also, besides, furthermore, moreover, what is 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, defense lawyer, do community service, fine, judge, jury, make an allegation of, one-to-one / group counseling, plead guilty to, police officer, prosecution, receive a reduced sentence for good behavior, show evidence in court, solitary confinement, testify in court trial, victim, witness*
- Areas of employment: *agricultural, construction, energy, financial, industrial, manufacturing, public, retail, transportation*
- 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 below. Share answers 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 answer the questions. If students need encouragement, prompt them with ideas from the Suggested answers below. Share answers 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.

EXTRA ACTIVITY

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

WHEN FREEDOM IS TAKEN AWAY FROM YOU

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. Put students into groups to discuss why they think tourists want to visit these places. Share answers as a class.

1 READING

- a** Ask students if they have seen any movies 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. Share answers as a class.
- b** Ask students if they think a prison in Norway would be different from a normal prison. Tell students to look at the photos, say what impression they give and then answer the questions. Share answers as a class. Students then read the article. Check answers as a class.

Suggested answers

- The conditions are very good. Every cell has a flatscreen TV, its own toilet, a shower with large, soft, white towels. Prisoners have fridges, closets, 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.
- Many prisoners have committed very serious offenses such as violent attacks, since Halden prison is one of Norway's highest-security jails.

- 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

- the smell of coffee; the quiet
- through rehabilitation, not punishment
- yes – because it looks like one; no – because you can't leave when you want
- to make it look as if it isn't a prison; to make it seem normal
- those who leave their cell to attend work and educational activities are paid; doing activities makes prisoners less aggressive and stops them getting institutionalized
- being locked in his room at night
- the prisoners didn't stand to attention when Halden's warden came past, but clustered around him and listed their complaints
- it feels like a place where you don't need to feel frightened

VOCABULARY SUPPORT

flagship – the product or service which represents the best of an organization

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 toward others, especially those who are suffering

minimalist chic: a fashionable style in art, design, and theater that uses the smallest range of materials and colors possible, and only very simple shapes or forms

unbarred: without 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

institutionalized: if someone becomes institutionalized, 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. Share answers as a class.

2 GRAMMAR Relative clauses

- a Tell students to match the captions with the photos. Check answers as a class.

Answers

- | | |
|-----|-----|
| 1 d | 3 a |
| 2 c | 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

- the result of which is a 20% reoffending rate compared with over 50% in America (non-defining).
- a mixing studio in which prisoners can focus their creative energy on music (non-defining)
- inside the walls of which prisoners receive comforts often likened to those of boutique hotels (non-defining).
- 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. Share answers as a class.

Answers

the clauses in 2a begin with prepositional phrases:

- | | |
|-----------------------|-----------------------------|
| 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 over 50% in America* 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 05.01–05.02 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 go back to SB p. 57.

Answers (Grammar Focus 5A SB p. 146)

- a 1 g 2 c 3 e 4 h 5 a 6 d 7 b 8 f
b 1 which 5 by which time
2 whom 6 few of whom
3 that 7 which
4 whose

- c 1 Two criminals wanted to escape from the prison, in which they had been held for two years.
2 The criminals shared a prison cell, the floor of which was over the city drainage system.
3 The prisoners were desperate for freedom so they built a tunnel that they could escape through/through which they could escape.
4 When there was a full moon, they went down the tunnel. / They went down the tunnel the night on which there was a full moon.
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 arrested the them, all of whom knew the criminals.
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 U.S. 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. Share answers as a class.

EXTRA ACTIVITY

Put students into pairs and ask them to make a schedule 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 schedule. Ask groups to present their schedule, 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 store* (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 person

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 that you give to someone so that they will do something for you, usually something dishonest, and illegal, bad or dishonest behavior, 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 | 3 comparison |
| 2 impression | 4 vision |

- 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 toward 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.

- e **05.06–05.07** Students complete the exercises in Vocabulary Focus 5A on SB p. 162. Play the recording for students to listen to the sentences in Exercise a and c, and check answers as a class. Put students into groups to discuss Exercise 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 is not true
- b *testify in court*: give, in court, during a trial, (an example of) spoken or written statements that something is true
- 4 a *plead guilty to*: 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 organization after they have been found guilty of doing something wrong)
- b *be found guilty 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 pay attention to 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* (call someone by mistake and not realizing you are making a call). Share answers as a class.

Audioscript

NEWSREADER 1 When it comes to soccer, I'm extremely patriotic. Who isn't? If I go to see the U.S. national team play anywhere in the world, there's only one soccer 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 ... A man goes to Cyprus. Walks up to customs and hands over his French passport. The immigration officer looks at the passport and looks at the man. What's he wearing? An English soccer shirt. Just doesn't match, does it? A Frenchman wearing an English soccer shirt? C'mon! Turns out this guy – this not so clever guy – well, he forged the passport – it was a fake. And, by all accounts, he missed the game. The Cypriot 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 and paying regular visits to a family home – not his family's. 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 juvenile detention center.

NEWSREADER 3 Ever done the pocket-dial thing? It can be a little 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-dialed emergency services. I mean, they thought they were pretty smart – boasting about how the operation had gone so smoothly and how much smarter they were than other thieves. They also talked about where they were going to sell their ill-gotten gains. Of course, what they didn't realize was that an emergency services operator could overhear the whole thing and copied 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's stuck in a high-security facility all nice and safe. Someone manages to smuggle in a cell 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 turns 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 trying to steal some odds and ends from a shed in the Forest Hills 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 wouldn't have gotten away without a whole host of bee stings. So police want to know if there are any medical professionals or pharmacists 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**  **05.08** Play the recording again. Students summarize how the criminals were caught or how the police hope to catch the criminals. They compare answers in pairs. Check answers as a class.

Suggested answers

- 1 An immigration officer noticed that a man with a French passport was wearing an English soccer shirt. The passport 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-dialed 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 cell phone in prison and emailed a release form to officials. He got himself released, but turned himself in after a few days.
- 5 A burglar opened a box containing bees. The police hope that medical professionals or pharmacists will let them know if they have treated someone for bee stings, which are very unusual in the winter.

 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 disorganized, with no skill

d Language in context *Crime*

Ask students what *them* is in 3 (videos 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. Encourage them to look at the audioscript on SB p. 6. 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 pawn broker 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

hand yourself in: voluntarily go to a police station and admit to a crime

- e** Ask students: *How do prisoners communicate with one another?* (cell phones). Elicit the joke (*cell* = a room for a prisoner) 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

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 emphasized 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 answer the questions. Share answers 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. Share answers 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 pharmacist 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 pharmacist 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 pharmacist refuses. Heinz is considering breaking into the store 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.

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 willingness, necessity, and obligation
- Discuss the advantages and disadvantages of different job opportunities

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 answer the questions. Share answers as a class.
- 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.
Kiki works in retail.

Audioscript

MIKE Well, I actually studied biology in college and, uh ... I've always wanted to get into conservation work. Uh ... 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, uh ... so at the moment what's happening is I'm volunteering on the 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, uh ... 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 end up having to pay them for this privilege!

ANDREW I applied for a job in investment banking right after I left college. Uh ... 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. Uh ... 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 layoffs in the financial sector recently. And I certainly want to make as much money as possible while I can.

KIKI I left school uh ... at 16, and I went straight to do an internship in retail. Uh ... unfortunately, by the time I finished my internship, a lot of people were laid off and they couldn't keep me on. So I was unemployed for probably about two years. But, uh, eventually I found a job in this large store selling sports equipment, and I'm still there. I'm working shifts. I work morning shifts, afternoon, and evening shifts. Uh ... 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 uh ... 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, Kiki | 5 Kiki |
| 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 answer the questions. Share answers 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. Share answers as a class.

- e** Put students into groups to discuss the questions. Share answers as a class.

Answers

- sector: one of the areas into which the economic activity of a country is divided
- Students' own answers
- Suggested answers: educational, entertainment, private, service

FAST FINISHERS

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: manufacturing, construction, transportation.
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 subway~~. (Correct form = the **construction** of the subway.). 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**.).

- g** **05.10** **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*.

Answers

- present 2 present
- The stress is on the first syllable in the noun and on the second syllable in the verb.

- h** **05.11** Play the recording. Tell students to write a or b in the checkboxes 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 | b verb |
| 2 a verb | b noun |
| 3 a noun | b verb |
| 4 a verb | b noun |
| 5 a noun | b verb |

Audioscript

- a There's been an increase in employers offering apprenticeships.
- b The number of employers offering apprenticeships has increased.
- a We import most of our stock from China.
- b The majority of our products are Chinese imports.
- a Her attendance record is spotless.
- b Line managers have to record any absences.
- a We don't export anything at present.
- b Exports are lower than expected this year.
- a When are you getting a new contract?
- 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* /rid/ infinitive and /rɛd/ past tense; *house* /haus/ noun and /haʊz/ verb; *aged* /eɪdʒd/ adjective and /eɪdʒd/ 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 answer the questions. Share answers as a class.

2 SPEAKING

- a Ask students to tell you some of the benefits in their jobs or in jobs they would like to do, e.g., *vacation 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 talk about the questions. Share answers 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.

Suggested answers

groom/bride, hero/heroine, lion/lioness, nephew/niece

- b Ask students to think about small business around the neighborhood and what they do or sell. Put students into groups to discuss terms and conditions for small businesses. Share answers 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 butler 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. Share answers as a class. Students then read to check. If necessary, pre-teach *ordnance* (military supplies, especially weapons and bombs), *run errands* (go out to buy or do something). Check answers as a class.

Suggested answers

Bomb disposal diver: safely recovering or disposing of unexploded bombs on the seabed

Private butler: providing a personal service for a very wealthy individual by doing anything the employer wants done at any time

- 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. Share answers as a class.

Suggested answers

lack of privacy: a diver has to live with five to ten people in close proximity for a month or longer and a butler has to live in someone else's home most of the time

risks and danger: physical risks and danger for the diver, though the long hours and the danger of suffering from isolation could adversely affect the butler's health
working hours: unpredictable for both. A diver works to a narrow timescale and only works two months out of three but a butler works long hours and can be asked to do anything at any time.
qualifications and training: essential for a diver, but only advisable for a butler
getting on with other people: essential for both. A diver has to live in close proximity with lots of other people and a butler has to enjoy looking after others and be able to deal with all sorts of people.
impact on family life: negative for both. A diver is away from home for at least six months of the year and it's difficult for a butler to have their own family life.

- c 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. Share answers as a class.

EXTRA ACTIVITY

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 private butlers. Students from different groups pair up and answer each other's questions as if they were candidates.

4 GRAMMAR

Willingness, obligation, and necessity

- 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 It's advisable |
| 2 a mandatory requirement | 6 It's essential |
| 3 be required | 7 be obliged |
| 4 be called on | |

- c Put students into groups to answer the questions. Check answers as a class.

Suggested answers

- 1 You will have to / must be a certified diver.
- 2 You must / have to have the certification.
- 3 You must / have to have an explosive ordnance disposal qualification.
- 4 A private butler must / has to be ready to do anything.
- 5 You should do a course at a training school.
- 6 You must / have to have an eye for detail.
- 7 N/A
- 2 The expressions are more precise and allow a variety of subjects and structures.

- d **05.12–05.13** 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 go back to SB p. 61.

Answers (Grammar Focus 5B SB p. 147)

- | | |
|--|-----------------------------|
| a 2 against | 5 ought |
| 3 required | 6 was supposed to |
| 4 had to | |
| b 2 I have no objection to waiting until the end. | |
| 3 I have no choice but to cancel the trip. | |
| 4 Members of the public are forbidden to go beyond this point. | |
| 5 It is up to you when you leave. | |
| 6 Gerald has got to attend the meeting. | |
| c 2 have no choice but to | 6 be under no obligation to |
| 3 have nothing against | 7 be up to |
| 4 be willing to | 8 ought to |
| 5 be prepared | |

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 college degree is a mandatory requirement.* They continue keeping a score of the number of statements until Student B guesses the job. They then switch 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 student 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.

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 certification/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 – categorize 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. Share answers 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. Share answers as a class.

EXTRA ACTIVITY

Tell students to write a job description for their job or 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, vacation, dress code, etc. 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. 137 to find the average salaries in the U.S. 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 driver's license 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

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?

Have 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) 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 bank manager. Put students into groups to answer the questions and read the strategies. Share answers as a class.

- b** **05.14** Ask students how Ella managed to organize a meeting with Steven (Beth gave her Steven's phone number). Play Part 1 of the audio recording. Students name strategies from 1a and give specific examples using the audioscript on SB p. 7. Check answers as a class.

Answers

- b I'm such a fan of your business books!
c You're in town for a conference, if my memory serves me correctly?
e I know how busy you must be. It must be a little hard to fit everything in when you travel so much! That must be tough.

Audioscript (Part 1)

ELLA Hi, Mr. Berg? I'm Ella Vicente, your daughter Beth's friend.

STEVEN Hello. Just call me Steven. Nice to meet you!

E Nice to meet you, too. Coffee?

S Oh, yes, please.

SERVER Two coffees.

S Thanks.

E I am such a fan of your business books! Thank you for agreeing to meet me like this.

S Well, I'm just sorry we couldn't meet up sooner.

E That's fine. I know how busy you must be.

S Yeah. Hopefully things will slow down soon enough though. So, uh, you work with my daughter?

E Yes, that's right. You're in town for a conference, if my memory serves me correctly?

S Yes, on a temporary basis – just for a long weekend. I'm having dinner with Beth tonight. We have tickets to see a play.

E It must be a little hard to fit everything in when you travel so much!

S Well, yes. And I don't get to see Beth very often now that she lives here on the West Coast.

E Oh. That must be tough.

S It is, but we all have our ups and downs. Now we see each other mostly for holidays. But at least our other children are still near us on the East Coast.

E Oh, well. That's nice.

FAST FINISHERS

Ask fast finishers to find these phrases in the audioscript on SB p. 7 and say if they are formal (F) or informal (I): *Just call me Steven.* (I); *Thank you for agreeing to meet me like this.* (F) Then ask students to make the formal phrases more informal and vice versa (You can call me Steven; It's great you can meet me).

- c** Ask students which strategies Ella 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. Share answers as a class.

d Language in context Temporary states

- 1** **05.15** Tell students to match the beginnings and endings to make phrases. Play the recording for students to check their answers.
- 2** Ask students to match the phrases with their meanings. Check answers as a class.

Answers

- 1 a 2 b 3 c 1
2 a we all have our ups and downs
b things will slow down soon enough
c on a temporary basis

EXTRA ACTIVITY

Tell students that *ups and downs* is an idiom that uses a metaphor of life as a trip. Ask students to use a dictionary to find other idioms which use the same metaphor of life as a trip, 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).

- e** **05.16** Ask students to predict the answers to questions 1–3 before they listen. Play Part 2 of the audio recording for students to check. Check answers as a class.

Answers

- 1** writes business books/runs a business
2 looking for new start-ups to fund and advise
3 They publish speculations and don't even listen to him.

Audioscript (Part 2)

ELLA Writing all these books about business while also running a successful company must be difficult!

STEVEN I suppose it is difficult. Maybe I should give one up!

E Yeah?

S When you're running a progressive company that treats its employees right, how about treating the boss right, huh?

E I never thought of it like that!

S Easier said than done. But I'm not the type to sit still. I have to keep busy, although my doctor tells me I need a break.

E Oh? I was under the impression that you were looking for new start-ups to fund and advise.

S What? No. No doubt you read that on some tech blog.

- E** Oh, well, actually, I read it on Twitter, not a blog. But what stands out in my mind most is that they said you're actively looking for non-profit groups to partner with.
- S** Yeah. Those tech reporters. Every time I take a meeting, they
- publish a whole bunch of new speculations. I'd hazard a guess that they're not even listening to me. They're more interested in getting clicks on their articles than reporting the truth.
- E** Hm ...

2 PRONUNCIATION Main stress

- a** ▶ **05.17** Say to students: *Steven is a writer. He's a business 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 Steven and Ella's lines and say why the main stress changes to a different word. Then ask students to choose the correct word to complete the rule. Check the answer.

Answers

Because the information stressed in the first line is no longer new in the second line, the stress switches to what is new.
new

- b** ▶ **05.18** Students underline the main stress. Play the recording for students to listen and check. Then drill the sentences and ask students to practice saying them.

Answers

- 1 a Being a diver is dangerous.
b Being a bomb disposal diver is even more dangerous!
- 2 a I don't think wealth distribution in this country is fair –
b It's pretty much the opposite of fair, in fact.
- 3 a I don't have the right qualifications for this job –
b I don't think I have the right qualifications for any job.
- 4 a Halden is more than just a prison –
b it's the world's most humane prison.

3 LISTENING

- a** ▶ **05.19** Ask students to predict what could go wrong with Ella's meeting with Steve. Play Part 3 of the audio recording. Students answer the question. Check as a class.

Answer

He thought she was looking for job advice, but she was actually looking for him to get involved in her non-profit.

Audioscript (Part 3)

- STEVEN** So, enough about me. What about you? Presumably, you're in marketing with Beth, right?
- ELLA** Well, I'm not actually ...
- S** Oh. I think I remember Beth saying that you were on her team.
- E** Well, I was. But now I work in marketing at an education non-profit. Sorry. I was hoping to talk to you about it, if you have time. ...
- S** Oh. I see. Beth didn't mention that. I thought you were looking for career advice!
- E** Oh! Well, I'd appreciate that, too. But ...
- S** I'm sorry. Actually, I'm not even the person who makes the call on
- which charitable organizations our company works with. We have someone who runs that department.
- E** Oh.
- S** But I can put you in touch with that person. Her name is Stella Reilly.
- E** You can? Thank you! I'd really appreciate that.
- S** Sure, no problem. Why don't you tell me a bit about what your charity does?
- E** Well, it's a program designed for elementary school children in disadvantaged areas ...

- b** ▶ **05.19** Play Part 3 of the audio recording again. Students answer the questions. Check answers as a class.

Answers

- 1 marketing
- 2 She wanted to talk to him about her education non-profit.
- 3 He's not in charge of working with charitable organizations.

- c** ▶ Put students into pairs to answer the question. Share answers as a class.

Suggested answer

Because he doesn't want to be rude.

4 USEFUL LANGUAGE Recalling and speculating

- a** ▶ **05.20** Tell students to complete the expressions. Then play the recording for students to check their answers.

Answers

- 1 serves
- 2 under
- 3 doubt
- 4 thought
- 5 hazard
- 6 Presumably
- 7 remember

- b** Before students categorize 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
both recalling events and speculating: 2

- c** ▶ **05.21** Ask students to read the conversation and find out what the speakers decide to do (go on vacation 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 under the impression that you were starting next week.
- B Oh, no. That would be too soon. I need a vacation first!
- A But, if my memory serves me correctly – you went to Mexico 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 vacation, too. Why don't you come with me?
- A 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 switch roles and practice the conversation again. Books closed. Ask students to see if they can act out the conversation from memory.

LOA TIP REVIEW AND REFLECT

- 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 blanks 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 vacation, 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. Share answers as a class.

- f Put students into groups to answer the questions. Encourage them to use the new expressions in 4a. Share answers 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.

1 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 answer the questions. Share answers 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. Share answers as a class.
- c Put students into groups to answer the questions. Share answers as a class.

- d 05.22 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

- 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 postings. Her interviewer was impressed by her profile and she got the job.
- 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 little like my current job, but there were opportunities in the new job for more travel, and I thought, "Why not give it a shot and apply?" I sent in my résumé 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 résumé, 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 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 fired 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 postings. 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 postings. He called a couple of days later to say I'd gotten the job. And, do you know what swung it in my favor? 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?

VOCABULARY SUPPORT

creep across – gradually start to appear

be lost for words – so shocked you cannot speak

stony – unfriendly, hostile

overstep 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 favor – successfully influence a positive outcome for somebody

put you in a bad light – make you look bad in some way

- e  Tell students to check the opinions they agree with and then compare with a partner. Share answers 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.

Answers

- 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. The system allows employers to discriminate.

- b  Put students into groups to discuss the questions. Share answers 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 aloud 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 transition word and then ask what transition words they can remember from Lesson 2D on SB p. 29, e.g., *regardless of*, *when compared to*. Tell students to underline transition words 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 transition words to the chart 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 transition words in the sentences and add them to the chart 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 chart and then cover it for Exercise a. Check answers to Exercise a and b and share answers as a class for Exercise c. Tell students to go back to SB p. 65.

Suggested 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 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 so you can challenge companies who use information about you in an unethical way.

4 WRITING

- a Ask students if they know anyone who they think was unfairly dismissed. Put students into small groups to talk about the questions. Share answers as a class.
b Read the Writing Tip with the class and remind students to keep these points in mind as they organize 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 transition words.

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 behavior 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 aloud 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

1 GRAMMAR

- a Write on the board: *She committed a crime. It was serious.* Ask students to make this into one sentence (She committed a crime that 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 | 4 whose |
| 2 why/that | 5 wherever |
| 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

- is expected
- obliged
- You have no choice but
- must not
- must have
- obliged to
- had better



FAST FINISHERS

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 counseling |
| 4 fraud | 8 serve |
| 5 evasion | |



EXTRA ACTIVITY

Ask students to mark whether they agree or disagree with the statements in 2a by writing a check 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 talk about the jobs in 2b. Share ideas as a class.

3 WORDPOWER Idioms: Crime

- a 05.23 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 05.24 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

- A up to no good
B catch, red-handed
- A give, the benefit of the doubt
B get away with murder
- A partner in crime
B lay down the law
- A got off lightly
B looking over my shoulder

- c Put students into pairs to tell each other their stories. Share answers 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, practice it, and then each read aloud 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 and 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 analyze its effectiveness and coherence
- use a range of expressions to organize and give a presentation
- use formal and positive language to write a cover letter

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, over-excited, petrified, protective, 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

- Sentence stress
- Main stress and emphatic stress (adverbs and adjectives)
- Intonation in comment phrases

- 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 below. Share answers 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 answer the questions. Share answers 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 type 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.

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. Share answers as a class and elicit whether students think that modern art can be created very quickly without much thought and that the public will buy anything from anyone famous.

6A

WE ALL SEEM TO LOVE TAKING PICTURES

OPTIONAL LEAD-IN

Ask students to show one another photos on their cell 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.

1 SPEAKING AND READING

- a** Ask students how digital cameras and phones have changed photography. Put students into groups to answer the questions. Share answers as a class.
- b** Ask students if they have heard of Erwitte. Before they read the fact file, ask students what kind of pictures they think Erwitte takes based on his own photograph on SB p. 69. Check the answer as a class.

Answer

advertising and street photography (especially ironic black and white photos of everyday life)

- c** Ask students if they think anybody could be a good photographer. Put students into groups to discuss the skills. Share answers as a class.
- d** Tell students to check their ideas from 1c with the article. Share answers 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.

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

balance sth out – create a state where things are (more) equal

garbage – something that you think is wrong, or very bad quality

frame – (technical) everything that you can see through the camera, which will become the image

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 Suggested answer: It takes away the element of luck and enjoyment from street photography.
- 2 The most important thing is content, and its relevance to the human condition.
- 3 Possible answer: ugly or boring architecture; billboards and other advertising
- 4 Suggested answer: humor, observation, curiosity
- 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 answer the questions. Share answers 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. 68 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** >>> ▶ **06.01–06.02** Students complete the exercises in Vocabulary Focus 6A on SB p. 163. Play the recording for students to listen and check their answers to Exercise a and c. Monitor and check answers to Exercise 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. Share answers as a class. Tell students to go back to SB p. 70.

Answers (Vocabulary Focus 6A SB p. 163)

- a** 1 powerful 5 well-composed 9 evocative/raw/
powerful
2 nonsensical 6 meaningful/powerful 10 raw
3 playful/humorous 7 humorous 11 iconic
4 gritty/raw 8 exotic 12 ironic/humorous/
playful
- b** 1 powerful 4 gritty 7 humorous 10 raw – no suffix
2 nonsensical 5 well-composed 8 exotic 11 iconic
3 playful 6 meaningful 9 evocative 12 ironic
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 little, extremely, rather
b sensational: pretty, utterly, truly
c bleak: incredibly, pretty, a little, extremely, utterly, rather
d repetitive: incredibly, pretty, a little, extremely, rather
e flawless: utterly, truly
f elaborate: incredibly, pretty, wonderfully, extremely, rather, truly

3 LISTENING

- 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. Share answers as a class.
- 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).

Suggested answers

Yes, she is. She sounds very enthusiastic and wants to learn, and practice, 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, uh ... I'm definitely an amateur, but I'm not a photographer yet, perhaps in the future.

I But you've been studying photography?

M Uh ... yes that's correct. I've been doing this class about photography, and it's for complete beginners.

I Why did you decide to take the class?

M Uh ... I think I could blame my husband for it! Uh, because he got uh ... he got me this fantastic DSLR um ... camera and uh, it is a ... a, pretty complicated uh ... 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 ... to improve, and to know how to use it. And I was uh ... I started with those uh ... kind of tutorials on YouTube that you can watch, um ... but it wasn't, 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. Uh ... so I decided to take a class, 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 uh ... not really, but then when I went to the class, and I started the class, I've been doing this class now for a few weeks um ... and I'm learning something new all the time, so it's really, really good.

I So, do you feel more confident with your camera now?

M Uh, a little bit, uh, it depends on the types of photo that I want to take. Uh ... let's say that it's more kind of um ... documentary-type photos, then I would still use my auto mode, um, but I would still be quite um ... maybe ... 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 class. So uh, our teacher 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 practice it, um, or I would just take as many shots as I can, 'cause sometimes it's ... uh, improvisation is also very good.

I Have you discovered any bad habits since you started your class?

M Uh ... I think, I was taking too many photos. And ... potentially I was taking photos of everything, and I wasn't really following any rules. But now I know that I have to be more careful with my uh settings of the camera and what exactly I want to take a photo of. Uh ... 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 um ... take photos of.

I What's your favorite photograph that you've taken?

M I think I have uh, two pictures that are my favorite pictures. Uh ... the first one is ... it's, it's a static photo of a building um ... so when I was um ... taking my class, there was this project. We were supposed to take photos of an object, or of a static object. So I chose this building that is supposed 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 the, just, just the hole in the building, but there was this chair just inside 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 favorites. And then the second one was a completely different project when I was trying to take photos of moving objects and uh, my subject was uh ... a three-year-old girl, and she was playing in a backyard, and she had this yoga mat that her mom was using, and she was just rolling into this uh ... yoga mat and um, luckily for me, uh, I was able to take a few interesting photos of her playing in the yard.

- 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 backyard.

- 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. Share answers 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 was taking
- 6 'm taking
- 7 think
- 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, 7 simple for general truth or attitude
- 5 continuous to describe a repeated action
- 6 continuous to focus on the duration of an action
- 8 continuous for an action in progress at a particular time
- 7 a verb with different meanings in the simple and continuous

- 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 stresses repetition
- 6 Both possible: the present continuous stresses the duration of the process of taking a photo

- d 06.05–06.06 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 left a right | 3 b left a right | |
| 2 a left b right | 4 a left b right | |
| b 2 be learning | 5 's thinking | 8 is increasing |
| 3 Are you being | 6 Do you realize | 9 opened |
| 4 left | 7 been gossiping | 10 suppose |
| c 2 had | 5 decided | 8 changed |
| 3 been complaining | 6 belongs | 9 wanted |
| 4 see | 7 been watching | 10 are you saying |

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 emphasizes 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 will have been playing
- 3 be using a tablet
- 4 not being careful
- 5 I've 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 aloud: *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 practice the story before retelling it to other groups.

5 SPEAKING

- a Ask students if they find selfies embarrassing or fun. See if any students have got good or terrible examples on their cell phones, if they have them. Put students into groups to answer the questions. Share answers 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.
- c Put students into pairs to talk about the visual art that interests them most, using the prompts to help them. Share answers 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

6B

A PERSON WAVING FOR HELP

OPTIONAL LEAD-IN

Books closed. Display some emoticons and tell students to interpret them, e.g. 😊 (happiness), 😜 (playfulness), 😨 (fear), 😕 (uncertainty). Ask students why people use emoticons rather than just say how they are feeling.

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

1 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 answer which adjectives are negative and which are positive. Check answers as a class.

Answers

P: overjoyed, satisfied, gleeful

N: 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

LANGUAGE NOTE

You could point out the difference in meaning between these words at C1 and at C2:

insecure (C1): no confidence; (C2): not safe

restless (C1): unable to relax; (C2): wanting something new.

- c Tell students to make new sentences for the emotions in 1a. Put students into pairs. Ask them to take turns reading 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.

Answers

1 a I'm absolutely devastated.

b I'm absolutely devastated.

2 a I felt extremely jealous.

b I felt extremely jealous.

3 a I feel so ashamed.

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.

LOA TIP DRILLING

- Using gestures to model stress or intonation patterns during drilling is particularly effective for kinaesthetic learners. Repeat *I'm absolutely devastated*. 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 absolutely devastated.*). You can also use sweeping gestures upward for rising intonation, and downwards for falling.

- e Put students into pairs to take turns reading aloud 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 an elevator.

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: 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.
- c 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.

VOCABULARY SUPPORT

leave sb to their own devices – to leave them to do what they want to do

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, making an unpleasant, high sound

dash – to go somewhere quickly

intrigue – to interest someone a lot by being mysterious

cashmere – very soft wool

out of the blue – something you did not expect to happen

leap out – a sudden movement

mugging – attacking someone in public and stealing from them

abduction – making someone go somewhere with you by using force

3 GRAMMAR Participle clauses

- a **06.08** 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 of 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 a person waving for help* on the board and read it aloud. 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

Looking directly at him, I saw him go up to this woman.

But I could see that the man and the woman were sort of holding on to each other, scheming something together.

Signaling to someone driving past, the woman puts her hand up.

Disturbed by what I saw, I couldn't concentrate on my training all day.

Laughing and pushing, 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

- approaching the house
- crying her eyes out
- Wanting to reassure him
- Having finished her breakfast
- Pulled from behind into a darkened room

HOMEWORK ACTIVITY

Tell students to find an authentic short story in English and write down 8–10 new descriptive words. Tell them to use a dictionary to find synonyms for the descriptive words, example sentences, and notes about their usage. In the next class, put students into groups to tell one another about their story and present the new words.

- f** Tell students participle clauses have different functions and ask students to match the clauses with the functions.

Answers

a 4, 5 b 1, 3 c 1, 2, 3

- 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 aloud for other students to name the extract.

- h** 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 who committed this crime. (not a continuous or a passive verb so no participle clause)
4 ✓
5 Having caused the accident, he offered to pay for the damage. (The accident happened before he offered to pay for the damage; because he caused it, he offered to pay.)
6 As I read the letter, my hands were shaking in excitement. (The subject of the first clause is I (different from the main clause), so no participle clause is possible.)
7 ✓
8 Johnny is the kind of man who never arrives anywhere on time. (not a continuous or a passive verb so no participle clause)
b
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 ~~that was~~ covered in chocolate was quickly brought over to my table. ~~I noticed~~ Noticing something ~~that was~~ sticking out from under the cake, ~~so~~ I lifted it up. I found ~~underneath~~ a note ~~that was~~ written in red ~~underneath~~ saying, "Get into the car ~~that 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 aloud 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. Share answers as a class.

4 LISTENING

- a**  **06.09** Ask students to predict the end of the story. 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 the first

time they listen. Play the recording for students to listen and check if the story matches what they had predicted. Ask a few confident students to share if 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 impressive buildings when he began to feel sick. He approached our mystery woman, who offered him a drink from her water bottle and then must have realized things really weren't looking good. The woman helped Mr. Leota into her husband's car, and they raced off to the hospital. So, for an update, let's go live to our reporter May Lee. Hi, May.

MAY Hi there, Gavin.

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 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 the ER 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 formally. 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 the hospital?

M Another couple of days, but his prognosis is good. He'll make a full recovery.

A Thanks for talking with 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 him.

- b**  **06.09** Tell students to work individually to answer 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 share answers as a class. 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 very tall. She's married and her husband drives a white car.
- 4 Because she left quickly – she had to get to work and the staff at the ER were too busy to get her details.
- 5 He asks her to get in touch with the hospital so Mr. Leota can thank her in person.

EXTRA ACTIVITY

Write sentences 1–5 from the story on the board. Ask students to work out a simpler synonymic paraphrase for each underlined part. Check answers as a class, using the key below, and ask students what part of speech each underlined word is.

- 1 An unknown woman is being hailed (as a model citizen).
(verb: honored/acclaimed/cheered)
- 2 A keen photographer (Mr. Leota). (adjective: very good/well-developed)
- 3 They raced off (to the hospital). (verb: drove quickly)
- 4 it was touch and go (when he arrived). (adjective: uncertain)
- 5 the couple didn't stick around (when they got to the hospital). (verb: stay)

Now ask students to compare the correct paraphrase with a dictionary definition of the verb. What are the differences? (The paraphrases above are likely to be more precise for this context.) Explain that dictionaries cannot cover every possible use of a word.

5 SPEAKING AND WRITING

- a Give students a few minutes to think of a story. Make sure they are writing down notes to help them tell their story to another person. 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. Remind them they can write about their story or their partner's.
- d Ask students to switch their stories with a different pair. Again, give them time to read the stories and try to guess how it ended and if the first impressions were correct.

ADDITIONAL MATERIAL

Workbook 6B

Photocopiable activities: Grammar 6B, Vocabulary 6B, Pronunciation 6B

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

- organize 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

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.

1 LISTENING

- a** Ask students if they have ever seen or met anyone famous in real life. Put students into groups to answer the questions. Share answers as a class.
- b** **06.10** Tell students to look at the picture of Jessica giving her presentation. Ask what kind of information they expect Jessica to present about the social-media influencer to her bosses. Tell students to guess what the numbers relate to. Play Part 1 of 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

10,000 views: on each YouTube video
25,000 subscribers: to her channel
30,000 followers: on Instagram

Audioscript (Part 1)

MEGAN OK, everyone. At our last meeting, I asked you to find some new influencers we can work with. A few of the people we chose to work with last time were a disaster. And let's face it, everyone and their sister is doing make-up tutorial videos and posting beautiful photos. We need really compelling people to showcase our products and represent our brand. Jessica, you have a presentation for us?

JESSICA Yes! Now as luck would have it, I bumped into Haley Rodriguez at the beauty expo the other day, and she says she uses our products and would love to work with us!

M Who?

J Haley Rodriguez? The singer?

M Oh, I don't know about her, Jessica. I haven't even heard of her!

J You may not know her now, but she's going to be a star!

M OK, let's see your presentation.

J Let me talk you through why our customers will be influenced by Haley Rodriguez. First and foremost, we need to focus on micro-influencers:

people with a small, but very dedicated following. These are the stars of tomorrow! And Haley Rodriguez has a following whose demographics match our customer base.

PAUL Is that a photo of her?

J Yes, it is. She's an up-and-coming singer and influencer. Well, she performed this summer at the Hot Rock festival right here in Austin. However, she's not just a local celebrity – she's becoming famous on a national level. Let me take you through some facts and figures...

P You certainly have done your homework!

J I think these facts speak for themselves: an average of 10,000 views on her YouTube videos and over 25,000 subscribers; rumors of being signed to a record label; performances scheduled at festivals throughout the country this summer; 30,000 Instagram followers... I don't want to overstate the point, but one thing is clear – Haley Rodriguez is on the road to becoming an internationally-

renowned artist. Turning now to the focus of the relationship itself, I think she'll agree to let us be the exclusive make-up sponsor for her tours. More specifically, I propose to work with her on product placement in her photos and videos. So to recap what I've been saying, due to her imminent stardom, I'm proposing we get Haley Rodriguez to sign with us now as a brand ambassador, and we can focus on elevating her look with our new make-up lines. Now, if you'd like me to elaborate on anything I've just said, go right ahead.

P What will you do if Haley won't agree to be exclusive? Look

what happened with our last influencer...

J Well, I'll just have to cross that bridge when I come to it. But I'm planning to work quite closely with her, so there shouldn't be any misunderstandings of her role and requirements as a brand ambassador.

P That's absolutely the way to go. And you've clearly put a lot of effort into this, Jessica. Thank you. But I'm going to have to give it some thought.

J OK. Well, I clearly think she's worth a shot.

P Megan, can we touch base again on this later?

M Sure. That's fine. OK, moving on to the next item...

VOCABULARY SUPPORT

demographics – (marketing jargon) the number and characteristics of people who live in a particular area or form a particular group, especially in relation to their age, how much money they have, and what they spend it on

up-and-coming – becoming popular and likely to achieve success

overstate – talk about something in a way that makes it seem more important than it really is

touch base on sth – talk to someone for a short time to find out what they think about something

- c** **06.10** Tell students to answer the questions. Then play Part 1 of 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 a
- 4 b

FAST FINISHERS

Ask fast finishers to write two tweets from Haley's Twitter feed after the company decides to make her a brand ambassador for their make-up line.

d Language in context Idioms

- 1 Ask students what the idioms mean, referring them to the audioscript on SB p. 8 if necessary *be worth a shot*: be worth trying; *cross that bridge when I come to it*: something you say when you do not intend to worry about a possible problem now, but will deal with it if or when it happens.
- 2  Ask students to personalize the idioms from their own experience. Give an example yourself: *I've sent my entry to a crossword competition. I think I have all the answers right, so it's worth a shot.* Then have students talk about the situations they could use these idioms in their own lives.

2 USEFUL LANGUAGE
Organizing a presentation

- a  06.11 Ask students what kind of opening to a presentation is effective. Tell students to complete Jessica's opening. Play the recording for students to listen and check. Then check answers as a class. Ask students if they remember another way to say *the stars of tomorrow* used by Jessica in her presentation (up-and-coming singer and influencer). Students then discuss whether Jessica's opening was successful. Check ideas as a class.

Answers / Suggested answers
know; star

- b  06.12 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 through
2 First
3 take
4 thing
5 to
6 More
7 recap
8 elaborate

- c Put students into pairs to answer the questions. Check answers. For 3, write all the suggestions on the board.

Answers / Suggested 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 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; If you'd like me to
elaborate on
3 Students' own answers

 EXTRA ACTIVITY

Put students into groups of four. Ask them to look at the audioscript on SB p. 8 and act out the team meeting, taking turns playing Jessica's role. Tell the other students to evaluate "Jessica's" body language each time, e.g., how she stands, gestures, eye contact with the audience.

3 LISTENING

- a  06.13 Ask students why Jessica was excited about meeting Haley at an event (she thought she could be a brand ambassador for a make-up line). Play Part 2 of the audio recording for students to answer the question.

Answer
Haley is working with their competitor.

Audioscript (Part 2)

TIFFANY Achoo! Sorry ...
JESSICA Oh, hi, Tiffany.
You're back!
T Yeah.
J How are you feeling?
T Well, not a hundred percent, to be honest, but, y'know ...
J Well, anyway ... I've been dying to tell you about my meeting with Haley the other day!
T Of course! How was it?
J Pretty good, on the whole. She's interested in working with us.
T That's great. She's got a really good look.
J Yeah, more to the point, she's going to be famous.
T Great!
J Yeah, I've just been presenting some ideas on it to the team.
T Hmm. How did they take it?
J Oh, you know. Paul was cautious as usual.
T Did you ask Haley if anyone else is looking to work with her?
J Actually, no. I totally forgot to ask. Oh, oh. Why?
T Uh... Look at her latest post.
J Oh, no! How did I miss this? She's working with our competitors! Argh! Why won't Paul and Megan let me negotiate directly with people? I could have signed her up last week! I'm going to go talk to them...
T Well, be careful what you say. This has happened before and it's a bit of a sore point with Paul, actually.
J Well, if they'd like me to do my job, they need to empower me to do my job.

- b  06.13 Ask students what the sentences are responses to. Then play Part 2 of the audio recording again for students to check.

Answers
1 Jessica asks Tiffany how she's feeling.
2 Tiffany asks how Jessica's presentation went.
3 Jessica says Haley will be famous.
4 Tiffany asked if Jessica checked to see whether anyone was else was looking to work with Haley.
5 Jessica is angry that Paul and Megan won't let her negotiate directly with influencers.

- c  Ask students what makes an influencer successful (number of followers, amount of content, money). Put students into groups to answer the questions. Share answers as a class.

d **Language in context** *Expressions with point*

Tell students to match the idioms with their meanings. Ask them to look at the audioscript on SB p. 8 if necessary. Check answers.

Answers

1 c 2 a 3 b

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  **06.14** Play the recording and ask students to listen to the intonation. If necessary, read the sentence yourself and exaggerate it.

Answer

fall then rise

- c  **06.15** Ask students if adverbials can go at the start or end of sentences (usually both). Play the recording and ask students to check 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 rule. Check answers.

Answers

fall-rise; rising

- e  Drill all the sentences. Then tell students to practice in pairs. Monitor and make sure students are using the appropriate intonation.

5 SPEAKING

- a  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 PowerPoint™ when they come to do their presentations or just stand up and speak.
- b  Students practice 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.
- c  Put students with different proposals into pairs. They give their presentation to each other and decide whether their partner deserves the grant. Share answers 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 Jessica's presentation.
- Students plan and practice 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 played an active role

OPTIONAL LEAD-IN

Books closed. Ask students how they think the way people spend their free time in their local area has changed in the last 20 years, e.g., you can now watch movies on a cell phone anywhere and at any time. Tell students to predict trends and changes in the next 20 years.

1 SPEAKING AND LISTENING

- Ask students to tell you about an interesting local event they went to recently, e.g., a movie festival. Tell students to rate their knowledge of the things on the list and then compare their rating with a partner.
- Tell students to look at the six categories at the top of the guide and talk about what information they would expect to find in each one. If necessary, pre-teach *lodging* (a place a person stays temporarily, like a hotel). Check answers as a class.
- Ask students to match the reviews with the categories. Check answers as a class.

Answers

A lodging B shopping C events D dining E outdoors

Audioscript

- SPEAKER 1** So where does the path go?

SPEAKER 2 Must be that way, I think. Down through the trees.

S1 Are you sure? There's another path going up there.

S2 No, we need to keep close to the river, so we can cross over. There's a bridge further up. Are you OK?

S1 I think so. My feet are hurting. I think my boots are too tight; I'm getting blisters.
- SPEAKER 3** Sleep well?

SPEAKER 4 Yes, really well. Such a comfortable bed. And it's so quiet here, you can't hear any traffic. What time is it?

S3 Nearly nine. We need to get moving if we don't want to miss breakfast.

S4 What time did you get up?

S3 About an hour ago. I've been sitting outside reading.

S4 OK, you go on ahead. I'll join you.
- SPEAKER 5** Well, that was pretty good. Good sized portions. How was yours?

SPEAKER 6 Hmm, it was OK. The salad was pretty boring; it was mostly just lettuce. But

yeah, I'm certainly not hungry anymore.

S5 Oh well, that's good. You don't want a dessert then?

S6 No way.

S5 OK, let's get the check. [to waiter] Excuse me!
- SPEAKER 7** So, what did you think?

SPEAKER 8 Really great. I loved the guitarist. He hardly seemed to move his fingers.

S7 Yes, but he was playing really complex tunes. Don't know how he managed that.

S8 The singer was great as well.

S7 What, the older guy? Yeah, I've seen him before with a different band. I've always thought he was good.
- SPEAKER 9** Ooh, look at those skirts. Beautiful colors. Or do you think they're too garish?

SPEAKER 10 No, they're fun, nice and bright.

S9 Do you think they'd suit me?

S10 Maybe. Why don't you try one on? How about the pink and red one?

S9 Or maybe the yellow and green one. I'll try them both on. ... What do you think?

S10 Looks great!

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

- read and talk about news and activities in your area
- use a range of phrases to create a more positive impression on readers
- write a formal cover letter based on a model letter

- 06.16** Play the recording for students to match the places and events to the reviews. Have students write down the words that helped them decide how to categorize the reviews. Share answers as a class.

Answers

1 E 2 A 3 D 4 C 5 B

EXTRA ACTIVITY

Ask students to make one of the reviews negative, saying how poor the place/event is or was. Give an example: *This movie is massively overrated, especially considering the famous names involved and the money spent – wasted rather – on special effects. Spend your ticket money on ice cream instead.*

- Put students in pairs to answer the questions about their town. Then put the pairs in groups to talk about their answers. Monitor and give feedback when needed.

2 READING

- Ask students if they've ever written anything for a print or online magazine or newspaper. Tell students to read the advertisement. Elicit the requirements of the job (in touch with arts and music in the area; a strong interest in what is going on locally) and ask students to suggest any other qualities the publishers would be looking for. Find out if students think they'd be good at the job. Share answers as a class.

Possible answers:

Requirements: Being in touch with what's going on; being good at writing; knowing your local area.

Other qualities: Being able to write to a deadline; having a positive attitude; being critical where necessary.

- Ask students what kind of person would be ideal for the job. Tell students to read Helen's cover letter and discuss in pairs how suitable she is. Share answers as a class.

Possible answers:

She lives locally; she can express herself well; she likes the website and reads it regularly; she's interested in local events; she's well qualified to write about sports and leisure; she knows people.

EXTRA ACTIVITY

Ask students to write a short (imaginary) review of one of these events for *Your local guide*:

- a poetry evening with translations of a new Iraqi poet
- a concert of traditional Turkish folk music
- a new version of *Romeo and Juliet* set in the year 2050
- an exhibition by an up-and-coming young photographer from Brazil.

Tell students to work alone, or in pairs, and set a time limit of ten minutes. After ten minutes, ask students to display their reviews around the classroom. Students mingle and read each other's reviews. Ask students which review they thought was most engaging and why.

3 WRITING SKILLS

Formal letters; Giving a positive impression

a Ask students what purpose would logically come first (to state the reason for writing). Tell students to read the cover letter again and match each paragraph with its purpose. Check answers as a class.

Answers
a 4 b 3 c 2 d 5 e 1

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've done a course in journalism.* (to state qualifications); *I once wrote an article for a student magazine.* (to give examples of experience); *You can trust me.* (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've completed a course in journalism; I have experience of writing for a student publication; I am considered to be responsible.*
- 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 cover letter instead of the underlined phrases. Then tell them to check in the text.

Answers
1 I would like to express my interest in (contributing)
2 very well organized and full of great information
3 I especially admire your policy of promoting
4 on the topic of
5 I am very much in touch with

c 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
I am very much in touch with
I have been able to make contact with ...
I played an active role in ...
I believe I would also be well placed ...
I have an active social life in the city and a good sense of ...
I also like to attend local events ...
... I am sure I would be able to contribute useful reviews ...

FAST FINISHERS

Ask fast finishers to express the phrases Helen uses to describe herself and her experience informally, e.g., *I am very much in touch with I keep up to date with.*

d Students complete the exercises in Writing Focus 6D on SB p. 172. They read the chart of expressions and then complete the exercises. Check answers to Exercise a and b as a class. After Exercise c, students compare their cover letters and say which gives the most positive impression. Share answers as a class. Tell students to go back to SB p. 77.

Answers
a 1 guess; do 4 a real fan 7 am free any time
2 answering; was 5 Here are 8 picked up; priceless
3 in a bit 6 tons of

Formal letters	Giving a positive impression
I am replying to ... which appeared / was published in ... I look forward to hearing from you soon / in due time I am attaching ... I can offer ... with regard to ...	I believe / am certain that my knowledge ... will enable me to ... I have close contact with ... I'm an enthusiastic supporter / a keen follower of ... I have considerable/extensive experience of ... I acquired/developed some relevant/valuable skills ...

c Students' own answers

4 WRITING

a Put students into pairs to say which of the areas listed interests them most and how they could sell themselves as writers for that area. Students then work individually. Tell them to choose an area, make a paragraph plan, and then write a cover letter using the formal and positive language introduced in the lesson. Less advanced students could rewrite Helen's letter, 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 cover letters and say whether they would be interested in using their reviews, justifying their decision.

EXTRA ACTIVITY

Ask students to take turns interviewing their partner based on their cover letter. 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 say an appropriate follow-up, e.g., *Thank you for your cover letter.* (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 *She saw a rat in the fridge 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

- involved
- Not wanting to seem rude,
- approaching platform 5
- Not understanding Spanish
- Waiting; displayed
- Using just my hands

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 give 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

- jealous
- petrified
- ashamed
- helpless
- devastated
- restless
- 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 / Suggested answers

- 1 Watching TV. The babysitter didn't want to watch the show the three boys were watching.
- 4 At a swimming pool. The swimmer is being interviewed by a journalist after winning a race.
- 6 In bed. The woman can't sleep because her neighbors are playing loud music.
- 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 ten years ago.
- 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

- c 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. Share answers as a class.

Answers

- | | | |
|--------------|-----------------|-----------------|
| 1 gets; goat | 3 grin; bear | 5 believe; eyes |
| 2 end; rope | 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 7

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 and 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 apologize and admit fault in social and professional contexts
- write a clearly structured, cohesive proposal using connecting words 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*, *glassy-eyed*, *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-conscious*, *near-sighted*, *tongue-tied*, *warm-hearted*
- Nouns with suffixes: Society and relationships, e.g., *loneliness*, *ostracism*, *tolerance*, *viewpoint*
- Language in context: Information; Challenging; Apologizing and admitting fault
- Wordpower: *self*:- *self-aware*, *self-centered*, *self-confident*, *self-sacrificing*, *self-satisfied*, *self-sufficient*

P PRONUNCIATION

- Word stress: compound adjectives
- Intonation in cleft structures
- Sound and spelling: *ou* and *ough*

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.

CULTURE NOTES

This photo shows pupils watching a robot that is helping their classmate, Jonas, who is in the hospital to keep up with school. Jonas uses a tablet from his hospital bed to control the robot's eyes and follow the lesson. This is part of the *Avatar Kids* project by a French company, Aldebran Robotics, to allow sick children to continue in school and even go on school trips. As well as being Jonas's "eyes", the robot can put his hand up in class for Jonas, set math questions, give feedback, read different languages, and demonstrate gym class activities. Jonas's classmates take care of the robot.

- b Put students into groups to answer the questions. If students need encouragement, prompt them with ideas from the Suggested answers below. Share answers as a class. If you wish, give students information from the Culture Notes above.

Suggested answers

- 1 advantages: allows sick children to keep up with school; makes them feel less isolated
disadvantages: technology not available to everybody; could be broken or misused by younger pupils
- 2 An Internet connection is static and can't move with the lesson. The robot gives the boy a physical body in the classroom. The children feel curious.
- 3 social activities like parties; speaking with family and friends

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.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs to say or guess what these words connected with technology mean:

bit coin (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)

THERE'S NO WAY ROBOTS WILL EVER REPLACE HUMANS

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).

1 READING AND SPEAKING

- a** Ask students to name and describe the capabilities of any well-known robots, real or fictional, e.g., *RoboCop* (from the movie). Put students into pairs to look at the photos and discuss the questions. If necessary, pre-teach *state-of-the-art* (C1) (using the newest ideas, designs, and materials); *humanoid* (a machine or creature with the appearance and qualities of a human); *come close to doing sth* (C1) (almost achieve or do sth). Share answers as a class.
- b** Tell students to read the short text and think of four questions to ask these robots. Ask some students to read aloud their questions and ask other students to predict how a robot might answer them.
- c** 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 Students' own answers
- 2 (a) face, skin, facial expressions, can interact, witty, profound responses to questions (b) nothing from the neck down, not all of her responses to questions make sense
- 3 Pretty satisfied
- 4 Students' own answers
- 5 Robots will come to life one day as self-determined, fully conscious beings who will match or be superior to human beings intellectually. It will be reached by filling the robot with more and more information.

EXTRA ACTIVITY

Put students into pairs. Ask them to take turns being Bina48 and answer their partner's questions from 1b in a similar way to the robot.

- d** Tell students to work out the meaning of the words in bold, using a dictionary if necessary. Check answers as a class.

Answers

- 1 *disconcerted*: worried by something and uncertain
- 2 *reassuringly* (C1): in a way that makes you feel less worried
- 3 *be something of a sth* (C2): used to describe a person or thing in a way that is partly true but not completely or exactly
recluse: a person who lives alone and avoids going outside or talking to other people
- 4 *hidden depths*: serious qualities that you do not see immediately

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

VOCABULARY SUPPORT

off-the-shelf – if a product can be bought off the shelf, it does not need to be specially made or asked for

or so sb claims – this phrase implies the speaker does not believe what has been said

an array of sth (C1) – an admirable variety of something on display

settle for sth – accept something, although it is not exactly what you want

heart-to-heart – a serious conversation between two people, in which they talk honestly about their feelings

semi-coherent (C2) – almost but not completely logical / possible to understand

tipping point – the moment at which a series of small events builds up enough to cause a larger more important development

counterpart (C1) – a person or thing that has the same purpose as another one in a different place or organization

- e** Ask students if they think robots could replace them in their (future) job. Put students into groups to discuss the questions. Share answers as a class.

Suggested answers

It is improving all the time, and the stage where robots become really like humans may not be far off.
Students' own answers

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-conscious* and their meanings and ask students to match the compound adjectives in the text with their meanings. Check as a class.

Answers

- | | |
|-----------------|-------------------|
| 1 clearheaded | 4 glassy-eyed |
| 2 human-like | 5 self-determined |
| 3 absent-minded | |

FAST FINISHERS

Write *cyber* on the board and ask fast finishers what it is related to (computers, especially the Internet). Ask what these words (might) mean and which are real: *cyberdate* (a romantic meeting on the Internet, not real); *cyberpet* (a device acting like a pet, real); *cyberspeak* (computer jargon, real); *cyberteacher* (a robot teacher, not real).

- b** Put students into pairs to think of as many compound adjectives with *self-*, *-like*, *-eyed*, and *-minded* as they can in a time limit. Ask the pair with the most compound adjectives to write them on the board and explain them.

Suggested answers

- 1 self-aware; self-centered; self-catering; self-motivated; self-obsessed; self-taught
- 2 birdlike; catlike; childlike; model-like; warlike
- 3 blue-eyed; dry-eyed; pop-eyed; wide-eyed; big-eyed; one-eyed
- 4 high-minded; like-minded; open-minded; strong-minded

- 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
 - 6 hard-hearted
 - 7 clearheaded
 - 8 mouthwatering
 - 9 jaw-dropping.
- b**
- 1 narrow-minded
 - 2 half-hearted
 - 3 absent-minded
 - 4 near-sighted
 - 5 light-headed
 - 6 light-hearted
 - 7 hair-raising
 - 8 mind-boggling
- c**
- 1 mind-boggling; heartwarming; open-minded; half-hearted
 - 2 adjective + body part + -ed; body part + present participle

CAREFUL!

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** Put students into pairs to read the opinions and discuss how much they agree with them. Share answers as a class.

- b** Ask students to look at *may well have been* in opinion 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

- a**
- | | | |
|-------------|---------------------|----------------------|
| 1 unsure | 3 certain | 5 unsure |
| 2 very sure | 4 very sure; unsure | 6 certain; very sure |
- b**
- | | | |
|--------------------|------------------|-----------------|
| 1 past | 3 present/future | 5 future |
| 2 past and present | 4 future; future | 6 past; present |

- c** **07.04** Tell students to rewrite the opinions in 3a using the expressions. Play the recording for students to check.

Answers and audioscript

- 1 It's likely that was because the interviewer asked difficult questions.
- 2 I bet they've been developing this technology for decades to get this far.
- 3 There's no way robots can ever replace human beings.
- 4 It's possible that robot nurses will soon be taking care of patients in hospitals. Although it's highly unlikely they'll be doing skilled jobs.
- 5 There's a good chance that robots that can respond to feelings will be developed in the next 50 years.
- 6 Scientists are bound to have made progress since the article was written. I'm sure they're getting closer and closer to creating conscious machines.

- d** **07.05–07.10** 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 time travel might be possible one day and if it were, what the consequences would be. Tell students to go back to SB p. 81.

Answers (Grammar Focus 7A SB p. 150)

- a**
- | | | |
|---------------|--------|---------|
| 2 's going to | 5 will | 8 must |
| 3 highly | 6 slim | 9 can't |
| 4 could | 7 can | 10 can |
- b**
- 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 around 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 The lights are on, so Karen has got to be at home.
- c**
- | | | |
|---------------------|---------|----------------------|
| 2 ✓ | 5 ✓ | 8 should/would/could |
| 3 might/could/would | 6 ✓ | 9 highly unlikely |
| 4 no way | 7 could | 10 won't |

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.*).

- e** Ask students to rewrite the sentences using the verbs in parentheses 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.
- f** Put students into pairs to answer the questions about Exercise 3e. Share answers as a class.

4 LISTENING

a  Put students into groups to talk about what issues the pictures show. Share answers as a class.

b  **07.11** 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.

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 specialize 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 in 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.

c  **07.11** Play the recording again, pause after each speaker and ask students what impact the idea is intended to have.

Suggested answers

- 1 Good ideas would reach more people and bad ideas would be exposed. 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 create a fairer employment market.

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, color, 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/organization in which people have power because of their abilities, not because of money, social position, etc.

d  Put students into pairs to answer the questions. Share answers as a class.

EXTRA ACTIVITY

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  **07.12** 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).

Suggested 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 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 miss a taxi that's coming around the corner that you didn't know about and go straight into it. So I think you'd need a smart filter which would be able to recognize 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 hits very close to home because I've hired hundreds of people and done hundreds of job interviews, many of which have been over video call 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 I think.

- f**  **07.12** 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**  **07.13** **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
c misinformation
d filters
e conceal
- 2 1 fact
2 claims
3 falsehoods, misinformation
4 disseminated, conceal, filters

LOA TIP 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”.* (neighborhood, 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.

FAST FINISHERS

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* phrasal 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 talk about the inventions that appeal to them the most and their reasons. Share answers 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 practice 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 take notes of 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

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 cell phones. If they don't have access to cell phones, 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.

1 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 talk about reading habits and choose a headline they might read. Share answers 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 presenting 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 guess 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

accelerate (C1): happen or make something happen sooner or faster
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 talk about the comparison in pairs. Share answers 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 emphasize information
- use a range of noun suffixes to express their opinions, including abstract ideas

- e** **07.14** Ask students why they think the book is called *Rewire*. Ask students to summarize 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.

Suggested answer

We need to change our online behavior so that we can connect more with different people and cultures.

Audioscript

PRESENTER Welcome to *From My Bookshelf* – the weekly program 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, uh ... the most intriguing book I've read in the past few years – *Rewire* by Ethan Zuckerman – er, he's an academic, uh, 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. Uh, in some ways, the Internet manages to isolate us.

P So we're all connected, but we're isolating ourselves? That sounds like a contradiction – how is that possible?

Z Well, I'll use myself as an example. I use the Internet to find out news. I read a lot of newspapers online, but it's only American ones that I read. There's nothing stopping me from reading an English-language 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?

Z Well, yes ... The reason why it matters is that we're living in an age of economic and physical connection. Uh, our economies are connected. So, if the stock market in the U.S. hiccups, then we all feel the effects. Uh, a dangerous virus breaks out somewhere in the world, and it 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 into 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?

Z 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 little more.

P So why do you think that we don't connect more?

Z Well, Zuckerman suggests that our online behavior is not that different from our offline behaviour. Uh, 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?
- Z** 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?
- Z** 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. Uh ... 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. Uh, uh, 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** **07.14** Ask students if they would read *Rewire*. Play the recording again. Tell students to write down examples. Check answers as a class. Use the Vocabulary support box to help with vocabulary as necessary.

Suggested 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 U.S. share market; physically: dangerous viruses can spread quickly around 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

VOCABULARY 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

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 answer the questions. Share answers 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** **07.15** 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 emphasize the information that follows?* (emphasize) 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 connects the cleft to the complement to elicit the answer.

Answer

be

- d** **07.15** **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** **07.16–07.17** 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 5b 6c

- 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 ... 8 It is a unique situation ...
5 ... is that you fill ...

- c** 2 All I need is ten dollars.
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 show.* (Correct form = *What is special about soap operas is that they attract attention more than any other TV show.*)

- f** **07.18** 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 saying their sentences and comment on their partner's sentences. Share answers 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 talk about the difference between face-to-face and online friendships. Share answers as a class.
- b** Put students into pairs to say whether they think the statements are true or false and why. Share answers 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

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. Ostracized (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 talk about 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. Share answers 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, behavior 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 and that happen during the time when you are not working

security (B1): protection of a person, building, organization or country against threats such as crime or attacks by

foreign countries

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 itself.
- 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 in L1.
- 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**  **07.19** 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

CAREFUL!

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 professionalism.* (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*.



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 type that have been collected by one person or in one place); collective (an organization 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 behavior that are important to social relationships. Share answers 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

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

- apologize and admit fault in real-life contexts such as a telephone conversation using a range of functional language
- pronounce spellings with *ou* and *ough*

OPTIONAL LEAD-IN

Books closed. Put students into groups and read aloud this situation:

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 forgot to remove. Tom's car crashes into the barrier. Sally then calls Tom to say she can wait until the morning.

Ask students to discuss whose fault the accident was: Sally's, Tom's, or the road workers'.

1 LISTENING

- a** Draw arrows on the board to indicate four different intonation patterns: fall, rise, rise then fall, fall then 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 answer the questions. Share answers as a class.

Suggested answers

- The elephant can't hear the mouse.
 - The child doesn't understand what the man is saying.
 - The sales assistant made a mistake with the money.
 - The man is drawing the bus driver's attention to the fact that the bus's wheel is on his foot.
- Students' own answers

- b** Play Part 1 of the audio recording so students can answer the question. Check answers as a class. If necessary, pre-teach *poke your nose into sth* (C2) (try to discover things that are not really related to you).

Answers

Seth is apologizing for talking about Mike's project to a coworker.

Audioscript (Part 1)

- MIKE** Hi, Seth. So, are you ready to talk about our new project – the in-home device we're developing? [phone rings]
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 back? Yes. OK. Talk later. Bye. Sorry about that.
- SETH** No problem. Sometimes it can't be avoided.
- M** It was Wendy, the project manager for the robot project, asking me about a deadline.
- There's a huge problem with the AI. Developing an app to go with the robot is impossible. What a headache.
- S** Yeah. You've mentioned that problem before. You know, most of the programmers here would love to be working on that project.
- M** Yeah, right. Always a fun, new problem to solve ...
- S** I'm sure you'll come up with a solution. Hey, y'know, actually Adam had a good idea for your robot AI dilemma yesterday.
- M** Adam? Adam from design?

- S** Yeah. Well, he said you ought to get the robot to write the app. Y'know ... Make the AI program the AI ... in language it can understand.
- M** So, you've been talking about my problem with a designer who likes science fiction?
- S** Well, yeah, it was an interesting problem, and I thought it might be a good idea ...
- M** I think it's a bit out of line!
- S** How do you mean?
- M** First, this isn't your project. Then, you go gossiping about me to the whole world! It's so wrong.
- S** Well, I wouldn't say Adam is the whole world ...
- M** People poking their noses in everywhere! I've had it up to here with it!
- S** You're right. I was out of line.
- M** To be totally honest, I ... I'm not sure I'm the right person for your home device project. You should find another programmer for it ...
- S** Mike, chill out. It's not like that! I'm sorry, it was inexcusable of me to talk to Adam about your work when you weren't there, but ... I think you're overreacting here.
- M** Maybe so, but that's it for today. Now, if you'll excuse me. I have to get back to my work.

- c** Ask students what the outcome of the conversation is (Mike doesn't want to speak to Seth). Play Part 1 of the audio recording again for students to answer the questions. Check as a class. When checking question 2, ask students to explain these expressions Mike used: *It's a bit out of line.* (It's not really correct behavior.) *I've had it up to here.* (I can't tolerate the ongoing situation.)

Answers

- Mike is frustrated about the robot project, but he is also very protective of it.
- He's angry that Seth has discussed his problem with Adam/a designer.
- He's upset.

- d** Ask students if they sympathize more with Mike or Seth here. Put students into groups to talk about the question. Share answers as a class.

2 PRONUNCIATION Sound and spelling: *ou* and *ough*

- a** 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* = /aʊ/). Play the recording. Ask students to write down one word spelled with *ou* in each sentence and to answer the question. Check answers as a class.

Answers and audioscript

- through
 - though
 - you/ought
 - out
 - you're
- The sound of the letters *ou* in each word is different.

b **07.22** Ask students how many different ways *ou* is pronounced in the sentences in 2a (five). Students complete the chart 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 /ʊ/ could, should (short)
- 2 /u/ soup, through, route (long)
- 3 /aʊ/ noun, pronouncing, south (long)
- 4 /oʊ/ fourth, pour (long)
- 5 /ʌ/ touch, tough, enough, rough, southern (short)
- 6 /ɔ/ thought, ought, cough (long)
- 7 /ə/ jealous, conscious, thoroughly (short)

c **07.23** 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 practice the conversation.

LOA TIP DRILLING

- Drilling conversations containing the target sounds is useful as it is more natural to pronounce sounds in a context.
- Books closed. Write the conversation in 2c on the board. Drill it line by line and put students into pairs to read it aloud.
- Erase 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.
- Erase 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 practice 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 turns reading aloud their conversations to the other pair. Students listen and check the pronunciation.

3 LISTENING

a **07.24** Tell students to look at the photo and guess what Mike and Imani are talking about. Ask students to put the events in the order they think they will happen. Then play Part 2 of the audio recording for them to check.

Answers

a 4 b 1 c 8 d 6 e 3,7 f 9 g 2,5

Audioscript (Part 2)

- IMANI** Oh, hi, Mike! Take a look at this diet. It looks really simple to follow.
- MIKE** Yeah, cool.
- I** Look, it's totally easy. Their website shows you exactly what to eat to be healthy.
- M** OK. But you look fine. You don't need a diet.
- I** Yeah, but I thought ... for you.
- M** Me? Why?
- I** Well, you've been tired lately. I thought maybe you haven't been eating right.

- M** Why don't you just come out with it? You think I'm a fat slob!
- I** No, no, no, of course not. Look, there's no need to get so worked up about it!
- M** Why is everyone trying to organize my life for me today? First Seth, now you!
- I** Mike!
- M** Why doesn't everyone just get off my back?!
- I** Look, calm down, Mike. I'm sorry. I just thought it would be nice to find a healthy meal plan for you. I thought I was helping. Sorry.
- M** Ugh. You're right.
- I** What's going on?
- M** I'm sorry I overreacted. I don't know what came over me. I've just been really stressed out recently. But I had no right to take it out on you like that.
- I** It's OK. We all lose it from time to time. At least blowing up at your sister isn't as bad as at your coworkers.
- M** Hmm.
- I** What were you saying about Seth?
- M** Oh. Apparently, he and Adam from design have been discussing my robot project. Adam's got a brilliant idea, I'm told.
- I** Oh. What is it?
- M** That the robot should write the program I'm having trouble with! Ha ha ha!
- I** What? Is that a bad idea?
- M** Do you honestly think that if I could write a program for an AI to write its own AI program, I wouldn't have done so already?!
- I** OK. OK. Don't get angry all over again.
- M** I'm fed up with idiots trying to tell me what to do all the time!
- I** Well, if you've had that idea, why haven't you done anything about it?
- M** Well ... you wouldn't understand.
- I** Probably not. I don't understand programming. But you're 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** All right, fine. I'll tell you. I'm scared that I won't be able to get this robot programmed in time and it won't work and everyone will think I'm the idiot.
- I** What?
- M** I'm scared.
- I** Well, we're all scared. All the time. All of us. But that's no reason not to try. If you don't try ...
- M** Imani, look, I know where you're going with this: "If you don't try, you fail 100% of the time."
- I** Good! Because the thing about my big brother is ... he always pulls it off. Am I right, or am I right?
- M** You're right.
- I** OK. So tell me, how did you leave it with Seth?
- M** Seth? I guess I overreacted there, too, if I'm being honest. Well, I kind of blew up at him, actually. I'd better call him and apologize.
- I** Yeah, you'd better do that, Mike. You need to keep your job or you won't be able to get that new car!

b **07.24** Ask students why Mike mentions Seth (Imani is behaving like him and trying to organize his life). Tell students to listen again and decide what Imani and Mike agree about. Play Part 2 of the audio recording again. Check answers as a class.

Answers

1 no 2 no 3 yes

VOCABULARY SUPPORT

- slob* – a lazy or dirty person
- worked up* – upset or very excited about something
- lose it* – lose control of your behavior
- 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
- 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
- blow up* – suddenly become angry

c Language in context *Challenging*

Ask students how Mike feels when he says these expressions (angry, aggressive). Tell students to say the expressions in other words. They could use the context in the audioscript on SB p. 10 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 on SB p. 10. Ask students to find and underline the expressions, and then play the audio again and stop it after each phrase. Elicit the meaning of each expression.

- d** Ask students why they think Imani mentions the incident with Seth (to make Mike reflect on his behavior). Put students into pairs to answer the questions. Compare ideas as a class.

Suggested answers

Students' own answers
calmer, better, more positive (about his project), sorry/guilty

EXTRA ACTIVITY

Tell students to think of an idea for a robot, e.g., a robot that does your homework ... Put students into groups to compare their ideas and say which one is the most interesting.

4 USEFUL LANGUAGE
Apologizing and admitting fault

- a** Ask students why the navigation system might want to apologize (e.g., it guided the driver into the sea / a river). Ask students which part of its words are apologetic and which admit fault.

Answers

It apologizes and admits fault.

- b** **07.25** Tell students to complete the expressions. Play the recording for them to check. Drill the expressions.

Answers

- | | | |
|---------------|-----------|---------|
| 1 inexcusable | 3 thought | 5 right |
| 2 line | 4 came | 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.

Suggested answers

- a 4
- b 5
- c 3
- d 4, 6
- 1, 2 possible for all

- d** Ask students if they think Seth is expecting Mike's call and how he might react. Put students into pairs to plan and practice the phone call using the functional language. For variety, you could ask some students to behave as a relieved Seth, an unforgiving Seth, an indifferent Seth, 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 apologizing 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

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 giving feedback, ask students to describe how their group decided what to do and if they were happy with their plan.

1 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 answer the questions. Check ideas as a class.

Suggested answers

- 1 a team which is office-based collaborating on a project
 - 2 students working closely, sharing information
 - 3 a sports team, friendly, competitive
 - 4 coworkers working side-by-side cooperating to get a job done
- Students' own answers

- b**  Put students into groups to talk about the questions. Share answers as a class.

- c**  **07.26** Ask students what kind of teamwork might be important at an insurance company. Play the recording for students to listen to each speaker in turn and take 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

Pablo

- 1 Masha
- 2 stubborn, aggressive, too talkative, inflexible, no sense of humor
- 3 nice, good ideas, 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, thinks ahead and predicts possible problems

Sam

- 1 Pablo
- 2 reads newspaper online when he should be working, strange, doesn't say a lot in meetings, seems to be laughing at coworkers, lazy, not sincere
- 3 quiet, says things worth listening to, good at solving problems, clever

Vicki

- 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 exercise 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

PABLO Deep down, Masha is a nice person. I mean, if we go and get coffee together and just talk about everyday things, we get along just fine. But in meetings, she really annoys me. She's the most stubborn person I know. What disturbs 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 humor. In this job, what you need more than anything else is the ability to laugh at yourself.

MASHA There's something a little 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 cookie at exactly 9:45 a.m. It's always the same kind of cookie 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 can be a drawback, too. What frustrates me is the way he 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 fixed. 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 were a bit more flexible.

SAM I sit next to Pablo 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 Pablo 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 little 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 Pablo who comes up with the solution. Vicki, our team leader, she likes that. I always get the feeling that Pablo's her pet. He is smart, but I think he's a bit lazy, and I'm not altogether sure he's sincere.

VICKI I'm really going to have to do something about the team I manage. 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 Pablo 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 Pablo is the ultimate fixer – and he has a good sense of humor. But each individual is caught up in their own agenda. What we need to do is some kind of team-building exercise or something.

- d 07.26 Ask students who they think sounds the most difficult person on the team. Tell students to complete the summaries with words from the box, using dictionaries if necessary. Then play the recording again for students to listen and check. Ask students to look at the audioscript on SB p. 10 if necessary. Concept check some of the expressions, e.g., *makes (you) feel uncomfortable* (unsettles); *something which presents a problem* (drawback).

Answers

- 1 annoys
- 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 phrasal verbs ending with *up* to the two in the box (*lighten up*, *come up*), e.g., *bring up* (to care for 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). If necessary, pre-teach *tolerable* (of a quality that is acceptable, although certainly not good). Students rank the personality attributes according to their acceptability. They then compare their order with a partner and justify their ranking. Share answers 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 chose 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.

Suggested answers

TIG has 12 years' experience in providing personal development programs. Team-building programs are their speciality, with games and problem-solving activities which will appeal to all team members. The program 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 among team members.

- b Put students into groups to imagine how they would react to the news of having to participate in a program like this. Share answers 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 forward). Tell students to complete the headings in the proposal. Check answers as a class.

Answers

Training needs
The TIG program – what they do
Benefits to our business

- b Tell students to underline the phrases starting with *I* in the report and check 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 on the team will like)

from organizations similar to our own (from companies like ours)

therefore lower absenteeism (so fewer people missing work).

You could also do the exercise the other way around: give students the suggested 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 chart. Refer to the Language notes 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 / specifically
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. Share answers as a class for each team.
- b >>> Tell students to read the two programs on SB p. 137. Ask them to discuss the advantages and disadvantages of each with their partner and choose one. Share answers on the advantages and disadvantages of each program 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.

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*: *with wanted to It who you speak I was* (It was you who I wanted to speak with.). 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 (near-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 (*light-headed* = if you feel light-headed, 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-*

- a 07.27 Concept check the adjectives in the box: Which two are negative? (self-centered, self-satisfied). Which two are opposites? (self-sacrificing, self-centered). 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-centered
- 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-centered
- 4 self-satisfied
- 5 self-sacrificing
- 6 self-aware



EXTRA ACTIVITY

Put students into groups to discuss which of these self-help books they would read:

Improve your memory (Get great grades on 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 vacation 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 people they know.

- 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. Share answers 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.

UNIT 8

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 behavior 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 behavior, lifestyle, and diets and note the details
- use a range of lexis accurately to: describe sleeping habits and the superficial and health effects of aging; discuss opinions on life expectancy and personal and societal attitudes to aging
- understand and use a range of expressions to take part in negotiations over price and other terms of an agreement
- write well-organized 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, not sleep a wink, oversleep, sleep like a log, suffer from insomnia, take a nap toss and turn*
- Aging and health: *acne, arthritis, blotches, cardiovascular exercise, deteriorating eyesight, fine lines, freckles, glowing complexion, gray around the temples, heart trouble, inevitable part of aging, moisturizing, 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; Expressions with *fair*
- Wordpower: *and: odds and ends; far and away; far and wide; part and parcel; sick and tired; wear and tear*

P PRONUNCIATION

- Main stress
- 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 movie was 87-year-old Gloria Stuart nominated for an Oscar?
A Titanic 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 investment banking

- 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 4 on the board. Ask the class to categorize the activities listed according to different criteria, e.g., for active people like the woman, for people with restricted movement.
- b Put students into groups to talk about the question. Share answers as a class.

EXTRA ACTIVITY

Ask students to write a speech bubble for the woman, 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

THERE'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
- fitness
- sleeping
- traveling
- other (activities not mentioned).
- entertainment
- household tasks
- studying
- working

(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.

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/traveling = 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.

1 SPEAKING AND READING

a Ask students how they slept last night and how many hours they slept. Put students into pairs to answer the questions. Share answers as a class.

b **08.01** 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.

Suggested 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 the most sleep, of course – about 16 to 20 hours a day for newborn babies, and that gradually decreases as they get older.

c Ask students to look at the picture and say how they think the mother gets the baby 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 emphasize 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 answer the question. Share answers 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

- 4 it's time 5 the best way
- 3 may as well get 6 'd better
- 2 there'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 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

- 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.
- a The simple active infinitive makes it clear that the person sleeps well in general.
b The perfect active infinitive makes it clear that the person has slept well on this particular occasion.
- a The present active gerund makes it clear the person likes reading to herself 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.
- a The simple active 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.

- d Write this sentence on the board and encourage students to think of different ways of filling the blank: *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. Share answers as a class.

- e ►► ► 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. 93.

Answers (Grammar Focus 8A SB p. 152)

- a 2 Being picked 5 to have been visiting 8 complaining
3 waiting 6 not to have known 9 to forget
4 having misled 7 to have 10 describing
- b 2 to have fallen falling 7 to feel feel
3 to go going 8 being taken 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 sleeping / 11 to be spending to be spent
Not having slept



CAREFUL!

Some students wrongly use an active gerund rather than a passive gerund: *My coworkers have even noticed instances of equipment mishandling.* (Correct form = *My coworkers 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.*).

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.

Suggested answers

sleeping eight hours a night may be unnatural for humans
segmented sleep may be the human body's natural preference

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 ✗ (because there wasn't street lighting; legitimate activity at night didn't happen until the 17th century) 3 ✓ 4 ✓ 5 ✗ (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 guess 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. Have students write the possible reasons in their notebooks. Share answers 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 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 colorful metaphors that improve the style
played 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 answer the questions. Share answers 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.

Suggested 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.

Adriana 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.

Ignacio 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 a lot 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. First, we've got Matt from Atlanta 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 wide awake and restless. Then I get tired again at around three a.m., I doze off and 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 Atlanta taking pictures in the night. Some people might be a bit nervous walking around at uh, y'know, two in the morning, but it is actually a really beautiful time to be out, you have the 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.

P Right, well, thanks Matt. So that's one idea if you're suffering from insomnia – get out there and take some photos. Now, we have Adriana on the line from Rio de Janeiro, in Brazil. Adriana?

ADRIANA 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 uh ... I wake up at about four a.m. every night to practice uh yoga. I, I love yoga. Most of the time I do it at home but uh once a week, I drive to this really great yoga studio in Rio, and I practice there with about 20 other people, and we've all really become friends now.

P So they all get up, every night?

A Yes, uh, we all have, uh, the same 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 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 Burlington.

BERNIE Hi.

P Tell us about your sleep pattern.

B Well, um ... I'm an artist, uh, if that's not too bold 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. Uh ... and usually I have a very strong image in my head that I've got from a, a dream. And what I do is I get up, um, 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 always up at seven o'clock. After all, I have to teach at art school.

P You never oversleep?

B No, no, I'm always fine. Uh, sometimes I will take a nap later in the day – I'm not as young as I was – y'know, after lunch.

P Thank you, Bernie. So Bernie has three sleeps, two at night and one in the afternoon. I think I'll try that one myself. And lastly we have Ignacio, who grew up in Indonesia.

IGNACIO Hi there, yes.

P Ignacio, tell us about it.

I Ah yes, uh ... well it's quite interesting. I grew up among the Yali people in Papua, which is uh, part of Indonesia. My parents lived in a very remote area. My mom 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 uh, 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. Uh ... we'd, we'd hear people talking, y'know, someone would start a fire. Sometimes we would eat uh 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 Ignacio, 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 categorize the expressions, referring to the audioscript on SB pp. 10–11 if necessary. Check as a class.

Answers

- 1 be fast asleep; sleep like a log; oversleep
- 2 be wide awake; be a light sleeper; be restless; not sleep a wink; toss and turn; suffer from insomnia
- 3 drift off to sleep; doze off
- 4 take a nap

LOA TIP ELICITING

- Use the audioscript on SB pp. 10–11 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 take a nap later in the day ... after lunch.* Ask students if from the context *take a nap* means a short or long sleep (short) and which category it is (4).
- Ask students: *Why does Ignacio say "take 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 *take 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)
sing 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 bed
tossing and turning
 couldn't sleep a wink

- e **08.06** 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 trouble sleeping
 he's fast asleep
sleeps like a log

- f 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 answer the questions. Share answers as a class.

5 SPEAKING

- a 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. Share answers as a class.
- b 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 rationalizing their choices.
- c One student from each group presents the schedule 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. Share answers as a class.

ADDITIONAL MATERIAL

Workbook 8A

Photocopiable activities: Grammar 8A, Vocabulary 8A

8B

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 movie from which it comes, *Highlander*, about someone immortal.

1 SPEAKING AND VOCABULARY

Aging 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 answer the question with a partner. If necessary, pre-teach *pout* (push both lips forward), *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.).
- c** 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 youthful 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 colors under the skin) which they think would represent their character or interests. Put them together to compare and explain their tattoos.

- d** 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:

- understand and use aging collocations
- understand stories about anti-aging treatments
- use conditionals
- use the weak form of *was/were*
- talk about expectations for different age groups

answers to Exercise a, b, and d as a class. After the discussion in Exercise e, share answers as a class. Tell students to go back to SB p. 96.

Answers (Vocabulary Focus 8B SB p. 165)

- a** youthful skin: a glowing complexion; smooth skin; spots/acne; firm skin; clear skin
mature skin: saggy skin; dry skin; wrinkles / fine lines
all ages: freckles; a rash; blotches; oily skin
- b** 1 dry skin; wrinkles; freckles; blotches; a rash
2 a rash; blotches; spots
3 saggy skin; dry skin; wrinkles / fine lines
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-aging treatments/effects: moisturizing; weekly facials; injections; whitening; tighten; plump; plastic surgery
Superficial effects of aging: showing his age; yellowing teeth; tooth loss; hair was thinning; graying
Health problems caused by aging: eyesight is deteriorating; heart trouble; poor circulation; has 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 gas or oil leakage into the soil.* (Correct form = *The station has no proper filters to prevent any gas 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 answer the questions. Share answers 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.

Answer

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

transcend sth – go far beyond the limits of sth

accumulation (n.), accumulate (v.) – (C2) increase in number (gradual), build up over time

the dawn of time – the beginning of time / human history

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 summarize 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.

Suggested answers

- they are the result of lifelong damage and they aren't fun
- it's nonsense not to recognize the possibility of being able to do something about aging
- anti-aging mechanisms in our body aren't perfect and can't fight aging successfully
- he thinks we will soon be able to prevent the physical problems of aging, but the medical profession doesn't agree
- people who are now in their 40s have a 30–40% chance of benefiting
- 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 talk about the questions. Share answers as a class.

3 GRAMMAR Conditionals

- a Ask students to check 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). Share answers 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 recognize him by his beard.* c *If I had been born a few years later, I'd have more chance of benefitting 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 | 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 2 c 3 f 4 a 5 h 6 i 7 d 8 g 9 b 10 e
- b 2 If I were you, I would have a word with her.
3 You can stay as long as you keep quiet.
4 If anyone is to blame, it's me.
5 Sheila would have been disappointed if nobody had come.
6 I will only agree on the condition that this is kept confidential.
7 Should I find out, you will be the first to know.
8 It won't take long, assuming we have everything we need.

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 vacation together.~~ (Correct form = *We need to choose the same one if we want to spend the vacation 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. When giving feedback, ask students to tell the class the statements which weren't true.

4 LISTENING

- a  Tell students this joke: *I'm on a special seafood diet. I see food and I eat it.* Ask students if the joke has a serious side (making fun of strange diets). Put students into groups to answer the questions. Share answers as a class, being sensitive to students who may have weight issues.
- 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. Share answers as a class.

Suggested answer

low-calorie foods, e.g., vegetables, beans, rice, fish, oats, etc.

- 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), *appetizing* (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 it up in a food blender with tomato paste, olive oil, and pepper. He usually has the mixture for breakfast.
- 2 ten smaller meals between 8 a.m. and 5 p.m.

Audioscript

PETER BOWES And are you that meticulous about what you eat?

MARTIN KNIGHT I am – I 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 this?

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. Then I have sprouted oats, 16 grams, so that's, er, that's about 70. Then this tomato paste here, and ... 33 grams of that, and ... almost done now. There we go. 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?

M Ah ... if you'd like to, yes!

P I have to say it doesn't look hugely tasty to me, or appetizing.

M No, no I can understand that perfectly, yeah. Um, here's a spoon.

P Here goes.

M It's very colorful, 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 flavor ... more of a flavor than you might think.

P The oil helps. Not so sure about so much tomato in my breakfast like this.

M Oh, OK! That's one of my favorite 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.

P As well as his extreme diet, Martin Knight lives a Zen-like, stress-free existence in California. He practices 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?

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 emphasizes 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 take notes on the topics. Check answers as a class.

Suggested answers

- 1 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 appetizing; colorful, tastes better than it looks, flavored with pepper, too much tomato for Peter, but not Martin
- 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 cell phones on the weekend*. 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 talk about the questions. Share answers 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 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 movies, talks, etc. Tell students to listen again, transcribe the words and then mark the pitch changes. Students then practice 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

a Ask students how old they have to be to drive, get married, etc. in their country. Put students into pairs to answer the question. Share answers as a class.

b Put students into groups of five to discuss the statements.

c Ask groups to choose one student for each statement. Tell students to take turns presenting 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 aloud 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

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
- Sound and spelling: misleading vowels

OPTIONAL LEAD-IN

Books closed. Put students into groups to discuss in which situation they'd feel confident they could negotiate a better price:

- 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 that was in the store 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 answer the questions. Share answers as a class.
- b** Ask students what they think Tatyana's present was. Put students into pairs to think of their own ideas. Share answers as a class.
- c** **08.13** Play Part 1 of the audio recording for students to check their answer to 1b and answer the other questions. If necessary, pre-teach *tenuous* (a tenuous connection, idea, or situation is weak and possibly does not exist). Check answers as a class.

Answers

It's a watch that her grandfather made. She wants to sell it.

Audioscript (Part 1)

HELEN You're up late, Tatyana.
TATYANA Oh, hi Helen. Yeah, I've got a lot going on.
H What's that you've got there?
T Oh, it's a family heirloom. It's an old watch from my grandfather.
H Wow. It's beautiful. May I see it?
T Sure.
H So, why do you have it out?
T Well, I'm thinking of selling it.
H Oh?
T Yeah, I know it meant a lot to my mother, and the work her father had put into it – He made watches. But I could really use the cash right now.
H Hmm ... I understand that. But what if you regret selling it someday?

T Well, I think, knowing my grandfather, he'd rather I had the money than hang onto something that I can't use.
H Well, that's a tenuous reason ... but I understand. It's just that once it's sold, you can't get it back.
T Yeah, you're right. But you haven't heard the best part yet!
H What's that?
T I have two of them!
H Oh! Well, in that case ...
T Yeah ... I told you he made them. So, I have two. I think I can sell one.
H Hmm. Why not?

- d** Put students into pairs to talk about the question. Check students' predictions as a class.

- e** **08.14** Play Part 2 of the audio recording for students to answer the questions. Check as a class. If necessary, pre-teach *one-of-a-kind* (the only person or thing of a particular type) and *auction* (a sale in which things are sold to the person who offers the most money).

Answers

1 a 2 c 3 Students' own answers

Audioscript (Part 2)

MIRANDA Can I help you?
TATYANA Hi. I have this antique watch I'm interested in selling.
M Oh, what an interesting watch. Tell me more.
T Well, I think it's fair to say, this is a unique, one-of-a-kind item you won't find anywhere else.
M How so?
T It's an exclusive edition crafted by my grandfather. His name was Fyodor Orlovsky, and he used to make watches in Russia. He was rather well-known there. Perhaps you've heard of him?
M Oh right, hmm, I'll have to research him. Did he have his own store?
T Not exactly. Mostly, he made special commissioned timepieces for prominent people. I can give you an article about him and some photos. Actually, here's a copy of the article.
M OK.
T Anyway, so these watches are hard to find; it's not like he made a ton of them.
M Well, rare watches are certainly of interest. First, I'll have to verify the authenticity of the watch and your grandfather. Then there's just the issue of how much you would like for it.

T Well, how much would you be willing to pay?
M Oh, for a watch like this, of this age, I think we'd be prepared to offer, say, two fifty? Would that be a fair suggestion?
T Two fifty! How about we increase that a little? I was kind of hoping for something more in the region of five hundred.
M No, that would be out of the question. What would you say to three fifty? In principle, of course. I'd need to complete the authentication first.
T Three fifty – is that your best offer?
M Fair's fair. Although, there is another way. If you wanted to put the watch in an auction, you would get a percentage of the sale price, which might wind up around ... still, about \$320.
T OK, three fifty. We've got a deal.
M OK. Leave the watch with me and come back after one o'clock. I'll have your money then.
T What? Why can't you just pay me now?
M Well, if I can't authenticate the watch, the deal's off.
T Oh, right. I understand. Fair enough.
M Thank you.

- f** **08.14** Play Part 2 of the audio recording again. Then write this answer on the board and elicit a question for it beginning with *Why*: *Tatyana wants to sell her grandfather's watch. (Why does Tatyana go into Miranda's store?)*. Tell students to write a *Why* question for each answer. Check ideas as a class.

Suggested answers

- 1 Why does Tatyana tell Miranda that her grandfather made special commissioned timepieces for prominent people?
- 2 Why does Tatyana give Miranda an article about her grandfather?
- 3 Why does Miranda say she will pay three fifty in principle?
- 4 Why doesn't Miranda pay Tatyana immediately?

FAST FINISHERS

Ask fast finishers to make three more *Why* questions for these answers and then compare with other fast finishers:

Miranda needs to authenticate the watch to make sure it's real.

Fyodor Orlovsky watches are hard to find because he didn't make very many of them.

Tatyana will come back after one o'clock to get her money for the watch.

Suggested answers

Why does Miranda need to authenticate the watch?

Why are Fyodor Orlovsky watches hard to find?

Why will Tatyana come back after one o'clock?

g Language in context Expressions with fair

Ask students to think of different meanings of *fair*, e.g., hair color, a trade event. Tell students to match the expressions with the meanings. Check as a class.

Answers

1 c 2 a 3 b

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. Have students share their answers to find the pair with the longest word or phrase that is a homophone.

- h ... Ask students to read the expressions with fair on the left and think of a situation where they would use each of the expressions. Then have students match the expressions with their meanings. Share answers as a class.

2 USEFUL LANGUAGE Negotiating

- a 08.15 Ask students why Tatyana and Miranda need to negotiate (there is no set price for an antique!). Tell students to complete the conversation from Part 2. Play the recording for them to check. Check answers as a class.

Answers

1 issue 2 willing 3 prepared 4 fair 5 increase 6 hoping 7 out 8 say 9 best

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 blank 1 with a stronger student: *After "the" we need a noun. What do you have?* (question). *Why?* (because the part of speech 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 blank 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 chart. Check answers as a class and refer students to the Language notes. Drill the expressions.

Answers

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
How about we increase that a little? I was kind of hoping for something more in the region of ... Is that your best offer?	That would be out of the question.

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*) and the polite phrase *be willing to*.

- c ... Tell students to complete the conversation with words from the chart in 2b. Check answers as a class. Put students into pairs and ask them to practice the conversation.

Answers

1 open 2 worth 3 accept 4 flexible 5 position 6 authorized

- d ... Read aloud the conversation with very flat (rude/bored) intonation. Put students into pairs to answer the questions. Check answers as a class.

Suggested 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.

EXTRA ACTIVITY

Dictate this ineffective 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 effective negotiation.

Suggested 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 authorized 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

Sound and spelling: misleading vowels

- a  08.16 Ask students to think of words spelled with *ow* (e.g., cow, town, owl). Ask if all of the words have the same sound. Then, ask students to look at the words in their books and to guess which word spelled with *ow* has a different sound. Play the recording for students to check. Was their answer correct?

Answer
know

- b  08.17 Play the recording for students to circle the word with a different vowel sound.

Answers
on
were
wind up
meant
of

- c  Put students into pairs to think of words to add to the chart. Monitor and make sure students understand the difference in sounds and are able to identify the ones that sound the same.

Suggested answer

	(same spelling, same sound)	(same spelling, different sound)
honey /ʌ/	money	don't /ɒʊ/
here /ɪr/	sphere	somewhere /er/
kind /aɪ/	find	window /ɪ/
ahead /e/	instead	far /ɪr/
coffee /ɑ:/	soft	sofa /oʊ/

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. Encourage students to use the negotiation language and implied questions. When giving 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 turns using their negotiating language and skills to sell each thing to their partner.

 ADDITIONAL MATERIAL

Workbook 8C
Unit Progress Test
Photocopiable activities: Pronunciation 8C

SKILLS FOR WRITING

It's a unique dining experience

OPTIONAL LEAD-IN

Books closed. Put students into pairs to guess 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

1 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 and go through the criteria in 2 and agree on five. Share answers 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 Paleolithic /pæliə'liθɪk/), 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.

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

- 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

- Because it lasted for over a million years, human beings learned to cook and their bodies adapted to their diet.
- Wild meat, fish, vegetables, seeds, nuts, and fruit are healthy because our bodies are still adapted to life in the Stone Age.
- Dairy products and refined grains like wheat and rice were developed later, so are not "natural"; they are difficult to digest and cause people to gain weight.
- The ingredients are based on the Stone Age, so people are eating healthily; the food is prepared in a modern, sophisticated way to produce tasty dishes.
- 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 Paleolithic 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.

I 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.

I 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 ...

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 Western world. Put students into groups to answer the questions. Share answers 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 answer the questions with a partner. Check the answer to 1 as a class and individually on 2.

Suggested answers

- city-center restaurant; Stone Age diet included grains; seasonal menu; details of signature dishes; sample menu available; drinks served are natural fruit and vegetable juices, teas, coffee, herbal teas; fixed-price early evening menu; cookbook containing *Ancestors* recipes; sample pages from cookbook available
- someone health-conscious and interested in a new culinary experience because the food is good for you and unusual; students' own answers

VOCABULARY SUPPORT

bend the rules – not obey the rules completely, change the rules to suit a situation

genetic make-up – the particular combination and organization 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. Share answers 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 organized (headings, sections, links) and why it uses headings and sections. Check answers as a class. Ask students which of the links they would follow.

Answers

so people can quickly find out about the features they are interested in; so it looks easy and engaging to read – more so than a block of text

- c Tell students to match the features with the purposes. Check answers as a class.

Answers

- c
- d
- b
- 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. Share answers and ask the class if they can think of a better slogan.

Suggested 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-center 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

- c
- b
- d
- 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.

Suggested answers / Answers

- The first is more effective. Putting vivid description at the start of a sentence immediately gets the reader's attention. The second sentence has two main clauses and this is less efficient as the subject is the same in both.

Based in the city center, 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 chart and the Writing Tip. Students complete Exercise 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 store
 - 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 recognized
 - 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

a  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 take 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 the sections so that they each write a short paragraph. Stronger students can write more than one section. Encourage students to use structures which emphasize 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

- b** Write this sentence on the board and ask students to complete it with one word: *Had Oscar given his name, he _____ have gotten into trouble.* (would). Tell students to complete the sentences with one word. Check answers as a class.

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 grandma 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, gray, 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.

Suggested 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-aging treatment
- 4 weight loss; it isn't usually a result of aging
- 5 yellowing; it's a superficial effect of aging, not a way of looking/feeling better
- 6 poor circulation; it's a health problem caused by aging, not a superficial effect of aging

3 WORDPOWER and

- a**  **08.19** Ask students to describe the pictures and say what the people might be saying. Tell students to match the sentences with the pictures. Students may remember that *odds and ends* was in 1C Ex 2b on SB p. 15. Play the recording for students to listen and check. Drill the expressions.

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

- c**  **08.20** Ask students if they know any other 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 aloud their sentences for other students to guess what goes in the blank.

EXTRA ACTIVITY

Put students into pairs. Tell them to write a dialog using as many of the *and* expressions as possible. First they plan the dialogue, taking notes, then they practice it, and finally they role-play it in front of the whole class.

» Photocopiable activities: Wordpower 8

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 9

CITIES

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 behavior 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)
- Connecting: Reasons and results: *as a (direct) consequence (of), as a result, because of, causing, consequently, due to, hence, leads to, noticeable, one key factor, outcome, owing to, results in, thereby, therefore, thus, which ... means*

V VOCABULARY

- Verbs with *re-*: *reclaim, recreate, redevelop, regain, regenerate, reinstate, rejuvenate, renovate, restore*
- Describing buildings: *bungalow, cabin, dated, graceful, housing estate, imposing, innovative, mansion, nondescript, out of place, over the top, penthouse, power station, skyscraper, 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, avant-garde, cappuccino, c'est la vie, déjà vu, faux pas, finite, kaput, karaoke, kindergarten, nada, paparazzi, pronto, rendezvous, Schadenfreude, siesta, tête-à-tête, typhoon*

- a** Put students into pairs to describe the photo. Share answers 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 below.

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 mall in Seattle, U.S., and they were forced to build around her. It's possible she was the inspiration for Pixar's movie *Up*.

- c** Put students into groups to talk about in what situation they would agree to their family home being demolished. Share answers 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., organizing 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.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write these criteria for a good city to live in on the board:

- | | |
|----------------------|-------------------------|
| • transportation | • safety |
| • affordable housing | • friendly locals |
| • shopping | • entertainment options |
| • multiculturalism | • atmosphere |

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.

9A

THEY DID IT ALL THEMSELVES

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 neighborhood, including main buildings, transportation, 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, etc. Share answers as a class.

1 READING

- a** Tell students to look at the picture and say how it looks different from the street where they live. Put students into pairs to discuss the question. Share answers as a class.
- b** Ask students to read the article and answer the question individually. Invite students to share the answer.
- c** Give students time to read the rest of the article and answer the questions individually. Use the Vocabulary support box to help students with vocabulary if necessary. Check answers as a class.

Answers

- All the streets are closed to traffic.
- Walking, cycling, doing aerobics, playing soccer
- Yes, very popular: their children can play in the street, they can appreciate their city, it's a chance to educate people about the environment.

VOCABULARY SUPPORT

maneuver – a movement that needs care or skill
grind – rub together and make an unpleasant sound
grind – to operate a machine or an engine
rev – to increase the engine speed of a vehicle
soothing – making you feel calm
wares – goods that are for sale, especially not in a store
thoroughfare – a main road for public use or a passage through somewhere
reclaim – to get something back from someone
stroller – a chair on wheels that is used to move small children
periodic – happening regularly but not frequently
turf – short, thick grass and the soil it is growing in

FAST FINISHERS

Point out the word *traffic-free* and ask fast finishers what it means (with no traffic). Ask them to think of other nouns that are usually used with the suffix *-free*.

Suggested 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. Put students into groups to talk about the questions. Share answers as a class.

Suggested answers:

- Ciclovías*: a few streets are closed to traffic. Day of the Pedestrian: all the streets are closed to traffic on one day a year.
- They are reduced by over 60% on the Day of the Pedestrian.
- It's on the main street of La Paz; it's expanded on the Day of the Pedestrian, and people set up sports events.
- It's a traditional Bolivian dance; couples dance it in the street on the Day of the Pedestrian.
- It's a neighboring city.
- People learn about climate change and protecting the environment; they become more aware of carbon emissions and pollution.

- e** Put students into groups to talk about the question. Monitor and give feedback as needed.

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 both start with *re-*) and how they are different (in these sentences *reclaim* is in the infinitive form and *restored* is in the past participle).

Answers

They're both about putting something back or doing something again.
reclaim: the streets belong to the people again
has been restored: calm has come back again

- b** Tell students to complete the sentences with the verbs from the box. Make sure students notice that the meanings of the words are shown in parentheses. Check answers as a class.

Answers

- | | | |
|--------------|-------------|-------------|
| 1 regenerate | 4 recreated | 6 reinstate |
| 2 renovate | 5 regain | 7 redevelop |
| 3 rejuvenate | | |

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 movie?* (*King Kong*). 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-*: *juvenate* and *novate* are not words.

Pronunciation

- 09.02** Play the recording for students to listen to the pronunciation of *e* in *re-* in the verbs in the chart. Ask students in which word the *e* sound is longer (redevelop). Drill the two verbs.
- 09.03** Tell students to add the other verbs with *re-* in 2a and 2b to the chart 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 /i/	2 /ɪ/
redevelop	rejuvenate
reclaim	restore
recreate	regain
reinstate	regenerate

Different: /e/ renovate

FAST FINISHERS

Tell fast finishers to add these verbs to the chart: *relax, repeat, re-educate, refund, reject, rehouse, require, result*. Check and drill the words.

Answers

/i/: re-educate, refund, rehouse
/ɪ/: relax, repeat, reject, require, result

- Tell students to look around their classroom/school and say if any renovation or any other changes are needed. Put students into groups to talk about the questions. Check answers as a class.

3 READING AND SPEAKING

- Put students into pairs to look at the pictures and answer the questions. Share answers as a class.

- 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. Student Ds go to SB p. 137. If necessary, put the following words and definitions on the board for students' reference during the task: *carbon emissions* (carbon released into the atmosphere by, e.g., burning fuel), *turf* (the surface layer of lawns and sports pitches: the grass, its roots and the attached soil), *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 take 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. Share answers as a class.

4 GRAMMAR Reflexive and reciprocal pronouns

- 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. Share answers as a class.

Suggested answers

1 A; D 2 B; D 3 C; D 4 A; B; C; D 5 B; D 6 C 7 A

- Put students into pairs to look at the words and phrases in bold and answer the questions. Check answers as a class.

Answers

- 6 (themselves)
 - 3 (itself)
- we support ourselves*: we don't need other people's help; *we support each other*: I help them and they help me.
 - 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

- 09.04–09.05** 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)

- a2 b1
 - a1 b2
 - a1 b2
- 1 ourselves
 - 2 John himself
 - 3 herself
 - 4 myself
 - 5 myself
 - 6 himself
 - 7 one another
 - 8 each other's
- 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 organize your leisure time.~~ (Correct form = *It means you should **organize 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 favorite apps are. Ask students to discuss in pairs what they think the app in the photo is for. Then share answers 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 transportation 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 optimize 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 cell phones 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 right away. Or at least they get updated on what's being done about it. Michelle Thornton in Boston, Massachusetts, 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 vandalized, 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

amenity – desirable or useful features and facilities of a place – such as parks, swimming pools, public toilets

optimize sth – make something as good as possible

pothole – a hole in a road surface

vandalize – 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  09.07 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 type of roof), *commute* (C1) (make the same journey regularly between work and home) and *have a mind/memory like a sieve* /siv/ (forget things very easily). Put students into pairs to compare what they have chosen. Tell students to check the answer on SB p. 128.

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 the city 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 have 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 cell phone or your laptop. It's all free, of course. So you can go to the park, sit and chat with 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 answer the questions. Share answers as a class.

- f 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 **09.08** 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 phrasal 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

Tell fast finishers to look at the audioscript on SB p. 12, underline the other example of *all over the place* (sometimes the station announcements are basically all over the place) 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 cell phone. *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 apartment/house, you live in a recently changed jobs, you live in a bad neighborhood, 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. Share answers as a class.



HOMEWORK ACTIVITY



Tell students to find five phrasal 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 phrasal verbs.

6 SPEAKING

- a 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 talk about 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 take notes and then practice 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. Share answers 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

9B

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 traveled forward 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.

1 SPEAKING AND VOCABULARY

Describing buildings

- a** Put students into groups to look at the pictures and answer the questions. Check and share answers as a class. If you wish, give students information from the Culture Notes below.

Answers

Triumph Palace, Moscow, Russia; apartments and hotel Krzywy Domek (The Crooked House), Sopot, Poland; restaurants, stores, and offices
L'Hemisfèric and El Palau de les Arts Reina Sofia, Valencia, Spain; L'Hemisfèric is a movie and projections hall; Palau de les Arts Reina Sofia is an opera house and cultural center
Torre Velasca, Milan, Italy; stores, offices, exhibition spaces, and apartments
The United Nations Secretariat building, NYC, U.S.; houses the United Nations
Museo Soumaya, Mexico City, Mexico; museum

CULTURE NOTES

Triumph Palace, built in 2003, is the tallest apartment building 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. L'Hemisfèric and El Palau de les Arts Reina Sofia are part of an entertainment and cultural complex completed in 2005, following considerable controversy over the expense.

The 100 meter Torre Velasca was built in the 1950s on the model of a medieval castle. Right in the center 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 aloud the definition for *imposing* from the Vocabulary support box and ask students if *imposing* is positive or negative (usually positive). Tell students to check 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 syllable 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

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1 <u>im</u> posing | 4 <u>in</u> novative | 7 <u>dat</u> ed |
| 2 non <u>descript</u> | 5 <u>taste</u> less | 8 out of <u>place</u> |
| 3 <u>grace</u> ful | 6 over the <u>top</u> | 9 <u>stun</u> ning |

- d** Put students into pairs to describe the buildings, using the words and phrases in 1b and other adjectives or phrases they know. Share answers as a class. Ask students to choose one of the buildings to visit.

- e** **09.10** Students complete the exercises in Vocabulary Focus 9B on SB p. 166. Play the recording for students to listen and check their answers to Exercise a and b. Check the answers to Exercise c. Share answers 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/dated
5 graceful; stunning
- b** 1 d 3 h 5 b 7 f 9 g
2 i 4 a 6 j 8 e 10 c
- c** 1 cabin; skyscraper; subdivision; penthouse; studio; cottage; mansion
2 power station; warehouse; strip mall
3 cabin; skyscraper; studio

- f** Check students remember *iconic* from Lesson 6A. Put students into pairs. Tell them to take turns describing a building, using the new vocabulary and other words and phrases they know, for their partner to guess. When giving 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 check the ones that are true for them. Put students into pairs to compare. Share answers 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 time.

Words have been omitted or substituted to avoid repetition and to make the sentences more concise.

- c**  **09.11–09.16** 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 neighbors complaining about changes in their neighborhood. 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 listening and replying 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 ~~I~~ 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 wasn't ~~very positive~~.
 - 8 We can meet up at seven if you'd like to ~~meet up~~ tonight.
 - 9 "Are we in room six?" "I guess ~~we are not in room six~~."
 - 10 The Amazon is the longest river in the world and the Nile 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 ~~Neither/Nor do I~~."
 - 4 I love vacations abroad, especially long ~~vacations abroad ones~~.
 - 5 "Who has 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 gotten 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 they'll 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 transportation and is expensive for me to take taxis~~. (Correct form = *I can't rely on public transportation 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 switch 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 most accurate summary

- b** Ask students how they would describe Jeanne Gang's style to a friend. Tell students to read the text again and make notes using the prompts. The article about Jeanne Gang contains vocabulary which may be unfamiliar. Encourage students to write whole descriptive phrases as well as

words, e.g., *celebrated and sought-after*, 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.

Suggested answers

background and personality

from Chicago; father an engineer; interested architecture from a young age; studied architecture at the University of Illinois & Harvard; urban design in Zurich; open personality – warm and easy to talk to.

architectural style and a key building she designed

style is innovative & elegant – but also practical & aware of building's environment; key building = Aqua Tower, Chicago – irregular balconies like water – has become an architectural icon.

environmental awareness

thinks about resources & materials used to build; aware of environmental impact of her buildings; has done projects that focus on environmental issues – converting power plant & boathouses that help reclaim Chicago River

interest in social justice

aware that buildings can create socioeconomic divisions; has worked on projects to improve neighborhoods so people can interact easily; consults residents and experts when involved in project

core work philosophy

does a wide variety of projects but believes they are all connected by the same key questions and concepts

VOCABULARY SUPPORT

sought-after – wanted by a lot of people, but difficult to get

doubtless – certainty

creative flare – indicating some creative touches and pieces

ripple – to move in small waves, or to make something move in small waves

power plant – a place where electricity is produced

underestimate (B2) – to not understand how large, strong, or important something is

- c  Put students into groups to look at the photos of Jeanne Gang's buildings and ask them to answer the questions. Encourage students to use vocabulary from the text. Share answers as a class.

LOA TIP MONITORING

- When you monitor group work, make sure that students take turns appropriately. An important part of turn-taking is everyone contributing equally.
- To raise awareness, ask students to time how long they are speaking for on their stopwatches on their cell phones (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 write 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–f 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 Jeanne's interest
c show all the hallmarks
d walked away with
e the game-changer
f has blossomed into
g fueled her 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 Ask students what they think it means to sell the air on top of an existing building and use the Culture Notes to check answers. Put students into groups to look at the photo and answer the question. Share answers as a class.

CULTURE NOTES

As New York City has a very expensive real estate market, property owners started to sell the *air* on top of their existing building for developers to make them taller. This is possible because the lots have a height they are allowed to reach, but some of the older construction is much shorter than these new tall skyscrapers. Thus, these older buildings would still be allowed to grow upward. Consequently, the owners sell these rights to developers to build luxury apartments or offices in return for financial compensation.

- b**  **09.17** Ask students to look at the points for and against skyscrapers mentioned by Maria or Ethan and say if they seem positive or negative. Play the recording for students to answer who mentioned each point. Use the Vocabulary support box to help with vocabulary if necessary. Check as a class.

Answers

1 E 2 M 3 E 4 M 5 E 6 M 7 M

Audioscript

- MARIA** How was your meeting?
ETHAN Interesting. The Brockmans from next door were there.
M The Brockmans? I thought it was a work meeting.
E No, no. It was a neighborhood meeting.
M What? Oh yeah ... all that stuff about "air rights."
E It's not just stuff ... it's a real thing.
M Yeah, I know. I'm just not sure if fighting it is the right thing. I say take the money and run.
E Seriously?
M Well, yeah.
E But it ... it defies logic. I mean, selling the air above a building so that next door a developer can build a super-skinny skyscraper that goes up and up and up!
M This is New York – everything's for sale.
E But the air? C'mon. And besides, I really don't like the way these buildings go up so high. They ruin the skyline.
M Some of them look OK to me.
E They're an eyesore – they're like pencils sticking up everywhere. New York has a really distinctive skyline, and they're ruining it.
M You like the Empire State Building, right?
E Of course.
M Everyone complained about that a hundred years ago when they were building it.
E But that was different – that was when New York was in the process of becoming ... becoming what it is today.
M New York never stops becoming what it is – what it will be.
E I like things the way they are.
M That's what they all said way back then.
E Besides, who's going to live in these pencil skyscrapers? Rich people, that's who.
M Well, even the rich have to live somewhere.
E And then half the time they won't be there – their apartments will just be empty.
M But not all of the time. We need more residents in Midtown – it keeps it alive.
E But we need affordable houses. Have you seen the prices for these apartments?
M Well, no, we have this apartment, it's not like we're in the market for a new one.
E I mean, these pencil towers are doing nothing to help with housing in New York.
M Well, they are, actually. The developers are all giving some money toward building affordable housing somewhere else in the city.
E Yeah, so all the people who aren't rich will move out of Manhattan.
M Well, that happened years ago.
E We aren't rich.
M But you did inherit this apartment. Otherwise, there's no way we could afford to live here.
E Probably not. But I'm just trying to protect what we have: our building, our neighborhood ...
M Yeah, I get that. But this building is old and has serious maintenance issues. They're going to cost a lot of money. If we sell the air rights to this building, it would pay for a lot of that.
E Maybe it would, but it feels like selling out.
M Besides, this whole thing just strikes me as a kind of ... well, NIMBYism.
E What?
M You know, "not-in-my-backyard."
E ... backyard. No, it's not.
M We choose to live in a city like New York, then this kind of thing's going to happen. It's better than urban sprawl.
E I don't agree. I'm going to keep fighting it.
M I know you are. And I get why you want to.
E But I shouldn't expect much sympathy from you?
M Not a lot. Well, maybe just a little.

- c**  **09.17** Play the recording again for students to listen and answer the questions. Check answers as a class.

Answers

- 1 The owner/residents in a low-rise building can sell the rights to the air above their building to a developer so he/she can build a very high building.
- 2 She uses it as an example of New Yorkers being resistant to change. She says that many New Yorkers didn't like it when it was being built but now it's an icon. She suggests that Ethan is behaving in a similar way and history will prove him wrong.
- 3 He is indicating that selling the air rights to the building he and Maria live in would mean compromising his principles about what is a suitable building.
- 4 It's an acronym of "not in my backyard." It means that people in a neighborhood are resistant to change because they feel that it will spoil their living environment. In doing so, they can block necessary change.

VOCABULARY SUPPORT

defy – to be impossible to believe/describe/explain

ruin (B2) – destroy, make worse

eyesore – a building, area, etc. that looks ugly compared to the things that are around it

inherit – to receive possessions or money from someone who has died

sell out (B2) – betray your principal

strike (B1) – when a thought or idea strikes you, you suddenly think of it

urban sprawl – the spread of a city into the area surrounding it, often without planning

FAST FINISHERS

Ask fast finishers to write about the tallest building where they live and state its purpose (e.g., apartments for rich people, offices, affordable housing, etc.). Have them share the information with other fast finishers. Are the buildings they have written about similar?

- d**  Put students into groups to discuss other examples of controversial urban development. Share answers 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 (/ri:/). 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 neighbors
- 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 smells.

Each group should draw a plan of the eight floors labeled 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

9C

EVERYDAY ENGLISH

Let's not jump to conclusions

💡 OPTIONAL LEAD-IN

Books closed. Put students into pairs. Tell them to talk about a situation when they felt really angry: what happened, why did they feel that way, and how did they deal with the situation? Share answers as a class.

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

- listen to a conflict situation, recognize the feelings of those involved, and comment on behavior using a range of functional language
- recognize the relationship between sound and spelling in foreign words in English
- make and respond to complaints

1 LISTENING

- a** 🗣️ Ask students if their picture or personal details have ever been used anywhere without their permission. Put students into groups to answer the questions. Share answers as a class.
- b** 🎧 **09.18** Play Part 1 of the audio recording for students to answer the questions. 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 1d. Check answers as a class.

Answer

- 1 *Free Voice Online*/Victor's photos
- 2 because the online magazine/website used his photos without his permission
- 3 He's going to call them.

Audioscript (Part 1)

- JACK** You're in a good mood today, Victor. What's going on?
VICTOR I am in a good mood. It seems like everything's falling into place, at last.
J Oh?
V Yeah! My new photos are coming together well, and I really think I'm going to have a shot at getting into a gallery soon. And guess what? I think I got a side job shooting real estate photos.
J Wow, that's awesome. But I thought you said you'd never photograph weddings or real estate.
V True. But this isn't just *any* real estate. It's commercial real estate. So you know all those cool newly renovated office buildings down by the marina? Who's going to shoot them? This guy.
J Sounds very cool! Hey, Vic ... Look, isn't this one of your photos on *Free Voice Online*?
V It is! But ... I've never even spoken to anyone at the *Free Voice Online*! This is outrageous! Look! They've used my photo of the new houseboat project ... And my photo of the redeveloped farmer's market ... And my photo of the construction of the new train station! This is unbelievable!
J They're great photos ...
V Yes. And they've got no right to publish them! Where on earth did they get them from?
J Your name isn't even on them ...
V I don't believe it! I'm at a loss for words!
J There's something fishy about this, huh?
V Let me think ...

- J Have you posted these shots on your website? Or your social media feed?
- V No ... although I let Leo use my camera one day last week.
- J Maybe he took the memory card!
- V I smell a rat.
- J Let's not jump to conclusions. I can't believe Leo would steal your photos.
- V Well, he must have.
- J Hold your horses, Victor! Leo's not like that...
- V Maybe ... Anyway, whatever happened, they have no right to use my photos like that! I'm calling them right now!

- c **09.18** Ask students who or what the pronouns refer to. Play Part 1 of the audio recording again for students to check.

Answers

- his photography
- (the news that) Victor's got a job
- himself
- the fact that the online magazine/website used the photos without his permission
- Leo
- Free Voice Online

EXTRA ACTIVITY

Ask students to think of some places Victor could photograph in their city (any renovated building/house that has been turned into something else, like a cool restaurant) Encourage them to use the vocabulary from Lesson 9A. Ask groups to present their ideas to the class.

d Language in context *Animal idioms*

- 09.19** Ask students to correct the idioms and then play the recording for them to check.
- Ask students to say what the idioms mean. Tell them to look at the audioscript on SB p. 12 and a dictionary if necessary.

Answers and audioscript

- There's something fishy about this.
 - I smell a rat.
 - Hold your horses, Victor.
- See the Vocabulary support box.

VOCABULARY 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

fishy – seeming dishonest or false

smell a rat – recognize 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: *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).

- e **09.20** Ask students whether they think Leo really used Victor's pictures without asking for permission. Put students into pairs and play Part 2 of the audio recording for them to answer and talk about the questions. Share answers as a class.

Answers

- c
- Students' own answers
- Students' own answers

Audioscript (Part 2)

VICTOR How should I say this? This is Victor Hudson, and I'm calling to express my dissatisfaction ... No ... no ... This is Victor Hudson and words cannot express my anger ... Ugh.

AARON Free Voice Online, Aaron Johnson speaking.

V Hello, is this the editor-in-chief at the *FV Online*?

A Yes, speaking.

V This is Victor Hudson. And you owe me an explanation for the architectural photos that appeared on *FV Online* today. Those are MY photos!

A Yes, I've just seen them. They're very nice photos.

V Really? Well ... I don't know how you got them. One day I loaned my camera to Leo Marden, and the next thing I know, my photos are posted online, with no credit to me, none, nada! It's totally

unacceptable! You need to take full responsibility for this!

A There's no need to raise your voice, Mr. Hudson. I understand. You're upset. OK. It seems like there's been a mix-up. I will look into the matter. If I discover that anyone on the team has used these photos without permission, I can assure you, there will be consequences.

V How would you feel if someone just took your intellectual property? You've failed to fulfill your responsibility to protect copyright laws!

A I really don't know what else I can say ... Once I get the lay of the land, I'd like to invite you in and we can discuss it face-to-face.

V This needs to be resolved pronto. Or I'll be contacting my lawyers!

2 USEFUL LANGUAGE

Dealing with conflict

- a **09.18** **09.20** Ask students to try to complete the expressions before they listen. Then play Parts 1 and 2 of the audio recording again for them to complete the expressions and check. Drill the expressions.

Answers

- | | |
|----------------|-------------------|
| 1 unbelievable | 5 dissatisfaction |
| 2 earth | 6 anger |
| 3 words | 7 unacceptable |
| 4 outrageous | |

b 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.

c **09.21** Tell students to complete the sentences. Then play the recording for students to check.

Answers

- 1 jump to
2 right
3 explanation
4 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 categorize the comments under Victor's and Free Voice Online's behavior. Check as a class.

Answers

Victor's behavior: 1
Free Voice Online's behavior: 2; 3; 4

e **09.22** Ask students what Aaron suggests at the end of the conversation with Victor (a face-to-face meeting with Victor at Free Voice Online once he has all the information he needs about the situation). Ask the students to complete the sentences. Then play the recording to check.

Answers

- 1 look into 2 can assure 3 invite you; discuss

f Put students into pairs to role-play the conversation between Victor and Aaron using the language from the exercises but ending with Victor reacting positively. When giving feedback, ask some pairs to role-play their conversation in front of the class.

3 LISTENING

a **09.23** Ask students to look at the picture and say what they think is going on between Leo and Aaron. Play Part 3 of the audio recording for students to find out what really happened. Check answers as a class.

Answers

Leo says he must have accidentally given the designer the wrong files. He wants to call Victor.

Audioscript (Part 3)

- AARON** Leo.
LEO You wanted to see me?
A Take a seat. Have you got something to tell me, Leo?
L Uh, no, should I?
A There's an article on Free Voice Online about the marina development. The one with the nice photos?
L Oh? You liked the photos?
A Yes. However, a Victor Hudson called me raging about how they're his photos.

- L** Really?
A Yes.
L What? Let me see them; I haven't seen the article yet.
A Here they are.
L Oh ... Those aren't my photos. They must be Victor's.
A How could this happen, Leo?
L I don't know ... Uh ... Oh, wait! I must've given the designer the wrong file folder. Victor must be furious with me!
A I can assure you, he is. Hopefully, he won't want to take us to court.
L Oh no! This is a terrible mix up! I have to call him ...
A No, Leo, Leo, hold on... Let me call him and make it right first. I'll offer to pay him. The photos are online, so we can easily add his credit to them. Or we can take them down if he prefers. I can post a correction. Hopefully that will mollify him.
L Aaron, would you do that? I really owe you one.
A You're right, you do! You will be in my debt. I'll expect your next few photo assignments to be free of charge until we've recouped what we have to pay Victor. I'm sure his prices are higher than yours.
L OK., Thanks. Let me know when I can call him.
A Just sit tight, I'll call him right now and you can get on the line and explain what happened.
L OK ...

b **09.23** Play Part 3 of the audio recording again for students to answer the questions. Check as a class.

Answers

- 1 Aaron wants to make it right by paying Victor and giving him credit on the website.
2 Aaron is afraid that Victor might sue them.
3 Aaron wants Leo to work for free until he has done enough work to balance out the money they will have to pay Victor.

c Put students into groups to talk about Aaron's treatment of Leo. Share answers as a class.



FAST FINISHERS

Ask fast finishers to think of how Leo could make things better with Victor, e.g., ask him out for lunch or send him a basket of mini-muffins with an apology note.

4 PRONUNCIATION Sound and spelling: foreign words in English

a **09.24** Ask students what you call the thing that protects you from the rain (*umbrella*) and if they know what the origin of this word is (*ombrello*, Italian). Play the recording for students to listen to the words. Ask students to say the origin of the words and which two were used in Part 2. Tell them to look at the audioscript on SB pp. 12–13 if necessary. Check answers.

Answers

- 1 French 6 French
2 Spanish 7 French
3 French 8 Spanish (it is also a common word in Italian, but not with the same meaning)
4 Italian
5 Italian
Nada and pronto were in Part 2.

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  **09.24** 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 naga cappuccino déjà vu rendezvous

- d Put students into pairs to answer the questions and check in a dictionary. Check as a class.

Answers

c'est la vie (French): used to say that situations of that type happen in life, and you cannot do anything about them

kaput (German): not working correctly

aficionado (Spanish): someone who is very interested in and enthusiastic about a particular subject

faux pas (French): words or behavior that are a social mistake or not polite

kindergarten (German): the first year of school (for 5-year-old children)

tsunami (Japanese): an extremely large wave caused by a violent movement of the earth under the sea

paparazzi (Italian): the photographers who follow famous people everywhere they go in order to take photographs of them for newspapers and magazines

typhoon (Cantonese Chinese): a violent wind that has a circular movement, found in the West Pacific Ocean

karaoke (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 (Spanish): a rest or sleep taken after lunch, especially in hot countries

- e  **09.25** 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 write notes about what happened, who is responsible, and the response they want.
- b  Put students into pairs. Ask them to take turns role-playing the complaints using the situations given in 5A and the language in 2. When giving 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

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.

1 LISTENING AND SPEAKING

- a  Ask students if the capital of a country is always the best place to live. Put students into groups to answer the questions. Share answers 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 below.

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

CULTURE NOTES

New Zealand is in the Southwest Pacific Ocean and has a population of about 4.8 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  **09.26** 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 – University of Auckland Academic Excellence. She feels proud, but thoughtful / a little sad as it'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 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?
- L** 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 mom, 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 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 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 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.
- L** Yeah, but this scholarship thing – 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?
- L** Yeah, something like that.
- 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.
- R** Maybe, but any kid's only as 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. Share answers as a class.

EXTRA ACTIVITY

Ask students to underline these colloquial expressions in the audioscript on SB p. 13 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 talk about the challenges faced in moving. Share answers 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.

Suggested 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 summarize 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

indirectly
1; 4 you can see clearly
3 I've looked
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

- causes
- owing to, as a direct consequence of
- Consequently, Hence

- g Tell students to choose the best word in italics. Check answers as a class. In item 2, *thus* is a better choice, 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 chart and the Writing Tip and then complete the exercises. Check answers to Exercise a and b as a class. Monitor Exercise c and share answers as a class. Tell students to go back to SB p. 113.

Answers

- a
- | | |
|---------------------------|-----------|
| 1 One of the main reasons | 4 due to |
| 2 resulted in | 5 cause |
| 3 Thus | 6 thereby |
- b
- The recent arrival of large numbers of people from the countryside ~~leads~~ has led to the current shortage in housing.
 - Increased pressure on city infrastructure often causes ~~that~~ there is a rise in taxes.
 - There are fewer jobs in small towns because of the closure of so many businesses.
 - As a result of the arrival of immigrants, city schools have many more children on their roll.
 - 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 switch 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; each other |
| 4 each other | 7 ourselves |



FAST FINISHERS

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

- Kate wanted to put in new windows but I didn't ~~want~~.
- "I'll never listen to her advice again." ~~So~~ Neither will I."
- It was a beautiful morning although it was rather cool outside.
- ~~He~~ Living nearby, Frank had no problem getting in early.
- So they wouldn't get bored, they were listening to the radio.
- "Kelly hasn't read the contract properly." "I ~~don't suspect~~ suspect not."
- She became a famous actress, as did/was her mother.
- 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 reinstate | 5 regain |
| 3 restore | 6 renovate |

- b** Tell students to match the sentence halves. Check 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** **09.27** 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 to 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 movie reviews
- follow and understand details including the attitudes of the speakers in narratives about socially awkward public speaking situations and 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 and 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 movie 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, it's time*)
- 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, make comments under your breath, move on to a new subject, pay tribute, present key information, sell an idea, summarize, 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, knock on wood, magic spell, make a wish, persuasive, plausible, tempt fate, third time lucky, 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 groups
- Intonation in question tags

- a  Elicit *bride* (B1) and *groom* (a man who is about to get married or has just gotten 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 a chair lift on their 10th wedding anniversary during the Loveland Ski Area 26th Annual Valentine's Day Mountaintop Matrimony in Georgetown, Colorado on February 14, 2017. Around 80 couples get married or renew their vows in a mass wedding at The Ptarmigan Roost Cabin, elevation 12,050 feet, located at the top of the Ptarmigan Lift.

- b  Put students into groups to answer the questions. For questions 1 and 2, share answers 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.

 OPTIONAL LEAD-IN

Books closed. Ask students to remember what Jessica's presentation in Lesson 6C was about (Haley), and why she made it (to convince everyone to work with the social-media influencer Haley). Put students into groups to write down the expressions they learned about organizing 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.

1 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 an Oscar. Tell students to answer the questions in pairs. Share answers as a class.
- b**  Ask students why they think people use speechwriters. Tell students to read the quotes. Then put students into groups to answer the questions. Share answers as a class.

Suggested 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 a U.S. politician who was the first woman in American history to run for the presidency. She is married to Bill Clinton, a former U.S. president.

Amy Schumer (born 1981) is an American comedian and actress that rose to fame after her show *Inside Amy Schumer* and the 2015 movie *Trainwreck*.

- c**  Ask students if they've ever had to listen to a really bad presentation. Put students into groups to talk about the questions. Share answers 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

 LOA TIP ELICITING

- A "pyramid" discussion is an effective way of eliciting as many different ideas as possible from students, maximizing 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. Share answers 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)

- | | |
|-------------------------|--------------|
| a 1 demonstrated | 5 presented |
| 2 address | 6 illustrate |
| 3 move on to | 7 go into |
| 4 made | |
| b 1 c | 5 f |
| 2 h | 6 a |
| 3 g | 7 e |
| 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 emphasizes thorough preparation and practice.
- 2 Agree – he says fear produces adrenaline, 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

VOCABULARY SUPPORT

give up the ghost – when a machine stops working
disappear into thin air – to suddenly vanish in a mysterious way
trigger – make something start to happen
hone – improve something and make it perfect
get/start off on the wrong foot – to start a relationship or activity badly

- b Tell students to read the article again and take notes on the headings listed. Check as a class.

Answers

- 1 *People's fear of public speaking*
Something most people have to do at some stage – people feel threatened & want to escape
- 2 *How fear can help*
Fear produces adrenaline - 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 moving forward with your presentation – people may not notice mistakes and if they do, quickly apologize and move on
- 5 *Ways to prepare well*
Do thorough research and planning of the content and then practice – helps deal with the unexpected
- 6 *Understanding your audience*
Realize their expectations aren't high & try to see things from their point of view; get feedback from them

EXTRA ACTIVITY

Tell students that there are six words or phrases you are going to check they understand (the words 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. Share answers as a class.

HOMEWORK ACTIVITY

▶▶ Tell students to watch a presentation on a TED Talk from 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. Share answers 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
Antonio: 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 flash drive her coworker brought into work on the morning of the presentation after working on them at home the previous evening
Antonio: got distracted by a beautiful woman he knew in the audience
- 3 Rob: has a difficult relationship with the bride and groom
Chantal: got promoted
Antonio: 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 I agreed to be best man at my friend Dan's wedding. I mean, I was really thrilled that I was asked – it was a great honor. I was fine with the whole thing – you know, organizing 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 out of my depth. I should never have agreed to be best man, but, like, Dan's my best friend. Anyway, I decided to get organized 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 coworker 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 flash drive 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 flash drive 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 underhanded, I might not have the job I have now.

ANTONIO 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 lot 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 toward 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 parent-teacher association at the local elementary school, and about halfway through, for some reason, I looked down at people in the front row. And there she was – Gloria – looking up and giving me a gorgeous big smile. Gloria 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 at a loss 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 apologized 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 weren'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.



VOCABULARY SUPPORT

unnerve sb – make somebody feel less confident and slightly frightened

jittery – nervous

give sb funny looks – looking 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 talk about the questions. Share answers as a class.



FAST FINISHERS

Tell fast finishers to write two reactions from people listening to each person: Rob, Chantal, and Antonio, 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!* Antonio: *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

- 10.04** Tell students to complete the idioms. Play the recording for students to check. Drill the idioms.
- Tell students to match the idioms with the meanings. Check as a class.

Answers

- | | |
|-----------------------------------|------------|
| 1 1 threw | 5 went |
| 2 out | 6 made |
| 3 good | 7 words |
| 4 recipe | 8 yourself |
| 2 a 4 b 7 c 3 d 8 e 1 f 5 g 6 h 2 | |



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 underhanded, I might not have the job I have now. (She is glad he was underhanded 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 I should never have agreed 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 I used to wish she were (my girlfriend).
 - 7 If I had listened to Teresa's advice, I might have been OK.
 - 8 If it weren't for my stupidity, we could have raised more money ...
- third conditional: 7 and 8 (in 8 *weren'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 advice, I might have been OK.
- 2 If it weren't for my stupidity, we could have raised more money that day.

- d**  **10.06–10.10** 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 a2 b1 2 a2 b1 3 a1 b2 4 a1 b2
- b** 2 hadn't dropped
3 shouldn't
4 would
5 should have waited
6 might
7 have heard
8 wish
9 could
10 cleaned
- c** 2 had 6 were
3 rather 7 should
4 ought 8 only
5 should 9 time

CAREFUL!

A common mistake students make is to use *wish* instead of *hope*: ~~*I wish you can understand my position.*~~ (Correct form = *I hope you can understand my position.*)

- e**  Put students into groups to talk about the regrets. Monitor and encourage students to use different structures for regrets and criticism. Share answers as a class.

EXTRA ACTIVITY

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!

1503 people died when the Titanic sank.

We're in an economic recession.

My wife's had a terrible hair cut.

Ask students how these things might have been prevented and what is regretful about what happened. Elicit a range of regret and criticisms for each item, e.g., *If only our goalkeeper hadn't jumped left. If the team hadn't been under so much pressure, I'm sure we would've won.*, etc.

5 SPEAKING

- a** Tell students to plan a one-minute speech *Learning from my mistakes*, thinking about what they said in 4e and following Scott Berkun's advice. You could put students into pairs to practice 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., $3 \times 9 = 27$. 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 color of this animal. Finally, tell students to write down the country, the animal, and the color, and then say: *Does anyone have a gray 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

- a** Ask students in what situations they might need some luck, e.g., when buying a lottery ticket, for getting good weather on vacation. Tell students to look at the pictures and discuss the questions. Share answers as a class.
- b** Ask students which objects they think the sentences describe. Tell students to compare their answers in pairs.
- c** **10.11** 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 *Ba Gua* mirror: China; Horseshoe: the U.S., the U.K.;
Maneki-neko: China, Japan; Wish bracelet: Brazil
- 1b 1 Wish bracelet 5 *Maneki-neko*
2 Horseshoe 6 Wish bracelet
3 Horseshoe 7 *Ba Gua* mirror
4 *Ba Gua* mirror

CULTURE NOTES

Feng shui /fəŋˈʃweɪ/ 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 practiced today, e.g., the Disney company changed the location of the main gate to Hong Kong Disney 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 groups in and across words
- read about the significance of ritual in sports 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 connected with the theater 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 the U.K. and the U.S., and they bring good luck to the household. Because they're over the door, they stop bad luck from 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 toward 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 store 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 both kinds!

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 aloud 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 color 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) on the board:

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 >>> 10.12–10.13 Students complete the exercises in Vocabulary Focus 10B on SB p. 168. Play the recording for students to check their answers to Exercise a and b. Play it again for students to listen and repeat the words in Exercise b. Check answers to Exercise c. Share answers 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)

- a 1 good luck charm 4 customary
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.

Answers

- 1 fingers crossed, knock on wood, third time's the charm
2 you're tempting fate
3 to be on the safe side

- g 10.14 Tell students to complete the sentences with the expressions. Play the recording for students to check.

Answers

- 1 knock on wood
2 third time's a charm
3 fingers crossed
4 you're tempting fate
5 to be on the safe side

- h 10.15 **Pronunciation** Ask students to underline the consonant groups 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
knock on wood
third time's a charm
you're tempting fate

- i Put students into pairs to take turns saying what they are planning and respond using an expression from 1f.

FAST FINISHERS

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 raise, and to do the role play in i in the new situation.

- j Ask students if they believe the saying *You make your own luck*. Put students into groups to talk about the questions. Share answers 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 organization). Ask students to look at the photo of Luis Suárez and say what he's doing and why. Share answers as a class. If you wish, give students information from the Culture Notes below about Luis Suárez.

CULTURE NOTES

Luis Suárez (born 1987) is a very successful soccer player from Uruguay. He has played in top teams around the world. He was awarded the European Top Scorer award in 2013 and is believed to be one of the top strikers in the world.

- b Tell students to read the introduction to the text to check their answers and say why he is doing this and how effective it is. Check answers as a class.

Answers

He's kissing a tattoo on his hand which has the names of this three children. It's to bring him luck. The introduction doesn't say whether or not this is effective.

- c Ask students what they know about the other sports stars in the pictures. 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 Luis Suárez: kisses tattoo on his hand; Thibaut Courtois: touches his chin; Rafael Nadal: wipes his nose, tucks hair behind ears
- 2 Thibaut Courtois: kicks the goalpost then punches the net; Rafael Nadal: takes a sip from each water bottle in turn, goes through same sequence of actions before he serves
- 3 *Not mentioned*
- 4 Serena Williams: wears the same pair of socks during each match of a tournament; Kayla Harrison: wears lucky socks and doesn't wear a judo outfit that she didn't win in
- 5 Rafael Nadal: wears socks the same height
- 6 Thibaut Courtois: enters stadium at a fixed time and takes a selfie
- 7 Thibaut Courtois: sends a selfie to four friends; Kayla Harrison: wears socks knitted by her grandmother

VOCABULARY SUPPORT

go through sth – practice or perform a prepared sequence, e.g., a script, a presentation, a ritual

nonsensical – silly or stupid

trance – a condition in which you are not completely conscious of what is happening around you or able to control what you are doing

tuck sth into/behind/under, etc – to push a loose piece of clothing or material somewhere to make it tidy

stubborn – determined not to change your ideas, plans, etc., although other people want you to

- d Ask students if they think rituals could help average players, too. Put students into groups to discuss the question. Share answers as a class.

FAST FINISHERS

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 the information comes from someone else
to show 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.

Answers

Q1:

1 a 2 b 3 a 4 b 5 b 6 a 7 b

Q2:

a 1, 2, 3, 4, 5, 6

b 7

Q3:

- 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 to four of his friends in Belgium.
- 5 It is said that he checks his socks to make sure they are exactly the same height.
- 6 He is said never to change this sequence.

- c Ask students to say some of the sentences from 3a in a more conversational style. Check answers as a class.

Suggested 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 to four of his friends in Belgium.
- 5 Many people say that he checks his socks to make sure they are exactly the same height.
- 6 Many people think he never changes this sequence.
- 7 People believe that she wore a pair of "lucky socks."

- d **10.16** 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 go back to SB p. 121.

Answers (Grammar Focus 10B SB p. 157)

- a 2 It 5 was regarded
3 that Sam 6 that mistakes will be made
4 revealed 7 been shown to
- b 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 very popular 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 It is believed that she wore a pair of "lucky socks."
- c 2 known 3 seen 4 considered 5 expected 6 implied
7 not understood 8 explained

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.

Suggested answers

- 1 The goalkeeper is said to be retiring next season; It's said that the goalkeeper is retiring next season.
- 2 The manager of the company is believed to have resigned; It's said that the manager of the company has resigned.
- 3 She is said to be the best tennis player of all time; It's said that she's the best tennis player of all time.
- 4 The team captain is believed to have had eye surgery; It's believed that the team captain has had eye surgery.
- 5 He is thought/rumored to have pulled a muscle in his ankle; It is thought/rumored that he pulled (has pulled) a muscle in his ankle.

- f Students work individually to write a sentence about well-known people. 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 families for luck and have them share with the class. Put students into groups to answer the questions and write the answers in their notebooks.
- b  **10.17** Play the recording for students to listen and check if Sandy Hearst mentions any of their ideas. Check as a class.

Answers

- 1 The rituals help them feel less anxious, get focused, and feel in control.
- 2 It's 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 behavior may seem eccentric, and of course it is in the sense that they do things that most people don't do before playing sports, so what they do isn't exactly "normal," but in fact this kind of behavior makes total sense.

P In what way?

S Well, athletes train a lot, like *really* a lot, and they do everything they can to prepare for a competition, so they get very hyped up.

P Lots of adrenaline.

S Yeah. 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 kind of helpless; it's out of their hands. So 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, right?

S That's right, American gold medalist 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 pretty 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 Wow, 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 soccer 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 soccer.

- 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 aloud giving special emphasis to the expressions in *italic*. Have students discuss the expressions and come to a consensus on what they think they mean. Share answers as a class.

Suggested answers

- 1 It's not normal behavior; most people don't do these things.
- 2 Although it seems strange, in fact it works; there's a good reason for going through rituals.
- 3 They're feeling nervous, full of adrenaline.
- 4 It stops them feeling anxious because their mind is on the ritual.
- 5 It doesn't make a big difference in a way that can't be explained (which would be like magic).
- 6 It has no real effect, but because they believe in it, they feel better (in a similar way to the placebo effect in medicine).
- 7 It showed something that was 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 answer the questions. Tell students to write a few notes to help them remember what they wanted to say. Remind them to write about how the rituals help them using passive reporting verbs.
- b  Put students into groups to talk about their notes. Walk around the class to monitor and give feedback.

+ ADDITIONAL MATERIAL

Workbook 10B

Photocopiable activities: Grammar 10B, Vocabulary 10B

OPTIONAL LEAD-IN

Books closed. Put students into groups to say what they would talk about if they were invited to be on a radio show to give an interview. Tell students they have to come up with a name for the radio show that would invite them all to speak, e.g., if one member of the group talks about cooking, another about soccer, and the other about music, maybe they could call the show Eat. Play. Goal. Groups share the names of their radio shows with the class and explain the reasons for the names.

1 LISTENING

- a** **10.18** Ask students what they would do if they had their cell phone and it rang right now in the middle of English class. Tell students to look at the picture and talk about the questions. Then play Part 1 of the audio recording and tell students to answer the questions. Check answers as a class.

Answers

Elizabeth is calling because she wants to interview Nate about his hiking trip. Nate rushes her off the phone because he has an appointment.

- b** **10.18** Play Part 1 of the audio recording again and tell students to answer the questions. Check answers as a class.

Answers

- 1 He thinks she's looking for donations for her college radio station.
- 2 She's not asking for donations.
- 3 *fascinating* (B2): extremely interesting

Audioscript (Part 1)

NATE Hello. This is Nate Greene.

ELIZABETH Hello, Mr. Green. Or can I call you Nate? Uh, anyway, my name is Elizabeth Currin, and I work at the Northwest University student radio station, WNUR.

N Sorry, I don't want to donate any money ...

E Wait! Wait! I'm not asking for a donation. If I could just finish what I was saying...

N OK, go on ...

E I've been reading your blog posts about the hike you did this summer, the one from California to Washington. And your experience sounds fascinating!

N OK, and?

E Well, I was wondering if I might take a few minutes of your time to interview you for our college radio ...

N Sorry to interrupt, but I have to go to an appointment. Could we do this some other time? Maybe you can email me your questions ahead of time?

E Yes! Thank you! That would be perfect. I'll email you to set up a time... and the questions. You don't know how...

N As I was saying, I have to go to an appointment now. Thank you. We'll speak later. Bye...

- c** Ask students to look at the picture and answer the questions. Check answers as a class.
- d** **10.19** Play Part 2 of the audio recording and ask students to put the topics in the order they're mentioned. Check answers as a class.

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

Answers

- a 4
- b 1
- c 2
- d 3

- e** **10.19** Play Part 2 again for students to write notes on the topics from 1d. Check answers as a class.

Suggested answers

- a father took him hiking and camping, they looked at stars at night
- b Pacific Crest Trail, 2600+ miles, took four months
- c other people have strenuous battles, so he looks to them for strength
- d grew up in Seattle

Audioscript (Part 2)

ELIZABETH Before we get started, I just want to say thank you for taking the time to speak to me, Mr. Green.

NATE Please call me Nate.

E OK. And I'm recording ... now. Hello. My name is Elizabeth Currin, and I'm going to be talking to Nate Green, who is an NU alumnus and the author of the popular blog *West Coast Walker*. Nate's currently in the process of writing his first book, with the same name. Good to talk to you, Nate!

N Thanks. And good to speak with you, too, Elizabeth.

E Now, as anybody who reads your blog will know, you've taken an incredible journey, hiking the Pacific Crest Trail from the Mexico border in California to the Canadian border in Washington State in only four months. It's a 2,654 mile hike! And you did it to sponsor a charity!

N Before we get started, can I just make a point about inspiration?

E Sorry, if I could just finish what I was saying, Nate ... how did you get so interested in hiking? Could you tell us a little bit about that, please?

N I'll get to that. I just wanted to say that ... it doesn't come from me. My inspiration comes from other people. For me, doing

a long, strenuous hike was a choice, but the people who are helped by the charity I work for – they don't have a choice in their strenuous battle. So it's in thinking about the strength of other people that really got me through the hike and encouraged me to keep at it.

E Sorry to interrupt, but that is so inspiring!

N But anyway, to answer your question about hiking, I think I first got interested in nature and hiking when I was growing up.

E Speaking of which, you grew up here in Seattle, didn't you?

N Yeah, that's right. It was really my dad who got me into hiking – I mean, he first took me hiking and camping! And he really liked to be outdoors. We'd stare up at the stars in the sky at night.

E/N And did you say / And I never ...

E Please, after you.

N Yeah, as I was saying, I never forgot those first camping trips outdoors.

E Now, if you don't mind me cutting in here, you had to do a lot of preparation for this hike, didn't you?

N Yeah, that's right. I had to plan the route and how much food I'd need and where I could get water, and ...

- f** Put students in pairs to talk about how successful they believe the interview was. Make sure students explain their reasons. Check answers as a class.

VOCABULARY SUPPORT

alumnus – someone who has left a school, college, or university after finishing their studies there

sponsor – give money to someone to support an activity, event, or organization, sometimes as a way to advertise your company or product

strenuous – using or needing a lot of effort

EXTRA ACTIVITY

Put students into pairs to continue the interview between Elizabeth and Nate from where it stops, talking about what Nate did when he went on a hike. Ask students to write three lines for Elizabeth and three lines for Nate, practice reading the dialogue aloud loud and learn it by heart to act out in front of the whole class.

2 USEFUL LANGUAGE Turn-taking

- a Tell students to match the expressions with their uses. Check 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. Share answers as a class.

Answers

- when you are encouraging somebody to continue with what they are saying, perhaps after an interruption
- when you have a formal agenda or a task to perform and you want to say something first
- when you feel a topic under discussion is coming to a close, to continue speaking about a topic

- c **10.20** Tell students to read the conversation. Elicit the interviewee's profession (mountaineer). Ask students to complete the conversation with expressions from 2a and 2b. Play the recording for students to check.

Answers

- Sorry to interrupt, but
- as I was saying
- Go on. Please, after you
- If you don't mind me cutting in here / Sorry to interrupt, but
- 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 babysitter, 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 **10.21** Play Part 3 of the audio recording and ask students to choose the best answers to the questions.

If necessary, pre-teach *exhilarated* (very happy). Check answers as a class.

Answers

1 c 2 c 3 b

VOCABULARY SUPPORT

the best thing since sliced bread – a person or a thing that is excellent

Audioscript (Part 3)

- ELIZABETH** Thanks, Nate. I think that went really well.
NATE Yeah – seemed to go OK. I really enjoyed it actually!
E Well, credit where credit's due – you made it so easy.
N Well, hats off to you for sending me the questions ahead of time. You don't know what a difference that makes.
E Well, you're an interesting guest. Everyone here at the station has been singing your praises.
N Really?
E Yeah, they just think you're the best thing since sliced bread! It's one thing to undertake a monumental journey like you did, but to do it to raise awareness for your charity is just extra. I mean, it's really the cherry on top, isn't it, Nate?
N Well, thank you. I appreciate that. And I'm really glad people respond to my... uh, mission, really.
E They do. And you're welcome.
N Great.
E Oh, and if you're ever around campus, please drop by the station.
N Sure.
E Oh! And when your book comes out, we'll be happy to interview you again, you know, to promote it.
N Well, thanks. I appreciate it.
E Great. OK, thanks again for your time. Bye.
N Bye, Elizabeth.

- b Ask students to work in pairs to say who they would like to interview. Make sure they can think of reasons for choosing that person. Check answers as a class.

- c **Language in context** *Praising idioms*

10.22 Make sure that students understand *praise* (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 d 2 b 3 a 4 c

4 PRONUNCIATION

Intonation in question tags

- a **10.23** 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 continue 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 rise 2 rise 3 fall

- b Tell students to complete the rules. Check as a class.

Answers

rising; falling

- c 10.24 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.

- d Put students into pairs to take turns saying sentences from 4c, using different intonation for the question tag. Their partner says *A* or *B*. When giving feedback, say some of the sentences yourself with different intonation for students to say *A* or *B*. Then say the number of a sentence and *A* or *B*, e.g., *2B*, and ask individual students to say the sentence with the appropriate intonation.

- e Say to students: *Nate 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 think of a famous athlete. Tell them to take notes on their answers to the questions.
- b Ask students to think of some more questions, different from those in 5a, to ask another famous athlete.
- c Put students into pairs to take turns interviewing each other. Encourage students to use turn-taking expressions and tag questions.

EXTRA ACTIVITY

Ask students to think of a world-famous athlete, past or present. Put students into pairs. Tell them to try and guess each other's athlete by asking their partner *Yes/No* tag questions, e.g., *You're a soccer player, aren't you?* *Your sport is connected with water, isn't it?* See which student can guess the athlete in the least number of tag questions.

ADDITIONAL MATERIAL

Workbook 10C

Photocopiable activities: Pronunciation 10C

Unit Progress Test

SKILLS FOR WRITING

The movie is a visual feast

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

- read and compare movie reviews, discuss their content, and analyze their structure
- write a review of a movie 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 movies with really good names, even if the movies themselves weren't great, e.g., *One Flew Over the Cuckoo's Nest*; *Honey, I Shrunk the Kids*; *Zootropolis*. Ask students if they have ever chosen to watch a movie just because of the title and how they usually decide whether to watch a movie or not.

1 SPEAKING AND LISTENING

- a** Put students in pairs or small groups to talk about their reasons for choosing a movie. 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
- c** Ask students if they have ever read a movie review which they completely disagreed with. Put students into pairs to talk about the questions. Check answers as a class.
- d** **10.25** Play the recording for students to listen. Take notes to answer the questions and see if any of the speakers agree with their opinions about reviews. Share answers as a class.

Answers

- 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; movies shouldn't be taken too seriously
Isser: never reads a review before seeing a movie, wants to see a film "fresh," without preconceived ideas; reviews often contain "spoilers," information about what's going to happen
- Sasha: before going to the movie
Marie: after going to the movie
Kim: never
Isser: perhaps after seeing the movie
- 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 movie without checking the reviews online first. I think it's worth seeing whether a movie 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, uh, for accommodations 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 movie reviews, mainly in newspapers and magazines. I trust a professional opinion, and there are actually some reviewers that, uh, I can really rely on to recommend some good movies. But I don't read a review to help me decide whether I should watch a movie or not – I read it afterward so it doesn't spoil it. I think, also, it's interesting to compare the review with what I initially thought of the movie. And, uh, it can usually help me understand the movie better, especially if it's a, a more obscure or complex movie. And also reading the review can sometimes help me in case I missed something in the original movie. I, I don't like the uh ... kind of Internet, amateur reviewers because I mean you don't even know who these people are – and, uh, they may not even have the same taste in movies that I might have.

KIM I can never be bothered with reviews. I mean, I usually download movies and watch them at home. I hardly ever go to the movie theater anymore. 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 movies 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 movies.

ISSER I avoid reading reviews of movies 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 movie 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 movie without knowing anything about it. And ... sometimes, if I really like the movie, I would like to go and read the review after I've seen it, uh, but definitely not before.

VOCABULARY 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

pre-conceived 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 movie/book/TV show less enjoyable

- e** Put students into pairs to answer the questions. Share answers 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

Reviewer A is more positive; Review A likes the slower pace and was very convinced by Brad Pitt's performance. He/She also thinks the movie has more emotional depth than typical sci-fi movies. Reviewer B doesn't like the added psychology of *Ad Astra* and would prefer more action. He/She also finds the storyline a bit predictable and isn't so convinced by Brad Pitt's performance – too reflective and distant.

VOCABULARY SUPPORT

cameo role – small part in a movie or play for a well-known actor

mesmerizing – to have someone's attention so strongly that they cannot give their attention to anything else

venture – a new activity that may not be successful

reminiscent – making you think of someone or something that is similar

surge – increase very quickly

go rogue – start behaving in a way that is not normal or expected, especially by leaving your group and doing something dangerous

subtlety – small but important details

stellar – extremely high in quality; excellent

get off to – start; begin

be bogged down – become so involved in something that you cannot do anything else

root for sb – to show support for someone who is in a competition or who is doing something difficult

be worth sth – to have a particular value, especially in money

FAST FINISHERS

Ask fast finishers to imagine that a movie 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 sci-fi movies. Put students into groups to answer whether or not they would like to see the movie. Share answers as a class.

3 WRITING SKILLS

Movie reviews; Concise description

- a** Ask students what elements they would expect to see in a review, e.g., overall impression. Tell students to check 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 checked should be

included in a review. Tell them to justify their opinions. Check answers as a class.

Answers

Checks: 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 movie is irrelevant
- 4 how the movie 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 movies, e.g., *well worth a watch*, and compare with other students.

- d** Ask students to read the first sentence of Review A. Then tell students to compare the excerpts with the actual words in the first paragraph of Review A and choose the reason for the difference.

Answer

2

LANGUAGE NOTES

McBride's father, Clifford is an example of apposition: two noun phrases in parallel, the second describing the first. 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 aloud Review B but change or leave out some words so that there are mistakes, e.g.:

Director James Gray has assembled a stellar cast for his latest movie, Ad Astra. Brad Pitt is joined by veteran actors Tommy Lee Jones and Donald Sutherland, and they're working to a script written by Gray together with Ethan Gross. (working from a script).

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 chart and make the sentences in Exercise a more concise. Check answers as a class. Monitor Exercises b–d and share answers as a class. Tell students to go back to SB p. 125.

Suggested answers

- a**
- 1 The first *Blade Runner* movie, directed by Ridley Scott, is a sci-fi classic.
 - 2 Realizing that his father is probably still alive, he decides he must reach him at all costs.
 - 3 Alfonso Cuarón, a Mexican director, is planning to make a new movie.
 - 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 movie or TV series they particularly recommend or don't recommend. Ask students to choose a movie 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 movie 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 movie 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 aloud 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 time
- 6 wish
- 7 shouldn't
- 8 ought to

- b** Tell students to rewrite the sentences, using the words in parentheses. Check answers as a class.

Answers

- 1 You should have called me.
- 2 You didn't need to meet / 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's
- 3 tempting
- 4 convincing
- 5 side
- 6 make

3 WORDPOWER *luck and chance*

- a** **10.26** 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 consider 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** **10.27** Ask students to complete the exchanges using the correct forms of the phrases. Tell them to use one word in each blank. Play the recording for students to check.

Answers

- 1 blown; on; off
- 2 in
- 3 stand; Tough
- 4 consider; fighting

- c** 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 putting 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. Share answers 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



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.

Ideas for pre-teaching vocabulary

Before reading and listening tasks, you often need to make sure students understand a few key words. This is called “pre-teaching”. Here are some ideas for how to do this:

Give a definition: Use a short sentence to explain the meaning of a word. You may 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, 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 above-level 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 open-ended 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)*.

Fill in the blanks sentences: It’s useful for students to see the word in a sentence to understand the context. Write a fill in the blanks sentence(s) on the board (this can be one from the text), e.g., *Cristina _____ in the Caribbean Ocean every summer. She loves to see the beautiful fish under the water.* (dives). Allow students to guess what word fills the blank, 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. You may also want 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 review tenses, verb patterns, verb collocations, conversational language

Dynamic: whole class

Procedure:

- Write a list of questions that practice 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) one after another.
- Ask students a question as an example and elicit a response that 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 review vocabulary

Dynamic: whole class

Procedure:

- Choose a short text or a list of sentences/questions that you wish to review. 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 that 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 memorize as much as he/she can. Encourage students to remember a few words accurately rather than try to memorize 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 aloud! 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 switch 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 review 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 that 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 talk about which sentences they think are correct; they then 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 that 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 that bought the most correct sentences. If it's a tie, then the group that has the most money left wins.

Classroom whispers

Use: to review tenses, verb patterns, verb collocations, pronunciation, and listening skills

Dynamic: whole class

Procedure:

- You will need a list of short sentences and/or questions that practice the structures you wish to review. 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 switch 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 review 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, miming, giving synonyms, or simple explanations, etc. However, speaking in their own language will disqualify them.
- 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.

Acknowledgments

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 acknowledgments 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 program 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.

This page is intentionally left blank.

This page is intentionally left blank.