

OXFORD

# Third Edition **Solutions**

**Advanced**

Teacher's Guide

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# Introduction to *Solutions Third Edition*

## A note from the authors

Welcome to *Solutions Third Edition*. Teachers' responses to *Solutions* and *Solutions Second Edition* have been overwhelmingly positive. *Solutions Third Edition* has evolved, based on teacher feedback, whilst retaining the key features that teachers value in the *Solutions* series:

- engaging topics and texts
- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching and learning approach with plenty of extra practice material
- a guided and supported approach to speaking and writing

In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- provided 100% new content
- included a Listening lesson in every unit which will develop your students' listening skills
- included a Word Skills lesson in every unit which explores the grammar of key vocabulary and includes dictionary-based exercises
- addressed mixed ability, with extra support for all levels and suggested extension activities in the Teacher's Guide
- increased the amount of language recycling and included a *Recycle!* activity to consolidate grammar students have studied earlier in the course
- provided added flexibility with a bank of Culture lessons with supporting DVD documentary clips at the back of the Student's Book and extra activities on the Classroom Presentation Tool

*Solutions Third Edition* has benefited from collaboration with teachers with extensive experience of teaching and preparing students for exams. We would like to thank Katherine Stannett for sharing her expertise in writing the procedural notes in the Teacher's Guide.

We are confident that the result is a forward-thinking and modern course that will prepare your students for the future and provide you with all the support that you need. We hope that you and your students enjoy using it!

*Tim Falla and Paul A Davies*

## The components of the course

### Student's Book

The Student's Book contains:

- a four-page *Introduction Unit*, revising grammar and vocabulary
- nine topic-based units, each covering eight lessons
- five *Exam Skills Trainer* sections providing Cambridge English: Advanced (CAE) exam preparation and practice
- ten *Vocabulary Builders* with practice and extension
- ten *Grammar Builder* and *Grammar Reference* sections with further practice and a full grammar reference
- nine *Culture* lessons with linked documentary DVD clips
- nine *Literature* lessons with literary extracts linked to the topic of the Culture lessons

Strategy boxes appear throughout to provide advice on specific skills and how best to approach different task types. There are Strategy boxes for listening, speaking, reading and writing.

### Workbook

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further lesson-by-lesson practice of the language and skills taught in the Student's Book
- more listening practice
- five *Exam Skills Trainer* sections providing further practice of typical Cambridge English: Advanced (CAE) exam tasks
- nine *Unit Reviews* to develop students' awareness of their progress
- Self-checks with *I can ...* statements at the end of every *Unit Review* to promote conscious learner development
- five *Cumulative Reviews* for Units 1–1, 1–3, 1–5, 1–7 and 1–9
- *Functions Bank* and *Writing Bank*
- a *Wordlist*
- an *irregular verbs list*

Students can download the Workbook Audio from [www.oup.com/elt/solutions](http://www.oup.com/elt/solutions). The Workbook Audio is also available on the Workbook Audio CDs in the Teacher's Pack.

### Student's Book and Workbook e-Books

*Solutions Third Edition* e-Books provide all the content from the Student's Books and Workbooks, with extra features to support your students' learning:

- Built-in audio allows students to access the course audio straight from the page.
- Students can slow down the audio to hear every word clearly.
- The listen, record, compare feature helps students practise their pronunciation.
- Built-in video in the Student's Book e-Book gives you the option of setting video homework for your students.

- Automatic marking in the Workbook e-Book lets students check their progress independently and saves precious class time.

### Teacher's Pack

This pack provides everything you need to teach successful lessons with *Solutions Third Edition*. The pack includes:

- Essentials Teacher's Book – answer keys and audio scripts for both the Student's Book and the Workbook
- A Teacher's Resource Disk which contains:
  - 47 photocopiable activities
  - nine DVD worksheets with keys and scripts
  - Teacher's Guide: full teaching notes with ideas in every lesson for extra / alternative activities, suggestions on how to adapt material for strong and weak learners, and extension activities for fast finishers
  - Twenty-first Century Skills Projects
  - Course Test Audio, which can be played on your computer or on a CD player
- Workbook Audio CDs

### Class Audio CDs

The Class Audio CDs contain all the listening material from the Student's Book, including recordings of all the reading texts from the Student's Book.

### Course Tests

The tests are available in editable and ready-to-use formats. They include:

- two Short Tests per unit, A and B versions
- a longer Progress Test for every unit, A and B versions
- three Cumulative Tests for Units 1–5, 6–9 and 1–9, A and B versions

All tests are fully editable, so you can adapt them to match your students' needs.

### Course DVD

The Course DVD provides teachers and students with 45 educational and informative DVD clips to extend the theme and topic of the Student's Book Culture lesson. The Course DVD includes the following resources for Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced:

- one documentary-style DVD clip for every Student's Book Culture lesson
- worksheet and teaching notes with background notes, answer key and script for every DVD clip
- optional subtitles in English

### Classroom Presentation Tool

Deliver heads-up lessons with the Classroom Presentation Tool. Class audio, video and answer keys, as well as your teaching notes, are available online or offline, and updated across your devices.

- one documentary-style DVD clip for every Student's Book Culture lesson
- optional lesson openers – additional lead-in activities to motivate students and recycle language
- optional lesson closers – quiz-style round-up activities to consolidate what students have learned in the lesson

- optional task support – for example, useful language or extra ideas to help students complete classroom tasks

### Student's and Teacher's Websites

- The Student's Website provides the Workbook Audio ([www.oup.com/elt/solutions](http://www.oup.com/elt/solutions)).
- The Teacher's Website provides further resources and reference material ([www.oup.com/elt/teacher/solutions](http://www.oup.com/elt/teacher/solutions)).

## Solutions Third Edition and exam preparation

### Student's Book

The Student's Book includes five *Exam Skills Trainers* designed to familiarise students with Cambridge English: Advanced (CAE) task-types.

These sections provide strategies and exam techniques to give students the skills they need to tackle exam tasks with confidence.

Each section provides practice of all the skills that students will need to demonstrate in most exams: use of English, listening, reading, speaking and writing.

### Workbook

Every other unit in the Workbook is followed by a double-page exam section to practise tasks for both oral and written exams. Work in class can be followed up with tasks done as homework. There is also practice of Cambridge English: Advanced (CAE) exam tasks in the five *Exam Skills Trainers* in the Workbook.

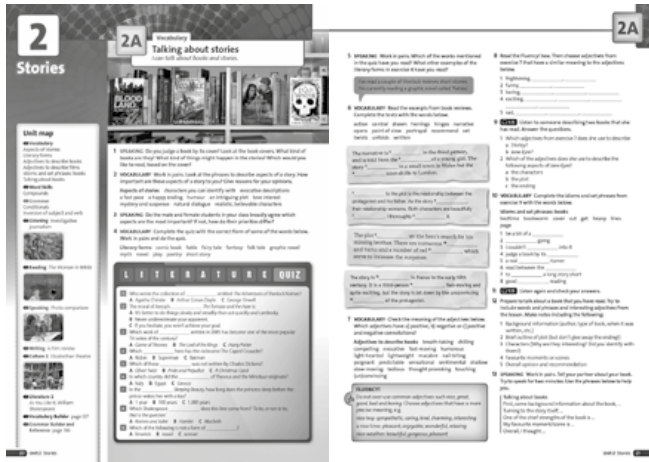
The audio for Workbook listening tasks is on the Workbook Audio CDs or can be downloaded from [www.oup.com/elt/solutions](http://www.oup.com/elt/solutions).

### Teacher's Guide

The Student's Book *Exam Skills Trainers* are accompanied by full procedural notes with advice and tips for exam preparation.

# A tour of the Student's Book

As well as the Introduction Unit, there are nine units in the Student's Book. Each unit has eight lessons (A–H). Each lesson provides material for one classroom lesson of approximately 45 minutes.



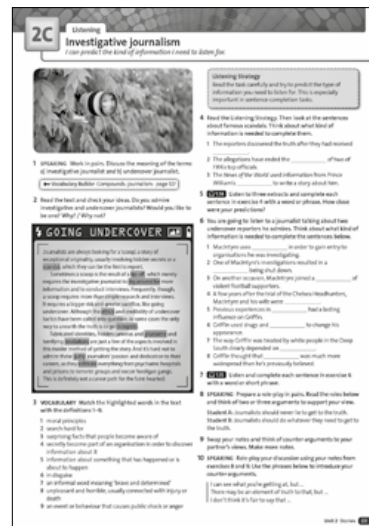
## Lesson A – Vocabulary

- Lesson A introduces the topic of the unit, presents the main vocabulary sets, and practises them through listening and other activities. The vocabulary is recycled throughout the rest of the unit.
- The unit map states the main language, skills and topic areas to be taught. It gives a visual reference to the skills pages and highlights the reference sections in each unit.
- *I can ...* statements in every lesson establish a clear learning objective.
- Vocabulary is presented in lexical groups which aids learning, memorisation and recall of new language.
- The *Fluency* activity focuses on C1-level vocabulary from the lesson. The aim is to refine the students' use of language and help them become more fluent.
- The lesson finishes with a speaking task giving further personalised practice of the lesson vocabulary.



## Lesson B – Grammar

- Lesson B presents and practises the first main grammar point of the unit. The new language is presented in a short text or other meaningful context.
- There are clear grammar tables and rules, and the grammar presentation is interactive. Students often have to complete tables and rules, helping them focus on the structures.
- *Look out!* boxes appear wherever necessary and help students to avoid common errors. *Learn this!* boxes present key information in a clear and concise form.
- This lesson links to the *Grammar Builder and Reference* at the back of the book, which provides further explanations with examples and more practice.
- There is always a supported final speaking activity for students to apply what they've learned in a productive task.



## Lesson C – Listening

- Lesson C follows a comprehensive and systematic syllabus to improve students' listening skills.
- Lessons start with a vocabulary focus.
- There is a focus on one key sub-skill per lesson to allow extensive development and practice of listening skills.
- Each lesson has a listening strategy, focused on the sub-skill.
- The second part of the lesson allows students to apply the sub-skill to an exam-style listening task.
- Lessons end with a speaking task.

**2D Grammar**  
**Inversion of subject and verb**  
Learn how to use inversion at the start of a sentence.

**LEARN THIS!** Inversion of subject and verb is used to add emphasis to a sentence. It is often used in formal writing and in literary texts. It is also used in advertising and in headlines.

**EXAMPLES:** *Not only did she win the race, but she also broke the record.*  
*Not only was he a brilliant scientist, but he was also a great teacher.*  
*Not only had they finished the project, but they had also exceeded the budget.*

**EXERCISES:** Write the following sentences using inversion. Add emphasis to the underlined part of each sentence.

- She not only finished the project, but she also exceeded the budget.
- He not only was a brilliant scientist, but he was also a great teacher.
- They not only had finished the project, but they had also exceeded the budget.

**2F Reading**  
**The Women in White**  
Learn about the history of the film 'The Women in White'.

**2F Reading**  
**A strange encounter**

**2F Reading**  
**The Women in White**

**2F Reading**  
**A strange encounter**

**2F Reading**  
**The Women in White**

**2F Reading**  
**A strange encounter**

**Lesson D – Grammar**

- Lesson D presents and practises the second main grammar point of the unit.
- The grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
- Learn this!* boxes present key information in a clear and concise form.
- This lesson links to the *Grammar Builder and Reference* at the back of the book, which provides further explanations with examples and more practice.
- A final speaking activity allows students to personalise the new language.

**Lesson F – Reading**

- Lesson F contains the main reading text of the unit.
- It covers two pages although it is still designed for one lesson in class.
- The texts are up-to-date and engaging and link to the topic of the unit.
- The text recycles the main grammar and vocabulary points from the unit.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity in the lesson and in the corresponding Workbook lesson.
- All reading texts have been recorded and are on the Class Audio CDs.
- A *Critical Analysis* feature explores an aspect of language from the reading text in greater detail.

**2E Word Skills**  
**Compounds**  
Learn how to use compounds in your writing.

**Don't believe everything you read!**

**LEARN THIS!** Compounds are words made up of two or more words. They can be used to create new words and to make existing words more specific.

**EXERCISES:** Write the following sentences using compounds. Add emphasis to the underlined part of each sentence.

- She not only finished the project, but she also exceeded the budget.
- He not only was a brilliant scientist, but he was also a great teacher.
- They not only had finished the project, but they had also exceeded the budget.

**Lesson E – Word Skills**

- Lesson E provides extensive practice of word building, phrasal verbs and dictionary skills.
- Vocabulary is introduced in the context of a short text.
- Students learn the grammar of key vocabulary and develop their understanding of the language they are learning.
- A Dictionary Work activity encourages learner autonomy. Learning tips help students with self-study.

**2G Speaking**  
**Photo comparison**  
Learn how to compare and contrast photos.

**2G Speaking**  
**Photo comparison**

**2G Speaking**  
**Photo comparison**

**2G Speaking**  
**Photo comparison**

**Lesson G – Speaking**

- Lesson G gives carefully staged supported practice of common exam speaking tasks.
- Lessons start with a vocabulary focus and also provide Key Phrases for the speaking task.
- A Speaking Strategy gives practical advice on how to approach the speaking task.
- Students listen to and analyse recorded models for language, ideas and how best to approach a speaking task. They are then well prepared to do the speaking task themselves.

- The *Functions Bank* at the back of the Workbook is an essential reference resource and offers an effective way to learn language in functional sets.

**2H Writing**  
**A film review**  
Do you agree? Why or why not?  
Write a review of the movie. Do you agree? Why or why not?  
Write a review of the movie. Do you agree? Why or why not?  
Write a review of the movie. Do you agree? Why or why not?

**2 Culture**  
**Elizabethan theatre**  
Read the text about the development of theatre.  
1. Read the text and answer the questions.  
2. Use of English: Read the text. Choose the best option for each gap.

**Culture Bank**

- The Culture Bank consists of nine ready-to-use culture lessons linked to the topic and language of the main unit.
- Each Culture lesson is supported by a DVD documentary clip with accompanying worksheets.

**Lesson H – Writing**

- Lesson H takes a structured approach to writing and prepares students for a wide range of writing exam tasks.
- The lesson always begins by looking at a model text or texts and studying the language and structure.
- Students learn and practise Key Phrases.
- In the final writing task, students are given support (prompts / ideas) to produce their own writing.
- A *Writing Bank* in the Workbook provides models of typical exam writing task types and guidance on structure and language to use.

**1 Exam Skills Trainer**  
Reading  
1. Read the text and answer the questions.  
2. Use of English: Read the text. Choose the best option for each gap.  
3. Complete the text with one word or short phrase.  
4. Write a short paragraph.  
5. Write a short paragraph.

**2 Literature**  
**As You Like It William Shakespeare**  
Read the text and answer the questions.  
1. Read the text and answer the questions.  
2. Use of English: Read the text. Choose the best option for each gap.  
3. Complete the text with one word or short phrase.  
4. Write a short paragraph.  
5. Write a short paragraph.

**Literature Bank**

- The Literature Bank consists of 9 ready-to-use literature lessons with a literary extract linked to the topic of the Culture Bank.

**Exam Skills Trainer**

- There are five *Exam Skills Trainers* (after units 1, 3, 5, 7 and 9) in the Student's Book.
- Each *Exam Skills Trainer* includes exam tasks for use of English, listening, reading, speaking and writing.
- Each *Exam Skills Trainer* provides students with the language, strategies and exam skills they need to achieve success.
- The topics of the *Exam Skills Trainers* relate to the topics of the previous two units.



# Solutions Third Edition Classroom Presentation Tool

Deliver heads-up lessons with the Classroom Presentation Tool.

Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

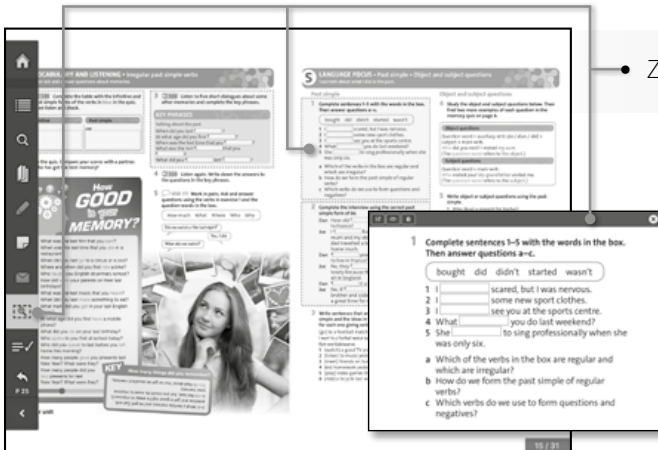
Play audio and video at the touch of a button and launch activities straight from the page.

These easy-to-use tools mean lessons run smoothly.

Answer keys reveal answers one-by-one or all at once to suit your teaching style and the highlight and zoom tools can be used to focus students' attention.

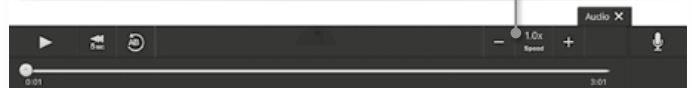
Take your Classroom Presentation Tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

Use lesson openers, lesson closers and task support to motivate students, consolidate learning, and support students to complete classroom tasks.

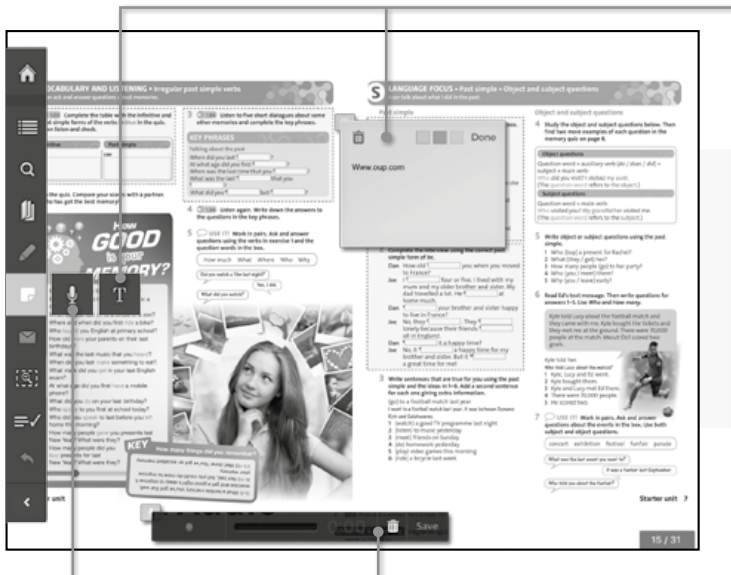
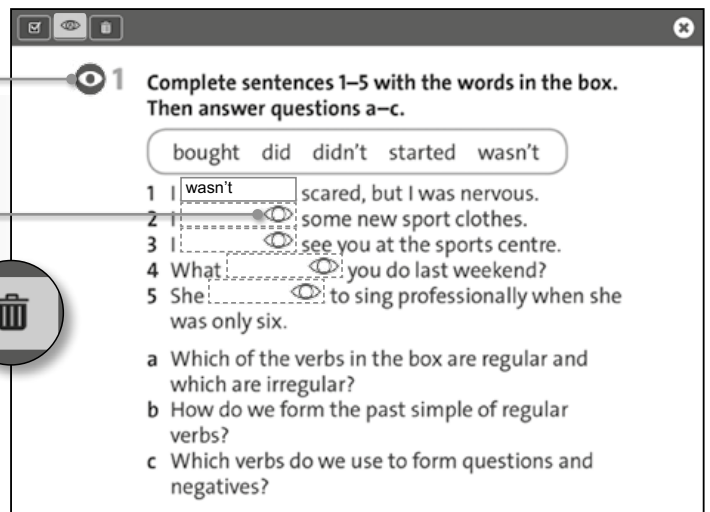


- Zoom in to focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio speed to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.

- Work on pronunciation in class: record your students speaking and compare their voices to the course audio.



# Introduction

## Map of resources

### IA Grammar

Student's Book, page 4; Workbook, page 4  
Photocopiable: Grammar Review

### IB Grammar

Student's Book, page 5; Workbook, page 5  
Photocopiable: Grammar Review

### IC Grammar

Student's Book, page 6; Workbook, page 6  
Photocopiable: Grammar Review

### ID Grammar

Student's Book, page 7; Workbook, page 7  
Photocopiable: Grammar Review

### Classroom Presentation Tool Unit I

### End of unit

Short tests: Unit I

## IA Grammar

### Past simple and present perfect

#### LESSON SUMMARY

**Grammar:** Past simple, present perfect simple and present perfect continuous

**Reading:** Comments about learning English

**Listening:** People talking about learning English

**Speaking:** Discussing personal experiences of learning English

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 7. Set exercise 4 as homework.

#### LEAD-IN 3-4 MINUTES

- Write *Top Tips for Learning English* on the board. Ask students to work in groups and brainstorm ideas for learning English, e.g. *Listen to English songs, Read English language blogs.*
- Give students two minutes to discuss their ideas before asking one student from each group to write their ideas on the board. Keep the ideas on the board; they can be used in exercise 8.

#### Exercise 1 page 4

- Focus attention on the photos of the people and the speech bubbles. Ask: *What are these people talking about?* (their experiences and opinion of learning English)

- Ask students to read the speech bubbles and decide which experiences they share. For each speech bubble, ask students to raise their hands if they have a similar opinion, or if they have had a similar experience. Find out which speech bubble best describes the experiences of students.

#### Exercise 2 page 4

- Before students identify the tenses in the speech bubbles, write an example sentence for each tense on the board, e.g. *She travelled to London last year. He has never met an English person. We have been sitting here for ten minutes.* Quickly remind students how each tense is formed.
- Students read the speech bubbles and identify the tenses.
- Check answers as a class.

#### KEY

**Past simple** since I was a little kid; I struggled with English; I got a B

**Present perfect simple** I've never had the opportunity; I've come on in leaps and bounds; As soon as I've finished my exams; I've already passed First Certificate; I've just registered for the CAE exam

**Present perfect continuous** I've been learning English since ...

**For further practice of past simple, present perfect simple and present perfect continuous: Grammar Builder I.1 page 131**

- 1 1 wasn't 2 have suggested 3 swam, have attempted 4 has had, left 5 have (you) looked
- 2 1a 've read b 've been reading 2a has been staying 2b 've stayed 3a have been disappearing 3b 's disappeared 4a 's stopped 4b have been stopping 5a 've been swimming 5b has swum

#### Exercise 3 page 4

- Students complete the sentences.
- Check answers as a class and ensure that students explain their choice of tense.

#### KEY

1 phoned 2 have (you) known 3 has been running, moved 4 has belonged, left 5 've been waiting 6 's been working out 7 haven't met 8 've been looking for 9 Have (you) seen, bumped into

#### Exercise 4 page 4

- Students complete each sentence twice using different tenses. They then explain the difference in meaning.
- Go through the first sentences together. Elicit the two possible tenses (present perfect simple and past simple) and the difference in meaning. Students then work individually.
- Check answers as a class.

#### KEY

1 I haven't seen Kate for three months. (This suggests up until recently.) I didn't see Kate for three months. (This



- implies that I didn't see Kate for a period of time in the past.)
- 2 My grandad worked in that factory for many years. (He doesn't work there now.) My grandad has worked / has been working in that factory for many years. (He is still working there now.)
  - 3 Ryan texted me three times this morning. (He hasn't texted me since then. / It is no longer morning.) Ryan has texted me three times this morning. (He might text me again this morning.)
  - 4 I didn't visit Greece in the summer. (This means that I went to Greece in the past, but not in the summer.) I haven't visited Greece in the summer. (This suggests that although I have visited Greece at some time, it wasn't in the summer.)
  - 5 Harry played the piano for years, but he didn't make much progress. (He doesn't play any more.) Harry has been playing the piano for years, but he hasn't made much progress. (He still plays, but he still isn't good.)
  - 6 I didn't have any breakfast this morning. (It is no longer morning.) I haven't had any breakfast this morning. (This suggests that it is still morning.)
  - 7 Jack spent six years training to become a doctor. (His training is over.) Jack has spent six years training to become a doctor. (This suggests that he has recently become a doctor, or he is still training to become a doctor.)
  - 8 I used the same smartphone for at least two years. (I don't use the smartphone now.) I have been using / have used the same smartphone for at least two years. (I still have the smartphone and I still use it.)

#### Extension: Fast finishers

- Write the following phrases on the board: *for three years*, *since I was a child*, *this afternoon*.
- Ask **fast finishers** to write two sentences for each phrase: one using the past simple and one using the present perfect simple or present perfect continuous.

#### Exercise 5 1.02 page 4

- Read the instructions together and then play the recording. Remind students to focus on the students' problems as they listen.
- Check answers as a class.

#### KEY

- Speaker 1** speaking – thinking about what to say and saying it at the same time
- Speaker 2** listening – not being able to tell where one word ends and the other begins
- Speaker 3** vocabulary – there are so many words
- Speaker 4** pronunciation – distinguishing between vowel sounds, some vowel sounds are difficult, and intonation is also difficult
- Speaker 5** grammar and word order – because it is so different in Japanese

#### Transcript

**Speaker 1** Some people find English grammar difficult, but I've never really had a problem with grammar. I like learning rules. I guess it's just the way my mind works. What I find most challenging is speaking. You have to work out what to say and how to say it at the same time, and that's really

difficult. One thing you can do that helps with speaking is not to learn words in isolation but to learn them in context, in set phrases. So, for example, with a word like 'difference' you can learn 'make a difference', 'tell the difference', 'what's the difference between X and Y' and so on. I've memorised loads of set phrases like that and it really helps because they're always ready to use, at the front of my mind, so to speak.

**Speaker 2** Listening has been without doubt the most difficult area for me. The first time I went to Britain and had face-to-face conversations with native speakers, I was completely lost. I could hardly understand a thing. It was an incomprehensible stream of sound. I couldn't tell where one word ended and the next started! It didn't help that I was in Glasgow, where they have quite a strong accent. But then I started to watch British and American films with subtitles – it's no good if they're dubbed. I've probably watched thirty or forty films over the years and it's really helped to improve my listening skills.

**Speaker 3** What's the most difficult aspect of learning English? Well, I think it's learning vocabulary. There's just so much of it! Thousands of words. And it's quite difficult to remember them. But I've found the best way to improve my vocabulary is not necessarily to learn lists of vocabulary out of context, but to read lots. I've read quite a few stories and novels in English, for example Hemingway's *The Old Man and the Sea*, and *Holes* by Louis Sachar. I look at news websites too. I look up words when I really can't understand something – but I don't look up every word I don't understand. I find that words that I read again and again soon become part of my active vocabulary.

**Speaker 4** At first, I found pronunciation very difficult. I just couldn't get my tongue round some of the sounds, for example long and short vowels – like 'sit' and 'seat', but with practice my pronunciation has improved a lot. I still have problems with intonation, though. People's voices go up and down much more in English than in Spanish, and the stress patterns are very different. The only thing to do is practise a lot, and try to copy native speakers' pronunciation and intonation. Social media is good for that – I've been in touch for a while with a guy in America who's learning Spanish. That's really helped my English. And I've been helping him improve his Spanish too.

**Speaker 5** Grammar and sentence structure are the most difficult things in English. One good thing is that there aren't lots of inflections in English, so for example verb endings don't change too much. But in Japanese the word order is completely different from English. The verb is always at the end of the sentence. We also use tenses in a completely different way. For example, to say 'it was hot', we change the form of the adjective, not the verb. It's also difficult to choose which tense to use: should it be past simple or present perfect, 'will' or 'going to' ... or even present continuous? So you have to study the grammar really hard and do lots of grammar practice exercises.

#### Exercise 6 1.02 page 4

- Play the recording again for students to identify how the speakers have overcome their problems.
- Check answers as a class.

**KEY**

**Speaker 1** learns set phrases, words in context, chunks of language

**Speaker 2** watches British and American films with subtitles

**Speaker 3** reads lots of short stories and novels and news websites

**Speaker 4** speaks to native speakers and uses social media

**Speaker 5** studies hard and does lots of grammar exercises

**Exercise 7** page 4

- Encourage students to complete the phrases from memory, but play the recording again if necessary.
- Check answers as a class, focusing on the correct pronunciation of *incomprehensible* /ɪn,kɒmpri'hensəbl/ and *tongue* /tʌŋ/.

**KEY**

1 context 2 set 3 stream 4 active 5 tongue  
6 stress 7 verb 8 word

**Exercise 8** page 4

- Students discuss their own problems with learning English and exchange ideas for solutions.
- Ask a few students to share their ideas with the class.
- Refer students back to the lead-in activity and ask if they can now add some more top tips to the list on the board.

**For further practice of language terms:****Vocabulary Builder IA** page 126

1 1 ellipsis 2 gerund, comment tag 3 adjectival noun 4 present participle 5 dependent preposition 6 cleft sentence 7 defining relative clause 8 result clause 9 non-defining relative clause 10 reduced relative clause 11 subordinating conjunction

2 Students' own answers

**Extra activity**

- Ask students to think about other times when they have overcome problems, for example when participating in sports or in other subject areas at school.
- Students discuss their experiences in pairs and then write a few sentences describing how they overcame their problems.
- Ask a few students to read out their sentences to the class.

**Learning outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple, the present perfect simple and the present perfect continuous correctly. I can talk about how I learn a language.*

**IB Grammar****Past tenses****LESSON SUMMARY**

**Grammar:** Past simple, past continuous, past perfect simple and past perfect continuous

**Reading:** A text about someone learning a new language

**Speaking:** Discussing different ways of learning a language

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 6. Set Exercise 7 as homework.

**LEAD-IN 3-4 MINUTES**

- Write the following sentences on the board:
  - 1 *I was walking to the station when I saw Michael.*
  - 2 *I had walked to the station when I saw Michael.*
- Ask students to identify the tenses in both sentences. (1: past continuous and past simple; 2: past perfect simple and past simple) Then ask students to think about the difference in meaning: *Where was Michael in sentence 1? (on the way to the station) Where was he in sentence 2? (at the station)*

**Exercise 1** page 5

- Ask students to discuss the questions in pairs or groups.
- Ask a few students to share their ideas with the class.

**Exercise 2** page 5

- Students read the text quickly to find the answers to the questions. Emphasise that they do not have to understand every word of the text to answer these gist questions.

**KEY**

He learned French quickly. We know this because the girl in the café commented on his excellent French.

**Exercise 3** page 5

- Students read the text again to identify the tenses.
- Check answers as a class.

**KEY**

- 1 **Past simple** was, set up, woke up, wrote out, listened, ran, sang along, found, left, didn't go, went, met, commented
- 2 **Past continuous** was staying, was writing, was running, wasn't playing, was reading
- 3 **Past perfect simple** had learned, hadn't had, had decided, he'd read
- 4 **Past perfect continuous** he'd been working, hadn't been chatting, had been living

### For further practice of past tenses:

#### Grammar Builder I.2 page 131

- 1 1 both 2 b 3 b 4 both 5 a 6 both 7 b
- 2 1 bought / had bought 2 became, were talking / had been talking 3 had been writing, hadn't finished 4 broke, was putting 5 was sitting, had told 6 took, cleaned, left
- 3 1 ✓ 2 I hadn't been understanding – I didn't understand 3 it didn't snow – it wasn't snowing 4 she was falling – she fell 5 ✓ 6 she washed up – she was washing up 7 I hadn't been finishing – I didn't finish 8 ✓

#### Extra activity: Fast finishers

Write the following questions about the text on the board for **fast finishers** to answer:

*Which language did David learn at school? (Spanish)*

*What did he listen to in the morning? (language-learning CDs)*

*Name three sports he did while he was in France. (running, darts, boules)*

*Where did he meet the girl? (in a coffee shop in Paris)*

#### Language note: *innit*?

- Focus attention on the cartoon. Explain or elicit that *innit* is a dialect form of *isn't it*. Unlike standard question tags, which differ depending on the main verb and subject, *innit* is always used, e.g. *I'm hungry, innit?* (in place of *aren't I?*) or *You don't want this, innit?* (in place of *do you?*)
- Point out the use of the definite article *the* in *I mean the sister* instead of the possessive adjective *your*.

#### Exercise 4 page 5

- Go through the first sentence together. Students continue working individually or in pairs. Remind them that more than one answer is possible.
- Check answers as a class.

#### KEY

1 was getting / had been getting, rang 2 didn't get, had been / were 3 had, had been decorating 4 arrived, had left / was leaving 5 opened, had been raining, were 6 rehearsed / were rehearsing, took / was taking

#### Exercise 5 page 5

- Students read the *Look out!* box and answer the question.
- Check answers as a class.

#### KEY

a First my parents got home and then I tidied my room.  
b I tidied my room first and then my parents got home.

#### Exercise 6 page 5

- Students compare the pairs of sentences and explain how the meaning changes when the tense changes. Point out that sometimes the tense change does not affect the meaning.
- Check answers as a class.

#### KEY

- 1 no difference
- 2 a Tom was spending his money over a period of time.  
b Tom spent all his money and now he hasn't got any money left.
- 3 a We saw the man first and then he climbed onto the roof.  
b The man was already on the roof when we saw him.
- 4 a People started to cheer when I entered the room.  
b People were already cheering when I entered the room.
- 5 Essentially, the sentences are the same, but sentence a emphasises the action and sentence b emphasises that the action was completed.

#### Exercise 7 page 5

- Ask students to read the text quickly and check that they have understood the general meaning. Ask: *What incredible thing did Daniel Tammet do?* (He learned to speak Icelandic in one week.)
- Students then complete the text.
- They can compare their answers in pairs before you check answers as a class.

#### KEY

1 was travelling 2 had decided 3 had been surprising  
4 had astounded / astounded 5 had come / came  
6 was taking / had taken 7 had been learning 8 was struggling 9 wasn't making / hadn't been making  
10 changed 11 was absorbing / absorbed 12 was learning / had learned 13 appeared 14 succeeded

#### Exercise 8 page 5

- Students discuss their responses to the two texts in pairs. Remind them of some of the ideas they had for the final discussion activity in IA and ask if any of these ideas were mentioned in the two texts.
- Elicit tips, write them on the board and encourage students to make a note of them as they may be useful in the future.

#### Extension

Students work in groups or pairs to design a *Top Tips* poster about different ways to learn a language. They should include their own ideas and suggestions from the texts.

#### Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different past tenses correctly. I can discuss tips for learning other languages.*

# IC Grammar

## Articles

### LESSON SUMMARY

**Grammar:** Articles

**Reading:** A text about a London dialect

**Speaking:** Discussing formal and informal ways of speaking

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 6 as homework.

### LEAD-IN 3-4 MINUTES

- Write *accent* and *dialect* on the board. Elicit their meaning and the difference between them (*accent* = a way of pronouncing the words of a language that shows which country, area or social class a person comes from; *dialect* = the form of a language that is spoken in one area, with grammar, words and pronunciation that may be different from other forms of the same language).
- Ask: *Can you think of examples of different accents and dialects in your own language?*
- Elicit answers.

### Exercise 1 page 6

- Read the instructions together. Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 2 1.03 page 6

- Students read the text quickly and complete it.
- Play the recording for them to check their answers.

### KEY

1 the 2 a 3 – 4 the 5 a 6 The 7 – 8 the  
9 – 10 a 11 the 12 a

### Exercise 3 page 6

- Students summarise the facts from the text in pairs.

### Exercise 4 page 6

- Ask students to read and complete the *Learn this!* box.
- Go through the text in exercise 2 again, pausing for students to match each article with the rules in the *Learn this!* box.

### KEY

1 a or an 2 the 3 no article  
1 d such a good idea 2 c the young 3 a working-class Londoners, young working-class people, slang

### Extension: Fast finishers

- Ask **fast finishers** to look at the *Learn this!* box again and write sentences for the other article usage rules.
- Ask a few students to write a couple of their sentences on the board, leaving a gap in place of the article / no article. Get the class to decide how to fill the gap.

### For further practice of articles:

#### Grammar Builder I.3 page 132

- 1 1 a, the, a 2 a, a, a 3 a, the 4 the, –  
5 an, the, – 6 –, an, the
- 2 1 the 2 – 3 the 4 the 5 the 6 the 7 –  
8 an 9 a 10 a 11 a 12 – 13 – 14 an

### Language note: *innit?*

- Focus attention on the cartoon. Explain or elicit that *innit* is a dialect form of *isn't it*. Unlike standard question tags, which differ depending on the main verb and subject, *innit* is always used, e.g. *I'm hungry, innit?* (in place of *aren't I?*) or *You don't want this, innit?* (in place of *do you?*)
- Point out the use of the definite article *the* in *I mean the sister* instead of the possessive adjective *your*.

### Exercise 5 page 6

- Students read the sentences and think about the difference in meaning. They can refer to the *Learn this!* box if necessary.
- Check answers as a class.

### KEY

- 1 a The person speaking knows who Stephen King is.  
b The person speaking doesn't know who (the / this) Stephen King is.  
c The person speaking knows that the person calling is the famous author Stephen King.
- 2 a The offer is vague about the number of biscuits – have one or more.  
b The offer is specifically for one biscuit or two biscuits.
- 3 a We know which gym is being referred to.  
b This could be any local gym.
- 4 a This question is about school uniforms in general.  
b The speaker is referring to a particular school uniform.
- 5 a We know what gym is being referred to. There could be more than one manager.  
b We don't know which gym is being referred to. There is only one manager at the gym.

### Exercise 6 page 6

- Students complete the sentences.
- Check answers as a class.

### KEY

1 –, the 2 the, a 3 One, an, the 4 –, one, a, –, –  
5 –, the 6 a, one, the

### Exercise 7 page 6

- Students discuss the sentences in exercise 6 in pairs.
- You could hold a class vote. Ask a student to read out each sentence in exercise 6 and tell the class to raise their hands if they agree with the statement. Write the results on the board and find out which sentence students agree with most.

## Exercise 8 page 6

- Go through the first question together. Brainstorm examples of times when students might speak or write differently. Ask them to think about the people or organisations they are communicating with, and also the form of communication, e.g. blog comment, social media, email, letter, phone conversation, text message.
- Students discuss the second question in pairs.

### For further practice of colloquial contractions:

#### Vocabulary Builder IC page 126

3 2 Don't you want a 3 going to, What do you  
4 Give me, isn't 5 What are you, kind of 6 I don't  
know, haven't 7 Let me, aren't 8 'm not going to,  
've got to / have to 9 Aren't you going to 10 little,  
isn't it

### Extra activity

- Write the following on the board: *You want to borrow a book.*
- Ask students to write two dialogues for the situation. In the first dialogue, they are talking to a friend. In the second dialogue, they are talking to a teacher. Tell them to use informal and formal language to show the differences between the two situations.

### Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use articles correctly. I can talk about accents and dialects.*

## ID Grammar

### Talking about the future

#### LESSON SUMMARY

**Grammar:** Different future forms

**Listening:** People talking about the importance of learning English

**Speaking:** Discussing future plans and the importance of learning English

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in and the discussion in exercise 1 brief. Set exercise 5 as homework.

#### LEAD-IN 3–4 MINUTES

- Write *Learning English is important for me because ...* on the board. Ask students to work in pairs or groups and to think of as many reasons as possible for learning English, e.g. *I want to understand English and American songs.*
- After two minutes of discussion time, elicit ideas and write them on the board.

## Exercise 1 page 7

- Focus attention on the question below the illustration. Ask students to discuss it, thinking about the ideas 1–6.
- You could ask students to rate the importance of the ideas from 1 (most important) to 6 (least important).

## Exercise 2 1.04 page 7

- Students listen to the five speakers and decide whose reason for learning English is the most compelling. Point out that they do not have to understand every word; they just need to focus on understanding each speaker's reason.

### Transcript

**Speaker 1** I'm going to study engineering at university. It's vital in the world of engineering to be able to read, write and speak English. In fact, at the university I'm planning to study at, the teaching materials and lectures will all be in English. English is used in many science labs and engineering projects in non-English speaking countries. Most research papers are published in English. And when engineers and scientists from all over the world gather at conferences, they mostly speak to one another in English. After my degree, I think I'll continue to study for a Masters or PhD. That's likely to take me abroad and I'm sure to need English.

**Speaker 2** Well, I'm not really sure what I'm going to do in the long term, but I'm definitely planning to go abroad – as soon as I finish university, in fact. English is really useful in countries where you don't know the native language, as practically everybody speaks a little English. I'm thinking of working for a while, too, while I'm away. I'd also really like to work in the States, for example. Doing anything, really, like a job in a café or a shop. If I can do that and earn a bit of money to keep on travelling, that would be great. After that, I've promised Mum I'll get a proper job, as she calls it.

**Speaker 3** I do both English and Russian at school, and I'm applying for a place at university to study them both. The course starts in October. I'm meeting my teachers tomorrow to talk about the application process. I don't know whether I'll get in, as there's a lot of competition for places. Anyway, if I do, I hope to add another language – hopefully German. In fact, thinking about it, I definitely will. In the long term, I'd certainly like to use my languages in my job. My ambition is to become a Russian translator or interpreter. Failing that, I quite fancy teaching it, possibly in a school or, if I'm good enough, at a university.

**Speaker 4** I don't think I'll ever use English in my work. I'm probably going to train as a secondary school teacher – but teach my mother-tongue. Having said that, English is everywhere nowadays and it's going to become more important for sure. Most websites are written in English and if you want to take part in online forums and blogs, it really helps to know English. Also, lots of the best films, books and music are published and produced in English. So knowing the language will give me access to lots of culture and entertainment that I might otherwise miss out on. I won't have to rely on translations and subtitles any more.

**Speaker 5** English is the language of science, of tourism, of aviation, computers and business. When I finish my business studies degree, I hope to work for a multinational company. In that type of company English is often the medium of communication. You might get two colleagues who are from different countries, say a Brazilian and a Finn, and they will

have English as a common language. So if I'm able to speak English really well, it will give me an edge when applying for a job in a multinational company.

### Exercise 3 1.04 page 7

- Ask students to try to match the speakers with questions A–G from memory.
- Play the recording again. Then check answers as a class.

#### KEY

A Speaker 3 B – C Speaker 1 D Speaker 5  
E – F Speaker 4 G Speaker 2

### Exercise 4 page 7

- Go through the *Learn this!* box together. Students then match the sentences with the rules.
- Check answers as a class.

#### KEY

1 j 2 d 3 i 4 g 5 h 6 f 7 a 8 c 9 k,e 10 b

#### For further practice of talking about the future:

##### Grammar Builder 1.4 page 133

1 1 b 2 a 3 b 4 a 5 b

2 1 'll be 2 departs 3 'm going out 4 'm going to try 5 's going to rain

#### Extra activity: Fast finishers

Write the following sentences on the board and ask **fast finishers** to correct them:

*If I study hard, my English is improving.*

*English is very useful when I go travelling next year.*

*The train is going to leave at 4.15.*

*We will meet tomorrow afternoon at the library.*

*Once I will finish my course, I'm going to look for a job.*

#### KEY

If I study hard, my English will improve.

English will be very useful when I go travelling next year.

The train leaves at 4.15.

We're meeting / We're going to meet tomorrow afternoon at the library.

Once I finish my course, I'm going to look for a job.

### Exercise 5 page 7

- Students read the *Look out!* box and then complete the sentences.
- Ask students to check their answers in pairs.
- Check answers as a class.

#### KEY

1 're visiting / 're going to visit 2 are 3 'll text  
4 'm going to sell 5 Are you going, 'll give 6 's going to break down 7 'll have to / 'm going to have to  
8 'll phone, know, starts

### Exercise 6 page 7

- Students discuss the questions in pairs, giving reasons for their opinions.
- Ask one or two students to share their ideas with the class.

#### Extension: Fast finishers

Ask **fast finishers** to write sentences summarising the ideas they discussed in exercise 6.

#### Learning outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about predictions, plans, offers and routines. I can understand different reasons for learning English.*

## Map of resources

### 1A Vocabulary

Student's Book, pages 8–9; Workbook, page 8  
Photocopiable: 1A (Memories)

### 1B Grammar

Student's Book, page 10; Workbook, page 9  
Photocopiable: 1B (Question forms)

### 1C Listening

Student's Book, page 11; Workbook, page 10

### 1D Grammar

Student's Book, page 12; Workbook, page 11  
Photocopiable: 1D (Habitual actions)

### 1E Word Skills

Student's Book, page 13; Workbook, page 12

### 1F Reading

Student's Book, pages 14–15; Workbook, page 13

### 1G Speaking

Student's Book, page 16; Workbook, page 14

### 1H Writing

Student's Book, page 17; Workbook, page 15

### Culture and Literature 1

Student's Book, pages 108–109  
DVD and DVD worksheet: Unit 1

### Classroom Presentation Tool Unit 1

### End of unit

Unit Review: Workbook, pages 16–17  
Photocopiable: Grammar Review  
Photocopiable: Vocabulary Review  
Exam Skills Trainer 1: Student's Book, pages 18–19  
Cumulative Review I–1: Workbook, pages 108–109  
Progress Test and Short Tests: Unit 1

## 1A Vocabulary

### Memories

#### LESSON SUMMARY

**Vocabulary:** Adjectives to describe remembering and forgetting

**Reading:** An explanation of childhood amnesia

**Listening:** People talking about childhood memories

**Speaking:** Discussing and describing early memories

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1, 4 and 9.

#### LEAD-IN 3–4 MINUTES

- Write these words on the board: *life, adult, childhood, early, memory, picture, music, smell, human, mind.*
- Give students one minute to try to memorise the words. Then rub the words off the board. Students have one minute to write as many words as they can remember.
- Tell students that these words come from a text they will read during the lesson. Can they guess what it is about?

#### Exercise 1 page 8

- Students discuss their childhood memories in pairs, paying attention to the ages in the questions.
- Ask a few students to share their memories with the class.

#### Exercise 2 page 8

- Write *Remembering* and *Forgetting* on the board.
- Ask a volunteer to write each word under the correct heading. The other students call out if they spot a mistake.

#### KEY

**Remembering** evoke, recall, remind, reminisce, nostalgia, recollections, evocative, lasting, unforgettable  
**Forgetting** blot out, suppress  
*Mind could be in either category.*

#### Extra activity

Ask students to look at the words from exercise 2 and find the verbs for remembering that match these definitions:  
*think or talk about a happy time in your past* (reminisce)  
*help someone remember something* (remind)  
*bring a feeling or memory into your mind* (evoke)  
*remember something specific* (recall)

#### Exercise 3 page 8

- Go through the instructions together but do not give a definition for *childhood amnesia* at this stage.
- Students complete the text and identify synonyms for *remember*.
- Check answers as a class.

#### KEY

1 unforgettable 2 recall 3 recollections 4 mind  
5 suppress 6 blot out 7 remind 8 evocative  
9 evoke 10 nostalgia 11 reminisce 12 lasting  
**Synonyms** recall, bring to mind, recollect

### Extra activity

- Write the following sentences on the board:
  - 1 *Children can't remember much about their early childhood.*
  - 2 *Salvador Dalí said he could remember the time before he was born.*
  - 3 *Experts believe our minds suppress our earliest memories.*
  - 4 *We usually have strong memories of the time between ages 5 and 8.*
  - 5 *Sights, sounds and smells can help you to remember things.*
- Ask students to read the text again and decide if the sentences are true or false. **Stronger students** could try to do this from memory.

#### KEY

1 false 2 true 3 false 4 false 5 true

### Exercise 4 page 9

- Students work in pairs to give a definition for *childhood amnesia*.
- Ask students to look at the questions in exercise 1 again. Who has strong memories of their early childhood? Do they often talk about them with other people?

### Exercise 5 page 9

- Students choose the correct option for each sentence and use their imagination to complete the sentences.
- Check that students have chosen the correct option, but do not ask them to read out their completed sentences. Check the correct stress patterns for longer words: *reminisce* /,rɛmɪ'nɪs/, *evocative* /ɪ'vɒkətɪv/, *unforgettable* /,ʌnfə'getəbl/, *nostalgia* /nɒ'stældʒə/, *recollection* /,rekə'lekʃn/.

#### KEY

1 reminisce 2 blotted 3 evocative 4 reminded  
5 nostalgia 6 a lasting

### Exercise 6 page 9

- In pairs, students compare their endings for the sentences in exercise 5.
- Ask students to read out their answers.

### Exercise 7 1.05 page 9

- Give students time to read the questions before playing the recording.
- Check answers as a class.

#### KEY

- 1 **Speaker 1** in a (second-hand) bookshop, looking for a present; **Speaker 2** at home, helping his parents move house; **Speaker 3** at her grandad's house, getting the lawnmower out of the garage; **Speaker 4** at home, clearing out his bedroom
- 2 **Speaker 1** a (children's) book; **Speaker 2** old books and other things; **Speaker 3** cassettes; **Speaker 4** a photo

### Transcript

**Speaker 1** I was browsing in a second-hand bookshop a couple of weeks ago, looking for a present for my uncle, when I saw a children's book on the shelf. The title didn't

ring a bell, but the picture on the cover was really evocative. I'm sure we had that book when I was very young. I opened it and started reading. Surprisingly, the story didn't jog any memories. Maybe it belonged to my older sister because I didn't remember anything about it at all except for the picture on the front. Maybe I used to pick it up and just look at the pictures. Anyway, I bought it. I'm going to show it to my sister and see if she can remember it too.

**Speaker 2** Last weekend, my brother and I were helping our parents move house. We found a big box of stuff in the attic – stuff from years ago. A lot of it was just junk, but some of it really took me back to my childhood. For example, there was a china dog that I used to love when I was about three years old. I guess my parents couldn't bear to throw it away when I got older, so they put it in a box in the attic. And it stayed there for fifteen years! There were some of my old school books too, from my first year at primary school. And obviously, loads of my brother's things too. We spent ages looking through them. It was a real trip down memory lane!

**Speaker 3** I went to see my grandfather a couple of weeks ago and he asked me to get the lawnmower out of the garage for him. While I was there, I saw a box of old cassettes. Some of them had children's songs on them and I remembered them really clearly from when I was just two or three years old. My grandad hasn't got a cassette player any more and neither have I, but he said I could take the cassettes with me. A few days later I borrowed a cassette player from a friend of my dad's and listened to the cassettes. Although I hadn't heard them for at least fifteen years, the songs were so familiar. All the memories came flooding back – memories of being at my grandparents' house and listening to the songs over and over again. The amazing thing is, I still knew all the words by heart!

**Speaker 4** I came home from university last summer and found that my mum was clearing out my bedroom. Apparently, she wanted to turn it into a guest room! Anyway, I didn't really mind that too much because I'm not there very often. So, I was helping her to clear up and I found this box of old books and photos and stuff. There was one photo that really made me stop and look. I was with a friend – his face is so familiar – but I can't remember his name. I showed the photo to my mum but she couldn't remember anything about it and didn't know who the boy was. Mind you, she's got a memory like a sieve, so I wasn't too surprised. She can't remember what she had for breakfast. It's frustrating because I know the boy was a close friend at that time, when I was maybe three or four years old. But what's his name? I've been racking my brains ever since but I just can't remember.

### Exercise 8 1.05 page 9

- Go through the idiomatic phrases with students. Elicit or explain the meaning of *lane*, *sieve*, *flood* (v) and *rack*. Then ask students to read each idiom and think about its possible meaning before matching it to the underlined phrase below.
- Play the recording for students to check their answers.

#### KEY

1 ring a bell 2 jog any memories 3 took me back to  
4 a real trip down memory lane 5 came flooding back  
6 by heart 7 memory like a sieve 8 racking my brains

### Exercise 9 page 9

- Students discuss the questions in pairs. Monitor and help with vocabulary and grammar where necessary.



## Exercise 10 page 9

- Go through the *Fluency!* box together. Check that students understand the general meaning of each group of words.
- Students scan the second paragraph of the text in exercise 3 again for another adjective for group a.
- Check answers as a class.

**KEY**  
sketchy

## Exercise 11 page 9

- Tell students about one of your earliest memories. Students then discuss their memories in pairs or groups.
- Monitor and check that students use the vocabulary in the *Fluency!* box and in exercises 2 and 8.

### Extension: Fast finishers

- Write the following titles on the board: *My first day at school*; *How I met my best friend*; *A very scary experience*; *My first pet*; *A holiday memory*.
- **Fast finishers** choose one of the titles and write a short paragraph on their chosen topic. They can then exchange paragraphs with a partner and check each other's work.

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about remembering and forgetting. I can describe childhood memories.*

# 1B Grammar

## Question forms

### LESSON SUMMARY

**Grammar:** Question forms

**Listening:** A dialogue about a first meeting

**Speaking:** Talking about first meetings

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 4 can be set as homework.

### LEAD-IN 3-4 MINUTES

- Tell students that they are going to play *Jeopardy*. Explain that *Jeopardy* is the name of a popular American quiz show. In the show, the contestants read the answers to questions and try to guess the questions. Write: *Neil Armstrong* on the board and challenge students to guess the question. (*Who was the first man on the moon?*)
- Students write their own *Jeopardy* answer. They then work in pairs, guessing the question for their partner's answer.

## Exercise 1 page 10

- In pairs, students discuss the things they find easy or difficult to remember.
- Ask students if they have any special ways of remembering things, e.g. using mnemonics (patterns of letters or words), visual images or making up stories.

## Exercise 2 1.06 page 10

- Ask students to read the dialogue quickly and ask: *What are they talking about?* (the first time they met) Students then complete the dialogue.
- Play the recording for students to check their answers.

### KEY

1 Didn't 2 Didn't 3 why 4 did 5 Don't 6 Did  
7 happened 8 Why

### Extra activity

- Students work in pairs to practise and act out the dialogue in exercise 2. Encourage them to use intonation and sentence stress to express the speakers' emotions.
- They could continue the dialogue with their own ideas.

## Exercise 3 page 10

- Students complete the sentences in the *Learn this!* box.
- Check answers as a class before students go on to find more examples in the dialogue in exercise 2.

### KEY

1a wrote 1b did send 2a Were 2b Didn't you  
3a Wasn't 3b Didn't 4a Why not 4b why  
1a - 7 1b - 4 2a - 6 2b - 1 3a - 2 3b - 5  
4a - 8 4b - 3

### For further practice of question forms:

#### Grammar Builder 1.1 page 134

- 2 What song did she sing? An Ed Sheeran song. Who sang a song? His sister.
- 3 What did the bus drive into? The wall. What drove into the wall? A bus.
- 4 What does Anita play? The violin. Who plays the violin? Anita.
- 5 What did Tyler listen to? Molly's presentation. Who listened to Molly's presentation? Tyler.
- 6 What does Emily read every week? *The Economist*. Who reads *The Economist* every week? Emily.
- 2 Can't they? 3 Weren't there? 4 Can't they?  
5 Is it? 6 Did he?
- 3 2 Wasn't he your teacher last year? 3 Didn't we get lost? 4 Isn't it on Tuesday? 5 Haven't you heard? 6 Haven't you been learning Spanish?

## Exercise 4 page 10

- Students write questions using *Who* and *What*. Remind them to write subject questions, not object questions.
- Check answers as a class.

### KEY

- 2 Who's paying for them? / Who paid for them?
- 3 Who did order it?
- 4 What helps / does help you concentrate?
- 5 Who performed it?
- 6 Who scored?
- 7 What does rhyme with 'believe' / 'sieve'?

### Exercise 5 page 10

- Students practise using reply questions to query each other's statements. Get two students to read out the example dialogue. Encourage Student B to use a rising inflection for *Can they?* to show disagreement / disbelief.
- Monitor and check that students form the reply questions correctly.

#### KEY

1 Can they? 2 Are they? 3 Is it? 4 Did they?  
5 Do you? 6 Don't they?

### Exercise 6 1.07 page 10

- Students complete the negative questions. Play the recording for them to check their answers.
- Get students to repeat each question after the recording, focusing on correct intonation.
- Students identify which questions asked for confirmation and which expressed surprise.
- Check answers as a class. Point out that the questions that express surprise are in the first person. The first person context indicates that the negative question expresses surprise.

#### KEY

1 Weren't (confirmation) 2 Weren't (confirmation)  
3 Couldn't (confirmation) 4 Didn't (surprise) 5 Wasn't (surprise)  
6 Weren't (confirmation) 7 Hadn't (confirmation)

#### Transcript

**Girl** Do you remember the first time we met?

**Boy** Yes, I think so. Weren't you sitting next to me in our first English class?

**Girl** Yes, I was. But that wasn't the first time we met.

**Boy** Wasn't it? But I didn't know you before I started at this school.

**Girl** No, but we sat next to each other on the bus on the way to school on that first morning.

**Boy** Oh yes, now I remember. Weren't you with a friend?

**Girl** I was with my brother, actually.

**Boy** Why did you sit next to me, instead of your brother? Couldn't you find two seats together?

**Girl** No, we couldn't. The bus was really full that morning. So I sat next to you. I said 'hi' when I sat down.

**Boy** And what did I say?

**Girl** Nothing!

**Boy** Didn't I say anything to you at all?

**Girl** No, not a word.

**Boy** Maybe I had my headphones in and didn't hear you.

**Girl** You weren't wearing headphones.

**Boy** Wasn't I listening to music? That's odd. I always used to listen to music on the way to school.

**Girl** Well, you definitely didn't have headphones on.

**Boy** You seem to remember a lot about me. Weren't you talking to your brother?

**Girl** No, we weren't speaking to each other.

**Boy** Now I remember! Hadn't you had a big argument with him earlier that morning? I'm sure you told me about that later.

### Exercise 7 page 10

- Write some statements on the board and elicit the correct tag question, e.g.  
*You didn't live near me, ... (did you?)*  
*We've never argued about anything, ... (have we?)*  
*She couldn't understand us, ... (could she?)*
- Students talk in pairs about the first time they met, using tag questions to confirm information.

#### Extra activity

Students work individually, writing about the memories they discussed in exercise 7. They then exchange their texts with their partner from exercise 7 and check to see if they have included the same information.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use a variety of high-level question forms. I can talk about when I first met a friend.*

## 1C Listening

### Designer babies

#### LESSON SUMMARY

**Listening:** A debate about genetic science

**Speaking:** Discussing and debating genetic engineering

**Exam topic:** Distinguishing facts from opinions

**Vocabulary:** Science word families

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2.

#### LEAD-IN 3-4 MINUTES

- Write *genetic engineering* on the board. Elicit or explain that genetic engineering adds new DNA to an organism in order to change it in some way, e.g. scientists added the carotene gene from carrots to rice, making 'golden rice'. This rice is rich in vitamin A.
- Ask students to think of other ways scientists might improve food. Would they want to eat genetically engineered food? Why / Why not?

### Exercise 1 page 11

- Students discuss how they might make changes to the human race using genetic engineering. Go through the changes listed, checking the meaning of *eradicate* (to destroy or get rid of something completely, especially something bad).
- Ask the class to vote on the most popular change.

### Exercise 2 page 11

- Go through the Listening Strategy together. Students then decide which phrases introduce an opinion and which are for speculating.
- Check answers as a class.

**KEY**

1 opinion 2 speculation 3 opinion 4 opinion  
5 speculation 6 speculation

**Exercise 3** 1.08 page 11

- Ask students to read the options and think about which options express facts. Remind them to listen for phrases that will help them to distinguish facts from opinions.
- Play the recording for students.
- Check answers as a class.

**KEY**

1 a 2 a 3 b 4 b

**Transcript**

**Speaker 1** It's well documented that malaria is the deadliest disease on the planet, causing millions of deaths every year. Genetic editing is, to my way of thinking, one of the best ways to fight the disease because it offers a long-term solution to the problem. The disease could be completely eradicated, which would be an amazing achievement.

**Speaker 2** I can see why parents don't want their babies to be born with genetic diseases, but the problem is, if you let people interfere with nature, where will it stop? Perhaps they won't want their children to have dark hair, or need glasses, or be slightly below average height. The laws that prevent scientists from creating 'designer babies' are getting weaker, and that is something that really concerns me. They need to be tighter. I'd imagine that medical science is developing other ways of dealing with hereditary conditions, so there really is no need to play God.

**Speaker 3** Humans have always used science and technology to improve on what nature has provided. I guess a pair of glasses was the first example of that. And later, hearing aids. The way I see it, genetic science is no different. People are already using it to improve their DNA. And in twenty years' time, it will be common practice to make yourself more intelligent and healthier by editing your own genes. I'm not saying it's a good thing or a bad thing – I'm just saying it's inevitable. You can't stop progress.

**Speaker 4** The whole idea of gene editing is really dangerous because to my mind, it will make the existing divisions between rich and poor even bigger. When the technology exists to create designer babies, only the rich will be able to afford it. So their children will be healthier, more intelligent and more athletic than the children of poorer people. Even today, it's been shown that about 90 per cent of people in positions of power – whether that's politics or business – come from well-off families. But if we allow gene editing, it will be impossible for somebody from a poor family to do well in the world because they won't have all the advantages of these 'super-humans'. The human race will split in two, with a group of super-rich people who are genetically enhanced.

**Exercise 4** 1.08 page 11

- Play the recording again for students to identify the phrases that each speaker uses.
- Pause the recording after each speaker and write the phrases on the board. Ask students to decide which phrases express opinions and which express speculation.

**KEY**

**Speaker 1** to my way of thinking, ... (opinion)

**Speaker 2** I'd imagine that ... (speculation)

**Speaker 3** I guess ... ; (speculation) The way I see it, ... (opinion)

**Speaker 4** to my mind, ... (opinion)

**Exercise 5** 1.09 page 11

- Students listen to a debate and identify which point is stated as fact rather than speculation.
- Give students a minute to read the points before playing the recording. At this point they do not have to understand every word to do the task.
- Check the answer as a class.

**KEY**

d

**Transcript**

**Presenter** Today in the studio we have geneticist Dr Martin Hapgood. And also the independent MP and chair of the parliamentary ethics committee on genetics, Miriam Bennett. If I may begin with you, Doctor Hapgood. Gene editing is a type of technology that's developing very quickly, isn't it?

**Dr Hapgood** Yes, it is. The principle hasn't changed though – basically, gene editing means changing a specific part of a DNA sequence in order to improve it in some way. Usually that means correcting something in the sequence that causes a hereditary disease or some other kind of unwanted condition.

**Presenter** I see. So what has changed?

**Dr Hapgood** Well, gene editing used to be very time-consuming and imprecise. Now there's a new technique that makes it a lot faster and more accurate. It's called CRISPR. And it's created a lot of exciting new opportunities.

**Presenter** But not everybody is excited by them. Some people are rather concerned. Is that not the case, Miriam Bennett?

**Ms Bennett** Yes, it is. One of the things that particularly concerns me is the fact that any changes to human DNA are permanent, in the sense that they will be handed down from generation to generation. We still don't understand the technology well enough to be making this kind of permanent change.

**Dr Hapgood** I don't see it that way. For a start, the idea that any changes to human DNA are permanent and irreversible is simply untrue. If we have the technology to change the DNA in a certain way, we have the technology to change it back again.

**Ms Bennett** But that's very unlikely to happen, isn't it?

**Dr Hapgood** Well, only because the changes we might make are likely to be positive changes – to eradicate diseases, for example. So why would anyone want to reverse that change? Wouldn't it be unfair to introduce these genetic diseases back into the population?

**Ms Bennett** Well, of course. But you're assuming that the scientists involved in this technology have perfect control over it. I'm afraid I don't really accept that! Science has a habit of overreaching itself.

**Dr Hapgood** But that's what regulations are for. And at the moment, the international regulations are working well.

**Ms Bennett** Are they? I'm not so sure. It's impossible to monitor what is happening in every laboratory all around the world. For all we know, a laboratory somewhere in China is working on producing designer babies right now.

**Dr Hapgood** That's very unlikely. China is part of the international scientific community and abides by the regulations.

**Ms Bennett** But the chances are scientists will find ways to get around the regulations and do what they want to do. The regulations need to be very strict – and closely monitored.

**Dr Hapgood** We certainly need strict regulations. I wouldn't argue with that.

**Presenter** If I can interrupt for a moment here ... Miriam Bennett, would it be true to say that you're generally against any kind of modification of human DNA?

**Ms Bennett** I'm not against all kinds of research. But I think we should be very careful not to play God. And that's what scientists are beginning to do: play God.

**Presenter** Dr Hapgood?

**Dr Hapgood** I must take issue with that. Playing God is a phrase you hear a lot, but what does it mean? Are we playing God when we try to cure cancer? Or when we help paralysed people to walk again? Any kind of medical science is attempting to improve the situation we naturally find ourselves in. And gene therapy is no different.

**Ms Bennett** I'm sorry, but it is different. When scientists start to change our DNA, they're changing the very essence of what it means to be human.

**Dr Hapgood** I can't go along with that. They're simply using science to fight against some very destructive diseases. And the possibilities are huge. For example, by altering the DNA of mosquitoes, we might be able to eradicate malaria, one of the deadliest diseases in the world.

**Presenter** But aren't you worried that the same technology could be used for less serious objectives: for example, for producing blonde, blue-eyed babies who grow up to be good at sport.

**Dr Hapgood** That's the whole designer baby argument, isn't it? With all due respect, I think that's a red herring. At the moment, we don't have the technology to do that, so it isn't a genuine risk.

**Ms Bennett** But we might in the future. That's why we should stop now, while we still can!

**Dr Hapgood** I beg to differ. We need to discuss these difficult issues as and when they arise and come to an agreement – not close the door on all of these wonderful possibilities.

**Presenter** Dr Hapgood, Miriam Bennett – we have to leave it there. Thank you very much.

### Exercise 6 1.09 page 11

- Students listen to the recording again and answer the questions. Ask **stronger students** to try to answer from memory and then listen to check their answers. With a **weaker class**, go through the questions and answer options first, checking the meaning of key words.
- Check answers as a class. Students then discuss whose opinion they agree with more, giving reasons.

#### KEY

1 d 2 a 3 b

### Exercise 7 page 11

- Put students in two groups: one in favour of the statement and one against. Give them time to prepare their arguments using the phrases given. Monitor this preparation stage, helping students with vocabulary if necessary.

### For further practice of science vocabulary: word families: Vocabulary Builder 1C page 126

- 1 a biology, microbiology, biotechnology, genetics, ecology, chemistry, biochemistry  
b biologist, microbiologist, geneticist, ecologist, chemist, biochemist
- 2 1 ecotourists 2 genetically modified  
3 ecosystem 4 chemical weapons  
5 eco-friendly 6 genetically

### Exercise 8 page 11

- Students debate the statement. Ensure that every student has a chance to contribute.

#### Extension

Students use the arguments they prepared in exercise 7 to design a poster about the pros and cons of human genetic engineering.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a debate about gene editing. I can distinguish fact from opinion or speculation.*

## 1D Grammar

### Habitual actions

#### LESSON SUMMARY

**Grammar:** Talking about habitual actions

**Listening:** People describing their relationship with their siblings

**Use of English:** Completing a sentence so that it means the same as another sentence

**Speaking:** Describing habits

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 5 and 7 as homework.

#### LEAD-IN 3–4 MINUTES

- Draw a stick figure on the board. Underneath it, write: *Tom, aged 20. Student.* Draw a larger stick figure. Underneath it, write: *Tom, aged 30. Millionaire.* Ask students to work in groups and think about how Tom's life is different now from how it was ten years ago.
- Give students two minutes to write sentences about Tom, e.g. *Ten years ago, Tom bought his clothes from the supermarket, but now he buys them from designer shops.*
- Ask groups to read out their sentences. Write the sentences on the board and keep them there for later in the lesson.

### Exercise 1 page 12

- Students read the quotation and discuss it. Explain that *siblings* are brothers or sisters.
- Elicit suggestions about the meaning of *the hard way*.

#### KEY

If you learn something the hard way, you learn from unpleasant experiences rather than by being taught.

### Exercise 2 1.10 page 12

- Students listen to four speakers talking about their relationships with their siblings and decide if these relationships have become closer, become less close or stayed the same.
- Play the recording.
- Check answers as a class.

#### KEY

Speaker 1 less close Speaker 2 roughly the same  
Speaker 3 closer Speaker 4 less close

#### Transcript

**Speaker 1** I was really close to my sister for most of our childhood. Of course, we'd fall out occasionally, over little things. Siblings always do, don't they? But I don't remember many arguments. We spent a lot of time together, just the two of us, and we shared everything. We didn't use to have our own separate books or toys even. We just shared because we wanted to! But I have to say, our relationship isn't like that now. We have a good relationship but not a particularly close one. We talk on the phone about once a week and she calls round sometimes – usually without any warning, which I hate! She will call round just as I'm in the middle of something!

**Speaker 2** I suppose I had a pretty good relationship with my brother when we were younger. Most of my memories are fairly positive. We fought quite a bit, but no more than other brothers that we knew! We were both crazy about football. We'd play for hours in the park every Saturday. He usually won because he was older, but I didn't mind. Now that we're older, we still share an interest in football and we often go to matches together. In fact, we do a lot of things together. We go on holidays together – with our wives and kids. We're like best friends, as well as brothers.

**Speaker 3** I didn't get on at all well with my older brother when we were kids. He was always teasing me about my appearance. He had so many nicknames for me, and they weren't very pleasant. In fact, Big Ears was probably the one I minded least! Our parents used to tell me to ignore him. But that's easier said than done when you're eight years old. I can honestly say he made my childhood a misery and I was glad when he left home to go to university. We get on OK now, I suppose. We'll see each other once or twice a year, I guess. It's mostly at family gatherings. I certainly wouldn't say that we're close.

**Speaker 4** I don't remember getting on badly with my sister when we were kids. We didn't play together that much but I don't think we argued much either. And then things started to go wrong when I was about fourteen and she was sixteen. She kept having massive rows with our parents. And often, she'd have a go at me as well – although I just wanted to keep out of it. Then she left home for good. For a few years, we didn't have any contact. Then somehow she got my mobile number – unfortunately. She's always sending me

nasty text messages. I try to ignore them, but it isn't easy. I don't know why she does it. She obviously isn't happy with her life.

### Exercise 3 1.10 page 12

- Give students time to read the extracts. Then play the recording again for students to complete them.
- Students can check their answers in pairs.

#### KEY

1 'd fall out 2 didn't use to have 3 will call round  
4 'd play 5 usually won 6 was always teasing 7 used to tell  
8 'll see 9 kept having 10 's always sending

### Exercise 4 page 12

- Go through the *Learn this!* box together. Students look at the sentences in exercise 3 for examples of present and past continuous, *will* or *would* to express annoyance at habits.
- Ask some students to read out their answers. Encourage them to stress *will* in sentence 3 and *always* in sentence 6 to show that the habit is annoying.
- Ask students if their siblings have any similar annoying habits.

#### KEY

Extracts 3, 6 and 9

#### Extra activity: Fast finishers

Ask **fast finishers** to look at the sentences about Tom from the lead-in and rewrite some of them. Tell them to use constructions from the *Learn this!* box.

### Exercise 5 page 12

- Students use the structures from the *Learn this!* box to rewrite the sentences in exercise 3.
- Check answers as a class.

#### KEY

(Suggested answers)

- 2 We didn't even have our own separate books or toys.
- 3 She's always calling round just as I'm in the middle of something!
- 4 We used to play for hours in the park every Saturday.
- 5 He used to win because he was older, but I didn't mind.
- 6 He would always tease me about my appearance.
- 7 Our parents told me to ignore him.
- 8 We see each other once or twice a year, I guess.
- 9 She will send me nasty text messages.

### Exercise 6 page 12

- Go through the first pair of sentences together. Elicit that the past continuous in sentence b shows the speaker's annoyance with his/her sister.
- Students continue to work individually or in pairs, identifying the differences in meaning.

#### KEY

- 1 Sentence b emphasises that the sister forgot habitually and shows annoyance.
- 2 In sentence a, the person is remembering swimming lessons that actually happened. / *Would* shouldn't be used with the state verb *hate* to talk about a habitual

state. In sentence b, the speaker is imagining what it would be like to have swimming lessons.

- 3 Sentence a describes a repeated action. Sentence b refers to a single event.
- 4 Sentence a describes a repeated action that is annoying. Sentence b describes an arrangement.
- 5 Sentence a expresses annoyance with the situation. Sentence b describes a repeated action.
- 6 Sentence a describes a repeated action. Sentence b uses *will* for emphasis to express annoyance.

### Language note: Expressions for habitual actions

- *Be apt to* and *have a tendency to* are formal constructions.
- *Be prone to* is used to express the negative effect of a habit and is a synonym for *suffer from*, e.g. *I'm prone to anxiety attacks before exams.*

### For further practice of habitual actions:

#### Grammar Builder 1.2 page 135

- 1 1 a 2 a 3 b 4 a 5 a 6 b 7 b 8 a
- 2 1 You would always try to read my diary when we were children.
  - 2 She has a habit of buying a coffee on her way to work.
  - 3 He won't work late on Fridays.
  - 4 My neighbours keep playing loud music late at night.
  - 5 After school, I often used to meet friends in town.
  - 6 I wouldn't say anything in English classes.
  - 7 At weekends, my brother often spends hours playing computer games.
  - 8 Our dog was apt to bury my footballs in the garden.

### Exercise 7 page 12

- Go through the *Look out!* box together. Explain that the phrases are alternative ways of expressing habit.
- Students choose five sentences from exercise 6 and rewrite them. Point out that none of the sentences can be rewritten using *be prone to* as this has a specific connotation.

### Exercise 8 page 12

- Go through the first sentence together and elicit the correct answer. Students then work individually or in pairs to rewrite the sentences. Remind them to use no more than six words to rewrite the sentences.
- Check answers as a class.

#### KEY

1 was always falling out with 2 didn't use to get involved 3 will make up stories 4 won't get in touch (very often) 5 always used to side 6 are continually upsetting 7 had a tendency to get lost

### Exercise 9 page 12

- Students describe the different situations to their partners.
- Monitor and help with vocabulary and grammar.

### Extra activity: Fast finishers

**Fast finishers** work in pairs and discuss the following:

*Fears you had as a child*

*Annoying habits that someone in your family has*

*Something you do when you are angry*

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about habitual actions in the past and present. I can describe my past and present habits.*

## 1E Word Skills

### Phrasal verbs (1)

#### LESSON SUMMARY

**Vocabulary:** Phrasal verbs

**Speaking:** Discussing names and their significance

**Use of English:** Completing a text with missing words; choosing the correct option to complete a sentence

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 5. Exercise 8 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Write the following words on the board: *APPLE, NORTH, BLUE, BLANKET, BROOKLYN.*
- Ask students to guess what the link is between these words. (They are all names given to celebrities' children: *Apple* is Gwyneth Paltrow and Chris Martin's daughter; *North* is Kim Kardashian and Kanye West's daughter; *Blue* is Beyoncé and Jay Z's daughter; *Blanket* is Michael Jackson's son; *Brooklyn* is Victoria and David Beckham's son.)
- Ask students to suggest other unusual celebrity baby names and vote for their favourite / least favourite.

### Exercise 1 page 13

- Go through the questions together, checking that students understand the meaning of the underlined phrasal verbs.
- Students then discuss the questions in pairs.

### Exercise 2 page 13

- Focus attention on the questions. Give examples of a transitive and an intransitive verb, e.g. *She sat at the table. She bought a book.* *Sat* is intransitive because it is impossible for a direct object to follow it. *Bought* is transitive because a direct object (*book*) follows it.
- Remind students that dictionaries contain useful information about words. Look at the dictionary definition together and elicit answers to the questions.

#### KEY

a PHRV b The verb is followed by *sth.* c <—>

**Exercise 3** page 13

- Students look at the sentences in exercise 1 again and answer the questions.
- Check answers as a class.

**KEY**

**Transitive** pass on, come across, put up with  
**Intransitive** stand out, blend in  
**Separable** pass it on  
**Two particles** put up with

**Exercise 4** page 13

- Ask students to read the text quickly for general meaning before completing it. They could refer to their dictionaries.
- Check answers as a class.

**KEY**

1 out 2 up 3 for 4 into 5 out 6 up 7 up  
 8 for 9 down 10 in 11 out 12 down 13 up  
 14 to 15 away

**Exercise 5** page 13

- Write the following phrasal verbs on the board: *walk out on, stand up for, go under, look for, turn out, play up, sign up for, account for, go up to, fit in, stand out, turn down, make up, come down to, get away with.*
- Students can work in pairs to think of synonyms for each phrasal verb. They can refer to their dictionaries.
- Check answers by getting students to read out the text from exercise 4, using their synonyms in place of the original phrasal verbs. Keep the phrasal verbs on the board for exercise 6.

**KEY**

(Suggested answers)

1 leave 2 defend himself 3 decide on 4 investigate  
 5 happen / develop 6 behave badly / misbehave  
 7 enrol 8 form the total of / cover 9 decrease  
 10 assimilate / belong to the group 11 be very noticeable  
 12 refuse 13 invent 14 depend on  
 15 escape blame for

**Exercise 6** page 13

- Students complete the chart individually or in pairs.
- Check answers as a class.

**KEY**

	2-part phrasal verbs	3-part phrasal verbs
<b>Transitive and separable</b>	hand over, pass on, turn down, make up	
<b>Transitive and inseparable</b>	take after, come across, go for, look into, account for	look up to, put up with, walk out on, stand up for, come down to, get away with
<b>Intransitive</b>	catch on, stand out, blend in, turn out, play up, sign up, go down, fit in, stand out	

**Exercise 7** page 13

- Students read each sentence and think about the meaning of the missing verb. They then complete the sentences.
- Check answers as a class.

**KEY**

1 came across it 2 put up with them 3 pass it on  
 4 turned it down 5 make up one / make one up  
 6 take after him

**Extra activity: Fast finishers**

Ask **fast finishers** to choose four phrasal verbs from the chart and write a sentence for each. They can exchange their sentences with a partner and check each other's work.

**Exercise 8** page 13

- Students read the sentences and choose the correct option. Allow them to use their dictionaries.
- Check answers as a class.

**KEY**

1 d 2 b 3 c 4 b 5 a

**Exercise 9** page 13

- Go through the questions together. Brainstorm suggestions for people that students might look up to. Write the names on the board and ask students to vote for the name that they are most / least likely to give their own child.
- Students discuss the other two questions in pairs. Monitor and help with vocabulary and grammar where necessary.

**Extra activity**

Students discuss the following questions in pairs.  
*Who do you take after in your family?*  
*What family traditions would you like to pass on?*  
*Have you ever turned something down and regretted it?*  
*Do you prefer to stand out or blend in at a party?*  
*Have you ever got away with something?*

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use phrasal verbs. I can discuss names and their significance.*

**1F Reading**

**Bad beginnings**

**LESSON SUMMARY**

**Reading:** An article about how famous people overcame obstacles

**Vocabulary:** Nouns from phrasal verbs

**Reading strategy:** Skimming, scanning and using prior knowledge to understand a text

**Speaking:** Choosing which famous person had the greatest obstacles to overcome

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 2 and 3. Exercise 6 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Write the following quote on the board: *You may not realise it when it happens, but a kick in the teeth may be the best thing in the world for you.* Explain that *a kick in the teeth* is an idiom and ask students what they think it means (a bad experience).
- Ask students to work in pairs or groups and discuss their response to the quote. Do they agree with it? Why / Why not? Can they think of examples from their own lives?
- Reveal that the quote is from Walt Disney, and tell students that they will find out more about him in the lesson.

**Exercise 1** page 14

- Students look at the two expressions and discuss their possible meaning in pairs.
- Ask some students to share their ideas with the class.

**KEY**

*To be born on the wrong side of the tracks* means to be born into a poor or disadvantaged family.

*To be born with a silver spoon in your mouth* means to be born into a wealthy / privileged family.

**Exercise 2** page 14

- Students think of famous people who were born on the wrong side of the tracks or with a silver spoon in their mouths. Ensure that the discussion focuses on celebrities rather than students' friends or family members; individuals may find these descriptions offensive.

**Exercise 3** page 14

- Ask students to look at the four photos. Brainstorm facts about each famous person onto the board.

**Exercise 4** page 14

- Go through the Reading Strategy together. Ensure that students understand the difference between skimming a text for general meaning and scanning it for specific information.
- Students have to find out which texts cover the topics. Before they start reading, ask: *Do you need to skim or scan the texts to do this task?* (They need to skim the texts.) Set a time limit of two minutes, ensuring that students read quickly rather than trying to understand every word.

**KEY**

1 education A, B, D 2 family relationships B, C, D  
3 disability and disease C 4 violence and crime B, D  
5 work and jobs A, B, C, D

**Exercise 5** page 14

- Students read the text again, this time scanning to find the answers to the questions. They should read the questions first and think about the key words they should look for.

- Check answers as a class.

**KEY**

1 C 2 D 3 A 4 C 5 B 6 B 7 D 8 C 9 A, D  
10 B

**Exercise 6** page 14

- Look at the example – *drop-out* – together. Explain that *drop-out* is a noun formed from the phrasal verb *to drop out (of something)* (to leave school or college without finishing your studies).
- Students read the texts to find the other nouns formed from phrasal verbs and match them with the definitions.
- Check answers as a class.

**KEY**

2 setback 3 upbringing 4 runaway 5 turnaround  
6 breakdown 7 breakthrough 8 stand-off

**Language note: Metaphors**

A metaphor is a figure of speech that makes a comparison between two things that seem to be unrelated. The metaphor often uses an image that is very familiar or powerful to describe something that is not understood so well. When we use a metaphor, we say that one thing actually is something else, rather than saying it is like something else, e.g. *All the world's a stage*. In this quote from the play *As You Like It*, Shakespeare compares the world with a stage. Rather than saying that the world is *like* a stage, he says that it is a stage.

**Exercise 7** page 14

- Elicit or explain the meaning of *metaphor*.
- Ask students to read the sentence and elicit what it means. If necessary, explain that *the road* refers to a person's experiences in life.

**KEY**

The sentence means 'the series of events that he experienced in order to be successful was difficult'.  
The metaphor is 'the road to success'.

**Extra activity**

- Focus attention on *they should perhaps be taken with a pinch of salt* from the text about Jay Z. Ask students to discuss the meaning of this idiom in pairs.
- Explain that *a pinch* means 'a small amount'. Can students work out the origin of the idiom *to take something with a pinch of salt*?

**KEY**

*They should perhaps be taken with a pinch of salt* means 'perhaps we shouldn't completely believe them'.  
The origin of the idiom is that it is easier to eat food if we add a little salt. It implies that the *food* (in this case, the details about Jay Z's childhood) is difficult to swallow (believe).

**Exercise 8** page 14

- Students explain the meaning of the other underlined metaphors in the text. Remind them to read the sentences before and after each metaphor so that they can understand the context.
- Check answers as a class.



**KEY**

1 choosing a different kind of life 2 a setback  
 3 persuaded her to follow / pursue the correct course of action 4 a future event that causes worry 5 behave in an unacceptable way  
 Sentences 1, 3 and 5 relate to a journey. Sentences 2 and 4 relate to difficulties in life.

**Exercise 9** page 14

- Students discuss the question in pairs or small groups.
- Ask one or two students to share their ideas with the class.

**Extra activity: Fast finishers**

Write the following questions on the board for **fast finishers** to answer:

*How old was Walt Disney when he left school?* (sixteen)

*What was Oprah Winfrey's mother's job?* (a housemaid)

*Why did Hawking's father think there was a problem with Hawking's health?* (because he was tripping and falling frequently)

*How did Jay Z start off in the music business?* (He formed his own label with some friends and sold CDs from the back of a car.)

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about overcoming obstacles. I can talk about which obstacles in life are the most difficult.*

**1G Speaking****Interview****LESSON SUMMARY**

**Speaking strategy:** Using long complex sentences

**Speaking:** Talking about yourself and your opinions

**Listening:** An exam interview with two students

**Use of English:** Choosing the best option to complete a sentence

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercises 1 and 7. Exercise 5 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Write three headings on the board: *THE PRESENT*, *THE PAST* and *THE FUTURE*. Tell students, in pairs, to imagine they are going to interview a classmate. Give them two minutes to think of one question for each heading, e.g.  
 the present: *What's your favourite subject at school?*  
 the past: *When did you start learning English?*  
 the future: *Which country would you most like to visit?*
- Get students to choose a partner and ask one of their questions.

**Exercise 1** page 16

- Students work in pairs, asking and answering the questions. They can also use their questions from the lead-in activity.

**Exercise 2** 1.11 page 16

- Go through the Speaking Strategy together.
- Tell students to listen to the interview and identify which student uses more complex sentences, a wider variety of vocabulary and more complicated grammar. Emphasise the importance of including all these elements in an interview.
- Play the recording for students to listen.
- Check the answers as a class.

**KEY**

1 Student 2 2 Student 2 3 Student 2

**Transcript****Candidate 1**

**Examiner** First of all, I'd like to know something about you. Tell me something about your home life.

**Candidate 1** Well, I live in a three-bedroom flat with my parents and my younger brother. My aunt and uncle live in a flat in the same block, so we see them often. They come round for meals two or three days a week, and we go to theirs. They haven't got any children, and they've always treated me and my brother as if we were their son and daughter. It's nice having two sets of parents!

**Examiner** Yes, I can imagine. And what about hobbies? Do you have any time for those?

**Candidate 1** Music is a hobby for me. I play the piano and the guitar. I used to have piano lessons, but I've stopped those now. I've never had guitar lessons – I taught myself. I'd like to play in a band one day. Oh, and also, I've been doing karate for two years. But to be honest, I don't get a lot of time for hobbies, given that I have to do all my school work and my jobs around the house.

**Examiner** I see. And finally, could you tell me something about your career ambitions, if you have any? And in particular, why you need a high level of English.

**Candidate 1** Yes, well, I want to become a doctor. That means studying science at school and then medicine at university. All medical students are expected to have a good level of English, but I'm keen to speak the language really well. I'd like to spend some time in the USA after university. That's always been my ambition.

**Examiner** Thank you!

**Candidate 2**

**Examiner** I'd like to begin by asking you some questions about yourself. Firstly, tell me about your home life.

**Candidate 2** Sure. Although I was born in Barcelona, we now live in a detached house just outside a village, on the coastal road. It's a very quiet spot and very attractive, what with the sea in the distance and the mountains behind us. There are five of us in the house – me, my parents and my two brothers – and we all get along well most of the time, although it has to be said that I do argue with my brothers from time to time, particularly with the younger one. But I guess that's normal for families.

**Examiner** I'm sure it is. Now, could you say something about your hobbies?

**Candidate 1** I prefer to do outdoor activities, like cycling and rock-climbing. I'm also very keen on water sports, particularly surfing. However, even though we live very near the coast,

I don't manage to get to the beach as often as I would like to, except during the school holidays. But I'll be spending as much time as possible there when my exams are over, seeing as I'm not planning to get a job over the summer.

**Examiner** I see. And talking of exams, can you tell me why you are keen to achieve a high level of English? Is it for career reasons?

**Candidate 1** It's partly for career reasons, yes. A good level of English will help me to find a job. English is required for so many jobs these days, bearing in mind the global nature of most businesses. But apart from that, I also have an interest in foreign languages and plan to study them at university, so for that reason, a high level of English is essential.

**Examiner** Thanks very much.

### Exercise 3 1.11 page 16

- Go through the phrases together. Elicit or explain that they are used to introduce a reason or a list of reasons.
- Play the recording again.
- Check answers as a class.

#### KEY

- a given that I have to do all my school work
- b what with the sea in the distance
- c seeing as I'm not planning to get a job
- f bearing in mind the global nature of most businesses

### Exercise 4 page 16

- Students extend the sentences using phrases from exercise 3 and reasons or explanations.
- With **weaker students**, go through each sentence and elicit possible reasons or explanations as a class.

#### KEY

(Suggested answers)

- 2 what with all my exams
- 3 owing to the hot weather
- 4 given that my bill is always big
- 5 owing to all the equipment you have to buy
- 6 what with the band and the great food
- 7 what with his need to call on me every day
- 8 given that I'm doing a sports course

### Exercise 5 page 16

- Go through the sentences together, focusing attention on the conjunctions in brackets. Point out that *even though* and *although* introduce contrasting ideas; *if* means *on condition that*; *unless* means *if... not*; *whenever* means *at every time that*; *provided that* is used to say what must happen in order for something else to happen.
- Students work individually to expand the sentences. They then check their answers in pairs.

#### KEY

(Suggested answers)

- 2 If I had the chance, I'd like to play in a band one day.
- 3 Although I've been doing karate for two years, I'd like to try judo.
- 4 Unless I don't get the grades I need, I'd like to spend some time in the USA after university.
- 5 Whenever I get the chance I'm outside as I prefer outdoor activities like cycling and rock-climbing.
- 6 Provided that I also pass all my university exams, a good level of English will help me to find a job.

### Exercise 6 page 16

- Tell students to read the sentences and think about the context and meaning before they complete them.
- Check answers as a class.

#### KEY

- 1 just in case 2 whether 3 even though 4 as

### Exercise 7 page 16

- In pairs, students read the questions and choose three questions to ask their partners. They tell their partners which questions they have chosen, but do not actually ask the questions.
- Check that students understand all the questions.

### Exercise 8 page 16

- Give students a few minutes to prepare their answers using varied vocabulary, complex sentences and complicated grammar.

### Exercise 9 page 16

- Go through the phrases together. Explain to students that they can use them when asking their questions in order to move from one topic to the next.

#### KEY

- 1 far 2 comes 3 for 4 As 5 Regarding  
Students' own answers

### Exercise 10 page 16

- In pairs, students ask and answer their questions. Monitor the activity, checking that they use grammar and vocabulary correctly and that they include some of the phrases from exercises 3 and 9.
- Invite one or two pairs of students to ask and answer their questions in front of the class. Then get the class to decide who gave the most varied and complex answers.

#### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to ask and answer in pairs:

*Describe your ideal weekend.*

*What's your best memory from childhood?*

*Which country would you most like to visit? Why?*

*Who's the most important person in your family? Why?*

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about myself and my opinions in an interview. I can use phrases to introduce and explain and to change topic.*

# 1H Writing

## Opinion essay

### LESSON SUMMARY

**Writing strategy:** Writing opinion essays

**Writing:** An opinion essay

**Reading:** An opinion essay

**Vocabulary:** Personality adjectives

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 4. Exercise 10 can be set as homework.

### LEAD-IN 3-4 MINUTES

- Brainstorm adjectives to describe personality and write them on the board.
- Ask students to work in pairs. Each student thinks of three adjectives to describe their partner's personality and three adjectives to describe their own personality. Tell them to write the adjectives in random order on a piece of paper. Students then exchange their pieces of paper with other pairs and guess which adjectives apply to which student.

### Exercise 1 page 17

- Focus attention on the question and ask students to think again about the adjectives in the lead-in activity that describe their personality.
- In pairs, students discuss whether their personality is shaped more by friends or by family. They then discuss their ideas with another pair of students.

### Exercise 2 page 17

- Students read the essay and decide whether or not they agree with the writer's opinion.
- Ask different students to give reasons for their answers.

### Extension

Write the following questions about the essay on the board for students to answer:

*According to the writer, who affects your personality most when you are a child? (your siblings)*

*What do you become more aware of in your teens? (your personality and how you want it to develop)*

*Why do teenagers start to distance themselves from their family? (because it is part of growing up and becoming more independent)*

### Exercise 3 page 17

- In pairs, students discuss the meaning of the words. Allow them to use dictionaries.
- Students read the essay again to identify four more personality adjectives.
- Check answers as a class.

### KEY

competitive, conciliatory, thick-skinned, insensitive

### Exercise 4 page 17

- Students discuss the adjectives in pairs and think about which best describe their own personality.

- They then decide which are more suitable for adults or teenagers and which are more suitable for children. There are no right or wrong answers, so encourage students to give reasons for their choices.

### For further practice of personality: phrases and idioms: Vocabulary Builder 1H page 126

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

4 Students' own answers

### Exercise 5 page 17

- Go through the Writing Strategy together.
- Students read the essay again and discuss how well the writer followed the strategy.
- Check the answer as a class.

### KEY

The writer has followed the strategy well.

### Exercise 6 page 17

- Students write a summary for each paragraph of the essay.
- Ask a few students to write their summaries on the board.

### KEY

**Paragraph 2** How parents and siblings shape our personalities when we are children.

**Paragraph 3** How our personalities change and develop in our teenage years.

**Paragraph 4** Family is an important influence but friends become more important in your teenage years.

### Exercise 7 page 17

- Go through the *Learn this!* box together. Students then find the linking words in the essay and think about their purpose. Students should read the sentences before and after the linking words to understand context and meaning.
- Check answers as a class.

### KEY

Similarly – similarity; However – contrast; Moreover – addition; Consequently – result

### Exercise 8 page 17

- Students read the sentences and explain how the meaning changes.
- Check answers as a class.

### KEY

1 **Nonetheless:** despite the fact that it was at his/her grandparents' house

**Consequently:** because it was at his/her grandparents' house (perhaps the house was big)

2 **Indeed:** because it was expensive Jack spent a lot of money

**Instead:** because it was expensive Jack chose something cheaper to eat

3 **Eventually:** implies that the laptop is taken to the beach anyway and possibly regularly

**Otherwise:** implies that it hasn't been taken to the beach yet, but it will stop working if it is taken

### Extra activity: Fast finishers

- Ask **fast finishers** to choose a linking adverb from exercise 7 and write a sentence with it, gapping the linking word.
- They then exchange sentences with a partner and complete their partner's sentence with the correct linking adverb.

### Exercise 9 page 17

- Go through the instructions and task together. Tell students to refer to the strategy and to use linking words in their essay.

### Exercise 10 page 17

- Students write an opinion essay using their plan from exercise 9. Monitor and help with vocabulary and grammar as necessary.
- Make sure students use the checklist to check their work when they have finished the first draft of their essay and make any changes necessary.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an opinion essay. I can use linking adverbs to connect two sentences.*

## Exam Skills Trainer 1

### LESSON SUMMARY

**Reading:** An article about the first woman to run the Boston Marathon

**Listening:** A talk about the origins of music

**Use of English:** Completing the gaps in sentences

**Speaking:** Responding to questions with complete answers

**Writing:** An interesting introduction

### LEAD-IN 2-3 MINUTES

- Write **NARMOTAH** on the board. Tell students that this is an anagram and challenge them to work out the word (marathon). If necessary, give them the first letter: *M*.
- Once students have guessed the word, give them one minute to brainstorm other nouns, verbs and adjectives connected to the topic. Write their suggestions on the board. Then ask students to look at the text in exercise 2 to see if any of their suggested words are included.

## Reading

### Exercise 1 page 18

- Go through the strategy together.
- Students read the text to find the words or phrases.
- Check answers as a class.

### KEY

- 1 get wind of something 2 lift somebody's spirits  
3 set the record straight

### Exercise 2 page 18

- Students read the text and answer the questions. Remind them to look for key words to help them find the relevant information in the text.
- Check answers as a class.

### KEY

- 1 B 2 C 3 A 4 C 5 D 6 B

### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

*How did Gibb train for the marathon?* (She ran 30 miles a day for two years.)

*How did the male runners in the 1966 marathon behave towards Gibb?* (They were kind to her.)

*When did it become legal for women to enter all marathons in the USA?* (1972)

*Who attacked Switzer in the 1967 Boston Marathon?* (the race director, Jock Semple)

## Listening

### Exercise 3 page 18

- Go through the strategy together.
- Students read the extract and complete it.
- Students can compare their ideas in pairs before a whole class check. Ask them to give reasons for their answer.

### KEY

Option B is correct. Option A doesn't fit grammatically. Option C isn't logical. Option D uses the wrong preposition.

### Exercise 4 1.12 page 19

- Give students time to read the summary and think of possible words to fill the gaps. Tell them to think about what part of speech a missing word might be.
- Play the recording and then give students another couple of minutes to complete the summary text.
- Finally, get them to read the completed text again, checking that it is logical and makes sense.
- Check answers as a class.

### KEY

- 1 eight flutes 2 social 3 sophisticated 4 identify  
5 the neck 6 crude 7 sound patterns 8 drumming

### Transcript

Hello, everyone. I'm Professor Eleanor Bradley, and I'm here to tell you about what we've discovered so far about the origins of music.

The earliest musical instruments found by archaeologists are eight flutes uncovered in south-west Germany. These date back around 40,000 years, which made the archaeologists initially think that it was around then when our ancestors started playing music. Interestingly enough, this was also the period in which Homo sapiens appeared, a new species superior to the Neanderthals, who had previously inhabited Europe and who in the space of 10,000 years completely disappeared. Some researchers believe that the success of Homo sapiens and our growing interest in music is no coincidence. They argue that music brought early modern humans together into social groups, enabling them to prosper at the expense of the Neanderthals.

The fact that the instruments that have been discovered are quite sophisticated suggests that they must have evolved from earlier, cruder instruments. This goes some way in disproving the theory that the Neanderthals had no knowledge of music, or interest in it. The problem is, that it's almost impossible to identify Neanderthal musical instruments. For one thing, they might have been made out of perishable materials that rot away quickly, in which case they no longer exist for us to find. For another, they may have been made out of materials that, through natural processes, were suitable for making music. To give you an example, the didgeridoo, a wind instrument made by Native Australians, is made from a tree trunk that has been hollowed out by insects called termites. It's sometimes difficult to tell whether a hollow tree trunk is just that, or if it's a didgeridoo.

One instrument we know Neanderthals did possess is their voice. This is something we've been able to establish by studying the shape of a tiny horseshoe-shaped bone in the neck called the hyoid. Some researchers think that the shape of the hyoid changed when our voice box moved down our throat to take up a position that allows us to talk and sing. The hyoid in Neanderthal fossils, and those of an earlier human species called *Homo heidelbergensis*, had the same shape as in modern humans, implying that their vocal abilities were rather like ours. By comparing ancient skulls, we have been able to trace the evolution of the voice, and we have discovered that even our 1.8 million-year-old ancestors may have had some crude ability to sing. Some researchers believe music may go back even further. Some primates seem to have an ear for a tune, despite the fact they don't strictly use music. Andrea Ravnani of the Universities of Vienna in Austria and Edinburgh in the UK has found that squirrel monkeys can recognise subtle differences in sound patterns in much the same way as humans can distinguish between different melodies or different word phrases in spoken language. Ravnani is currently studying the natural drumming of chimpanzees to discover to what extent it resembles ours.

Scientists still have a long way to go to discover when music first began. But once they do that, perhaps we will know its original purpose.

## Use of English

### Exercise 5 page 19

- Go through the strategy together.
- Elicit ideas about what type of word fits each gap. Students then complete each sentence with one word.
- Check answers as a class.

#### KEY

1 modifier – just 2 conjunction – Although  
3 quantifier – few 4 preposition – in

### Exercise 6 page 19

- Remind students to read the text to get a general understanding of it before they try to complete the gaps.
- Go through the text with **weaker students** and elicit what type of word fits each gap.
- Check answers by asking different students to read out the completed sentences. The rest of the class listen and call out if they disagree with the suggested answer.

#### KEY

1 across 2 the 3 those 4 more 5 among  
6 only / other 7 back 8 so

## Speaking

### Exercise 7 page 19

- Go through the strategy together. Remind students of the advice from lesson 1G: use complex sentences, varied vocabulary and complicated grammar.
- Students read the questions and think of ways to make their answers sophisticated. Monitor this preparation stage and help students with suggestions, if necessary.
- In pairs, students ask and answer the questions.

#### Extra activity

- Write the following sentences on the board:
  - 1 *I'm from Zakopane. It's a small town in the south of Poland.*
  - 2 *I was born in Tol, but my family moved to Vigo when I was little, so that's where I grew up.*
  - 3 *I was born and raised here in Zagreb.*
- Ask students which sentence is the best answer to the question: *Where are you from?* They should give reasons for their answer.

#### KEY

The best answer is 2 because it gives extra information and includes varied vocabulary and complex grammar.

## Writing

### Exercise 8 page 19

- Go through the strategy together. Then focus attention on the essay topic and ask for some interesting introduction ideas. If students are struggling, suggest that they use a short anecdote about a time when they made a spontaneous decision or planned something carefully, perhaps with an unexpected outcome.
- Give students time to think of their own ideas and then ask a few students to share their suggestions with the class.

### Exercise 9 page 19

- Students write their opinion essay. Remind them to check their work for spelling, grammar and punctuation.
- Students can then exchange essays with a partner and check each other's work. Alternatively, set this as a homework task, and display the essays around the classroom.

## Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use my knowledge of the topic and contextual clues to work out the meaning of an idiom or phrase. I can use the correct words to complete the summary of a listening task. I can identify the types of words needed to complete a sentence. I can give complete and sophisticated answers to interview questions. I can engage the reader by writing an interesting introduction.*

**Map of resources****2A Vocabulary**

Student's Book, pages 20–21; Workbook, page 18  
Photocopiable: 2A (Talking about stories)

**2B Grammar**

Student's Book, page 22; Workbook, page 19  
Photocopiable: 2B (Conditionals)

**2C Listening**

Student's Book, page 23; Workbook, page 20

**2D Grammar**

Student's Book, page 24; Workbook, page 21  
Photocopiable: 2D (Inversion of subject and verb)

**2E Word skills**

Student's Book, page 25; Workbook, page 22

**2F Reading**

Student's Book, pages 26–27; Workbook, page 23

**2G Speaking**

Student's Book, page 28; Workbook, page 24  
Photocopiable: Functional Language Practice  
(Comparing and contrasting photos)

**2H Writing**

Student's Book, page 29; Workbook, page 25

**Culture and Literature 2**

Student's Book, pages 110–111  
DVD and DVD worksheet: Unit 2

**Classroom Presentation Tool Unit 2****End of unit**

Unit Review: Workbook, pages 26–27  
Photocopiable: Grammar Review  
Exam Skills Trainer 1: Workbook, pages 28–29  
Progress Test and Short Tests: Unit 2

**2A Vocabulary****Talking about stories****LESSON SUMMARY**

**Vocabulary:** Aspects of stories; literary forms; adjectives to describe books

**Reading:** A quiz; book reviews

**Listening:** A person describing two books she has read

**Speaking:** Talking about a book students have read

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 3 and 5. Set exercise 6 as homework.

**LEAD-IN 3–4 MINUTES**

- Ask:
  - How often do you read?*
  - Do you prefer reading fiction or non-fiction?*
  - Have you ever met an author?*
  - Do you ever read the same book again?*
  - How do you decide which book you want to read next?*
- Elicit a few answers.

**Exercise 1** page 20

- Focus attention on the book covers on page 20. Explain to students that they should judge the books by their covers, but the phrase *to judge a book by its cover* is used metaphorically to mean 'to judge something by its outward appearance'.
- Ask students to suggest what the books might be about, based on their cover design.
- Students discuss the other questions in pairs or groups.

**KEY**

(Suggested answers)

*Blood Land* – thriller; *The Legend of Vanx Malic* – fantasy; *To Capture Her Heart* – romance; *The Dead of Winter* – supernatural / horror

**Exercise 2** page 20

- Go through the phrases together and check their meaning.
- Students discuss the importance of each aspect in pairs.
- Ask one or two pairs of students to share their opinions with the class.

**Exercise 3** page 20

- Read out each aspect and ask students to raise their hands if they think it is the most important one. Write the numbers of male and female votes on the board for each aspect.
- Ask students to look at the results and find out if male and female priorities are different.
- Students discuss the results in pairs or small groups.

**Exercise 4** page 20

- Students work individually to complete the quiz with the correct word. They can check their answers in pairs before answering the quiz questions.
- Check answers as a class.

**KEY**

1 short stories, B 2 fable, A 3 fantasy, A  
4 comic book, C 5 novels, B 6 myth, C 7 fairy tale, B  
8 play, B 9 poetry, B

**Extra activity: Fast finishers**

**Fast finishers** write two more questions to add to the quiz. When the rest of the class have finished doing exercise 4, they can take turns to ask their questions.

**Exercise 5** page 21

- Students discuss the different literary forms in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 6 page 21

- Ask students to read the book review excerpts for gist before completing them.
- With **weaker students**, go through the words first, identifying the verbs (*drawn, hinges, opens, recommend, set, unfolds, twists, written*), nouns (*action, herrings, narrative, point of view, portrayal*) and adjective (*central*). Then tell students to look at the words before and after each gap to work out what type of word completes the sentence.
- Check answers as a class. Explain, if necessary, that *red herring* is an idiomatic term for a misleading clue.

#### KEY

1 written 2 point of view 3 opens 4 action  
5 Central 6 unfolds 7 drawn 8 recommend  
9 hinges 10 twists 11 herrings 12 set 13 narrative  
14 portrayal

### Exercise 7 page 21

- Allow students to use a dictionary to check the meaning of each adjective.
- Check answers as a class.

#### KEY

**Positive** breath-taking, compelling, evocative, fast-moving, humorous, light-hearted, nail-biting, poignant, sensational, thought-provoking, touching, convincing  
**Negative** chilling, lightweight, macabre, predictable, sentimental, shallow, slow-moving, tedious, unconvincing  
**Positive and negative** chilling, lightweight, macabre, sensational

### Exercise 8 page 21

- Go through the *Fluency!* box together. Students choose words from exercise 7 that have a similar meaning to the adjectives given.
- Check answers as a class.

#### KEY

1 chilling, macabre 2 humorous, light-hearted  
3 predictable, slow-moving, tedious 4 breath-taking, compelling, fast-moving, nail-biting, sensational  
5 poignant, sentimental, touching

### Exercise 9 1.13 page 21

- Give students time to read the questions before playing the recording.
- Check answers as a class.

#### KEY

1 a Shirley: tedious b Jane Eyre: convincing, macabre, chilling, poignant  
2 the characters: convincing; the plot: macabre, chilling; the ending: poignant

#### Transcript

I'm a bit of a bookworm. I always have a book on the go. Recently I read *Jane Eyre*, which is by Charlotte Brontë. I'd previously read *Shirley*, another of her novels, which is set in Yorkshire during the Industrial Revolution. I'd found *Shirley* rather heavy-going, a bit tedious, really – with extremely long and complex sentences – and I just couldn't get into it. But I'm not one to judge a book by its cover, so I was pleasantly surprised by *Jane Eyre*. I'd expected it to be equally heavy-going, but it wasn't. In fact, it's a real page-turner.

Whereas *Shirley* is a third-person narrative, *Jane Eyre* is written in the first person. Central to the plot is the relationship between Jane and her employer, Edward Rochester. The characters are, I think, beautifully drawn and very convincing. I like Jane because she's a strong character who knows her own mind.

The plot is quite complex. It isn't always clear what's going on – you have to read between the lines. But I like that about it. It's quite mysterious at times, and towards the ending the story gets quite macabre and chilling. Essentially, the plot hinges on the identity of a mysterious person, who we only meet towards the end of the story. There are lots of twists and turns, but to cut a long story short – and without giving away the ending (which is very poignant) – the identity of the mystery person is revealed, with devastating consequences.

Anyway, I thoroughly recommend it – a great book to take on holiday, and really good bedtime reading too.

### Exercise 10 page 21

- Students complete the phrases and idioms. Do not check answers yet.

### Exercise 11 1.13 page 21

- Play the recording again for students to check their answers.
- Check answers as a class.

#### KEY

1 bookworm 2 heavy 3 get 4 cover 5 page  
6 lines 7 cut 8 bedtime

### Exercise 12 page 21

- Give students a few minutes to prepare to talk about their chosen book. Monitor this preparation stage, helping with vocabulary if necessary.

### Exercise 13 page 21

- In pairs, students use the notes they made and the phrases to talk about their book.
- Ask one or two students to tell the class about their books and answer any questions.

#### Extension

In pairs or groups, students create a TV advertisement for their favourite book. They should include information about the genre, the plot and why they recommend it. They can then perform their advertisements for the class.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about books and stories. I can describe a book I have read.*

## 2B Grammar

### Conditionals

#### LESSON SUMMARY

**Grammar:** Conditionals

**Reading:** An article about the importance of the printing press

**Use of English:** Rewriting sentences using words in brackets

**Speaking:** Discussing hypothetical situations

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 4 and 7 can be set as homework.

### LEAD-IN 3-4 MINUTES

- Write the following sentence stems on the board:  
*If I weren't in the classroom now, ...*  
*If I could talk to the President of the USA, ...*  
*If I had to choose one book to take on a desert island, ...*
- In pairs, students discuss ways to end each sentence. Ask a few students to share their ideas with the class.

### Exercise 1 page 22

- Focus attention on the illustration. Ask students if they can guess what time period it represents and what invention it shows. Elicit ideas and write them on the board.

### Exercise 2 page 22

- Students read the text and check their ideas.

### KEY

It's the printing press. Its invention meant that people who couldn't previously afford to read books had access to literature.

### Extra activity

Write the following questions about the text on the board for students to answer:

- When did Johannes Gutenberg invent the printing press? (in the middle of the 15th century)*
- What earlier Chinese invention helped with Gutenberg's idea? (woodblock printing)*
- How did people copy books before the printing press? (by hand)*
- What did the printing press help to standardise? (spelling)*

### Exercise 3 page 22

- Go through the conditional structures. Write an example of a second conditional sentence and a third conditional sentence, e.g. *If I won the lottery, I would buy a house. If I had won the lottery, I would have bought a house.*
- Elicit the difference in meaning. In the first sentence, the person imagines a possible but unlikely future; in the second the person probably bought a lottery ticket in the past, but it was not a winning ticket.
- Students read the text in exercise 2 and identify the conditional structures.
- Check answers as a class.

### KEY

- If there weren't any printed books, how would the world be different now?
- (1) He wouldn't have had the bright idea of creating moveable type ... unless the Chinese had invented woodblock printing four hundred years earlier. (2) If it hadn't been for Gutenberg, books and the knowledge contained in them wouldn't have spread so quickly around the world.

- (1) Had spelling not been standardised, English spelling would be even more difficult to master!  
(2) But supposing there were no printing presses, would that have prevented us developing other means of communicating, such as email, texting and instant messaging?
- Had spelling not been standardised, English spelling would be even more difficult to master!
- If it hadn't been for Gutenberg, books and the knowledge contained in them wouldn't have spread so quickly around the world.
- What if printing hadn't been invented?  
Structures that refer to the past: 2, 5, 6  
Structures that refer to the present: 1, 3 (2)  
Structures that refer to both: 3 (1), 4

### For further practice of conditionals:

#### Grammar Builder 2.1 page 136

- 2 Were John to apply to university, he'd get in.  
3 If Harry had brought some water on the walk, he wouldn't be thirsty now.  
4 Joe wouldn't be short of money now if he hadn't spent all his money on phone apps.  
5 If I'd known you hated pizza, I wouldn't have bought one for you.  
6 Supposing you can't sell your house, what will you do?  
7 Had Sarah lost her way, she wouldn't have arrived on time.  
8 Unless they start winning matches, they will come bottom of the league.
- 1 What if / Supposing 2 in case 3 unless  
4 What if 5 as long as / provided that 6 in case  
7 as long as / provided that 8 unless 9 In case

### Exercise 4 page 22

- Go through the example together, eliciting the end of the sentence. Students then rewrite the sentences.
- Check answers as a class.

### KEY

(Suggested answers)

- If I'd remembered my phone, I could text Joel.
- If you had a watch, you'd have been on time.
- If we hadn't missed the train, we wouldn't be sitting in the waiting room.
- If you were eighteen, you could have got into the night club.
- If you hadn't spent all your money on apps, you wouldn't be broke.
- If you'd been listening, you'd know what to do.
- If you checked Facebook more often, you'd have known about Sam's party.
- If I spoke Italian, I'd have been offered the job in Rome.

### Exercise 5 page 22

- Students can work in pairs or groups rephrasing the clauses to make sentences without *if* and using their own ideas.
- Monitor and check that students form the sentences correctly.
- Check answers as a class.



**KEY**

- 2 Had I known it was going to snow, ...
- 3 Were I extremely rich, ...
- 4 Should I fail to get into university, ...
- 5 Were it not for the fact that school is compulsory, ... /  
Were it not for school being compulsory, ...
- 6 Had it not been for the gorgeous weather, ...

**Exercise 6** page 22

- Go through the *Learn this!* box together.
- Students scan the text in exercise 2 to find clauses introduced by words other than *if*.
- Elicit the rephrased sentences and write them on the board.

**KEY**

- 1 Supposing there were no printing presses ...  
If there were no printing presses ...
- 2 ... unless the Chinese had invented ...  
... if the Chinese hadn't invented ...

**Extra activity**

- Write the following sentence stems on the board:  
*She'll help you with your homework so long as ...*  
*They wouldn't have found out about the accident unless ...*  
*I would have answered your email provided that ...*  
*Don't drive so fast in case ...*
- Ask students to complete them with their own ideas and then exchange and compare sentences in pairs.

**Exercise 7** page 22

- Students rewrite the sentences. Remind them to refer to the *Learn this!* box if necessary.
- Check answers as a class.

**KEY**

- 1 As long as you revise hard, you're sure to do well.
- 2 I'll take my key in case you're out when I return.
- 3 The match won't be cancelled provided that the weather improves.
- 4 (Even) supposing the car was cheaper, I still wouldn't buy it.
- 5 You have to go to school unless you're ill.
- 6 If it hadn't been for you, I wouldn't have passed my driving test.
- 7 Unless he apologises to me first, I won't apologise to him.

**Exercise 8** page 22

- Go through the list of inventions together, eliciting ideas for how each invention has benefitted people.
- In pairs, students discuss how the world might have been different if certain inventions had not existed. Monitor and help with grammar and vocabulary where necessary.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use a range of conditional sentences. I can talk about how the world might be different if some things had never been invented.*

**2C Listening****Investigative journalism****LESSON SUMMARY**

**Listening:** A description of two undercover journalists

**Reading:** An article about how journalists can work undercover

**Vocabulary:** Undercover journalism

**Exam topic:** Predicting the type of information you need to listen for

**Speaking:** A discussion about undercover journalism

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2.

**LEAD-IN 3-4 MINUTES**

- Write the word *journalism* on the board. Put students in pairs or small groups and give them two minutes to brainstorm as many words as possible connected to the theme of journalism. Write students' ideas on the board.

**Exercise 1** page 23

- In pairs, students discuss the differences between *investigative journalist* and *undercover journalist*.
- Ask one or two students to share their ideas with the class but do not tell them if they are right or wrong.

**For further practice of compounds: journalism:****Vocabulary Builder 2C** page 127

- 1 1 group 2 poll 3 news 4 press 5 channel  
6 freedom / conference 7 conference / freedom  
8 coverage
- 2 1 opinion poll 2 gutter press 3 press conference  
4 media coverage 5 press freedom 6 pressure  
group 7 breaking news 8 news channel

**Exercise 2** page 23

- Students read the text to check their ideas. Point out that they should skim the text for gist.
- In pairs, students discuss the two jobs and decide if they would like to be investigative or undercover journalists.

**Exercise 3** page 23

- Students match the highlighted words with the definitions. They should use context to understand the meanings.
- Check answers as a class.

**KEY**

- 1 ethics 2 dig around for 3 revelations 4 infiltrate  
5 tip-off 6 incognito 7 gutsy 8 gruesome  
9 scandal

#### Exercise 4 page 23

- Go through the Listening Strategy together. Remind students to try to use all available information to prepare themselves before they actually start listening.
- Students read the sentences and predict what type of information is needed to fill each gap.

#### Exercise 5 1.14 page 23

- Students listen to three extracts and complete the sentences from exercise 4.
- Check answers as a class.

#### KEY

1 a tip-off 2 careers 3 voicemails

#### Transcript

1

The Watergate Affair was a major political scandal in the USA in the 1970s. Following the revelation that the headquarters of the Democratic Party had been bugged during an election campaign, *Washington Post* reporters Bob Woodward and Carl Bernstein discovered via a tip-off that the Republican Party was in fact behind the secret surveillance. Despite initially denying any knowledge or involvement in the bugging, Republican President Nixon was forced to release the illegal recordings, which led to his resignation two years later.

2

In 2015 a scandal involving FIFA officials erupted following a two-decade long investigation carried out by British journalist, Andrew Jennings. He had uncovered serious corruption within football's world governing body, which seriously damaged the careers of two of football's most powerful men, Sepp Blatter and Michel Platini. Both were accused of serious financial mismanagement and were suspended from all involvement in football for six years. Both men denied any wrongdoing.

3

A phone-hacking scandal led to the closure of a 168-year-old British national newspaper and the jailing of its editor, Andy Coulson. Nine years previously the newspaper in question, the *News of the World*, published a story about Prince William containing details that could only have come from his voicemails. The ensuing investigation uncovered many more victims: celebrities, politicians and crime victims. All had been illegally targeted by the newspaper in an attempt to find information that would help the paper gain an advantage over its rivals.

#### Exercise 6 page 23

- Give students a few minutes to read the sentences and try to predict the missing words.

#### Exercise 7 1.15 page 23

- Play the recording. Let students compare their answers in pairs.
- Play the recording again for students to check their answers, pausing after each gapped sentence.

#### KEY

1 disguise(s) 2 care home 3 gang  
4 attacked (in a bar) 5 the Second World War  
6 a sun lamp 7 the colour of his skin 8 racism

#### Transcript

My name is Sam Harrison. I'm an investigative journalist working for a British national newspaper. I was inspired to get into journalism by the example of two investigative journalists who took great personal risks in order to expose wrongdoing and corruption.

The first is Irish reporter Donal MacIntyre. During his career, MacIntyre has repeatedly gone incognito in various different situations. He assumed disguises in order to infiltrate organisations ranging from adventure-sports companies to care homes for vulnerable people, where he exposed conditions that led to one institution closing and two individuals being cautioned for assault. In the course of his 20-year career in journalism he's been shot at, beaten, abused on the streets in front of his children and forced to move house more than fifty times because of death threats. One of MacIntyre's best-known and bravest undercover exploits took place in 1999, when he posed as a prospective member of the Chelsea Headhunters, a notorious gang of football hooligans. During his time undercover, MacIntyre confirmed that the Headhunters had ties to a neo-Nazi organisation called Combat 18. Several gang members were arrested and convicted as a result of the investigation, and one member, Jason Marriner, was handed a six-year jail sentence for organising a clash with rival fans. MacIntyre was placed under police protection during the trial, but this did not prevent him and his wife being attacked in a bar six years later in a revenge attack.

My second hero is the journalist John Howard Griffin. A variety of experiences in the Second World War – ranging from smuggling Jews to safety with the French Resistance, to suffering from years of blindness after being struck by shrapnel – had a profound effect on him. And in 1959, Griffin began taking the drug Oxoralen, which, in combination with exposure to a sunlamp, turned his skin black. No other alteration to his appearance was necessary, apart from shaving his head. He had become, to all eyes, a black man. Essentially, he had changed race for his career. Griffin travelled through the Deep South of the United States with the aim of discovering what it was like to be black. A Texan by birth, he had been taught that black people were different and inferior. For a month, Griffin got a close-up look at how black people were treated. He found that the determining factor affecting how whites behaved towards him was the colour of his skin. He called it 'a dirty bath' of hatred. What's more, Griffin began to question whether racism was merely a 'Southern problem', or if it was, as he had come to believe, a 'human problem'. His book, *Black Like Me*, documented his journey and saw him receive death threats from some of his fellow white men. They even hanged an effigy of him.

#### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

*Name three types of organisations that Donal MacIntyre infiltrated.* (adventure sports companies, care homes, football hooligans)

*How long did MacIntyre's career last?* (twenty years)

*The narrator mentions two experiences that Griffin had in the Second World War. What were they?* (helping to smuggle Jews to safety with the French Resistance; suffering from blindness)

*What was the title of Griffin's book?* ('Black Like Me')

## Exercise 8 page 23

- Put students in two groups: A and B. Ask each group to work together to prepare their arguments for the role-play. Ensure that every student makes notes about the points they want to make. Monitor and help with vocabulary and grammar where necessary.

## Exercise 9 page 23

- Students now work in A/B pairs. They look at each other's notes and prepare counter-arguments.

## Exercise 10 page 23

- Go through the phrases together. Explain that these are polite ways of introducing a counter-argument.
- Students role-play their discussions, using their notes. Monitor the discussions, checking that students use formal or semi-formal English, including the phrases.

### Extension

Ask students to write a job advertisement for an investigative journalist. Their advertisement should include information about the type of work the journalist will be expected to do, the experience they should have and the personal qualities needed for the job.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about investigative and undercover journalists. I can predict the kind of information I need to listen for. I can discuss the ethics of investigative and undercover journalism.*

## 2D Grammar

### Inversion of subject and verb

#### LESSON SUMMARY

**Grammar:** Inversion of subject and verb

**Reading:** A short Sherlock Holmes story

**Use of English:** Rewriting a sentence so that it means the same as another sentence

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 3 and 5 as homework.

#### LEAD-IN 3-4 MINUTES

- Books closed, tell students that they are going to read a story about a famous fictional character. Challenge them to guess who the character is by playing a game of *Twenty questions*. Students ask you *yes/no* questions about the character. If they guess the answer correctly within twenty questions, they have won and you have lost.

## Exercise 1 page 24

- Students read the text quickly to find out what the 'Green Face' is. Remind them that they do not have to understand every word in order to understand the gist of the text.

### KEY

a balloon

#### Language note: Inversion of subject and verb

- Here comes ...* and *Little did ... know (that) ...* are idiomatic and cannot be directly converted to normal word order.
- Here comes ...* means that someone is coming – we would use the present continuous with normal word order.
- Little did ... know (that) ...* means that the person did not know something. We would use the negative form with normal word order, omitting *little*.

## Exercise 2 page 24

- Go through the *Learn this!* box together.
- Students match the highlighted adverbials in the text with the different groups and then rewrite the sentences using normal word order.
- Check answers as a class.

### KEY

*Never* – 1a: My friend Sherlock Holmes (the famous detective) has never been so intrepid ...

*Well* – 1b: I remember well the night we lay in wait ...

*Seldom* – 1a: I have seldom known the hours pass so slowly.

*So* – 1c: I was so terrified that ...

*there* – 1d: ... only a few yards away, a face of the most horrible appearance and ghastly colour imaginable came into view.

*Here* – 1d: Our foe is coming, Watson.

*up* – 1d: With these words, Holmes sprang up and lunged ...

*pop* – 1e: ... and the Green Face went pop!

*At our feet* – 1d: The miserable rubber remnant ... lay at our feet.

*Little* – 1b: I had no idea that it was ...

*Had* – 2: If I had realised, of course ...

#### For further practice of inversion of subject and verb (1): Grammar Builder 2.2 page 136

- Never had he had such an adventure.
- Rarely have I heard a cuckoo in this part of the country.
- In no way am I responsible for his bad behaviour.
- Such was my embarrassment that I blushed deeply.
- Little did we realise the danger we were in.
- Down fell the tree with a great crash.
- Only when you spoke did I realise you were there.

## Exercise 3 page 24

- Students rewrite the sentences.
- Check answers as a class.

### KEY

- Never had Liam read such a long book.
- Seldom does it rain so much in June.
- Hardly had I arrived when she started shouting at me!
- On no account should you drink and drive.
- Little did I know (that) he would react like that.
- Only if you work hard will you pass your exams.

- 7 So terrified was he that he hid behind the sofa.
- 8 Down fell the tree / Down the tree fell with a tremendous crash.
- 9 Had I known you were a vegetarian, I would have cooked something different.

#### Exercise 4 page 24

- Go through the second *Learn this!* box together. Students find two examples of the structures in the text in exercise 1.
- Elicit ideas about the rules for forming sentences. Ensure that students understand that in examples 3, 4, 5, 6 and 7, the verbs change from positive to negative or vice versa.

#### KEY

No sooner had we hidden ourselves among the bushes than it began to rain. (structure 1)

Neither have his powers of induction ever been better used. (structure 3)

#### For further practice of inversion of subject and verb (2): Grammar Builder 2.3 page 137

- 1 2 No sooner had Ben arrived than he started an argument.
- 3 Nowhere could the manager find the keys to the safe.
- 4 Little did we know that grandad was so ill.
- 5 Not only did Liam let me stay in his flat, but he also let me use his car.
- 6 Not until it was too dark to see did we stop working.

#### Exercise 5 page 24

- Students rewrite the sentences.
- Check answers as a class.

#### KEY

- 1 No sooner had she finished her homework than she went out.
- 2 Not for one second would I doubt George's honesty.
- 3 Under no circumstances should books be removed from the reference library.
- 4 Not only was it dishonest, but it was also illegal.
- 5 Not until I'd finished the book did I go to sleep.
- 6 Josh has never tried skiing. Neither / Nor has he ever been snowboarding.
- 7 Nowhere could I find a phone box.

#### Exercise 6 page 24

- Students work in pairs to complete the sentences with their own ideas. Monitor and check that students form the sentences correctly.

#### Extra activity: Fast finishers

- Write the following sentence stems on the board for **fast finishers** to complete with their own ideas:  
*So excited was I to ... that I ...*  
*Were you more ... you would ...*  
*Not for one moment would I imagine that ...*  
*Under no circumstances would I ever ...*
- They can then compare their sentences with a partner.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use adverbials at the start of a sentence. I can use inversion for emphasis.*

## 2E Word Skills

### Compounds

#### LESSON SUMMARY

**Vocabulary:** Compound adjectives

**Reading:** An article about an internet hoax

**Listening:** An internet hoax

**Speaking:** Giving opinions about internet hoaxes

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Exercise 7 can be set for homework.

#### LEAD-IN 3-4 MINUTES

- Write the following on the board: *old-f... , kind-h... , cold-b... , open-m... , middle-a... , well-m... , heart-b...*
- Challenge students, in pairs or small groups, to complete the compound adjectives. (old-fashioned, kind-hearted, cold-blooded, open-minded, middle-aged, well-meaning, heart-broken)
- Elicit a sentence for each compound adjective on the board.

#### Exercise 1 page 25

- Focus attention on the photo. Ask:  
*Who is the man in the photo? Why is he famous?*  
*What animal is in the photo? Why is the photo strange?*
- Check that students understand *internet hoax*.
- Students discuss their ideas in pairs, but do not confirm answers to the questions yet.

#### Exercise 2 page 25

- Students read the text to check their ideas. Remind them that they do not need to understand every word to do so.

#### Exercise 3 page 25

- Go through the *Learn this!* box together.
- Students read the text again and identify the different types of compound adjectives and the compound noun.
- Check answers as a class.

#### KEY

- 1 highly respected, best-known
- 2 Oscar-winning, record-breaking
- 3 cold-hearted, good-humoured
- 4 news-worthy
- 5 two-time, 60-year-old, full-scale
- 6 wind-up

#### Exercise 4 page 25

- Students match the words.
- Check answers as a class.

**KEY**

1 j award-winning 2 g best-selling 3 b crackdown (phrasal verb) 4 i life-threatening 5 a middle-aged 6 d user-friendly 7 h twenty-storey 8 c world-famous 9 f tip-off (phrasal verb) 10 e warm-hearted

**Extra activity: Fast finishers**

- **Fast finishers** choose five compound adjectives from exercise 4 and write a sentence for each.
- They then read their sentences to a partner, leaving out the compound adjective. Their partner must try to complete the sentence with the correct compound adjective.

**Exercise 5**  1.16 **page 25**

- Focus attention on the question. Point out that students only need to find out what the hoax was and what happened to the people.
- Play the recording and check answers as a class.

**KEY**

The hoax was that you could charge your Apple phone in the microwave. People who fell for it saw their phones burst into flames, or begin to crack and smoke.

**Transcript**

The world-famous Apple iPhone has a reputation for being very user-friendly, so when fake advertisements appeared on the internet saying that it was now easier than ever to recharge an iPhone, many people were willing to believe it. The ad, purporting to come directly from award-winning company Apple, said that users could charge their device's battery using 'any standard household microwave'. It went on to instruct users to charge their phones for seventy seconds at 700 watts or sixty seconds at 800 watts. Users who followed the advice watched as their phones burst into flames or began to crack and smoke. Police and fire services were alarmed, and warned that putting any metal object into a microwave could lead to an explosion, with potentially life-threatening consequences. After a tip-off from concerned iPhone owners, Apple quickly sent out a tweet warning customers to ignore the advice. 'IT'S A HOAX AND WILL DESTROY YOUR IPHONE,' they tweeted. It didn't affect sales of Apple's best-selling phone, but some people are now calling for a crackdown on internet pranksters because of the obvious dangers of hoaxes like these.

**Exercise 6**  1.16 **page 25**

- Remind students of the Listening Strategy in 2C. Ask them to read questions 1 and 2 and think about which compound adjectives / nouns are most likely to be used in the recording.
- Play the recording again and check answers 1 and 2. Invite students to suggest possible answers for question 3 and write the best suggestions on the board.

**KEY**

- 1 world famous, user-friendly, award-winning, life-threatening, tip-off, best-selling, crackdown
- 2 world famous Apple iPhone, user-friendly iPhone, award-winning company, life-threatening consequences, a tip-off from a concerned owner, best-selling phone, crackdown on internet pranksters
- 3 Students' own answers

**Exercise 7** **page 25**

- Students make phrasal verbs and then use compound nouns from those verbs to complete the sentences. Point out that other phrasal verbs could also be made from these combinations of words, e.g. *break-in*; *takedown*, but there is only one possible answer for each sentence.
- Check answers as a class.

**KEY**

1 breakdown 2 takeaway 3 make-up 4 rip-off 5 warm-up 6 check-in

**Exercise 8** **page 25**

- Students discuss their opinions of internet hoaxes in pairs. Monitor and help with vocabulary and grammar.

**Extra activity**

- Choose ten compound adjectives and nouns from this lesson and write each one on a separate piece of paper.
- Put students in groups and give each group a set of words.
- Students take turns to pick a piece of paper and make a sentence with the compound adjective / noun, e.g. *I live on the ninth floor of a twenty-storey building.*
- Monitor and check that students use the words correctly.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use a variety of compound nouns and adjectives. I can discuss internet hoaxes.*

**2F Reading****The Woman in White****LESSON SUMMARY**

**Reading:** An extract from a 19th-century novel

**Vocabulary:** Modern English words and their more formal, literary equivalents

**Reading strategy:** Summarising a text

**Speaking:** Summarising and responding to the story

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 3 and 4 as homework.

**LEAD-IN 3-4 MINUTES**

- Tell students they are going to read an extract from a famous 19th-century novel called *The Woman in White*. Explain that the woman in white is a mysterious character in the novel.
- Ask students, in pairs or groups, to discuss how authors create mysterious characters: what makes a character mysterious?
- Can students think of famous strange or mysterious characters in other novels?

### Exercise 1 page 26

- In pairs, students discuss what makes a good mystery story.
- Ask some students to share their ideas with the class.
- Focus attention on the illustration on page 26. Ask students to read lines 1–45 of the extract and make predictions about the woman in the story.

### Exercise 2 page 26

- Students scan the text to find out if the sentences are true or false. Remind them to look for key words in the sentences and their synonyms in the text.
- Check answers as a class.

#### KEY

1 T 2 T 3 F 4 F

#### Culture note: Wilkie Collins

Wilkie Collins (1824–1889) was an English novelist, playwright and short story writer. His most famous works are *The Woman in White* and *The Moonstone*. *The Woman in White* is considered to be an early type of mystery story and is interesting for its use of multiple narrators. Collins studied law and although he never became a lawyer, he used his legal knowledge to add realistic details to many of his novels.

### Exercise 3 page 26

- Explain that this novel was written in the 19th century, so the language used is more formal than what a contemporary novelist would use, and the grammar is often more complex.
- Go through the words and check that students understand their meaning. They then match the words to the highlighted words and phrases in the text.
- Check answers as a class.

#### KEY

1 chambers 2 hue 3 pray 4 receive 5 steal  
6 on the instant 7 bent on 8 wish to 9 sensations  
10 singular 11 wondered at 12 earnestness

### Exercise 4 page 26

- Students find the words and phrases in the text and write modern English equivalents. Remind them to read the sentences before and after each word or phrase and to use the context to help them understand meaning.
- Check answers as a class.

#### KEY

1 decided 2 main road 3 clothes 4 serious  
5 explain 6 to be of help / to help 7 worried / was scared 8 had

#### Extra activity

Ask students to work in pairs and underline five more words in the text that they do not understand. They then discuss their guesses about the meaning based on context before checking their answers in a dictionary.

### Extension: Fast finishers

**Fast finishers** choose two or three sentences from the text and rewrite them in modern, simple English.

### Exercise 5 page 26

- Ask students to read the questions and to think about the key words they should look for.
- Students scan the text to find the answers to the questions.
- Check answers as a class. Ask students to read out the parts of the text that gave them the answer.

#### KEY

- 1 The thought of returning to the heat and gloom repels him. He doesn't want to go back.
- 2 He takes the white winding paths across the lonely heath.
- 3 He enjoys and admires the landscape; his mind remains open to the impressions produced by the view and he doesn't think about anything in particular.
- 4 She is there because something has happened. / There has been an accident.
- 5 She asks him to show her where to get a carriage and to allow her to leave him when and how she pleases.
- 6 She wants to go to a friend who is in London.

### Exercise 6 page 26

- Go through the Reading Strategy together. Explain that dividing a long and difficult text into shorter, more manageable sections is a useful way to aid comprehension.
- Students follow the instructions to prepare notes for their summary. Tell them to use modern English, not the literary English used in the extract. Monitor the activity, helping with vocabulary and grammar if necessary.

#### KEY

- 1 Students' own answers
- 2 (Suggested answer) Before the narrative opens, the narrator had been visiting members of his family. The thought of returning to the heat and gloom of London repels him and he doesn't want to return. He takes the paths across the lonely heath and clears his mind. As he is walking along a main road a woman suddenly reaches out and touches him. He feels scared. She is dressed in white and is distressed. The woman is on the heath because she needs help. They discuss why she is there and what she needs before he decides to help her.

### Exercise 7 page 26

- Students use their notes to summarise the text orally.
- Invite one or two students to give their summaries to the class. Ask the class to vote on the best summary.

### Extension

Ask students to think of a book they have recently read and enjoyed. Tell them to write a summary of the book in no more than 200 words. The summaries can be displayed around the classroom for other students to read. They then vote on which book they would most like to read.

## Exercise 8 page 26

- Go through the questions together before students discuss them in pairs. Monitor and help with vocabulary or grammar.

### For further practice of literary devices:

#### Vocabulary Builder 2F page 127

- analogy
  - assonance, simile
  - onomatopoeia, alliteration
  - hyperbole
  - metaphor
  - alliteration
  - personification
  - euphemism
- 4 Students' own answers

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to an extract from a 19th-century novel. I can write a summary of a text.*

## 2G Speaking

### Photo comparison

#### LESSON SUMMARY

**Speaking:** Comparing and contrasting photos

**Speaking strategy:** Speculating

**Listening:** A student comparing two photos

**Vocabulary:** Comparing and contrasting and expressing opinions

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercises 1 and 7.

#### LEAD-IN 3-4 MINUTES

- Ask students: *What have you read in the last 24 hours?* Explain that you are not asking only about books or magazines, but any text they might have read, e.g. street signs on the way to school, graffiti, the words on a poster.

## Exercise 1 page 28

- Ask students, in pairs or small groups, to brainstorm situations in which they might read something, e.g. read a magazine to find out about the latest fashion, read the lyrics to a song when singing karaoke, read the ingredients on pre-packaged food.
- Elicit a few ideas from each group.

#### KEY

(Suggested answers) studying for pleasure; information, e.g. news, instructions, a map

## Exercise 2 page 28

- Focus attention on photos A and B and ask students to think about where the people are and why they are reading.
- Students make notes in preparation for the speaking task.
- Monitor, helping with vocabulary if necessary.

## Exercise 3 1.17 page 28

- Students listen to the recording and compare the student's ideas with their own notes.

### Transcript

The most obvious similarity between the photos is that they both show people reading. In the first photo there are a number of people standing close together and they are all reading newspapers. They look like business people. I think they might be on a packed train, in the rush hour. They are all wearing suits or formal work clothes, which is another reason why I suspect they are on a commuter train, on their way to or from work. I wonder if what they are reading is connected with their work. If they're business people, or work in financial services, they may well be reading the papers to catch up on the latest business or financial news. They might enjoy reading the paper, but the circumstances in which they are reading, on a crowded train, are not very pleasant, so I imagine they're feeling a bit tired and stressed! The clearest difference between the photos is that the people in the second photo are outdoors. And whereas the people in the first photo are adults, the people in the second photo look like teenagers and are dressed in casual clothes. They must be going camping because they are carrying rucksacks and one of them is holding a sleeping bag. My initial impression is that they are in quite a remote area, in a forest or wood. It looks as if they are reading a map. The boy on the left appears to be pointing at the map, maybe at their location or the route they need to take. My best guess would be that they are on some sort of challenge or trek. It's possible that they are lost. But they don't look particularly worried, so it's more likely that they're planning a route. Anyway, it's not entirely clear what's going on.

## Exercise 4 page 28

- Go through the *Learn this!* box together. Elicit speculation about the photos for each of the structures. Write the examples on the board and keep them there for exercise 5.

## Exercise 5 1.17 page 28

- Play the recording again, pausing when the student uses one of the structures in the *Learn this!* box. Give students time to write down her exact words.
- Compare the words used in the recording with students' suggestions on the board from exercise 4.

#### KEY

**They look like business people. I think they might be on a packed train, in the rush hour. They may well be reading the papers. They might enjoy reading the paper. The people in the second photo look like children. They must be going camping because they are carrying rucksacks. It looks as if they are reading a map. But they don't look particularly worried.**

## Exercise 6 page 28

- Focus attention on photos C and D. Give students a few minutes to prepare their talk using the phrases for comparing and contrasting.
- Students work in pairs, listening to each other's talks.
- Invite one or two students to give their talks to the class and encourage positive feedback.

### Exercise 7 page 28

- Go through the Speaking Strategy together. Remind students that it is very important to listen, both to the other student and to the examiner.
- Students discuss the follow-up question in pairs, thinking of possible answers. Elicit ideas.

### Exercise 8 1.18 page 28

- Students compare their ideas from exercise 7 with the student's ideas in the recording.

#### Transcript

**Examiner** How do you think technology is affecting the way we read?

**Student** Let me think about that for a moment ... There's a part of me that thinks that technology is having a profound effect on the way we read. However, I'm of the opinion that that isn't necessarily the case. E-readers and tablets are already very popular with many adults, and teens read a lot on their phones. But I think it's true to say that sales of paper books are still very high and haven't been adversely affected by the advent of digital reading devices. It would be wrong to argue that tablets and e-readers won't become even more popular, but as I see it, they will never replace paper books entirely because many people find it far more pleasurable to read off paper than off a screen.

#### Extra activity

- Write the following sentences on the board:  
*The student thinks technology hasn't had any effect on the way we read.* (F)  
*She says teenagers use their phones for reading.* (T)  
*She thinks sales of paper books have been badly affected by e-readers and tablets.* (F)  
*She points out that many people still prefer to read paper books rather than using digital devices.* (T)
- Play the recording again and ask students if the sentences are true or false.

### Exercise 9 1.18 page 28

- Go through the phrases together. They are useful for expressing opinions and students should try to use them.
- Play the recording again and check answers as a class.

**KEY**  
c, f, g, h, i

### Exercise 10 page 28

- In pairs, students compare and contrast the photos on page 151. Remind them to listen to each other and think about how they might respond to their partner's points of view.
- Monitor and check that students use the phrases from exercises 4, 6 and 9.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare and contrast photos. I can use phrases to speculate and to express my opinions.*

## 2H Writing

### A film review

#### LESSON SUMMARY

**Writing strategy:** Writing from a particular point of view

**Writing:** A film review

**Reading:** A film review

**Vocabulary:** Adjectives to describe films

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Ask students to discuss the following questions in pairs:  
*What was the last film you saw?*  
*Did you enjoy it? Why / Why not?*  
*Do you prefer watching films at home or at the cinema?*  
*Is there a particular genre of film you like or dislike?*

### Exercise 1 page 29

- Students discuss the quotation in pairs. Ask one or two students to share their ideas with the class.
- Ask students to raise their hands if they 'love' films rather than merely 'like' them. Do they agree with the quote?

### Exercise 2 page 29

- Go through the Writing Strategy together. Ask students to suggest other points of view that they could use to evaluate a film, e.g. how realistic it is, the message of the film.
- Focus attention on the still from the film and ask if anyone has seen *Boyhood*.
- Students read the review and think about the writer's point of view. If they have seen the film, do they agree with the writer? Why / Why not?

**KEY**  
whether it met the viewer's expectations

### Exercise 3 page 29

- Students read the review again and match the descriptions with the correct paragraph.
- Check answers as a class.

**KEY**  
1 C 2 E 3 A 4 D 5 B

### Exercise 4 page 29

- Go through the adjectives together. Ask students which are positive (*breath-taking, chilling, fast-paced, gripping, ground-breaking, nail-biting, powerful, spectacular, thought-provoking, well-rounded*), which are negative (*clichéd, disappointing, far-fetched, mediocre, tedious, two-dimensional*) and which could be either (*complex, low-budget, slow-moving*).



- Students scan the review to find the adjectives and decide which aspects of film they can be used to describe.
- Check answers as a class.

### KEY

- 1 ground-breaking (concept), gripping (storyline), slow-moving (film), tedious (details of their everyday lives), thought-provoking (film), fast-paced (action), breath-taking (visual effects)
- 2 a characters: chilling, clichéd, complex, far-fetched, powerful, two-dimensional, well-rounded  
b plot: chilling, clichéd, complex, disappointing, far-fetched, fast-paced, gripping, mediocre, nail-biting, slow-moving, tedious, thought-provoking  
c digital effects: big-budget, breath-taking, complex, disappointing, ground-breaking, low-budget, mediocre, spectacular  
d the film in general: big-budget, breath-taking, chilling, clichéd, complex, disappointing, far-fetched, fast-paced, gripping, ground-breaking, low-budget, mediocre, powerful, slow-moving, spectacular, tedious, thought-provoking

### Exercise 5 page 29

- Check that students understand phrases 1–6.
- Students scan the review to find words and phrases that mean the opposite of phrases 1–6.
- Check answers as a class.

### KEY

- 1 it received rave reviews
- 2 (it) was short-listed for
- 3 I was disappointed
- 4 is superbly cast (in the role of)
- 5 detracts from the film
- 6 this film is not for you

### Exercise 6 page 29

- Go through the task description together. Remind students that they should evaluate the film from the point of view of their enjoyment versus their friends' enjoyment.

### Exercise 7 page 29

- Students write their review using their notes. Monitor and help with vocabulary and grammar as necessary.
- Make sure students go through the checklist when they have finished the first draft of their review and make any changes necessary.

### Extension

Students rewrite the film review of *Boyhood*, this time from the point of view of someone who enjoyed the film. They can use information about the film in the review in the Student's Book.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a film review. I can evaluate a film from a particular point of view. I can use adjectives to describe films.*

**Map of resources****3A Vocabulary**

Student's Book, pages 30–31; Workbook, page 30  
Photocopiable: 3A (Friendships)

**3B Grammar**

Student's Book, page 32; Workbook, page 31  
Photocopiable: 3B (Reporting structures)

**3C Listening**

Student's Book, page 33; Workbook, page 32

**3D Grammar**

Student's Book, page 34; Workbook, page 33  
Photocopiable: 3D (Comparative and superlative structures)

**3E Word Skills**

Student's Book, page 35; Workbook, page 34

**3F Reading**

Student's Book, pages 36–37; Workbook, page 35

**3G Speaking**

Student's Book, page 38; Workbook, page 36  
Photocopiable: Functional Language Practice  
(Maintaining an interaction and reaching an agreement)

**3H Writing**

Student's Book, page 39; Workbook, page 37

**Culture and Literature 3**

Student's Book, pages 112–113  
DVD and DVD worksheet: Unit 3

**Classroom Presentation Tool Unit 3****End of unit**

Unit Review: Workbook, pages 38–39  
Photocopiable: Grammar Review  
Exam Skills Trainer 2: Student's Book, pages 40–41  
Cumulative Review I–3: Workbook, pages 110–111  
Progress Test and Short Tests: Unit 3

**3A Vocabulary****Friendships****LESSON SUMMARY**

**Vocabulary:** Stages of friendship; feelings: idioms about relationships

**Reading:** An article about friendships on social media

**Listening:** People talking about being 'unfriended' on social media

**Speaking:** Describing your friendships

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 4 and 10 as homework.

**LEAD-IN 3–4 MINUTES**

- Write the following personality adjectives on the board: *kind, generous, reliable, open-minded*. Give students one minute to brainstorm more adjectives in groups. Then add them to the list on the board.
- Ask students to discuss which characteristics are most important in a friend.

**Exercise 1** page 30

- In pairs, students discuss the questions. Ask them to think both about real-life friends and friends whom they might know online but have never actually met.
- Ask one or two students to share their ideas with the class.

**Exercise 2** page 30

- Focus attention on the question and remind students to scan the article for the answer. With **weaker students**, get them to think about the key words they should look for in the text, e.g. *Dunbar, friends, number*, and point out that they should look for a number.
- Check answers as a class.

**KEY**

About 150 – because of the size of the human brain and the part that controls memory

**Exercise 3** page 30

- Go through the table together, checking that students understand the three categories.
- Students complete the table.
- Check answers as a class.

**KEY**

**Making friends** get talking to sb, friend sb

**Being friends** see a lot of sb, keep track of sb, stay in touch with sb, run into sb

**Losing friends** unfriend sb, drop sb

**Extra activity**

- Write the following questions on the board:
  - What is Robin Dunbar's job?
  - Which part of a primate's brain is linked to the size of its social group?
  - How many Twitter users did researchers analyse?
  - What do the researchers' findings suggest about people with more than 150 people in their contact list?
- Students read the text again and answer the questions.

**KEY**

1 He's a professor of evolutionary anthropology at Oxford University.

2 the part that controls memory

3 three million

4 They have 'friended' more people than they can keep track of.

#### Exercise 4 page 31

- Students complete the sentences. Remind them to read each sentence carefully and to think about the meaning before they make their choice.
- Check answers as a class.

#### KEY

1 bonded over 2 fallen out 3 wreck 4 are inseparable 5 got acquainted with 6 keep a friendship going 7 drifted apart 8 struck up a friendship

#### Exercise 5 page 31

- Focus attention on the definition of *spring-clean*. Explain that in the text it is used metaphorically.
- Students find the term in the text and explain what it means in the context of social media.

#### KEY

It means that you would unfriend any people that you don't want to stay in contact with.

#### Exercise 6 1.19 page 31

- Students listen to the five speakers to find out why they were unfriended. Remind them just to listen for the answer to this question; they do not have to understand every word.
- Play the recording and then check answers as a class.

#### KEY

Speaker 1 sent too many games requests

Speaker 2 posted too much

Speaker 3 tagged a friend in unflattering photos

Speaker 4 was too political

Speaker 5 was training harder for the first team place just to be able to post it on Facebook

#### Transcript

**Speaker 1** Jess and I go back a long way – she's a childhood friend I've known since nursery school. We don't see a lot of each other these days because her family moved away, but we've always kept in touch on Facebook – until now, that is. I'd been wondering why I hadn't heard from her for a while, when I discovered she'd unfriended me – I sent her too many games requests, apparently. I know we've had our ups and downs over the years, but I had never envisaged us drifting apart. I feel really let down.

**Speaker 2** Olly and I have been classmates since the first day of secondary school – we hit it off immediately. In fact, we were inseparable until last year, when Olly started going out with Mia. Inevitably, we stopped spending so much time together. I was fairly confident that we'd be able to keep our friendship going, so I never expected him to unfriend me on Facebook. The reason he gave when I confronted him was that I 'posted too much' – I couldn't believe it! I thought I knew Olly inside out, but it appears I was wrong.

**Speaker 3** The first time my friend Rosie introduced me to Charlotte, we got on like a house on fire. It was great to find someone who was on the same wavelength as me, and we bonded straight away over our ambition to become engineers. The three of us started meeting up regularly, and I friended her on Facebook. That was six months ago, and I've just found out that Charlotte has unfriended me. Rosie said something about me wrecking our friendship by tagging Charlotte in unflattering photos, but I've hardly posted any photos recently. I really don't understand what's going on.

**Speaker 4** If mine and Jamie's parents hadn't been friends, I'd probably never have struck up a friendship with him – Jamie and I are like chalk and cheese. When we were younger, it didn't seem to matter, but as we've grown up our differences have become more apparent and we hardly see eye to eye on anything any more. We were friends on Facebook until recently, but then he unfriended me with the excuse that my posts are 'too political' for him. I'm not that bothered about falling out with Jamie, but I'm afraid that some of my other friends might think the same.

**Speaker 5** I got acquainted with Gemma on the first day of basketball practice, and until now, we've stuck together through thick and thin: win or lose a match, we've always been the best of friends. But when I told her the first team were looking for a new player, she dropped me, just like that. Only last week, I found out that Gemma had unfriended me – she told a mutual friend of ours that I was training harder, 'just so I could get the first team place and tell everyone about it on Facebook'. I'm really hurt that Gemma is treating me like this. I know she's desperate to play for the first team, but I don't think that's any reason to talk about me behind my back.

#### Exercise 7 1.19 page 31

- Go through the adjectives together, checking meaning.
- Students listen to the recording again and match the speakers to adjectives. **Stronger students** can try to do the exercise from memory and listen to check their answers.
- Check answers as a class.

#### KEY

1 C 2 G 3 A 4 H 5 E

#### Exercise 8 page 31

- Students can use a dictionary to check the meaning of the adjectives. They then match each adjective in exercise 7 with two adjectives in exercise 8.
- Ask different students to read out their answers. Check and drill pronunciation, e.g. *aggrieved* /ə'grɪ:vɪd/; *baffled* /'bæfɪld/; *impervious* /ɪm'pɜ:vɪəs/; *perturbed* /pə'tɜ:bd/.

#### KEY

A baffled, perplexed B ecstatic, elated C devastated, gutted D impervious, unconcerned E aggrieved, outraged F honoured, privileged G gobsmacked, stunned H perturbed, troubled

#### Exercise 9 1.19 page 31

- Go through the *Fluency!* box together. Give students a minute to read the words before playing the recording.
- Check answers as a class.

#### KEY

2 ups 3 off 4 inside 5 same 6 on 7 like 8 to 9 through 10 behind

#### Exercise 10 page 31

- Students replace the underlined words and phrases with idioms from exercise 9.
- Check answers by asking students to read out the sentences using the correct intonation and sentence stress.

**KEY**

1 had its ups and downs 2 talking about me behind my back 3 get on like a house on fire 4 don't see eye to eye 5 like chalk and cheese 6 stuck together through thick and thin 7 go back a long way 8 hit it off 9 aren't on the same wavelength 10 knows me inside out

**For further practice of love idioms:****Vocabulary Builder 3A** page 127

1 1 g 2 f 3 b 4 e 5 h 6 d 7 a 8 c

**2 Students' own answers****Exercise 11** page 31

- In pairs, students discuss their relationships with three different friends. Monitor and check that students use vocabulary from exercises 3 and 9.

**Extension: Fast finishers**

**Fast finishers** think of a TV show, film or book with two characters who are friends. They write a short description of their friendship, including adjectives to describe their feelings and relationship idioms.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about different kinds of relationships. I can use vocabulary for stages of friendship, adjectives for feelings and relationship idioms.*

**3B Grammar****Reporting structures****LESSON SUMMARY**

**Grammar:** Reporting structures

**Use of English:** Completing a second sentence so that it means the same as the first

**Speaking:** Reporting what other people have said

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Quickly revise basic reporting structures. Write the following sentences on the board:
  - I play tennis every day.*
  - I played tennis yesterday.*
  - I've played three games of tennis today.*
  - I'm playing tennis at the moment.*
  - I'm going to play tennis tomorrow.*
- Then write *She said ...* and challenge students to convert the sentences into reported speech as quickly as possible.

**KEY**

- She said she plays / played tennis every day.*
- She said she had played tennis the day before.*
- She said she had played three games of tennis that day.*
- She said she was playing tennis at that moment.*
- She said she was going to play tennis the next day.*

**Culture note: Romeo and Juliet**

*Romeo and Juliet* is a play by William Shakespeare. Romeo and Juliet are two lovers from warring families – the Montagues and the Capulets. Their doomed affair ends tragically with their deaths. At the end of the play their families reconcile and build a monument to the lovers.

**Exercise 1** page 32

- Write *Romeo and Juliet* on the board and ask students to brainstorm as many facts as possible about it.
- Ask students if they know of any famous films or musicals based on the play. (The most famous example is the musical *West Side Story*.)

**Exercise 2** page 32

- Students read the summary of the scene and rewrite the reported speech sentences as direct speech.
- Ask students to compare their answers in pairs but do not check answers as a class yet.

**Exercise 3**  1.20 page 32

- Play the recording for students to check their answers. Explain that this dialogue is adapted from the original play, which uses much more formal and complex language. With a **weaker class**, pause after each line of dialogue.

**KEY**

See Transcript.

**Transcript**

**Juliet** Psst! Romeo! Psst!

*Romeo was beneath her balcony like an arrow.*

**Juliet** Romeo, what time shall I send someone to get you?

**Romeo** At nine.

**Juliet** I'll make sure of that. It'll feel like twenty years till then. (*laughing*) I've forgotten why I called you back.

**Romeo** That's all right. I'll just stand here until you remember it.

**Juliet** Then I'll never remember it, so that you'll stand there forever.

**Extension: Fast finishers**

Students may be interested to read the original text and compare it with the modern version:

**Juliet:** *At what o'clock to-morrow shall I send to thee?*

**Romeo:** *At the hour of nine.*

**Juliet:** *I will not fail: 'tis twenty years till then. I have forgot why I did call thee back.*

**Romeo:** *Let me stand here till thou remember it.*

**Juliet:** *I shall forget, to have thee still stand there, Remembering how I love thy company.*

**Exercise 4** page 32

- Go through the *Learn this!* box together.
- Students then complete the rules.
- Check answers as a class.

**KEY**

- 1 promise, offer, threaten 3 admit 4 confess to  
6 propose 7 enquire

**Exercise 5** page 32

- Students rewrite the direct speech as reported speech. Explain that the sentences are from scenes in *Romeo and Juliet*.
- Check answers as a class.

**KEY**

- 2 (Friar Lawrence) agreed to help Juliet.  
3 (The friar) recommended that she should take a potion.  
4 (He) warned Juliet against thinking like a child. / (He) warned Juliet not to think like a child.  
5 (Juliet's father) wondered where she had been.  
6 (Juliet) mentioned seeing Paris while she was with Friar Lawrence. (Juliet) mentioned that she had seen Paris while she was with Friar Lawrence.  
7 (Juliet) insisted on being alone in her room that night. / (Juliet) insisted that she should be alone in her room that night. / (Juliet) insisted that she be alone in her room that night.

**For further practice of reporting structures:****Grammar Builder 3.1** page 137

- 1 1 not calling / not having called 2 not to make 3 spreading / having spread 4 to forgive 5 were staying 6 meeting 7 not to tell 8 not introducing / not having introduced
- 2 1 b 2 a 3 b 4 b 5 c 6 b 7 c 8 a
- 3 2 (Jack's teacher) threatened to tell his parents if he was late for school again.  
3 (My friends) regretted not going / not having gone on the trip.  
4 (Sarah) insisted on wearing her new boots to the party.  
5 (My father) advised me not to study / advised against studying political science.  
6 (Matt's mother) wondered when he would be home.  
7 (Our guide) requested that we should follow him/her.  
8 (Katie's friends) dared her to do a bungee jump.

**Exercise 6** page 32

- Go through the sentences and check meaning. Students then complete the second sentences.
- Check answers as a class.

**KEY**

- 1 regret not asking / not having asked Lola / regret that I didn't ask Lola  
2 apologised to Mark for shouting  
3 enquired if / whether she would be dining  
4 blamed me for her losing  
5 suggested that we (should) try  
6 refused to lie to his friends  
7 remind you not to leave

**Exercise 7** page 32

- Read out the names of the films and ask if students have seen them. Do they recognise the famous lines?
- Students work in pairs to report the lines.

- Give an example of a reported speech line from another film, e.g. *Rod urged Jerry to show him the money.* ('Show me the money!' from the film *Jerry Maguire*)
- Students try to think of other famous lines from films and convert them into reported speech for the class to guess.

**KEY**

- 2 Bryan threatened to find Marko and kill him.  
3 Dory recommended that Marlin just keep swimming.  
4 Jenny urged Forrest to run.  
5 Cole Sear confessed to seeing dead people.

**Extension**

- Students work in pairs or groups and write a short gossip column for a magazine. They make up fictional celebrities and report what they have said, e.g. *I recently spoke to world-famous singer, Sherry Brandi. She denied breaking up with her boyfriend, Tyler Ruf, and she refused to talk about her latest single.*
- You can display the columns around the classroom.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can report direct speech in a variety of ways. I can use a range of reporting structures.*

**3C Listening****Successful business partnerships****LESSON SUMMARY**

**Listening:** A radio interview about successful business partnerships

**Exam topic:** Understanding paraphrasing

**Speaking:** Discussing the advantages and disadvantages of starting your own business

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 7.

**LEAD-IN 3-4 MINUTES**

- Write the following names on the board: *Paul McCartney, Sherlock Holmes, Batman, Romeo, Abercrombie, Paul Simon, Dolce, Lilo.*
- Explain that some of these people are real and some are fictional, but they all had a famous partner. Challenge students, in pairs or small groups, to name the partners. If they struggle with the activity, write the partners' initial letters on the board as clues.

**KEY**

Paul McCartney – John Lennon; Sherlock Holmes – John Watson; Batman – Robin; Romeo – Juliet; Abercrombie – Fitch; Paul Simon – Art Garfunkel; Dolce – Gabbana; Lilo – Stitch

**Exercise 1** page 33

- Students work in pairs, discussing the possible advantages and disadvantages of starting a business alone or with a friend.

- Write two headings on the board: *ADVANTAGES* and *DISADVANTAGES*. Then invite pairs of students to write one of their ideas under the correct heading.

### Exercise 2 page 33

- Go through the Listening Strategy together. Focus attention on the photo and ask students if they have ever heard of Ben & Jerry's ice cream.
- Read out the first option: *was the same age as him* and elicit other ways of expressing the same idea, e.g. *was as old as him*, *was also ... years old*, *was born in the same year*.
- Students think of other ways to express the rest of the options. Remind them that it is important to prepare for a listening activity by thinking about the words or information they should listen for.

### Exercise 3 1.21 page 33

- Play the recording for students to identify which of the options in exercise 2 is the correct answer.
- Check the answer as a class.

#### KEY

#### B making a witty comment

#### Transcript

Although Ben Cohen and Jerry Greenfield were born in the same town four days apart, they didn't actually meet until secondary school. It was Jerry who said hi first, after Ben had caught his attention by making a witty comment to the P.E. teacher, who was telling him off for not running fast enough. Firm friends from that moment on, the pair often dreamed about making ice cream at their own ice cream parlour, but it wasn't until they were both in their late twenties that they finally took the plunge. Ben & Jerry's chunky ice cream was an instant hit on opening day, 5th May 1978, and since then, their unusual flavours have gone global.

#### Extra activity

- Write the following questions on the board:  
*Why was the P.E. teacher annoyed with Ben?* (because he wasn't running fast enough)  
*How old were Ben and Jerry when they started their business?* (in their late twenties)  
*What was the date of their opening day?* (5th May, 1978)  
*Was the ice cream successful straight away?* (yes)
- Play the recording again and ask students to answer them.

### Exercise 4 1.22 page 33

- Give students time to read the options and think about ways of phrasing them. With **weaker students**, elicit synonyms for the key words and write them on the board.
- Play the recording for students to answer the questions. If they find the activity difficult, play the recording again, pausing when the speaker gives the relevant information.
- Check answers as a class.

#### KEY

1 c 2 d 3 a 4 d 5 c

#### Transcript

**DJ** Many of today's most successful businesses were begun by a team of co-founders rather than a single entrepreneur. My guest on the show is business analyst Margaret Harper, who is going to tell us the story behind some of these

partnerships. Margaret, are there any cases where the partners have known each other since school?

**Margaret** Yes, there are. Take, for example, Bill Gates and Paul Allen, the co-founders of Microsoft. They first met at Lakeside, the private secondary school they attended in their teens. Sharing the same passion for computers, the two soon became partners-in-crime despite their difference in age, and together they exploited bugs in the operating system of the school computers to enable them to use them for longer. When Gates left Lakeside for Harvard University, Allen found work as a programmer nearby, and the pair began to toy with the idea of going into business together. Eventually, Allen convinced Gates to drop out of university in 1975 to create Microsoft, a venture that has evolved into the world's largest PC software company and has earned the two men billions of dollars.

**DJ** Margaret, I know Apple was established at about the same time as Microsoft. Were the founders also old school friends?

**Margaret** No, they weren't. The two Steves – that's Steve Jobs and Steve Wozniak – met when Jobs was taken on over the summer by Hewlett Packard, where Wozniak was working full-time to develop a computer. Although Wozniak was five years Jobs's senior, the two bonded over a mutual fascination with Bob Dylan – Jobs's musical idol. When Wozniak succeeded in getting his newly-designed computer, the Apple I, to work, Jobs talked him into setting up a company to sell it. Apple was created on 1 April 1976, initially with the support of another of Jobs's friends, Ronald Wayne, who later pulled out of the deal owing to financial difficulties. The company took off with the sale of Wozniak's second computer Apple II, and today it is the world's largest IT company by revenue.

**DJ** You mentioned one of the very first technology companies, Hewlett Packard. Can you tell us something about the two partners and how they met?

**Margaret** Yes, of course. The original company was founded way back in 1939 by William Redington Hewlett and David Packard. The two became acquainted as classmates on an electrical engineering course at the prestigious Stanford University in California, but did not become close until they went on a two-week camping trip together after graduation. Shortly after their return, they opened their own company in Packard's garage, tossing a coin to determine the order of their surnames in its name. Hewlett Packard was the world's leading PC manufacturer from 2007 to 2013, though neither of the founders was alive to witness this milestone.

**DJ** Yes, Hewlett Packard has certainly stood the test of time, even if it took a little longer for the founders to bond. Margaret, are there any business partners who didn't hit it off the first time they met?

**Margaret** Oh yes, we need look no further than Google. Larry Page got off on the wrong foot with Sergey Brin the very first time they met – on a tour led by Brin of the Stanford University campus. Apparently, the pair argued non-stop. Despite their antipathy, however, they found themselves working on the same research project into data mining, a subject they were both passionate about. By the time their thesis was completed, they had become intellectual soulmates and close friends, sharing the view that they could use their research to start a business. Google was established in 1998, and since then it has expanded from being merely a search engine into producing its own smartphones and much more.

**DJ** What an incredible story! So, it would appear that anything goes when it comes to setting up a business: business partners might be classmates, childhood friends or rivals. Margaret Harper, thank you for joining us.

**Margaret** My pleasure.

### Exercise 5 1.22 page 33

- Students read the sentences and try to remember how the underlined words are paraphrased in the recording.
- Play the recording again and check answers as a class. Write the phrases on the board for students to refer to in the next exercise.

#### KEY

1 Sharing the same passion for 2 toy with the idea of 3 drop out of 4 talked him into setting up 5 pulled out of 6 took off 7 to witness this milestone 8 got off on the wrong foot

### Exercise 6 page 33

- Students complete the sentences.
- Check answers as a class.

#### KEY

2 witness this milestone. 3 got off on the wrong foot. 4 toying with the idea. 5 pulled out. 6 took off. 7 talked me into it. 8 share the same passion.

### Exercise 7 page 33

- Go through the qualities, ensuring that students understand the meaning.
- Students discuss the questions in pairs. Monitor and help with vocabulary if necessary.

#### For further practice of business collocations: Vocabulary Builder 3C page 127

- 3 1 c (attract investors) 2 e (boost confidence)  
3 d (break into a market) 4 a (close a deal)  
5 b (cut costs) 6 j (hire employees) 7 h (launch a product) 8 i (meet a deadline) 9 f (place an order) 10 g (sign a contract)
- 4 1 launched, products 2 break into, markets  
3 orders, placed 4 employees, hired  
5 confidence, boosted 6 cut costs  
7 attract, investors

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about successful business partnerships. I can think of paraphrases for different expressions.*

## 3D Grammar

### Comparative and superlative structures

#### LESSON SUMMARY

**Grammar:** Advanced comparisons

**Reading:** A text about Butch Cassidy and the Sundance Kid

**Use of English:** Completing a text with one word in each gap

**Speaking:** Comparing life as an outlaw in the Wild West with modern-day life

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Set exercise 6 as homework.

#### LEAD-IN 3-4 MINUTES

- Write *THE WILD WEST* on the board. Ask students: *Where and when was the Wild West?* (It was the western USA in the second half of the nineteenth century.)
- Ask students to brainstorm words and phrases they associate with the Wild West, e.g. *cowboys, buffalo, gun*.
- Write their ideas on the board.

### Exercise 1 page 34

- Students discuss the meaning of *outlaw*. Point out that the word is made up of two words: *out* and *law*. Students can check their ideas in a dictionary.
- Elicit why outlaws are often popular with the public. Encourage students to think of different reasons.

#### KEY

An outlaw is a person who has done something illegal and is hiding to avoid being caught.

### Exercise 2 page 34

- Students read the text to find out the real names of Butch Cassidy and the Sundance Kid. Remind them that looking for the key words (*Butch Cassidy, Sundance Kid*) in the text will help them find the answers quickly.
- Check answers as a class.

#### KEY

Butch Cassidy = Robert Leroy Parker; the Sundance Kid = Harry Longabaugh

#### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

- 1 How old was Butch Cassidy when he left home?
- 2 What was his first job?
- 3 Who was Mike Cassidy?
- 4 Why did Butch become a criminal?
- 5 How did the public feel about Butch Cassidy and the Wild Bunch?

#### KEY

1 He was thirteen. 2 He worked in a butcher's shop. 3 He was a horse thief. 4 Because he wanted an easy life like Mike's. 5 They liked them more and more.

### Exercise 3 page 34

- Go through the *Learn this!* box together. Students then look again at the text in exercise 1 for comparative forms.
- Check answers as a class.

**KEY**

- a It was at this point that Butch, ... , met Harry Longabaugh, better known as the Sundance Kid, and invited him to join them.
- b Mike seemed to be working only half as hard as Butch did on the farm, but earning a good deal more.
- c Butch wanted as easy a life as Mike's ... ; But earning a living was not as easy as he had imagined; Together, they were as successful a band of robbers as ever seen in the American West.
- d Soon, they were committing bigger and bigger robberies. And the more daring the crime, the more popular they became with the public.

**Exercise 4** page 34

- Students read the text again to find the comparative forms.
- Check answers as a class.

**KEY**

a half as hard as b better (known) c more

**Exercise 5** page 34

- Go through the *Look out!* box together. Focus attention on the first bullet point (*as / like* + clause to convey similarity) and explain to students they should avoid using *like* in more formal contexts.
- Students complete the sentences.
- Check answers by asking students to read out their sentences. Make sure they use the weak form of *as*: /əz/.

**KEY**

1 as 2 As 3 as / like 4 as 5 as, as 6 as / like

**For further practice of comparative and superlative structures:**
**Grammar Builder 3.2** page 138

- 1 1 better 2 most valuable 3 older 4 less common  
5 faster, less intelligible 6 fewer 7 lowest  
8 least interesting
- 2 1 like 2 Like 3 practically 4 like 5 as 6 As  
7 three 8 fewer
- 3 2 As your accountant 3 by far the best swimmer / swims far better than anyone 4 is just like my uncle 5 the acting isn't as good 6 nearly as hard in Europe as 7 as did his 8 The longer you wait for something

**Exercise 6** page 34

- Students complete the second part of the text.
- Check answers as a class.

**KEY**

1 as 2 did / had 3 like 4 a 5 did 6 the 7 more  
8 less 9 less 10 as

**Exercise 7** page 34

- Students work in pairs to compare life as an outlaw in the Wild West with life as a modern criminal. Tell them to think about law enforcement, publicity, types of crime and public attitudes. Monitor and help with vocabulary and grammar if necessary.
- Ask one or two students to share their ideas with the class.

**Extension**

In pairs or groups, students make a poster comparing outlaw life in the Wild West with outlaw life now. They can use their ideas from exercise 7 and do further research outside the classroom. Encourage them to find photographs or illustrations for their posters.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare partners-in-crime from the past. I can talk about life as an outlaw in the Wild West.*

**3E Word Skills****Metaphors and similes****LESSON SUMMARY**

**Vocabulary:** Metaphors and similes

**Reading:** An article about twin artists

**Use of English:** Using similes to describe people you know

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 5.

**LEAD-IN 3-4 MINUTES**

- Write the following questions on the board:  
*Who is your favourite artist?*  
*How often do you visit art galleries?*  
*If you could buy one famous painting, what would it be?*  
*Do you think artists are born with natural talent or can they learn to draw and paint well?*
- Students discuss their answers in pairs.
- Elicit ideas.

**Exercise 1** page 35

- Students discuss the questions in pairs. Find out if any students share a talent with their sibling(s).
- Invite a few students to share their ideas with the class.

**Exercise 2** page 35

- Students read the blog post and answer the questions.
- Check answers as a class. Ask students: *Do you think it's a good idea to separate twins at school? Why / Why not?*

**KEY**

- 1 They were separated in different classes at school. They faced discrimination because they were British Asians.
- 2 They rebelled and emphasised their union through their style and art.

**Exercise 3** page 35

- Go through the *Learn this!* box together. Check that students understand the difference between a *metaphor* and a *simile*. Remind them that there was a metaphor in the text about Walt Disney in Unit 1: *the road to this kind of success and influence was not easy.*



- Students decide if the highlighted phrases in the text are metaphors or similes and what comparisons are being made.
- Check answers as a class.

#### KEY

- 1 **Similes:** they're like two peas in a pod; act like sheep  
**Metaphors:** bumpy ride; plain sailing
- 2 **two peas in a pod** – that they look exactly the same, they look like two identical peas; **not plain sailing** – that life wasn't easy, life compared to an easy / difficult voyage; **had a bumpy ride** – that life wasn't easy, life compared to a difficult journey; **didn't act like sheep** – that they didn't follow what everyone else was doing, they refused to follow the pack and do what everyone was doing
- 3 **Students' own answers**

#### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to discuss in pairs:

*Do you know any siblings who are like two peas in a pod?  
Do you think the Singhs' art would be different if they hadn't experienced a bumpy road in life?  
Can you think of any people you know who have acted like sheep? Do you ever refuse to act like a sheep?*

#### Exercise 4 page 35

- Students decide if the sentences contain metaphors or similes. Encourage them to think of similar metaphors and similes in their own language.
- Check answers as a class.

#### KEY

**Metaphors** 1, 4, 5, 8  
**Similes** 2, 3, 6, 7

#### Exercise 5 page 35

- Students match the nouns with their main characteristics to make similes. Remind **weaker students** that there are three ways of forming the similes and help them identify those with adjectives (2, 3, 5, 6, 10) and those with verbs (1, 4, 7, 8, 9). (There are no 'noun + like + noun' similes.)

#### KEY

**2** as blind as a bat **3** as dry as a bone **4** fight like cats and dogs **5** as cool as a cucumber **6** as light as a feather **7** fit like a glove **8** eat like a horse **9** sleep like a log **10** as quiet as a mouse

#### Exercise 6 page 35

- Read out the example sentence. Point out that the second clause, *she's always losing her glasses*, gives more information about the simile, and ask students to do the same with their sentences.
- Students work in pairs, using the similes from exercise 5 to describe people they know.
- Ask a few students to share their similes with the class.

#### Extra activity: Fast finishers

Tell **fast finishers** that the similes in this lesson are all commonly used similes. However, writers can also create their own similes. Challenge students to complete these similes with their own ideas:

*as dangerous as ... ; his anger was like ... ; she sings like ... ; as cold as ... ; their journey was like ... ; he runs like ...*

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use metaphors and similes to make comparisons. I can tell the difference between a metaphor and a simile. I can use similes to describe people.*

## 3F Reading

### Animal partnerships

#### LESSON SUMMARY

**Reading:** An article about the symbiotic relationship between clownfish and sea anemones

**Reading strategy:** Matching missing paragraphs with gaps in a text

**Vocabulary:** Emphatic adjectives

**Speaking:** Discussing possible outcomes if symbiotic relationships break down

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 8. Exercise 7 can be set as homework.

#### LEAD-IN 3–4 MINUTES

- Write *SYMBIOTIC RELATIONSHIP* on the board and explain the meaning: a relationship between two different living creatures that live close together and depend on each other in particular ways, each getting particular benefits from the other. Give an example: the plover bird eats bits of meat caught in a lion's teeth. The lion has its teeth cleaned and the bird gets food for itself.
- In groups, students try to think of other symbiotic relationships in nature.
- Ask students to look at the photos on pages 36 and 37. Are their ideas included in the photos?

### Culture note: Symbiotic relationships

There are three types of symbiotic relationships: *mutualism*, in which both species gain something from the relationship; *commensalism*, in which one species gains something and the other neither benefits nor loses; and *parasitism*, in which one species (the parasite) gains something and the other (the host) suffers. The examples in the text are all of mutualism. The oxpecker bird eats ticks and other parasites that live on the zebra; the bee extracts nectar from the flower and pollinates it at the same time; the squirrel gets shelter and food from the tree and helps to spread its seed. (See the SB text for information about the clownfish and the sea anemone.)

#### Exercise 1 page 36

- Students look at the photos and discuss the symbiotic relationships.
- Ask a few students to share their ideas with the class.

#### Exercise 2 page 36

- Go through the Reading Strategy together. Emphasise the importance of understanding the gist of the whole text before trying to do the paragraph gap-fill task.
- Give students a couple of minutes to read the text quickly. Then focus attention on the introduction and paragraph 1. Point out that the phrase *Back at the reef* tells the reader that the missing text probably describes an activity that was not at the reef. This will help students identify the correct paragraph A–G to fill the gap.
- Go through paragraphs A–G quickly and elicit the part of the text that relates to the phrase *Back at the reef: they all leave the reef and head for the ocean surface.*

#### KEY

1 G

#### Exercise 3 page 36

- Students match the remaining paragraphs with the gaps.
- Check answers as a class.

#### KEY

2 B 3 E 4 A 5 F 6 C

Paragraph D is not needed.

#### Exercise 4 page 36

- Students answer the questions about the text. Remind them to read the questions first to identify the key words. They should then scan the text to find the answers.
- Check answers as a class.

#### KEY

- 1 Because the real-life story is even more fascinating / amazing than the film.
- 2 They are not in contact as larvae. They go to the surface to feed on plankton.
- 3 There is one. It is the dominant fish in the group.
- 4 They face predatory fish and rejection by other clownfish.
- 5 Because they are covered in the anemone's mucus and the anemone thinks that the fish is part of the anemone.
- 6 They found that the two species used up more oxygen when they were in contact with each other.

7 They concluded that the clownfish was helping the anemone to breathe.

8 The clownfish is as important to the anemone as the anemone is to the clownfish.

#### Exercise 5 page 36

- Students find the highlighted adjectives and match them to the basic adjectives. Emphasise the importance of reading words in context. Focus attention on the first highlighted adjective: *daunting*. Ask: *What noun does this describe? (journey)* *What do you know about the father's journey in 'Finding Nemo'? What other adjectives could you use to describe the journey?* Then elicit the correct synonym: *difficult*.
- Students continue to work individually.
- Check answers as a class.

#### KEY

difficult – daunting; energetic – frenetic; great – profound; strict – rigid; surprising – startling; threatened – doomed; tiny – miniscule

#### Exercise 6 page 36

- Students discuss the question in pairs. Encourage them to keep a record of emphatic adjectives and to use them in their own writing.

#### KEY

They are more dramatic and interesting.

#### Exercise 7 page 36

- Students complete the sentences. They then consider the difference in meaning when the emphatic adjective is used.
- Check answers as a class.

#### KEY

1 energetic / frenetic ('Frenetic' suggests that it was energetic but perhaps not focused.) 2 great / profound ('Profound' suggests that the changes are very serious.) 3 tiny / miniscule ('Miniscule' suggests that they were hardly visible.) 4 entertaining / captivating ('Captivating' suggests that it held the viewer's attention more strongly.) 5 threatened / doomed (There is a stronger sense that the expedition will fail if it is 'doomed'.) 6 difficult / daunting ('Daunting' suggests that the person is worried or frightened by their situation.) 7 strict / rigid ('Rigid' suggests that there is no deviation from the routine whereas 'strict' suggests that the day is carefully planned.) 8 surprising / startling ('Startling' suggests that the police were worried as well as surprised.)

#### Exercise 8 page 36

- Students discuss the possible outcomes for different pairs of animals if their symbiotic relationship breaks down. Encourage them to use some emphatic adjectives. Monitor and help with vocabulary and grammar as necessary.
- Invite a few students to share their ideas with the class.

## Extension

Ask students to do some research into one of the other symbiotic relationships shown in the photos. They can then give a short presentation about the relationship to the class. Encourage them to find photos and illustrations or short video clips for their presentation.

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to an article about symbiosis. I can use emphatic adjectives to make a text more dramatic and interesting.*

## 3G Speaking

### Collaborative task

#### LESSON SUMMARY

**Speaking strategy:** Using synonyms

**Speaking:** The drawbacks and benefits of setting up a business and organising an event with a friend

**Listening:** Two students discussing the advantages and disadvantages of doing different activities with a friend

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercises 1 and 5.

#### LEAD-IN 3-4 MINUTES

- Write two headings on the board: *WITH OTHER PEOPLE* and *ON MY OWN*. Then ask students to think about which activities they prefer doing with other people and which they prefer doing on their own, e.g. *I prefer doing sport with other people, but I like listening to music on my own.*
- After two minutes, ask a few students to share their ideas with the class.

#### Exercise 1 page 38

- Students look at the photo and describe the activity. Ask them to raise their hands if they go running regularly. They should keep their hands raised if they usually run with a friend or friends.
- Elicit advantages and disadvantages of doing this activity with a friend.

#### Exercise 2 1.23 page 38

- Focus attention on the task. Go through the activities and elicit advantages and disadvantages for each.
- Students listen to the recording and identify which points in the task are covered by the two students. They can also compare the students' ideas with their own suggestions.

#### KEY

1 going on holiday, sharing a flat, studying for an exam

2 going on holiday (advantages) friends know each other well, they want to do the same things; (disadvantages) you may not know your friend as well as you think, you may not agree on what to do

sharing a flat (advantages) save money, a shoulder to cry on when upset; (disadvantages) one person might not do any housework / pull their weight  
studying (advantages) someone to bounce ideas off, helps you not to get distracted; (disadvantages) can make it harder to focus / concentrate

## Transcript

**Examiner** Here are some different activities that people sometimes do with a friend and a question for you to discuss. Talk to each other about the advantages and disadvantages of doing these activities with a friend.

**Student 1** Let's start with going on holiday, shall we? As I see it, the main advantage of going on holiday with a friend is that you're sure to have a really good time. Presumably, you know each other inside out, so you'll want to do the same kind of thing. What's your view?

**Student 2** I agree, assuming both friends are on the same wavelength. One major drawback of travelling with a friend is that you might not know them as well as you initially thought. For instance, your friend might have different expectations of the holiday and you might not see eye to eye on where to go, what to eat and so on. That would be disastrous for your relationship.

**Student 1** True. You might end up not speaking to each other.

**Student 2** Exactly.

**Student 1** What about sharing a flat, then?

**Student 2** I think it's like the first option, really. It could end in disaster if you don't know each other well enough. You might get on like a house on fire before you move in together, and then discover that your friend refuses to do any housework. I imagine it can be extremely frustrating living with someone who doesn't pull their weight.

**Student 1** That's right, but the upside of living with a friend is that it can save you money. You only have to pay half of the rent and you can share the bills. Weighing up the pros and cons, I'd say that living with a friend is an intelligent move.

**Student 2** You might be right. And it has the added bonus of providing you with a shoulder to cry on when you're feeling upset.

**Student 1** That's true. Let's move on to the next one, then: studying for an exam. I don't know about you, but I'd much rather study with someone else. I get distracted when I'm on my own, so it's a plus for me having a friend to study with – so that we can bounce ideas off each other.

**Student 2** Hmm. I find it difficult to stay focused when I study with a friend, so for me, it's a minus. Having someone else in the room makes me feel edgy and I can't concentrate. I guess it depends on the person, though, doesn't it?

**Examiner** Thank you. Now you have about a minute to decide ...

#### Exercise 3 page 38

- Go through the Speaking Strategy (1) and the phrases together. Remind students how important it is to use a wide variety of vocabulary when doing the speaking task.
- Students complete the phrases on their own.
- Check answers as a class.

#### KEY

1 main 2 benefit 3 downside 4 pros  
5 drawbacks 6 added 7 outweigh 8 plus

#### Exercise 4 1.23 page 38

- Students listen to the recording again to confirm which phrases from exercise 3 are used by the two students.
- With **weaker students**, pause the recording after each phrase and give them time to identify it and to note down how the students complete the phrase.

#### KEY

Phrases in the script: 1, 2, 3, 4, 6, 8

#### Exercise 5 page 38

- Students prepare for a discussion about the advantages and disadvantages of setting up a business and organising an event with a friend.
- Put students in groups of four, with a pair A and a pair B in each group. Students think about the points they want to make. Monitor and help with grammar and vocabulary as necessary.

#### Exercise 6 page 38

- Students now swap partners and discuss the advantages and disadvantages of the two activities. Check that they use some of the phrases from exercise 4.
- Invite a few pairs to hold their discussion in front of the class and encourage the class to make suggestions about extra points they could have raised.

#### Exercise 7 page 38

- Go through the Speaking Strategy (2) together. Emphasise the importance of collaborating and of disagreeing or conceding points politely. Tell students it is important to express their point of view, but they should never come across as aggressive or intolerant of their partner's opinions.
- Students complete the key phrases.
- Check answers as a class.

#### KEY

1 help 2 way 3 wonder 4 happier 5 disagree  
6 along 7 point 8 Fair 9 suppose 10 come  
11 going 12 wrap

#### Exercise 8 1.24 page 38

- Give students a minute to think about how they might answer the question before playing the recording.
- Play the recording, pausing if necessary for students to note down which phrases from exercise 7 the students use.
- Check answers as a class.

#### KEY

1 Would you go along with that? Maybe, but I just wonder if ... ; I can't help thinking ... ; Good point. I hadn't thought of that. Let's wrap this up, shall we?  
2 They agree that setting up a business with a friend is likely to cause the greatest problems in a friendship.

#### Transcript

**Examiner** Thank you. Now you have about a minute to decide which of the activities is likely to cause the greatest problems in a friendship.

**Student 2** Hmm ... the greatest problems ... What do you think?

**Student 1** I would say that sharing a flat with a friend has the greatest potential for failure in the long term. Often, the

longer you live with someone, the less likely you are to want to put up with them. Would you go along with that?

**Student 2** Yes, but I can't help thinking that setting up a business with a friend might be riskier than sharing a flat. There's the question of how much time each of the co-founders invests in the company to start with.

**Student 1** Maybe, but I just wonder if it might not be easier to get away from problems at work than at home.

**Student 2** I take your point, but bear in mind the amount of money involved in setting up a business.

**Student 1** Good point, I hadn't thought of that. Money is capable of wrecking more friendships than anything else in this world.

**Student 2** Let's wrap this up then, shall we?

**Student 1** Yes. So, we agree that setting up a business with a friend is the activity likely to cause the greatest problems.

**Student 2** That's right.

**Examiner** Thank you.

#### Extra activity: Fast finishers

Play the recording again and ask **fast finishers** to decide who had the following opinions, the male student or the female student:

*You become less tolerant of someone when you live with them for a long time.* (female)

*It's easier to escape from difficulties in the workplace.* (female)

*It's important to remember that time and money are factors when setting up a business.* (male)

*Money can often destroy friendships.* (female)

#### Exercise 9 page 38

- Students work in pairs and do the two tasks on page 151. Time the tasks and let students know ten or fifteen seconds before the end of each task so that they can complete their discussion within the time limit.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can maintain the interaction in a collaborative task and reach an agreement. I can use phrases to talk about advantages and disadvantages, and to talk about agreeing, disagreeing, conceding a point and concluding the discussion.*

## 3H Writing

### A proposal

#### LESSON SUMMARY

**Writing strategy:** Using a clear structure in a proposal

**Writing:** A proposal on how to tackle bullying in school

**Reading:** A proposal on how to integrate new students better

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 2 and 3. Exercise 6 can be set as homework.

### LEAD-IN 3-4 MINUTES

- Ask students, in pairs or in small groups, to think of three changes they would like to make to their school. Ask them why the changes should be made, how they can be made and how they will affect the school.
- After two minutes ask a few students to share their ideas with the class.

### Exercise 1 page 39

- Students discuss the questions in pairs.
- Elicit suggestions about how schools could make the first day easier.

### Exercise 2 page 39

- Go through the task together. Check that students understand *integrate* (to become or make somebody become accepted as a member of a social group).
- Students read the proposal and answer the questions. With a **weaker class**, write the three elements of the task on the board as bullet points:
  - *Why does integration take so long?*
  - *How could the school speed up the process?*
  - *How will these proposals affect the rest of the school community?*

### KEY

- 1 **Why does integration take so long? – paragraph 2; How could the school speed up the process? – paragraphs 3 and 4; How will these proposals affect the rest of the school community? – paragraph 4**
- 2 **Students' own answers**

### Extra activity

Write the following questions about the proposal on the board for students to answer:

*What do students find most difficult when they start at the school? (its size)*

*Why don't many students have friends at their new school? (because they come from surrounding villages)*

*What does the writer suggest that the school should provide for students? (a map of the school)*

*According to the writer, how can existing students help new students? (by mentoring them and showing them around the school)*

### Exercise 3 page 39

- Go through the Writing Strategy together.
- Students look at the proposal again and study its structure. They then discuss an alternative title and sub-headings.
- Elicit suggestions.

### Exercise 4 page 39

- Students complete the key phrases. Tell them to read all the phrases first and to think about whether they need a verb, adjective or noun to complete them.
- Check answers as a class.

### KEY

- 1 aim 2 proposal 3 present 4 focus
- 5 Feedback 6 survey 7 ought 8 recommend
- 9 should 10 implemented 11 results
- 12 recommendations

### Exercise 5 page 39

- Go through the task together. Brainstorm suggestions about how to tackle bullying and write them on the board. Students use the suggestions or their own ideas to write their proposal. With a **weaker class**, elicit the three elements of the task and write them on the board as bullet points.
- Give students time to prepare their plan. Monitor and help with vocabulary and grammar as needed.

### KEY

- 1 **why bullying occurs, what could be done to stop it, how your suggestions might affect the rest of the school community**
- 2-4 **Students' own answers**

### Exercise 6 page 39

- Students write their proposal. Monitor and help with vocabulary and grammar as necessary.
- Make sure students go through the checklist when they have finished the first draft of their proposal and make any changes necessary.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a proposal. I can use language to state my purpose, give background information and make recommendations.*

## Exam Skills Trainer 2

### LESSON SUMMARY

**Reading:** An article about the popularity of *Game of Thrones*

**Listening:** Five speakers talk about writing courses they have attended

**Use of English:** Multiple choice cloze task

**Speaking:** Collaborative discussion

**Writing:** A proposal

### LEAD-IN 2-3 MINUTES

- Tell students that they are going to do a quick quiz about fantasy novels, films and TV shows. Read out the following questions:
  - 1 *Name the successful film and book series about a young girl falling in love with a vampire. (Twilight)*
  - 2 *What is the name of the TV series based on books by George RR Martin called 'A Song of Ice and Fire' (Game of Thrones)*
  - 3 *Which series of books is set in Middle-Earth? (The Lord of the Rings)*
  - 4 *What was the name of Harry Potter's school? (Hogwarts)*
  - 5 *In the Narnia series of books by CS Lewis, what kind of animal is Aslan? (a lion)*
- Students answer the questions in groups. They then write one more quiz question for the class to answer.

## Reading

### Exercise 1 page 40

- Go through the strategy together. Emphasise the importance of reading the whole question and checking that both parts are covered in the section chosen.
- Students scan the text and choose the correct section.
- Check answers as a class.

#### KEY

Two parts of question 1: 1) similar productions to *Game of Thrones*; 2) highly successful.

B Cinema has seen plenty of them, such as William Wyler's 1959 epic movie *Ben Hur*, and the 1938 classic *The Adventures of Robin Hood*.

Section B contains a paraphrase of both parts of the question.

### Exercise 2 page 40

- Students read the text and choose the best section for each question.
- They can compare their answers in pairs before a whole class check.

#### KEY

1 B 2 C 3 A 4 D 5 B 6 E 7 A 8 D 9 C

#### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

*Were the books popular before the TV series was made? (yes)*  
*Which epic film is mentioned as being funny and clever? (the 1938 production of 'The Adventures of Robin Hood')*  
*What is often a problem with historical dramas? (They have to be historically accurate and can remind viewers of their history lessons.)*

*According to the writer, who might particularly enjoy the Tyrion Lannister character? (anyone who has been bullied at school)*

## Listening

### Exercise 3 page 40

- Go through the strategy and the two tasks together.
- Elicit how the rubrics can be reworded as questions.
- Students look at the options and think about how each one answers the question in the task.

#### KEY

The two questions are: **Why did the speaker attend the course? How did the speaker feel about the course?**

### Exercise 4 1.25 page 40

- Play the recording and then give students a few minutes to choose the correct options. Point out that three of the options for Task A and three of the options for Task B are not needed.
- Check answers as a class.

#### KEY

TASK ONE 1 F 2 B 3 A 4 G 5 H

TASK TWO 6 H 7 G 8 B 9 E 10 F

## Transcript

**Speaker 1** It had never really occurred to me that I might be any good at creative writing, though my best friend's really into it. When she said she'd signed up for a course, I ignored her pleas to keep her company and wished her luck. In the end, she went down with something, so I had to go instead – that way she didn't lose her money. I was planning on just going through the motions really, but when I got there I found that I liked it. My first piece of writing left a lot to be desired, but by the end of the course I was producing some pretty decent stuff. You could have knocked me down with a feather!

**Speaker 2** I'd had this story going around in my head for years, and it had always been a dream of mine to put it down on paper. The problem was that I'd never written anything before, so I didn't really know how to start. Anyway, a friend told me about this creative writing course, and it seemed quite reasonable, so I thought I'd give it a go. I had a horrible feeling I'd be out of my depth, but I needn't have worried as everyone else was a beginner, like me. They were a really nice bunch, actually, but more to the point, I've written the first chapter of my story, which is a great achievement as far as I'm concerned.

**Speaker 3** Writing is something I've always enjoyed, though I must confess that I didn't use to show my stories to anyone in the past. It's not that I was ashamed of my writing or anything, but I've always had problems making my characters seem believable – it was this aspect of my writing that I wanted to improve on by doing the course. It was a great experience: I met talented classmates, who I hope to keep in touch with, and got loads of new ideas on all of the different areas of writing, including some excellent tips on fleshing out characters. I haven't had time to write anything since it finished, but I can't wait to try it all out.

**Speaker 4** Much as I love my friends, none of them are writers like me, nor are they interested in anything remotely connected to writing, which can be a bit isolating. That's why I like to do the odd course every now and then, so that I can mix with others who share my passion. Not that writing is the only thing I talk about, but it does feature quite prominently in my life. It's also good to get answers to some of the questions I've got, not only about writing, but about wider issues surrounding my work. Take the last course I did, for example. I really appreciated the session we had on self-publishing as it's something I'm thinking about doing in the future.

**Speaker 5** Last summer I was in a bit of a rut as I couldn't afford to go on holiday and no one else was around. My mother suggested I did a writing course, something I'd never thought about before, but I quite liked the idea as I thought it might stretch me. I wasn't wrong there – from day one, the teacher tried to get as much out of us as possible. To start with, I resented the pressure – it was summer after all – but then I realised how much I was learning. My writing came on in leaps and bounds, and I started a novel that one day I'd like to publish. It might make me famous – you never know your luck!

## Use of English

### Exercise 5 page 41

- Go through the strategy together. Remind students to read the text to get a general understanding of it before they try to complete the gaps. Elicit ideas from the students about what type of phrase fits each gap.
- Students choose the correct option for each gap.
- Check answers as a class.

#### KEY

1 verb to complete a collocation 2 plural noun to complete a collocation 3 adverb to complete a set phrase 4 adjective to complete a collocation 5 main verb to complete verb and dependant preposition combination 6 past participle to complete a set phrase 7 noun to complete phrase 8 adverb to complete a collocation  
1 d 2 a 3 d 4 b 5 d 6 c 7 b 8 b

## Speaking

### Exercise 6 page 41

- Go through the strategy together. Remind students that in a collaborative task it is important to discuss opinions in a friendly and non-aggressive manner.
- Students read the three techniques and work in pairs to suggest an extra example for each one.
- Elicit suggestions.

### Exercise 7 page 41

- Students work in pairs to discuss new ways of meeting people. Remind them to use phrases from 3G.
- Ask a few students to share their ideas with the class.

## Writing

### Exercise 8 page 41

- Go through the strategy together. Students then read the task and think of persuasive techniques that they could use in their proposal.
- Invite a few students to share their suggestions with the class.

### Exercise 9 page 41

- Students write their proposal. Remind them to check their work for spelling, grammar and punctuation.
- Students can swap proposals with a partner and check each other's work.

## Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify a text which answers both parts of a question. I can read the rubrics and options for a listening task quickly and transform the rubrics into questions. I can identify the types of words needed to complete a text. I can invite my partner to give their opinion in a collaborative task. I can use persuasive techniques in a written proposal.*

## 4

## Changes

## Map of resources

## 4A Vocabulary

Student's Book, pages 42–43; Workbook, page 40  
Photocopiable: 4A (Changing world)

## 4B Grammar

Student's Book, page 44; Workbook, page 41  
Photocopiable: 4B (Compound future tenses)

## 4C Listening

Student's Book, page 45; Workbook, page 42

## 4D Grammar

Student's Book, page 46; Workbook, page 43  
Photocopiable: 4D (Quantity)

## 4E Word Skills

Student's Book, page 47; Workbook, page 44

## 4F Reading

Student's Book, pages 48–49; Workbook, page 45

## 4G Speaking

Student's Book, page 50; Workbook, page 46

## 4H Writing

Student's Book, page 51; Workbook, page 47

## Culture and Literature 4

Student's Book, pages 114–115  
DVD and DVD worksheet: Unit 4

## Classroom Presentation Tool Unit 4

## End of unit

Unit Review: Workbook, pages 48–49  
Photocopiable: Grammar Review  
Photocopiable: Vocabulary Review  
Exam Skills Trainer 2: Workbook, pages 50–51  
Progress Test and Short Tests: Unit 4

## 4A Vocabulary

## Changing world

## LESSON SUMMARY

**Vocabulary:** Rise and fall verbs; global issues; change verbs and nouns

**Speaking:** Describing global changes

**Reading:** A text about 'declinism'

**Listening:** People talking about global issues

## SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 2 and 3.

## LEAD-IN 3–4 MINUTES

- Brainstorm words for global issues onto the board, e.g. *poverty, clean water.*

- Ask students, in small groups, to rank the issues in order of importance. Which issue is the most important for the world? Which is the least important?
- Ask groups to tell the class about their rankings and give reasons for their decisions.

## Culture note: George Bernard Shaw

The quotation is from George Bernard Shaw (1856–1950). Shaw was an Irish playwright, novelist, critic and short story writer. He co-founded the London School of Economics and received the Nobel Prize for Literature in 1925. Many of his opinions and beliefs were controversial, but he is widely accepted as a witty and inspiring writer.

Exercise 1 page 42

- Read out the quotation and check that students understand it. Students discuss their response to the quotation in pairs.
- Ask a few students to share their opinions with the class.

Exercise 2 page 42

- In pairs, students match the labels with the charts. With a **weaker class**, focus attention on the clues in each chart that will help with the matching activity: the key with area names in chart A; the two lines in chart B; the figures in the x and y axes in chart C.
- Check answers as a class.

## KEY

**A** people living in poverty   **B** PC and smartphone users   **C** global population

Exercise 3 page 42

- Explain that the verbs can be used to describe the charts in exercise 2. Students match the verbs with meanings A–C.
- To check answers, ask individual students to read out the verbs for each meaning A–C and check pronunciation, e.g. *dwindle* /'dwɪndl/, *fluctuate* /'flʌktʃueɪt/, *plateau* /'plætəʊ/.

## KEY

**A** escalate, mount, mushroom, outpace, outstrip, overtake, (sky)rocket, surpass

**B** crash, dwindle, plummet, plunge, tumble

**C** flatline, level off, plateau

The verb that can mean both *increase* and *decrease* is *fluctuate*.

Exercise 4 page 42

- In pairs, students describe the charts in exercise 1 using the vocabulary in exercise 3. Monitor and check that students use the vocabulary correctly.

Exercise 5 page 43

- Go through the global issues words together and check meaning. Some may already have been mentioned in the lead-in brainstorming activity.



- Students complete the text.
- Elicit an explanation of *declinism*.

### KEY

1 refugees 2 armed conflicts 3 terrorism  
4 population growth 5 famine 6 climate change  
7 life expectancy 8 epidemics 9 global capitalism  
10 poverty

'Declinism' is the belief that the world is getting worse. It is caused by people overestimating past happiness.

### Extra activity: Fast finishers

Write the following questions about the text on the board for **fast finishers** to answer:

- 1 Do most people believe that the world is getting better or worse? (worse)
- 2 How long, on average, can a human expect to live? (75 years)
- 3 What was the average life expectancy for someone a hundred years ago? (31 years)
- 4 Is global inequality rising or falling? (falling)

### Exercise 6 page 43

- Students add the six highlighted verbs from the text in exercise 5 to the correct group in exercise 3. Remind them to read the sentences before and after each highlighted verb and use context to work out meaning.
- Check answers as a class.

### KEY

A soar, surged B lag behind, nose-dived C keep pace with, remained constant

### Exercise 7 page 43

- Go through the *Fluency!* box together. Students then answer the questions.
- Ask individual students to read out their answers. Check that they use the correct stress patterns for the nouns (in three-syllable words the second syllable is stressed; in four-syllable words the third syllable is stressed; in five-syllable words the fourth syllable is stressed).

### KEY

1 evolve / evolution 2 transform / transformation  
3 adapt / adaptation 4 alter / alteration 5 convert / conversion

### Extra activity: Fast finishers

In pairs, **fast finishers** take turns to say a verb from exercise 7. Their partner, book closed, says the noun.

### Exercise 8 1.26 page 43

- Students complete the questions.
- Check answers as a class.
- Play the recording for students to answer the questions.

### KEY

A adapt – speaker 2 B revise – speaker 5 C modified – speaker 3 D varies – speaker 1 E adjust – speaker 4

### Transcript

**Speaker 1** I work in a biomedical lab where we study epidemics and develop vaccines. We focus on the UK, and in particular the flu vaccine. The vaccine is different each year.

This is because of slight genetic changes to the flu virus. Most cases are in the winter, so we try to get the vaccine ready by autumn. This means that in the summer, we study the different types of virus and try to predict which one is the greatest threat for that coming winter.

**Speaker 2** I first moved to Angola in southern Africa five years ago, because I was working for a charity that helps refugees. Basically, we find empty buildings and prepare them for use as classrooms, health centres, that kind of thing. Anyway, for months and months, I just couldn't get used to the heat – or the insects! It was a real culture shock! Several times I thought about moving back home, but I stuck with it. I'm glad I did too – because now I absolutely love it here!

**Speaker 3** Our group organises anti-war protests and campaigns against the arms trade. In the past, it was all about demonstrations. We used to travel to London most weekends and protest outside Parliament, handing out leaflets and talking to anyone who would listen. Generally, we campaigned for specific changes to be made to the law. But now, in the age of social media, we've changed our tactics slightly. We still organise demonstrations, but we also use Facebook and Twitter to publicise our cause now. And sometimes we start online petitions too.

**Speaker 4** About three years ago, I started working for an organisation that distributes emergency food aid to areas hit by famine. Before I got the job, I imagined that we'd get a lot of help and support from the governments of these areas, but in fact, at that time, they were quite suspicious and sometimes even hostile. I quickly had to change my ideas about what we could realistically achieve, and that was disappointing for me. But now things are very different – perhaps because they're used to us and they trust us. There has definitely been a total change in attitude. We get a lot of help.

**Speaker 5** I work for a company that helps businesses reduce their carbon footprint. We look at energy use, water use, recycling ... everything. We usually recommend quite small changes to the way businesses work – but these can have a big impact over a long period of time. We also help the companies to turn these measures into a selling point. For example, I often help them to rewrite their marketing material and brochures in order to highlight their environmentally-friendly approach. It's something consumers worry about, so it's important to mention it.

### Exercise 9 page 43

- Students discuss the questions in pairs. Monitor and help with vocabulary and grammar as necessary.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about global issues. I can use a variety of nouns, verbs and expressions to describe change.*

# 4B Grammar

## Compound future tenses

### LESSON SUMMARY

**Grammar:** Compound future tenses for predictions and suppositions

**Reading:** Dystopian and utopian views of the future

**Speaking:** Talking about the world 100 years from now

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set as homework.

### LEAD-IN 3-4 MINUTES

- Write the following sentences on the board:  
*At exactly this time tomorrow I'll be travelling to Berlin.*  
*By tomorrow night I'll have arrived in Berlin.*  
Highlight the difference between the future continuous (*will be travelling*) and future perfect (*will have arrived*).
- In pairs, students write their own endings to the following sentence stems:  
*At exactly this time tomorrow* (+ future continuous)  
*By tomorrow night* (+ future perfect)
- Ask a few students to share their sentences with the class.

### Exercise 1 page 44

- Elicit or explain *utopia* (an imaginary place or state in which everything is perfect). Ask students what might make a perfect society. Write their ideas on the board.
- Students vote on whether they think a perfect society has ever existed or will exist, giving reasons.

### Exercise 2 page 44

- Students read the two texts. Check the meaning of *envisage* (to imagine what will happen in the future), *eradicate* (to destroy or get rid of something completely, especially something bad), *halt* (to stop), *obesity* (being very fat, in a way that is not healthy) and *resistance* (the power not to be affected by something).
- Students decide which of the two futures seems more likely, giving reasons.

### Extra activity

The texts on utopia and dystopia focus only on health issues. In pairs, students write a similar text (25–30 words) about transport issues. They can write about a utopia or a dystopia.

### Exercise 3 page 44

- Go through the *Learn this!* box together. Students then complete the examples.
- Check answers as a class. Students then find more examples in the texts in exercise 2.

### KEY

1 will be playing 2 will have finished  
3 will have been working

Other examples:

1 will we be living, will be suffering, will be returning

2 will have been eradicated, will the world have improved, will have developed

3 will have been working

### Exercise 4 page 44

- Students complete the sentences. With a **weaker class**, point out the difference between an active and a passive verb and ask students to identify the passive compound future in the text in exercise 2 (*will have been eradicated*). Then go through sentences 1–4 and help them identify which gap requires a passive verb (sentence 4, gap 1).
- Students decide which sentences describe a utopian and which describe a dystopian future.
- Check answers as a class.

### KEY

1 will be living, won't be doing (utopian)  
2 will have become, will be competing (dystopian)  
3 will have caused (dystopian)  
4 will have been banned, will have tackled (utopian)  
5 will have surpassed, will have been helping (utopian)  
6 will have lost, won't be making (dystopian)

### Exercise 5 page 44

- Go through the *Look out!* box together. Students then read the sentences and decide if they refer to the present or the future.
- Check answers as a class.

### KEY

1 F 2 F 3 F 4 P 5 F 6 P

### For further practice of compound future tenses: Grammar Builder 4.1 page 139

- 2 At midnight tonight, I'll / I won't be sleeping.  
3 This time next year, I'll / I won't have left school.  
4 By the time I'm nineteen, I'll / I won't have passed my driving test.  
5 In five years, I'll / I won't have left home.  
6 In ten years, I'll / I won't have got married.  
7 In fifteen years, I'll / I won't still be living in this town.  
8 By the age of forty, I'll / I won't have had more than ten different jobs.  
9 At fifty, I'll / I won't still be seeing friends I made at school.  
10 In fifty years, I'll / I won't still be working.
- 1 'll be driving 2 won't be needing 3 'll be arriving 4 'll have been working 5 'll have been waiting 6 Will (you) be wanting 7 won't be coming 8 won't have been learning
- 2 The film will have finished by now.  
3 They won't have started the match without me.  
4 His sister will be working hard for her exams.  
5 They will have been discussing the party for weeks.  
6 Becky will be having weekly driving lessons.  
7 He will have bought his tickets online.  
8 My parents won't be worrying about me.  
9 He'll be wanting to spend the weekend with his friends.

## Exercise 6 page 44

- Go through the second *Look out!* box together. Students then complete the sentences, making sure that the adverb / adverbial phrase is in the correct position.
- Check answers as a class.

### KEY

1 'll most likely have done 2 probably won't be snowing 3 hopefully won't have eaten 4 'll definitely be repeating 5 'll probably have been wearing 6 she no doubt won't have read / no doubt she won't have read

## Exercise 7 page 44

- Students discuss the questions in pairs. Monitor and make sure they use the correct grammar.

### Extra activity: Fast finishers

Ask **fast finishers** to rewrite the sentences in exercise 5, adding the following adverbial phrases: 1 *no doubt*; 2 *most likely*; 3 *probably*; 4 *definitely*; 5 *no doubt*; 6 *most likely*

### KEY

- 1 You'll no doubt have finished your packed lunch by the time we get on the coach!
- 2 My aunt will most likely be staying at the very best hotel when she goes to Paris.
- 3 They've cancelled my bus. I'll probably be waiting here for ages!
- 4 Seth looks so tired. He'll definitely have been revising since about six o'clock this morning.
- 5 I can't wait for my summer holiday. I'll no doubt have been working hard for months by then!
- 6 This is such an exciting match. Do you think your friends will most likely be watching it too?

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use compound future tenses to make predictions and to speculate. I can talk about utopian and dystopian views of the future.*

## 4C Listening

### Online campaigns

#### LESSON SUMMARY

**Listening:** People talking about petitions they started

**Listening strategy:** Inferring information which is implied

**Speaking:** Discussing different types of campaigns

**Vocabulary:** Phrases about politics and change

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2.

#### LEAD-IN 3-4 MINUTES

- Ask students to imagine that they can make one significant change to their school or college. What change do they want to make and why?

- Students discuss the question in small groups. If time allows, ask them to write a short slogan for their proposed change. The class can vote on the most popular idea.

## Exercise 1 page 45

- Students discuss online petitions.
- Elicit suggestions about different categories of petitions, e.g. human rights, welfare, the environment.

## Exercise 2 page 45

- Students read the text and find out the difference between a grassroots campaign and 'astroturfing'. Explain that astroturf is a type of artificial grass.
- Then ask students why it is called astroturfing.
- Check answers as a class.

### KEY

Grassroots campaigns are started by ordinary people. Astroturfing is when lots of fake identities are created to make a campaign look like it is a grassroots campaign. It is called astroturfing because astroturf is artificial, or fake, grass, and an astroturf campaign is a fake grassroots campaign.

### Extra activity

Write the following questions on the board for students to answer:

*What was Change.org's original aim?* (to promote local campaigns organised by ordinary people)

*Why do some people criticise Change.org's name?* (because it implies that Change.org is a charity)

*What is the strongest criticism of Change.org?* (It has become a large multinational itself.)

*Does Change.org accept this criticism?* (No, it doesn't.)

## Exercise 3 1.27 page 45

- Go through the Listening Strategy together. Focus attention on the example sentence and point out that the use of *but* emphasises the contrast between the second clause (*we had a relaxing afternoon at the beach*) and the first clause (*We spent the morning shopping for souvenirs*).
- Give students time to read the sentences before playing the recording.
- Check answers as a class.

### KEY

1 wasn't 2 wasn't 3 interesting 4 isn't 5 is 6 dwindled 7 doesn't want

### Transcript

**Speaker 1** I wanted my brother to help set up an online petition, so I kept hassling him and, in the end, he agreed.

**Speaker 2** I spent six weeks in Germany last summer. I had a great time, even though my sister came to stay with me for two weeks!

**Speaker 3** We spent the whole of the first term studying population growth and its effect on the environment. And for the rest of the year, we covered some other pretty interesting topics too.

**Speaker 4** The first half of the concert was modern classical music by composers I'd never heard of – but I really enjoyed the second half, which was all Beethoven and Schubert.

**Speaker 5** Some friends from university have started an online petition calling for the government to take more action on climate change. I really, really want it to get lots of

support and I hope it makes a difference. I'm just not sure the government is ready to listen.

**Speaker 6** There are quite a few people in my athletics club – although not compared to last year. You could hardly move, let alone run, there were so many people. I think it was because the Olympics were on TV ...

**Speaker 7** My parents are going to Paris in May. They invited me to go with them, but it's just before my exams. I said I'd rather go away with them in the summer – if they invite me!

#### Exercise 4 2.02 page 45

- Play the recording for students to find out if the people's petitions were successful or unsuccessful.
- Check answers as a class.

#### KEY

**Speaker 1** unsuccessful (clear)

**Speaker 2** unsuccessful (clear)

**Speaker 3** successful (implied)

**Speaker 4** successful (implied)

**Speaker 5** unsuccessful (implied)

#### Transcript

**Speaker 1** It all started with a conversation at a neighbour's party. I found out that the family who lived a few doors down from us, who are refugees from Sudan, were facing deportation, even though they've got two children at the local primary school. Our next-door neighbour had already written a letter to our local MP, but I decided an online petition might be more effective, so I put something on Change.org. Within a week, we had over twenty thousand signatures – although unfortunately, it made no difference and the family were deported a month later. I saw the father just before he had to leave, and was rather taken aback because he didn't even say thank you for trying! Oh well, I guess it was a difficult time for him ...

**Speaker 2** I got the idea from an article I'd read online talking about astroturfing. I run my own business – it's an independent bookshop with a café – and I decided to use Change.org to try and raise my profile. So I started an imaginary petition demanding that my company should be allowed to take over all the cafés in public buildings – museums, galleries, sports centres and so on. I created all these fake accounts so I could add signatures to the petition. What I wasn't expecting was the number of genuine people who also signed it! But none of it really did me any good. It took ages to set up and I didn't notice any increase in the number of customers at the shop – so it was all a waste of time, really.

**Speaker 3** When I heard that the local swimming pool was closing, I felt really upset – maybe because it had been so important to me as a child (my dad took me there every Saturday morning between the ages of about six and twelve). And then I stopped feeling upset and thought: right, how can I stop this from happening? I soon realised that an online petition was my best tactic, so I set one up. I got quite a few signatures, but nothing spectacular at first – then, to my amazement, the local news contacted me. They wanted to do an interview with me! So I agreed – and it went out on the evening news. Within a few hours, I had literally thousands of extra signatures. I think it was at that moment that I realised I was going to win.

**Speaker 4** If I look out of my bedroom window, I can see the tops of the trees – over there, to the west. That small area of forest contains hundreds of different plant and animal

species. And none of it would be there today, if it hadn't been for our petition. You see, the local council and the building contractors wanted to build 200 houses on that land. It would have ruined a beautiful piece of countryside – and destroyed all the wildlife too, of course. After we'd set up the petition, we mentioned it to everyone we met when we were out with our dog. Other dog-walkers mostly – they tend to care about this kind of thing. Soon we had quite a few signatures, so the council had to take notice. I had a few unpleasant phone calls from the building contractor, though. I really wasn't expecting that at all! It seemed they would do anything to win. But they didn't succeed. And every time we take our dog for a walk among those trees, I get a warm feeling inside.

**Speaker 5** Looking back, maybe it wasn't the best way to make my point. But anyway, I'd had enough! This neighbour of ours kept riding his motorbike past our house, every night at around one o'clock in the morning. Every night, it woke me up – it was so loud! I didn't know what to do about it. So I decided to start an online petition. I knew who the man was, because our next-door neighbour used to work with his dad. So this petition said that Michael So-and-so should be banned from riding his motorbike on our street. To be honest, I didn't get many signatures. In fact, I even got some criticism from a few people, who said I was picking on this guy and being unfair to him. Can you believe it? Anyway, I guess I was never expecting it to work, so I wasn't surprised at the result. I just wanted to draw attention to what was going on.

#### Exercise 5 2.02 page 45

- Play the recording again for students to answer the questions. With a **stronger class**, ask students to try to answer the questions before listening to check their answers. With a **weaker class**, go through the questions and answers first, checking the meaning of key words.
- Check answers as a class.

#### KEY

1 A speaker 4 B speaker 3 C – D speaker 5

E speaker 1 F – G speaker 2 H –

2 A – B speaker 2 C speaker 4 D – E speaker 1

F speaker 5 G – H speaker 3

#### Exercise 6 page 45

- Go through the example issues together. Students could also use ideas from the lead-in activity.
- In pairs, students decide on a petition they would like to start on Change.org.

#### Exercise 7 page 45

- Students complete the phrases about politics and change.
- Check answers as a class. Then, in their pairs, students think of a slogan for their petitions and list reasons for why it is important.

#### KEY

1 cut 2 put 3 reverse 4 bring 5 make

6 provide 7 raise 8 initiate

#### Exercise 8 page 45

- Students present their petitions to the class. Encourage the class to ask questions about the issue using some key phrases from exercise 7.
- Hold a class vote to find the class's favourite petitions.

## Extension

Students use the arguments they prepared in exercise 7 to design a poster about the pros and cons of human genetic engineering.

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand descriptions of online campaigns and petitions. I can infer information that is implied rather than overtly stated.*

# 4D Grammar

## Quantity

### LESSON SUMMARY

**Grammar:** Describing quantity

**Reading:** A description of ways to influence people's behaviour

**Speaking:** Describing and discussing psychological experiments

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 4 and 5.

### LEAD-IN 3-4 MINUTES

- On the left side of the board draw ten stick people. Leave a space in the centre of the board and on the right side draw three stick people. Then write *There are ... people* in the centre of the board. Point to the drawing of ten stick people and say *There are a lot of people*.
- Ask students to brainstorm other ways of expressing *a lot of*, e.g. *a large number of*. Write their suggestions on the left side of the board. Then point to the drawing of the three stick people and say *There are a few people*. Ask students to brainstorm other ways of expressing *a few* and write their suggestions on the left side of the board.
- Ask students to open their books at page 46 and scan the expressions in exercises 2 and 4 to see if any of their ideas are included.

### Exercise 1 page 46

- Students discuss the questions in pairs.
- Ask a few students to tell the class about times when they or someone else behaved illogically.

### Exercise 2 page 46

- Students read the text to find the difference between a 'nudge' and a WPI. They should skim read the text and not try to understand every word.
- Check answers as a class.

### KEY

A nudge is a suggestion and its effect is more immediate. A WPI (Wise Psychological Intervention) is an intervention that removes a mental block.

### Exercise 3 page 46

- Students read the text again and do the task. Remind them to think about whether the nouns are countable or uncountable, as well as the context.
- Check answers as a class.

### KEY

2 b, c 3 none 4 b 5 a, b 6 b, c  
7 none 8 none 9 a 10 c 11 none 12 a, b, c

### Exercise 4 page 46

- Go through the *Learn this!* box together. Students then match the quantifiers to the sentences 1–4. Point out that six quantifiers do not match any of the sentences.
- Check answers as a class.

### KEY

1 loads of 2 both, every, fewer 3 a good deal of, less 4 any

### For further practice of quantity:

#### Grammar Builder 4.2 page 140

1 1 the whole 2 either 3 all of 4 large number  
5 either 6 a few 7 some 8 half 9 each  
10 both 11 all 12 either

#### 2 (suggested answers)

- 1 I have two cousins but **neither of my cousins / them lives** in this country.
- 2 No football boots **must** be worn in this clubhouse.
- 3 On holiday, I spent at least half **of** my money on taxis.
- 4 She has six cats and every **one** of them is black.
- 5 We planted more than fifty trees, but very few **of** them survived.
- 6 I couldn't find the trainers I wanted in **any** of the sports shops in town.

### Extra activity: Fast finishers

- **Fast finishers** choose a quantifier from exercise 4 and use it to write a sentence.
- They then read their sentence to a partner, leaving out the quantifier. Their partner guesses the missing quantifier.

### Exercise 5 page 46

- Students read the sentences and explain how the choice of article or quantifier alters the meaning.
- Give students time to discuss their ideas in pairs before a whole class check.

### KEY

- 1 **a** there were other restaurants; **one** there was only one restaurant
- 2 **an** a portion or all of one of many afternoons; **the whole** one particular afternoon and emphasises the duration
- 3 **each** all the students were asked individually (possibly in order); **every** all students were asked but not necessarily individually (more general)

- 4 **not all** some of them went; **none of** not one person went
- 5 **A few** some people visit the islands; **Few** only a small number visit the islands, not many
- 6 **both** she could remember one but not the other email address; **either** she forgot both her email addresses
- 7 **Loads of** less formal; **Many of** more formal
- 8 **any** I had been to several schools; **either** I had been to two schools
- 9 **both** her parents had been to the USA; **neither** her parents hadn't been the USA

### Culture note: The ultimatum game

This experiment described in exercise 6 is known as the 'ultimatum game'. It is an interesting way to examine the participants' psychology. Logically, we would expect the giver to offer the smallest possible amount to the stranger and we would expect the stranger to accept that offer, however small it is, because it is a gift. However, studies show that the giver will usually offer between 35–50% of the money to the stranger and the stranger will usually reject any offer below 30%. The theory is that the giver is afraid of rejection and therefore calculates an acceptable amount to offer. Or are we, perhaps, sometimes irrationally kind?

### Exercise 6 page 46

- Students complete the text and then discuss the questions. There are no right or wrong answers to the questions so encourage students to express their opinions.

### KEY

1 most 2 some 3 little 4 neither 5 any 6 Both  
Students' own answers

### Extension

Students think of their own psychological experiment, similar to the one described in exercise 6, and write a description. The descriptions can be displayed in the classroom and students can vote for their favourite experiment.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use articles and quantifiers correctly. I can discuss psychological experiments.*

## 4E Word Skills

### Binomial pairs

#### LESSON SUMMARY

**Vocabulary:** Binomial pairs

**Reading:** A text about two people who were swapped at birth

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 4 and 5 can be set as homework.

### LEAD-IN 3–4 MINUTES

- Tell students that they are going to learn about binomial pairs – two-part set phrases. Give an example: *neat and tidy*.
- Write the following words on the board and challenge students to pair them: *live, dead, pick, short, safe, buried, dos, choose, wear, through, tear, sweet, learn, don'ts, high, rough, sound, through, ready, dry*.
- Students raise their hands once they have matched the pairs. When two-thirds of students have their hands up, tell them to open their books at page 47 and look at exercise 6 to check their answers.

### Exercise 1 page 47

- Students read the sentences and work out the meaning of the phrases from context.
- Elicit suggestions for single words to replace each phrase.

### KEY

(Suggested answers)

1 uncertain (adverb) 2 shout (verb) 3 things (noun)

### Exercise 2 page 47

- Go through the *Learn this!* box together. Ask students to give examples of binomial pairs in their own language, if they exist.
- Stress the importance of identifying the part of speech for each binomial pair; this will help students use the expression correctly. Then ask them to identify the part of speech for *aches and pains* (noun), *neat and tidy* (adjective) and *make or break* (verb).

### Exercise 3 page 47

- Students read the text and discuss the question.
- Ask students to put up their hands if they think Katashi was given enough compensation. Encourage students with opposing opinions to give reasons for their answers.

### Extra activity: Fast finishers

Write the following questions about the text on the board for **fast finishers** to answer:

*Was Haruki's upbringing easy or difficult? (easy)*

*What does he do now? (He's the head of a property company.)*

*What happened to Katashi when he was two? (His father died.)*

*What was Katashi's job? (He was a driver.)*

*How much money did Katashi get? (¥38 million)*

### Exercise 4 page 47

- Students read the text and identify ten more binomial phrases.
- Check answers as a class.

### KEY

by and large (adverb), born and bred (verb), part and parcel (noun), ups and downs (noun), thick and thin (noun), here and there (adverb), sooner or later (adverb), ins and outs (noun), cut and dried (adjective), more or less (adverb)

### Exercise 5 page 47

- Check that students understand phrases 1–11. They then match each phrase with a binomial pair from exercise 4.
- Check answers as a class.

#### KEY

2 cut and dried 3 by and large 4 more or less  
5 born and bred 6 pros and cons 7 ups and downs  
8 sooner or later 9 part and parcel 10 thick and thin 11 here and there

### Exercise 6 page 47

- Students complete the sentences with the binomial pairs. With a **weaker class**, elicit the part of speech first. Then tell students to read each sentence and decide what part of speech is missing.
- Do not check answers when students have finished.

#### KEY

1 pick and choose 2 dos and don'ts 3 rough and ready 4 live and learn 5 high and dry 6 dead and buried 7 short and sweet 8 wear and tear 9 through and through 10 safe and sound

### Exercise 7 page 47

- In pairs, students check their answers to exercise 6 and then think of synonyms for each binomial pair.
- Elicit answers. There may be several words or phrases to replace each binomial pair, so accept any reasonable answer.

#### KEY

(Suggested answers) 1 choose 2 rules 3 rough 4 discover new things 5 in a difficult situation 6 abandoned / finished 7 brief 8 any damage 9 in every way 10 unharmed

### Exercise 8 page 47

- In pairs, students talk about the different topics.
- Monitor and check vocabulary and grammar. Then invite a few students to tell the class about one of the topics.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use binomial pairs. I can discuss a story about two men who were swapped at birth.*

## 4F Reading

### How language changes us

#### LESSON SUMMARY

**Reading:** A text about languages and the brain

**Reading strategy:** Dealing with multiple-choice questions

**Vocabulary:** Speech verbs

**Speaking:** Discussing the psychological effect of speaking a second language

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 5 and 6 can be set as homework.

#### LEAD-IN 3–4 MINUTES

- Write the following questions on the board:  
*Do you think your language is easier to learn than English? Why / Why not?*  
*How are human languages different from animal languages? Why do you think there are so many languages in the world? At what age should a child start learning a foreign language?*
- Students discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 48

- In pairs, students discuss the meaning of *bilingual*. They can use their dictionaries to check their ideas.
- Ask students for suggestions about circumstances in which people become bilingual.

#### KEY

*Bilingual* means 'able to speak two languages equally well'.

### Exercise 2 page 48

- Students read the text quickly and choose the most interesting and/or surprising information.
- Ask a few students to share their ideas with the class.

### Exercise 3 page 48

- Go through the Reading Strategy together. Explain that multiple-choice answer options often contain 'distractors' – words or ideas that are in the text but are not the correct answer. Students have to read each option carefully to identify the correct one.
- Students read the questions, but not the options, and identify the paragraphs in which they expect to find the answers.
- Check answers as a class.

#### KEY

1 paragraph 1 3 paragraph 4 4 paragraph 5

### Exercise 4 page 48

- Students read the text again and choose the correct option for each question. Encourage them to look for key words and remind them to think about synonyms and other ways of expressing the ideas and words in the options.
- **Stronger students** can try to answer the questions before reading the text again. With a **weaker class**, go through each option together and help students identify key words.

#### KEY

1 b 2 c 3 b 4 d 5 a 6 a

### Exercise 5 page 48

- Students find the verbs in the text and match them with the definitions.
- Check answers as a class.

#### KEY

1 probe 2 conjecture 3 rumour 4 highlight  
5 caution 6 elicit

**For further practice of speech verbs:**  
**Vocabulary Builder 4F** page 128

- 1 1 scold 2 snap 3 snivel 4 tease 5 entreat  
6 chant 7 mouth
- 2 1 hissed 2 yelled 3 retorted 4 whined  
5 nagged 6 squealed

**Extra activity: Fast finishers**

Write the following sentences on the board and ask **fast finishers** to complete them with verbs from exercise 5:

*Some experts ... that New York will be under water in one hundred years.* (conjecture)

*It is ... that my boss is going to leave our company soon.* (rumoured)

*He ... me not to spend too long in the sun.* (cautioned)

*They ... opinions from everyone who had read the article.* (elicited)

*The accident ... the dangerous nature of the activity.* (highlighted)

*The police are starting to ... the unexplained death of Mr Foster.* (probe)

**Exercise 6** page 48

- Students scan the text to find examples of direct speech. They discuss the two questions in pairs.
- Check answers as a class.

**KEY**

- 1 The writer uses quotations to back up his/her ideas with comments and opinions from experts.
- 2 The speech verbs are in the present simple because the information is still valid and the opinions are still held today.

**Exercise 7** page 48

- Students find the quote and read the paragraph again to understand how the writer has interpreted the quote.
- They then work in pairs and discuss their own reactions to the quote. Emphasise that there are no wrong or right answers, but they should give reasons for their opinions.
- Ask a few students to share their ideas with the class.

**Extra activity**

Write the following questions on the board and ask students to find the correct names in the text:

*Who said that people couldn't understand a concept if their language didn't have a word for it?* (Benjamin Lee Whorf)

*Who believed that all squirrels were female?* (Maria Sera)

*Who did an experiment with people who could speak Japanese and English?* (Susan Ervin-Tripp)

*Who discovered that bilingual children understood other people's points of view better than monolingual children?* (Paula Rubio-Fernández)

*Who did some research into the link between bilingualism and dementia?* (Ellen Bialystok)

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about languages and the brain. I can use different speech verbs.*

## 4G Speaking

### Discussion

**LESSON SUMMARY**

**Speaking:** Discussing a topic and expressing opinions

**Speaking strategy:** Using rhetorical questions

**Listening:** Two students discussing different inventions

**Vocabulary:** Adjectives to describe change

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Exercise 8 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Write *INVENTIONS* on the board. Ask students, in pairs or small groups, to brainstorm the most important inventions in the last two hundred years.
- Elicit ideas and write them on the board. Then ask students to rank the ideas from most important to least important.
- Leave students' suggestions on the board.

**Exercise 1** page 50

- Focus attention on the diagram and ask students if it includes any of their ideas from the lead-in activity.
- In pairs, students discuss which invention has changed human society the most. Encourage students to try to reach agreement.

**Exercise 2** page 50

- Go through the Speaking Strategy together. Then read out the three rhetorical questions, stressing the key words: *What have you done to help today? Would you let a child watch that video? How much time do people waste on the internet?* Explain that intonation and sentence stress are often used in rhetorical questions for emphasis.
- Students then write rhetorical questions.
- Ask individual students to read out their answers and check that they use intonation and sentence stress for emphasis.

**KEY**

(Suggested answers)

- 2 How much cleaner would the air in our cities be without cars? (Much cleaner!)
- 3 How often do you go through a whole day without using a computer? (Never!)
- 4 How much time do people spend staring at their phones every day? (Lots!)
- 5 How much money do governments spend on weapons? (Millions!)

**Exercise 3**  2.03 page 50

- Students work in A/B pairs as they listen to the recording, focusing on different questions.



- Give students time to note down their answers. Do not check answers yet.

**KEY**

**Student A** 1 Students' own answers 2 Students' own answers

**Student B** 1 phones 2 How many people have died in armed conflicts since the gun was invented? (The answer is stated: 'Millions!') How often did children die before they even reached their first birthday? (The answer is implied.)

**Transcript**

**Examiner** Now Mark, Anna, I'd like you to talk about something together for about two minutes. Here are some inventions that have undoubtedly changed the world. Which of them do you think has changed the world the most?

**Mark** Well, I can start by saying that, in my opinion, computers have had a really huge effect on the world. I mean, computers have changed every aspect of our lives – especially now that we also have the internet. It's just impossible to imagine life without the internet.

**Anna** That could well be true, but even so, I think other inventions have had a more dramatic effect on the world. For example, without guns, the world would be a much less violent and dangerous place. How many people have died in armed conflicts since the gun was invented? Millions!

**Mark** True, but what it really comes down to is how much these inventions have changed our everyday lives. I mean, before guns were invented, humans still fought wars. There was a lot of violence in ancient times, perhaps even more than there is today.

**Anna** Was there? I don't really know whether there was more violence or not ...

**Mark** Anyway, if it's all about changes to our everyday lives, what about cars?

**Anna** Yes, cars have made a huge impact on everyday life. They've affected work, leisure, travel – everything.

**Mark** That's a fair point, but I still think computers have had a more radical effect. Almost everything you use these days has a computer of some kind in it – including your car!

**Anna** OK. But looking at the other inventions, perhaps antibiotics have had the most profound effect. After all, people used to die of all kinds of infections and diseases before they were invented. How often did children die before they even reached their first birthday?

**Mark** I take your point, but at the same time, I think computers have transformed every aspect of our lives, not just health.

**Anna** That's true. Computers are everywhere. I can't argue with that ...

**Mark** So we need to come to an agreement here.

**Anna** Well, I suppose I can go along with your view: computers have definitely transformed the world in a very profound way.

**Mark** Yes, that's my opinion.

**Exercise 4** page 50

- Students tell their partner about the answers to their questions from exercise 3.
- Check answers as a class.

**Exercise 5** 2.03 page 50

- Focus attention on the heading *Acknowledging without agreeing*. Emphasise that when we discuss a topic with someone, it is important to show respect by acknowledging their opinion. This shows that you are listening, but it does not necessarily mean that you agree.
- Students work individually to complete the phrases.
- Play the recording for students to check their answers.

**KEY**

1 fair 2 down 3 so 4 view 5 end 6 case 7 take 8 even

Students hear phrases 1, 2, 7 and 8.

**Exercise 6** page 50

- In pairs, students ask and answer the questions. Monitor and check that students use the phrases in exercise 5.

**Exercise 7** 2.04 page 50

- Play the recording for students to listen.
- With a **weaker class**, write two headings on the board: *Mark* and *Anna*. Pause the recording after they have answered each of the questions in exercise 6 and elicit brief notes to write under the correct heading.
- Students can use these notes to help them decide if they agree or disagree with Mark and Anna's answers.

**Transcript**

**Examiner** Can you imagine something that hasn't been invented, but if it were, it would change the world for the better? Mark?

**Mark** Well, I can certainly think of some inventions that would make the world a lot more fun. For example, a jet pack that really worked – one that you could use for flying to school, or just getting around town. That would be brilliant! Although to be honest it would have a minimal effect on the world in general. It would just be a lot of fun!

**Examiner** What about you, Anna?

**Anna** Well, I think something that could kill mosquitoes – I mean eradicate them. That would have a momentous effect on some developing countries. Malaria causes millions of deaths every year, particularly among children.

**Examiner** OK. That's interesting. Now, my next question is this: if it were possible to really change the human body – to make people stronger, faster, and so on – do you think that would be a good use of technology? Would you be happy with that? Anna.

**Anna** Would I be happy with that? Er ... I don't think I would, really. I don't think we should interfere with nature. Perhaps it's OK to make cosmetic changes, but I wouldn't be happy with anything fundamental. Do we want surgeons operating on perfectly healthy people?

**Examiner** What about you, Mark? What do you think?

**Mark** I agree with Anna. I think it would be a really bad idea.

**Examiner** OK. My final question is this. Do you think robots are going to take over most people's jobs in the future? A lot of people are predicting that. What's your opinion? Mark.

**Mark** Hmm. It's very difficult to predict the future. I'm sure robots will be able to do all kinds of things, and this will certainly have an impact on jobs. There are going to be sweeping changes in all areas. But I think most people will still find work – mainly because humans prefer to be with other humans. Who wants to get their hair cut by a robot?

**Examiner** And what do you think, Anna?

**Anna** I think Mark is right – people do like to spend time with other people. But that only applies to a certain kind of job. A lot of other jobs don't involve contact with customers, and all of those could be done by robots. Robots could repair your car, package your online orders, all kinds of things. A lot of people will lose their jobs. I think there's going to be a really radical overhaul of society.

**Examiner** Thank you both very much.

### Exercise 8 page 50

- Students decide if the adjectives imply a big or a small change.
- Check answers by asking students to read out each word. Ensure that they pronounce the adjectives correctly, e.g. *marginal* /'mɑ:dʒɪnl/, *minimal* /'mɪnɪməl/ and *radical* /'rædɪkl/, and the silent b in *subtle* /'sʌtl/.

#### KEY

**Big changes** dramatic, drastic, fundamental, marked, momentous, profound, radical, sweeping  
**Small changes** cosmetic, marginal, minimal, subtle

### Exercise 9 2.04 page 50

- Give students time to read the sentences and think about which adjective might fit best.
- Play the recording for students to complete the sentences.
- Check answers as a class.

#### KEY

1 minimal 2 momentous 3 cosmetic  
4 sweeping 5 radical

- In pairs, students ask and answer two of the questions from the list. Monitor the activity, checking that they use grammar and vocabulary correctly and that they include some adjectives from exercise 8.
- Invite a few pairs to ask and answer their questions in front of the class. Get the class to decide who gave the most interesting answers.

### Exercise 11 page 50

- Students discuss the question in pairs. With a **weaker class**, brainstorm some suggestions onto the board. Students can then choose one of those suggestions or their own ideas.

#### Extra activity: Fast finishers

Write the following question on the board for **fast finishers** to discuss in pairs:

*Imagine a time machine has been invented. Which period of time would you go back to and why?*

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss a topic and express opinions. I can use adjectives to describe change.*

## 4H Writing

### Letter to an editor

#### LESSON SUMMARY

**Writing:** A letter to an editor

**Writing strategy:** Using formal language in letters

**Reading:** A letter to an editor

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 2. Exercise 7 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Write the following questions on the board:  
*What facilities are there for young people in your area?*  
*What can you do and where can you go?*
- Ask students to work in pairs or groups. Give them two minutes to brainstorm answers to the questions.
- Elicit suggestions and write them on the board. Get the class to vote for their favourite place and activity.

### Exercise 1 page 51

- Focus attention on the question. Explain that the lead-in activity was about facilities that already exist, but now you want students to think about what is lacking.
- In pairs, students discuss their suggestions for young people, families, and elderly and retired people.

### Exercise 2 page 51

- Ask students to scan the letter and find out if any of their suggestions from the lead-in activity and from exercise 1 are mentioned. They then look at the task and read the letter more carefully to identify the writer's suggestion.
- Check answers as a class.

#### KEY

**He/She suggests a full consultation with local residents.**

#### Extension

- Write the following statements on the board:  
*The writer is in favour of the nature reserve. (false)*  
*The writer believes there aren't enough leisure facilities for young people. (true)*  
*The writer thinks young people should spend more time at the shopping centre. (false)*  
*The writer thinks the area is currently lively and appealing. (false)*  
*The writer believes if some cafés opened in the area, many local residents would use them. (true)*
- Students read the letter again and decide if the statements are true or false. **Stronger students** can try to do this before reading the letter again to check their answers.

### Exercise 3 page 51

- Students read the letter again to find more formal equivalents for the clauses and phrases.
- Check answers as a class.

**KEY**

- 1 I feel I must write to express my disappointment
- 2 it would have limited appeal for the younger members of our community
- 3 I would like to suggest that the current proposal be reconsidered.
- 4 there is a serious lack of leisure facilities for young people
- 5 they are often reduced to congregating in the shopping centre
- 6 there is no reason why this should not prove popular with local residents of all ages

**Exercise 4** page 51

- Go through the Writing Strategy together. Ask students to suggest other contexts in which a formal letter is appropriate, e.g. a letter of complaint, a job application, a letter to an organisation.
- Students identify the different language points and expressions in the letter.
- Check answers as a class.

**KEY**

- 1 How often have people accused teenagers in our town of antisocial behaviour? How often have teenagers been accused of antisocial behaviour?
- 2 Only when young people have access to ... will this problem be solved.
- 3 What is undeniable is that there is a serious lack of leisure facilities for young people ... ; I firmly believe that, were the council to embark on ...
- 4 Students' own answers

**For further practice of formal and informal equivalents:****Vocabulary Builder 4H** page 128

- 3 1 proved 2 address 3 seek 4 yield, distribute
- 5 advise 6 conceive 7 discarded 8 Ensure, submit
- 4 Students' own answers

**Exercise 5** page 51

- Go through the task together. Check that students understand the situation. Students then work in pairs to think of other uses for the building.
- Alternatively, you could do this as a class brainstorming activity, writing suggestions on the board. Students can then choose the best suggestions to include in their letter.

**Exercise 6** page 51

- Students plan their letter. Focus attention on the paragraph structure in the model letter: paragraph 1 – introduction; paragraph 2 – first suggestion; paragraph 3 – alternative suggestion; paragraph 4 – conclusion.
- Students could exchange their plans with a partner and make comments or suggestions about their partner's plan.

**Exercise 7** page 51

- Students write their letter, using the plan from exercise 6. Monitor and help with vocabulary and grammar as necessary.

- Make sure students go through the checklist when they finish their first draft and make any changes necessary.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a letter about a local improvement scheme. I can use appropriate and formal language.*

# 5

# Battles

## Map of resources

### 5A Vocabulary

Student's Book, pages 52–53; Workbook, page 52  
Photocopiable: 5A (War and conflict)

### 5B Grammar

Student's Book, page 54; Workbook, page 53  
Photocopiable: 5B (Passive structures)

### 5C Listening

Student's Book, page 55; Workbook, page 54

### 5D Grammar

Student's Book, page 56; Workbook, page 55  
Photocopiable: 5D (Uses of *it*)

### 5E Word Skills

Student's Book, page 57; Workbook, page 56

### 5F Reading

Student's Book, pages 58–59; Workbook, page 57

### 5G Speaking

Student's Book, page 60; Workbook, page 58  
Photocopiable: Functional Language Practice (Fillers, paraphrasing and speculating)

### 5H Writing

Student's Book, page 61; Workbook, page 59

### Culture and Literature 5

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DVD and DVD worksheet: Unit 5

### Classroom Presentation Tool Unit 5

### End of unit

Unit Review: Workbook, pages 60–61  
Photocopiable: Grammar Review  
Exam Skills Trainer 3: Student's Book, pages 62–63  
Cumulative Review I–5: Workbook, pages 112–113  
Progress Test and Short Tests: Unit 5  
Cumulative Test: Units I–5

## 5A Vocabulary

### War and conflict

#### LESSON SUMMARY

**Vocabulary:** War and conflict; collocations: conflict and war

**Reading:** The US invasion of Afghanistan

**Listening:** An account of the Vietnam war

**Speaking:** Discussing war and peace

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Set exercise 4 as homework.

#### LEAD-IN 3–4 MINUTES

- Write *WAR AND CONFLICT* on the board. Ask students, in pairs or small groups, to brainstorm words related to the topic. They can include nouns, verbs and adjectives.
- After two minutes, elicit ideas and write them on the board.
- Ask students to open their books at page 52 and see if any of their ideas are included in exercise 2.

#### Exercise 1 page 52

- Focus attention on the photos and ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 2 page 52

- Students complete the text. They then check their ideas from exercise 1. Remind them to read the sentences before and after each gap to help them choose the correct word.
- Check answers as a class.

#### KEY

1 terrorists 2 leader 3 atrocities 4 terrorist-training camps 5 allies 6 coalition 7 troops 8 invasion 9 occupation 10 border 11 civilian government 12 insurgency 13 guerrilla raids 14 asymmetric warfare 15 special forces 16 security  
The USA, the UK and NATO forces from 43 countries were involved. The war started when Al Qaeda flew two planes into the World Trade Centre and the Afghan government refused to hand over those responsible. The Afghan government finally assumed responsibility for its country in 2014.

### Exercise 3 page 53

- Go through the *Fluency!* box together. Encourage students to keep a record of collocations they learn and to write an example sentence for each new collocation.
- Students read the dictionary entries and scan the text to find six collocations from these entries.
- Check answers as a class.

#### KEY

issued an ultimatum, declared war, seized power, staging ambushes, carrying out suicide attacks, withdraw their forces

### Exercise 4 page 53

- Students complete the sentences.
- Check answers as a class.

#### KEY

(Suggested answers)

1 came (under) attack 2 falling (from) power 3 were caught (in) an ambush 4 send (armed) forces 5 comply with the ultimatum 6 waging a war

#### Extra activity: Fast finishers

- **Fast finishers** write a sentence with each of the following collocations from the dictionary entries in exercise 3: *mount an attack, ignore an ultimatum, mobilise a large force, lay an ambush, relinquish power.*
- They can then compare their sentences in pairs.

### Exercise 5 2.05 page 53

- Write *The Vietnam War* on the board. If there is a world map in the classroom, show students where Vietnam is. Then ask them to work in pairs to answer the questions.
- Play the recording and let students check answers in pairs.

#### KEY

1 France 2 communism 3 the 1970s 4 the North

#### Transcript

In 1942, during the Second World War, Japan invaded and occupied Vietnam, which had been a French colony since 1887. In the north of the country a man called Ho Chi Minh started a guerrilla war against the Japanese, and when the Japanese left in 1945, it continued against the French, who had returned to the country. Ho Chi Minh was inspired by Chinese and Soviet communism and was determined to expel the French. At a decisive battle in 1954, the French were defeated by Ho Chi Minh's forces. The French left and the country was divided in two, with the South ruled by a pro-Western government in the city of Saigon, and the North by a communist one in Hanoi. It was at the height of the Cold War, and fearing that if one South-East Asian country fell to communism, many others would follow, the USA started to supply arms and training to the government in the South. North Vietnam was also helped by the Viet Cong, people in the South who were sympathetic to the North Vietnamese. By 1962 the USA had stationed 9,000 troops in Vietnam. When, in 1964, two American warships were shot at by the North Vietnamese, the US president ordered the bombing of military targets in the North. The war quickly escalated and the number of American soldiers increased to 82,000 by early 1965. However, neither side could make a decisive breakthrough. By the end of 1967,

the number of US troops was increased to half a million in an attempt to break the stalemate. Air strikes were inflicting enormous casualties on the North Vietnamese, but they strengthened their air defences with aid from China and the Soviet Union. The Viet Cong in the South were putting up stiff resistance too, and the Americans were suffering heavy losses. By 1968, 15,000 American soldiers had been killed and over 100,000 wounded. As the body count rose, opposition to the war began to grow in the USA, with many believing that the war was unwinnable. Students staged massive anti-war protests and put pressure on the government to end the war. With no prospect of an end to the fighting, the US began to withdraw troops and to seek a peaceful solution, but Ho Chi Minh insisted on a complete American withdrawal as a condition of peace. American involvement in Vietnam finally ended in August 1973, but fighting continued between the South and the North until 1975, when the North Vietnamese captured Saigon, the capital of the South.

North Vietnam could at last claim victory, and the country was finally reunited, but it came at a huge cost. Nearly 60,000 Americans were killed, and it is estimated that about two million Vietnamese lost their lives, half of them civilians.

### Exercise 6 2.05 page 53

- Students listen to the recording again and complete the sentences. **Stronger students** can try to complete the sentences before listening to check their answers.
- With a **weaker class**, pause the recording after each gapped sentence to give students time to write their answers.

#### KEY

1 a guerrilla war 2 a decisive battle 3 communism 4 two American warships 5 China and the Soviet Union 6 students 7 civilians

### Exercise 7 page 53

- Students complete the collocations.
- Allow students to use dictionaries to check their answers before a whole class check.

#### KEY

1 occupy 2 supply 3 station 4 make 5 break 6 inflict 7 put up 8 suffer 9 stage 10 claim 11 lose

### Exercise 8 page 53

- Read out the example sentence and give one more example: *In World War II, Germany occupied France from 1940 to 1944.* Then ask students to work in pairs and make up sentences using the collocations from exercise 7.
- Ask a few students to read out their sentences.

### Exercise 9 page 53

- Students read the quotations and sayings and discuss them in pairs. Monitor and help with vocabulary and grammar.

## Culture notes: quotations

The first quote, *The purpose of all war is peace*, is attributed to Saint Augustine, a fourth-century philosopher from Africa. Saint Augustine also invented the term and concept of a 'just war'. He believed that in order to achieve peace in the long term, one should be prepared to fight in the short term.

*An eye for an eye* is a quote from the Old Testament, but the second half of the quote, *and the whole world goes blind*, is believed to have been said by the Indian leader and non-violent campaigner, Mahatma Gandhi.

## Extension

- Put students in small groups. Give each group a copy of the transcript of the account of the Vietnam War.
- Ask groups to make a timeline for the Vietnam War. This can be set as a project or homework. Encourage students to research facts and find photos to illustrate their timelines.

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about military conflicts. I can use verb-noun collocations. I can discuss war and peace.*

# 5B Grammar

## Passive structures

### LESSON SUMMARY

**Grammar:** Passive structures

**Reading:** An article about the Star Wars series of films

**Speaking:** Talking about the Star Wars films

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 2. Exercises 6 and 7 can be set as homework.

### LEAD-IN 3-4 MINUTES

- Put students in two teams. Read out the following famous quotes from films and challenge teams to name the films:  
*In a galaxy far, far away ...* (Star Wars)  
*Just keep swimming.* (Finding Nemo)  
*Show me the money!* (Jerry Maguire)  
*To infinity and beyond!* (Toy Story)  
*I see dead people.* (The Sixth Sense)  
*There's no place like home.* (The Wizard of Oz)  
*You're gonna need a bigger boat.* (Jaws)
- Each team then thinks of two more famous quotes from films and challenges the other team to name the films.

## Exercise 1 page 54

- Students share their knowledge about the Star Wars films.
- Brainstorm facts onto the board and ask students to say whether or not they like the films.

## Exercise 2 page 54

- Students read the text quickly to see if it includes any of the facts from exercise 1.
- Students read the text again to find the order of the three trilogies.
- Check answers as a class.

### KEY

The 1970s trilogy was released first, followed by the prequel to these films in the late 1990s. Finally, a sequel trilogy started to be released in 2015.

## Extra activity

Write the following questions about the text on the board for students to answer:

*How many Star Wars films were released between 1977 and 1983?* (three)

*How many Oscars did the first film win?* (seven)

*What aspects of the film were particularly innovative and ahead of their time?* (the special effects)

## Exercise 3 page 54

- Write two sentences on the board: *He stole the jewels from her suitcase. The jewels were stolen from her suitcase.*
- Ask students to identify the passive sentence (*The jewels were stolen from her suitcase*) and remind them that we often use the passive when the subject of the sentence is less important. Then go through passive structures 1–7.
- Students read the text in exercise 2 and identify the passive structures.
- Check answers as a class.

### KEY

1 an evil power being taken on by a 'small guy'

2 The first film was awarded seven Oscars

3 the film ... can be regarded as instrumental

4 It is widely rumoured that ...

5 an evil power being taken on by a 'small guy'

6 a series of science-fiction films set in the distant past / the first of the trilogy released over the next six years

7 there are plans for the Star Wars franchise to be kept alive

### For further practice of passive structures:

#### Grammar Builder 5.1 page 141

- 1 1 being told 2 be rectified 3 have been painted  
4 not being offered / not having been offered  
5 be delayed / have been delayed 6 being watched
- 2 2 I was given this book by a friend. / This book was given to me by a friend.  
3 How much were you being paid per hour?  
4 The prize will be offered to the student who writes the best essay. / The student who writes the best essay will be offered the prize.  
5 I'm owed quite a lot of money. / Quite a lot of money is owed to me.  
6 She has been appointed head teacher.  
7 The tablet I ordered is being sent to me by courier. / I'm being sent the tablet I ordered by courier.
- 3 2 (Kate) is believed to have been at home last night.  
3 (It) was said that he was extremely dangerous.  
4 (Dinosaurs) are known to have become extinct 60 million years ago.  
5 (It) is often said that French wine is the best.  
6 (Joe) appears not to have been invited to their party.
- 4 1 (They had) all their business expenses paid for.  
2 (Liam) has had his passport confiscated.  
3 (Owen) was lent a DVD about volcanoes.  
4 (I) haven't ever / have never had the passive voice explained to me.  
5 (We) had the full cost of the holiday refunded to us.  
6 (Have you) ever had your mobile stolen?

#### Exercise 4 page 54

- Go through the first sentence together, pointing out the two objects (*me* and *a defective TV*) and eliciting the two possible passive sentences.
- Students rewrite the sentences individually.
- Check answers as a class.

#### KEY

- 1 I was sold a defective TV. / A defective TV was sold to me.
- 2 The swimmer has been thrown a lifeline by a lifeguard. / A lifeline has been thrown to the swimmer by a lifeguard.
- 3 The job will be offered to the most experienced applicant. / The most experienced applicant will be offered the job.
- 4 The chickens were being fed with corn. / The corn was being fed to the chickens.
- 5 After the poor performance, little respect was shown to the players. / After the poor performance, the players were shown little respect.
- 6 My exam results are being sent in the post. / I am being sent my exam results in the post.

#### Exercise 5 page 54

- Go through the *Learn this!* box together. Students then scan the text in exercise 2 to find an auxiliary passive. With a **weaker class**, tell students to look for a sentence with *had*.
- Check answers as a class.

#### KEY

The film has had praise heaped on it from all quarters ...  
Passive: The film has been praised from all quarters ...

#### Exercise 6 page 54

- Students rewrite the sentences using the auxiliary passive. Remind them that we use *by* to introduce the agent.
- Check answers as a class.

#### KEY

- 1 I had this CD given to me (by a close friend) for my birthday.
- 2 Sally had her car stolen from right outside her house.
- 3 We always had stories read to us at primary school.
- 4 Tom won't have his iPad returned to him until the end of the lesson.
- 5 Ed will have permission to miss the P.E. lesson refused.
- 6 Liam had a practical joke played on him.

#### Extra activity: Fast finishers

- Ask **fast finishers** to look again at the passive sentences they wrote for exercise 4 and to rewrite them, if possible, using the auxiliary passive.
- Check answers, pointing out that in sentences 2 and 3, the auxiliary passive would rarely be used as it highlights the fact that we do not know the gender of the subject, making the construction clumsy.

#### KEY

- 1 I had a defective TV sold to me.
- 2 The swimmer has had a lifeline thrown to him/her by the lifeguard.
- 3 The most experienced applicant will have the job offered to him/her.
- 4 The chickens are having corn fed to them.
- 5 After the poor performance, the players had little respect shown to them.
- 6 I'm having my exam results sent (to me) in the post.

#### Exercise 7 page 54

- Students rewrite the auxiliary passive sentences from exercise 6 with a standard passive construction.
- Check answers as a class.

#### KEY

- 2 Sally's car had been stolen from right outside her house.
- 3 Stories were always read to us at primary school.
- 4 Tom's iPad won't be returned to him until the end of the lesson.
- 5 Ed will be refused permission to miss the P.E. lesson.
- 6 A practical joke was played on Liam.

#### Exercise 8 page 54

- In pairs, students take it in turns to reform the sentences. Monitor and check that students use the grammar correctly.

#### KEY

(Suggested answers)

- 1 She should be told the truth. / She should have the truth told to her.
- 2 It is said the Harry didn't do any revision. / Harry is said not to have done any revision.
- 3 He always wants to be praised.

- 4 I hate being stared at.
- 5 The car should be taken for repair immediately.
- 6 The film was given poor reviews. / Poor reviews were given to the film.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use passive structures. I can discuss a popular series of science-fiction films.*

## 5C Listening

### Arguments

#### LESSON SUMMARY

**Listening:** People talking about arguments

**Listening strategy:** Identifying reported information

**Vocabulary:** Reporting verbs

**Speaking:** Discussing arguments

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 4.

#### LEAD-IN 3-4 MINUTES

- In pairs, students tell each other about a time when they had an argument or disagreement with someone. They should include answers to the following questions:  
*Who did you argue with?*  
*What was the argument about?*  
*Do you feel the same way about the topic?*  
*Do you think the topic was worth arguing about?*
- Ask a few students to tell the class about their partner. Their partner listens and interrupts if any of the information is incorrect.

#### Exercise 1 page 55

- Focus attention on the cartoon and ask:  
*What has happened?*  
*What is the relationship between the two people?*  
*Why are they arguing?*  
Accept all reasonable answers.
- Students discuss what people 1-4 most often argue about.
- Ask a few students to share their ideas with the class.

#### Exercise 2 2.06 page 55

- Go through the Listening Strategy together. Students then read the reporting verbs and check their meaning. Allow them to refer to their dictionaries.
- Give students time to read the sentences before playing the recording. **Stronger students** can try to complete the sentences before listening.
- Check answers as a class.

#### KEY

- 1 threatened 2 protested, denied 3 objected  
4 admitted 5 reminded 6 complained  
7 announced 8 warned

### Transcript

- 1 If you don't stop arguing, I'll send you to your rooms.
- 2 No, you're wrong. It wasn't me! I didn't break the window!
- 3 I really don't approve of the plan to build a new supermarket on the fields behind my house.
- 4 Yes, it was me that was to blame for the argument.
- 5 And of course, I've already told you about this, but please don't forget that on Monday I'll be testing you on last term's work.
- 6 Excuse me. This pasta is cold. And it smells a bit funny too.
- 7 I've got some news for you. Harry and I are engaged.
- 8 Don't go into the river. The currents are very strong and you could get washed downstream.

#### For further practice of reporting verbs:

#### Vocabulary Builder 5C page 128

- 1 1 advise 2 argue 3 boast 4 claim 5 concede  
6 inform 7 insist 8 mention 9 propose  
10 question 11 reveal
- 2 1 inform 2 boast 3 concede 4 claim 5 advise  
6 argue
- 3 4.17  
1 question 2 insist 3 suggest / propose  
4 reveal 5 mention

#### Transcript

- 1 What we don't know is whether the Prime Minister was aware of the corruption.
- 2 You must come home before midnight. That's non-negotiable, I'm afraid.
- 3 Why don't we all sit down and discuss the situation calmly?
- 4 I can now tell you that the winner of the essay competition is George!
- 5 By the way, I'm going to London tomorrow.

#### Exercise 3 2.07 page 55

- Give students time to read the questions and options.
- Then play the recording for students to choose the correct answers. With a **weaker class**, play the recording again, pausing after each conversation to check students' answers.

#### KEY

- Conversation 1 1 C 2 A  
Conversation 2 1 C 2 B  
Conversation 3 1 B 2 A

#### Transcript

##### Conversation 1

**Woman** Look at this article. It's all about how couples can avoid arguments.

**Man** I can't bear all that amateur psychology stuff.

**Woman** Yeah, it can be a bit silly. But this is pretty good stuff.

**Man** Why avoid arguments? I like a good argument.

**Woman** Well, it says in the article that things need to be verbalised before anger takes hold.

**Man** That's kind of obvious, but it isn't always possible to deal with things before they get to the point where you're arguing, is it?

**Woman** Maybe not, but ...



**Man** You're usually already angry before the argument starts. That's why you argue.

**Woman** I think you're missing the point. It's a case of making your partner understand how you feel, letting them know when things are going wrong, not bottling up your feelings. That way you have the best chance of not exploding and saying things you regret.

**Man** Well, perhaps there's something in it then, but I don't think it really applies to me and my partner.

#### Conversation 2

**Man** What's up, Lisa? You look a bit down in the dumps.

**Woman** Mike and I had a terrible row last night. It started with something really small – who was going to take the rubbish out. But it escalated really quickly and before we knew it we were yelling at each other. I hate having to nag him about taking it out. It's really beginning to worry me, because we argue more and more. I'm really concerned that we might not have a future together.

**Man** Oh dear. You must both feel very anxious. But it wasn't your fault, was it?

**Woman** We were both to blame, really. And we did say sorry and make up. I don't suppose you and Catherine let things get out of control.

**Man** You'd be surprised. I know that when Catherine and I argue, it upsets me for days, even though we always patch things up quite quickly. But what we try to do is to choose our words carefully and not raise our voices. It isn't so much avoiding your anger that's important, as expressing it reasonably.

#### Conversation 3

**Woman** I'm so angry, in fact I'm still fuming.

**Man** How come?

**Woman** Me and Josh have just had an almighty row. He was totally unreasonable and I just didn't want to listen any more.

**Man** So what happened?

**Woman** He was playing games on the telly – you know those online games he plays with his mates – and I wanted to watch something but he wouldn't come off ... said he had to finish his game. So I walked out and slammed the door. That'll teach him.

**Man** Isn't it better to try to resolve things properly?

**Woman** No, that's not the way it works. It's pointless giving in to him. He'll never change. It's better to just let things blow over, and pretend that it never happened.

**Man** I'm not sure that's wise. It could build resentment in the future.

**Woman** What do you know about it?

**Man** Unresolved feelings can surface later on and cause more serious problems. Better to talk things through now and kiss and make up.

**Woman** Hmph.

#### Exercise 4 page 55

- Play the recording again if necessary.
- In pairs, students discuss which opinions they agree and disagree with, giving reasons for their answers.

#### Extra activity

Write the following questions about the conversations on the board for students to answer:

##### Conversation 1:

*Who enjoys arguments? (the man)*

*Who thinks the article is irrelevant? (the man)*

##### Conversation 2:

*Who argued recently about a household chore? (the woman)*

*Who is upset for a long time after an argument? (the man)*

##### Conversation 3:

*Who was angry because they couldn't watch TV? (the woman)*

*Who believes their partner is incapable of change? (the woman)*

#### Exercise 5 page 55

- In pairs or groups students discuss the questions and then report their ideas to the class.
- Monitor and help with vocabulary and grammar.

#### Extension

Ask students to write a leaflet with advice for young people on how to avoid arguments and how to make up after arguments. They can use some of the ideas from the audio script for exercise 3 or their own ideas.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand people talking about arguments. I can use reporting verbs, adjectives and adverbs that describe feelings, and verbs that report opinions.*

## 5D Grammar

### Uses of it

#### LESSON SUMMARY

**Grammar:** Uses of *it*

**Reading:** A text about the Ten Tors challenge

**Listening:** A teenager talking about the Ten Tors challenge

**Use of English:** Rewriting a sentence so that it means the same as another sentence

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 4 and 5 as homework.

#### LEAD-IN 3–4 MINUTES

- Ask: *Have you ever taken part in a big sporting event?* Describe a sporting event that you have participated in, e.g. *I ran five kilometres in the Race for Life last year. I wasn't fast, but I had fun and met lots of friendly people.*
- Ask a few students to describe their own experiences.

### Exercise 1 page 56

- Students read the text to find out about the Ten Tors Challenge. Ask a few comprehension questions:  
*Who organises the Ten Tors Challenge?* (the British Army)  
*How long does it take?* (34 hours)  
*What is the maximum distance you can walk?* (88 km)  
*Where do participants sleep?* (in their own tent)
- Students discuss whether or not they would like to take part in this kind of activity and compare it with other challenges and races.

### Exercise 2 2.08 page 56

- Give students time to read the sentences and think about the type of information needed to complete each gap. Then play the recording.
- Check answers as a class.

#### KEY

1 as impossible to cover 2 to walk 3 training / to train 4 what the weather 5 to be mentally 6 to keep up 7 to carry (some of) her kit 8 when (they came over the hill and) she saw

#### Transcript

I completed the Ten Tors Challenge in May. It was actually the third time I've done it. The first time I was fifteen and I did the 56-kilometre route, the second time the 72-kilometre one, and then in May I did the big one – walking 88 kilometres in a little under two days. Some people might regard it as impossible to cover that distance in so short a time. And it certainly isn't easy! So what are the challenges? They are both physically and mentally challenging. It's obviously very difficult to walk the length and breadth of Dartmoor. You don't follow paths; you walk on open ground, navigating between the ten Tors, or rocky outcrops which are the ten points you have to visit. And if the weather's bad the visibility can be really poor. But you only have a map and compass – you aren't allowed to bring phones or satnavs. And you have to carry everything with you, that's about thirteen kilograms of kit on your back. We spent a lot of time training and preparing for the challenge. That was really hard work. You train in all weathers – sun, snow and rain – because nobody knows what the weather will be like on the day, and anyway it can change in an instant. You get blisters on your feet, and your shoulders and hips ache with the weight of the rucksack. If it's wet, your boots and socks will be soaking wet and they won't have a chance to dry out overnight. So much for the physical hardships – what about the mental challenges? Being mentally strong is really important. You sometimes feel like giving up, but you can't do that. You have to keep going. And you have to work as a team, supporting the other five members of your party, especially if one of them is finding it difficult to keep up. I remember I was having a really bad time of it last year, and one of the girls in my team carried some of my kit for a while. That was really kind. But the best bit is finishing. I loved it when we came over the hill, and finally saw the finish line, just a kilometre away. I got an amazing sense of achievement from the experience.

### Exercise 3 page 56

- Go through the *Learn this!* box together. Students then match the sentences from exercise 2 with the uses of *it*.
- Check answers as a class.

#### KEY

1 sentences 2, 3, 4, 7 2 sentences 5, 6 3 sentence 8  
4 sentence 1

#### For further practice of uses of *it*:

##### Grammar Builder 5.2 page 143

- 1 2 if, e 3 to, d 4 that, c 5 when, a 6 what, f
- 2 2 dangerous to drive 3 use applying 4 nice talking 5 safe to swim 6 important to hand in
- 3 2 (It) would be silly to arrive any earlier.  
3 (She owes) it to him to tell the truth.  
4 (It was) very rude of him to swear like that.  
5 (Leave) it to us to load the dishwasher.  
6 (It) is very tough to run two marathons in a week.

### Exercise 4 page 56

- Students use the phrases and prompts to write sentences. Go through the example sentence together and remind students to think about whether the sentences describe a past, present or future event.
- Check answers as a class.

#### KEY

- 2 It'll be fascinating to hear about his adventures in Africa. I can't wait.
- 3 It was hard work digging the new vegetable patch. It took us two whole days.
- 4 It isn't worth buying a travel card. We'll hardly use it.
- 5 It'll be / It's / It was a pain having to go all the way to London to get a new passport.
- 6 It's no use asking Tom to sponsor you. He never has any spare money.
- 7 It's / It'll be well worth visiting Venice. There's so much to see.

#### Extra activity: Fast finishers

- Ask **fast finishers** to use the sentence stems from exercise 4 and write endings using their own ideas, e.g. *It was fun having a barbecue on the beach last summer.*
- Students can compare their sentences in pairs.

### Exercise 5 page 56

- Students rewrite the sentences. With a **weaker class**, go through each sentence and help students identify the adjective or noun that should follow *it*.
- Check answers as a class.

#### KEY

- 2 It's unusual for me to be so tired in the morning.
- 3 It was thoughtful of Kate to remember my birthday.
- 4 It would be a mistake for Joe to quit his job.
- 5 It was (so) clever of you to fix my iPhone.
- 6 It's (really) time for us to leave the party.
- 7 It was very silly of her to leave the cup of tea on the edge of the table.

### Exercise 6 page 56

- Students rewrite the sentences using the word in brackets. With a **weaker class**, give students the first word of each sentence as a clue.
- Check answers as a class.

**KEY**

- 2 Leave it to me to clear up.
- 3 She found it impossible to make ends meet.
- 4 It's illegal to use a mobile whilst driving.
- 5 He regards it as unacceptable that she failed to apologise.
- 6 You owe it to your parents to let them know where you are.
- 7 I can't stand it when you refuse to talk to me.

**Exercise 7** page 56

- In pairs, students complete the sentences with their own ideas, e.g. *I find it hard to work and listen to music at the same time.*
- Monitor and check that they use the structures correctly.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: I can use a range of structures with 'it'. I can understand a text about the Ten Tors Challenge.

**5E Word Skills****Dependent prepositions****LESSON SUMMARY****Vocabulary:** Dependent prepositions**Listening:** Two people talking about violent protest**Speaking:** Discussing violent protest**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 4. Exercise 7 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Write *PROTEST!* on the board. Ask students to brainstorm examples of recent protests in their country and internationally.
- Then ask students to discuss the following questions in pairs or small groups:  
*Why did people protest?*  
*How did they protest?*  
*Was their protest successful?*  
*Do you agree with their protest?*
- Ask a few students to share their opinions with the class.

**Culture note: photograph of demonstrators**

The photo on page 57 of the Student's Book shows South Korean students clashing with riot police during an anti-US rally in front of the US military base on 29 May 2005 in Seoul, South Korea. Over 1,000 students demanded the withdrawal of US troops based in the Korean peninsula.

**Exercise 1** page 57

- Focus attention on the photo and ask:  
*What is happening?*  
*What do you think the people are protesting about?*

- In pairs, students discuss whether violent protest is ever justified.
- Ask a few students to share their opinions with the class, giving reasons.

**Exercise 2** 2.09 page 57

- Focus attention on the question and then play the recording. Students listen to two teenagers discussing the question from exercise 1.
- Check answers as a class and get students to vote on whether they agree with Nathan or Becky.

**KEY**

**Nathan thinks violent protest is never justified. Becky thinks violent protest is acceptable when human rights are ignored.**

**Transcript**

**Nathan** I am opposed to violence of any kind. In fact, I disapprove of people breaking the law whatever the provocation. We are responsible for our own actions and I would discourage even the victim of a gross injustice from taking the law into their own hands. Violence never achieves anything. It just results in more violence, and it's a danger to democracy. I actually believe it's counter-productive because people will lose sympathy for whatever the cause is. Peaceful demonstrations and protests are infinitely more preferable to any form of violent protest.

**Becky** I think in some circumstances it is unreasonable to expect people to restrict themselves to non-violent protest. If a tyrannical government shows a blatant disregard for human rights, for example, or people face persecution or the threat of imprisonment without trial, then in my opinion you can excuse them for resorting to violence – but only if they have no other means of protest available to them. Jews, for example, in the Nazi era were in my opinion perfectly justified in defending themselves in whatever way they could against the people who were intent on annihilating them. But where there is no threat to life and liberty, for example with protests against GM crops, then people should limit themselves to civil disobedience or direct action.

**Exercise 3** 2.09 page 57

- Students complete the phrases. With a **weaker class**, play the recording again, pausing after each phrase and checking the answers. **Stronger students** complete the phrases from memory and then listen to the recording to check their answers.

**KEY**

1 to 2 of 3 for 4 of, from 5 in 6 to 7 for 8 to, of 9 to 10 for 11 of 12 for, to 13 of, to 14 in, against, on 15 to 16 against 17 to

**Exercise 4** page 57

- Students answer the questions about *agree*.
- Check answers by asking students to give an example sentence for each answer. Write the sentences on the board and ask the class to put their hands up if they spot any mistakes. Do not tell them if they are right or wrong.

**Exercise 5** page 57

- Students read the dictionary entry and check their answers to exercise 4.

- Look at the first meaning with students. Elicit or explain that [I,T] shows that with this meaning, *agree* can be transitive or intransitive, i.e. it can take a direct object without a preposition (transitive), or it can be used without a direct object (intransitive).
- Ask students to look at the other meanings and find the one in which *agree* can only be transitive (ACCEPT).

#### KEY

- 1 with (sb) (about / on sth), with sth, be agreed (on / about sth) be agreed (that), to do something, on sth  
2 yes

#### Exercise 6 page 57

- Students complete the sentences with the correct form of the word, e.g. gerund, noun, past participle.
- With a **weaker class**, let students use their dictionaries to check the entries for each verb.
- Check answers as a class.

#### KEY

- 1 differ / differed 2 improvement 3 warned  
4 appealed 5 improvement 6 warned 7 appealed  
8 differ

#### Exercise 7 page 57

- Tell students to look at the key words before each gap and try to find these words in exercises 3–6. Remind them that when they record new vocabulary, they should include any dependent prepositions.
- Students work individually to complete the sentences.
- Check answers as a class.

#### KEY

- 1 for 2 on 3 of 4 on 5 for 6 from 7 to  
8 against

#### Exercise 8 page 57

- Students discuss if or when they would ever be prepared to use violence.
- Monitor and help with vocabulary and grammar. Check that students give reasons for their views.

#### Extra activity

- Play a game of noughts and crosses. Draw a noughts and crosses grid on the board. Write the following words, one in each square: *intent, responsible, preferable, improvement, agree, danger, justified, appeal, discourage*.
- Put students in pairs and tell each pair to copy the grid from the board.
- Students take turns choosing a square and making a sentence with the word in that square and the correct dependent preposition. If they form the sentence correctly, they can put a nought or a cross in the square. If they make a mistake, their partner takes a turn. The aim of the game is to make a row – vertically, horizontally or diagonally – of three noughts or three crosses.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use a range of dependent prepositions. I can discuss violent protest.*

## 5F Reading

### 'Why?' 'Because it was there!'

#### LESSON SUMMARY

**Reading:** An introduction to a book about mountaineering

**Vocabulary:** Intensifying adverbs

**Reading strategy:** Matching paragraphs

**Speaking:** Discussing dangerous challenges

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than two minutes on exercise 1 and set exercise 6 as homework.

#### LEAD-IN 3–4 MINUTES

- Write the following dangerous sports on the board: *climbing, caving, skydiving, racing (car / motorbike), parkour, base jumping*.
- Ask: *Which of these sports do you think is the most dangerous? Which is the least dangerous? Why? Which ones would you like to try?*
- Elicit more dangerous sports, e.g. parachute jumping, hang-gliding, boxing, rugby, ice hockey, scuba-diving.

#### Exercise 1 page 58

- Focus attention on the photos and the lesson title. Ask students to brainstorm words to describe the photos and write them on the board.
- Ask students: *Why do people attempt these kinds of challenges? Could anyone do this, or do mountaineers have special qualities?*
- Students discuss the questions in pairs or small groups.

#### Exercise 2 page 58

- Go through the Reading Strategy together. Students then read the text before and after the first missing paragraph and decide if the missing paragraph is F or G.
- With a **weaker class**, help students identify the words and phrases that develop the text logically: *I was unaware that ... even existed; at the end of the second reading*, which indicate that the missing paragraph is about the first and second reading of *The White Spider*.

#### KEY

The missing paragraph is G.

#### Exercise 3 page 58

- Students read the text again and do the task. With a **weaker class**, stage the activity carefully, checking each missing paragraph before students try to find the next one. **Stronger students** can underline the key phrases and words that help them identify the missing paragraphs.
- Check answers as a class.

#### KEY

2 F 3 A 4 D 5 C 6 B

#### Exercise 4 page 58

- Students read the first five paragraphs of the completed text again and find ways that the author has drawn the reader in.
- Go through the devices in the *Critical analysis* box and check that students remember the meaning of *metaphors*, *similes* and *rhetorical questions*.
- Check answers as a class.

#### KEY

- 1 my head was filled with grim black-and-white images of men ... dangerous landscape; I became a mountaineer inspired by the most gripping and frightening mountaineering book I have ever read
- 2 It meant that he devoted the rest of his life to extreme mountaineering.
- 3 unable to escape, dying slowly before the horrified gaze of tourist onlookers
- 4 ferociously steep and unrelentingly dangerous landscape; rock falls like gunshots; storm-lashed days
- 5 His own book, *Touching the Void*, inspired others to take up climbing.
- 6 Why would anyone want to place themselves in such a nightmarish situation?

#### Extra activity: Fast finishers

Write the following questions on the board about paragraphs 1–5 for **fast finishers** to answer:  
*What is 'The White Spider' about?* (It is about the first ascent of the North Face of the Eiger in 1938 and subsequent attempts to climb it.)  
*How old was Simpson when he nearly lost his life in a mountaineering accident?* (25)  
*Are the photographs in 'The White Spider' good or bad quality?* (bad quality)  
*When did Simpson try to climb the North Face of the Eiger?* (in 2000)

#### Exercise 5 page 59

- Students read from the sixth paragraph to the end and answer the questions.
- Check answers as a class.

#### KEY

- 1 The text describes the language of the book as archaic and incongruous, and the black-and-white photographs as grainy.
- 2 He believes it is about humanity, courage, strength in adversity and the power of the mind.
- 3 It allows readers to experience vicariously the terror and the exultation of mountaineering from the warm comfort of their armchairs.
- 4 Broken pitons, the shattered rocks strewn with the debris of past ascents, torn rucksacks, tattered ropes drifting in the wind and indistinguishable scraps of colour-drained clothing.
- 5 They witnessed the deaths of two young men, and were repeatedly beaten back down the mountain by bad weather.

#### Exercise 6 page 59

- Remind students that intensifying adverbs qualify adjectives and verbs and make them stronger. Encourage students to keep a note of these adverbs and to try to use them in their own writing in place of *very*.
- Students find the intensifying adverbs in the text.
- Check answers as a class.

#### KEY

- 1 ferociously
- 2 unrelentingly
- 3 compulsively

#### For further practice of intensifying adverbs: Vocabulary Builder 5H page 128

- 4 absolutely freezing, bitterly regret, deeply touched, highly probable, highly successful, ridiculously expensive, strongly suggest
- 5 1 believe 2 impossible 3 cold 4 care 5 large
- 6 Students' own answers

#### Exercise 7 page 59

- In pairs, students discuss their personal reactions to the text. Monitor and help with grammar and vocabulary. Check that students give reasons for their opinions.
- Ask a few students to share their opinions with the class.

#### Extension

Ask students to think of a dramatic or exciting book they have read and enjoyed and write a short introduction (200 words) to the book. They should include why they enjoyed the book and how it relates to their own personal experience. Encourage students to use metaphors, similes, rhetorical questions and intensifying adverbs in their introduction.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to an introduction to a book about mountaineering. I can use intensifying adverbs. I can identify devices used to draw the reader in and make them want to read a book.*

## 5G Speaking

### Photo comparison

#### LESSON SUMMARY

**Speaking:** Describing, comparing and speculating about photos

**Speaking strategy:** Timing, using fillers, and listening and responding to other speakers

**Listening:** A student comparing two photos

**Vocabulary:** Speculating

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 3.

### LEAD-IN 3-4 MINUTES

- Write *CHALLENGING JOBS* on the board. Ask students to work in pairs or small groups and brainstorm challenging jobs, e.g. *nurse, pilot*.
- Write students' suggestions on the board and ask students to explain why particular jobs are challenging.
- Hold a class vote on which is the most challenging job.

### Exercise 1 page 60

- Go through the Speaking Strategy together. In pairs, students discuss the question.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 60

- In pairs, students choose one of the topics and prepare to talk about it for one minute. With a **weaker class**, allow students to make notes (but not full sentences). **Stronger students** try to prepare for their talk without making notes. As students are preparing, monitor and help with vocabulary and grammar.
- Students take it in turns to talk about their chosen topic, using fillers and paraphrasing. Remind them to listen carefully when their partner is speaking as they will need to react to their partner's information and ask questions.

### Exercise 3 page 60

- Still in pairs, students read the task, discuss the photos and agree on the challenges of each job and the qualities needed to do it. Monitor and help where necessary.

### Exercise 4 2.10 page 60

- Students listen to a student doing the task from exercise 3 and compare her ideas with their own.
- Check answers as a class.

#### KEY

**Soldiers** Challenge: they could be killed. Qualities: work well in a team and co-operate, stay calm in crisis, be physically and mentally strong, have a ruthless streak  
**Firefighters** Challenge: they can be killed while carrying out their duties. Qualities: work well in a team and co-operate, stay calm in crisis, be physically and mentally strong

#### Transcript

Let's see. What the photos have in common is that they both show jobs, jobs that are quite challenging. The first photo shows a group of soldiers standing on the shore of what looks a bit like a lake. I imagine that they are on active duty, or they might be training. My best guess would be that they are in danger or expecting to be attacked, as they are carrying weapons and look ready to use them. Actually, they are facing in different directions as if they were expecting an attack to come out of the blue. I daresay they fear an ambush. But it's not entirely clear what danger they face. In contrast to photo one, the second photo shows a firefighter, which is obviously a civilian job, not a military one. He or she is fighting a fire, holding a ... I'm not sure what it is in English – a long thin tube that you use to spray water on a fire. In all probability, he or she is working with other firefighters, though none are visible in the photo. What else? Well, it looks like a pretty serious fire as the building, or whatever it is, in front of the firefighter is completely ablaze.

I wonder, in fact, if the firefighter isn't taking too big a risk, if you see what I mean, going too close to the flames. Both the soldier and the firefighter face serious challenges and life-threatening dangers. The soldiers could be killed and although the fire fighters don't routinely risk their lives, they sometimes die while carrying out their duty. Um, let me think. They both depend on strong teamwork and co-operation, I suppose, and support from their colleagues to stay safe. Both need to stay calm in a crisis and both need to be physically and, how do you say? ... mentally strong and courageous, especially the soldier. In addition, the soldier needs to have a ruthless streak, the ability to kill another human being, if ordered to, or if his own life is threatened.

### Exercise 5 2.10 page 60

- Go through the key phrases together.
- Play the recording again and ask students to tick the phrases used by the speaker.
- Check answers as a class.

#### KEY

I imagine that ... ; My best guess would be that ... ; I daresay ... ; It's not entirely clear what ... ; In all probability, ... ; I wonder, in fact, if ...

### Exercise 6 page 60

- Focus attention on the second pair of photos. Check that students understand what two jobs are shown: a bouncer at a nightclub and a traffic warden. Give them time to prepare their talk using the phrases for comparing and contrasting.
- Students take it in turns to compare the photos. Remind them to listen to each other and think of a question based on what their partner has said.

### Exercise 7 page 60

- Go through the instructions together. Check that students understand *rewarding* – it can be interpreted as financially rewarding, i.e. with a high salary, or psychologically rewarding.
- In pairs, students answer the question about the photos in exercises 4 and 6. Monitor and check that they use fillers and phrases for speculating.

#### Extra activity

In pairs, students pick one of the jobs from the brainstorming activity from the lead-in. They then list the challenges people doing this job might face and the qualities they would need to do it.

### Exercise 8 page 60

- In pairs, students compare the photos on page 151 and talk about the skills and problems that might be associated with them. They should listen to each other and ask questions.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe, compare and speculate about photos. I can use phrases for filling and paraphrasing.*

## 5H Writing

### For and against essay

#### LESSON SUMMARY

**Writing:** A for and against essay

**Writing strategy:** Using a clear, logical structure

**Reading:** A for and against essay

**Vocabulary:** Words to introduce, list and oppose arguments

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 2. Exercise 7 can be set for homework.

#### LEAD-IN 3-4 MINUTES

- Ask students to discuss the following questions in pairs:  
*Do you think every country will have nuclear weapons one day?*  
*If you were the leader of your country, what might persuade you to 'press the nuclear button'?*  
*What would the world be like after a nuclear war?*

#### Exercise 1 page 61

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### KEY

- 1 Japan, Germany, Italy
- 2 On 6 and 9 August 1945 at the end of World War II, nuclear bombs were dropped by the USA on Hiroshima and Nagasaki in Japan.

#### Exercise 2 page 61

- Go through the essay task together. Students then discuss their answers to the questions.
- Check answers to the first question as a class. Then write two headings on the board: *Advantages* and *Disadvantages*. Ask students to write their ideas under the relevant headings. Keep the notes on the board for the next activity.

#### KEY

- 1 involving only one group or country
- 2 Students' own answers

#### Exercise 3 page 61

- Students read the essay to see if it includes any of the ideas on the board.

#### Extra activity

Write the following questions about the essay on the board for students to answer:

*According to peace campaigners, what happens if one country decides to disarm?* (The risk to everybody is reduced.)

*Do peace campaigners believe that a politician might 'press the nuclear button'?* (No, they don't.)

*What is a 'multilateral' disarmament?* (When all countries dispose of their weapons simultaneously.)

*What does the writer conclude?* (He/She is in favour of unilateral disarmament.)

#### Exercise 4 page 61

- Go through the Writing Strategy together. Remind students that a for and against essay presents both sides of an argument in a balanced way, with approximately the same number of words for each point of view. The writer's opinion is expressed only in the final paragraph.
- Students scan the essay to find out how many pros and cons the writer mentions and which are supported by examples or evidence.
- Check answers as a class.

#### KEY

**Pros:** 1 The risk to everyone is reduced. 2 Other nations will feel less threatened. 3 Nuclear weapons are redundant. (with example / evidence / explanation)

**Cons:** 1 Disarmament is against a country's national interest. / Disarmament jeopardises a nation's security. (with example / evidence / explanation) 2 Future threats are unknowable. (with example / evidence / explanation)

#### Exercise 5 page 61

- Students complete the key phrases.
- Check answers as a class. Then ask students to read the essay again and identify the phrases used in it.

#### KEY

1 argued 2 hold 3 case 4 favour 5 compelling 6 reasoning 7 place 8 least 9 token

10 contrast 11 said 12 words 13 Simply

The following phrases are used in the essay: It is often argued ... that; One argument in favour of ... ; By the same token, ... ; Last but not least, ... ; In other words, ... ; By contrast, ... ; The reasoning is as follows; In the first place, ...

#### Exercise 6 page 61

- Go through the task together. Remind students to present both sides of the argument in a balanced way.
- Students make their paragraph plan. Monitor and help with grammar and vocabulary.

#### Exercise 7 page 61

- Students write their for and against essay using their notes.
- Make sure students go through the checklist when they have finished the first draft of their essay and make any necessary changes.

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a for and against essay. I can use language to introduce and list arguments.*

# Exam Skills Trainer 3

## LESSON SUMMARY

**Reading:** An article about techniques used by ultra-endurance athletes

**Listening:** A radio interview about a soldier

**Use of English:** Key-word transformations

**Speaking:** Comparing two photos

**Writing:** A letter to the editor of a newspaper

## LEAD-IN 2-3 MINUTES

- Write *THE PAIN BARRIER* on the board. Elicit or explain that the pain barrier is the moment when someone doing hard physical activity feels the greatest pain, after which the pain becomes less.
- Ask students to suggest ways in which athletes overcome the pain barrier. Are there physical things they can do? Can students think of any mental 'tricks' to overcome it?
- Write students' suggestions on the board and leave them there for exercise 2.

## Reading

### Exercise 1 page 62

- Go through the strategy together.
- Read out the question and ask: *Who is the subject of the opinion?* (B) *What is the opinion about?* (the effect of pain on the outcome of a race)
- Students read B's extract and identify his opinion. They then read the other extracts and identify the opinion that is closest to B's.
- Check answers as a class.

## KEY

The answer is Athlete A.

**B:** You need to be able mentally to overcome your brain, which is telling you to stop.

**A:** It's imperative not to let the pain enter your head, or you'll find reasons to pull out.

### Exercise 2 page 62

- Students use the same technique to answer questions 1–4. Point out that they can choose the same athlete more than once. Ask them to quote the lines from the extracts that show the similarity of opinion / attitude.
- Students compare their answers in pairs before a whole class check.

## KEY

### 1 C

**B:** When you're cycling the 3,000 miles of the Race Across America, something's bound to go wrong.

**C:** When you're doing a 1.2 mile swim, a 56 mile bike race and a 13.1 mile run, you're likely to get into difficulties at some point.

### 2 A

**B:** I find giving myself a pep talk helps to motivate me.

**C:** That kind of thing always works when it comes to getting me going.

**D:** Reasoning with myself tends to have the effect of pushing me forward.

**A:** ... attempts at encouraging myself just distract me in the end.

### 3 B

**C:** Before each race, I visualize it and divide it up into as many key points as I can ...

**B:** Something I do is to break the race up into stages ...

### 4 C

**A:** I was injured

**C:** with a broken foot

## Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

*Who uses different machines in their sport?* (Philippa)

*Who was doing their sport with another person?* (Tina)

*Who has won a certain race three times?* (Jonathan)

*Who ran 250 miles?* (Tina)

*Who continued even though they were injured?* (Jonathan)

*Who only slept two hours a night?* (Chris)

## Listening

### Exercise 3 2.11 page 62

- Go through the strategy together.
- Play the recording and then give students time to choose the correct options.
- Check answers as a class.

## KEY

**1 C:** ... he felt it was his duty to enlist in order to help protect his homeland.

**2 B:** They tried to get rid of him by intimidating him, giving him really tough duties and declaring him mentally unfit. They even tried to court martial him for refusing to obey an order – carrying a gun – but they didn't get away with it.

**3 D:** At the time, his status put him in even more danger, as the enemy had been taught to go after the medics ...

**4 A:** Well, the original estimates put the number at 100, but Desmond said he couldn't have rescued more than about 50, so they compromised on 75.

**5 D:** Even so, he refrained from calling another medic from cover and cared for his own injuries until he was picked up five hours later.

**6 C:** On his release, he was able to lead a relatively normal life and succeeded in raising a family on a small farm in Georgia. Despite his disabilities, he lived to the ripe old age of 87 ...



## Transcript

**Host** If you've seen the movie *Hacksaw Ridge*, you'll know all about Desmond Doss, the US army corporal who saved the lives of many of his comrades. Our history expert, Ray Bridges, is here to tell us more about his life. Ray, Desmond's religious beliefs prohibited him from taking part in violence and killing. Does that mean he was forced to join the army?

**Expert** Oh no, it was entirely his own decision. He could have deferred his entry if he'd wanted to because of his job as a joiner in a shipyard, which was considered fundamental to the war effort. There was no family pressure – his father was completely against him going, as he'd been traumatised by his own service in the previous war. While it's true that Desmond was deeply religious, he was also fiercely patriotic, so he felt it was his duty to enlist in order to help protect his homeland. He had no intention of killing anybody, though.

**Host** That can't have been easy for him. What kind of reception did he get when he started military training?

**Expert** The other recruits regarded him as a misfit and treated him with contempt because of his refusal to carry a gun. He wasn't at all popular with them, and he was beaten up more than once. His commanding officers weren't fond of him either, as they couldn't see the point of having a soldier without a rifle. They tried to get rid of him by intimidating him, giving him really tough duties and declaring him mentally unfit. They even tried to court martial him for refusing to obey an order – carrying a gun – but they didn't get away with it.

**Host** So Desmond was eventually sent into combat.

**Expert** That's right. His platoon was sent to the Pacific island of Guam, where he served as the combat medic. As soon as he heard the cry 'medic' he would rush onto the battlefield, unarmed, to treat his fallen companions and carry them to safety. At the time, his status put him in even more danger, as the enemy had been taught to go after the medics, so the other soldiers had no one to take care of them, which broke their morale. Later Desmond's platoon moved to the Philippines, and he was awarded two bronze medals for aiding wounded soldiers under fire.

**Host** But that wasn't the bravest thing Desmond did, was it, Ray?

**Expert** No, it wasn't. It was when his platoon was sent to Okinawa that he went far and beyond the call of duty. In May 1945, the soldiers in his division were repeatedly trying to capture the Maeda Escarpment, a rock face they first had to climb to reach the enemy. Each time a platoon reached the top of the cliff, they were met with a vicious counter-attack, causing many casualties. Desmond's platoon suffered the same fate; more than two thirds of the men were wounded, and when the order came to retreat, they were left behind on the battlefield. Desmond refused to abandon his companions, and carried all of the casualties one by one to the edge of the escarpment, where he lowered them down the cliff with ropes. He won the Medal of Honour for his actions – the most prestigious military decoration awarded to US military personnel.

**Host** They say he rescued 75 men that day. Is that right?

**Expert** Well, the original estimates put the number at 100, but Desmond said he couldn't have rescued more than about 50, so they compromised on 75.

**Host** It's incredible that he succeeded in saving so many lives, and single-handedly at that. He can't have been fit to carry on when he'd finished.

**Expert** Oh, but he was. He went on to take part in the offensive that eventually took the Maeda Escarpment, but a few weeks later he was wounded himself: a grenade exploded near him and injured his legs. Even so, he refrained from calling another medic from cover and cared for his own injuries until he was picked up five hours later. After that, he gave up his stretcher to a comrade who he felt needed it more than he did. While he was waiting the second time, he was attacked by a sniper, whose bullet shattered a bone in his arm. Unfazed, he made a splint for his arm and crawled to the aid station for shelter.

**Host** The man was invincible!

**Expert** It does seem that way, doesn't it? Sadly, things went downhill after that. Desmond developed tuberculosis after being discharged from the army and spent the next five or six years in hospital due to illness and injury, eventually losing a lung. On his release, he was able to lead a relatively normal life and succeeded in raising a family on a small farm in Georgia. Despite his disabilities, he lived to the ripe old age of 87, passing away at his home on 23rd March, 2006.

**Host** Desmond Doss, what a story! Ray Bridges, thank you so much for taking the time to share it with us.

**Expert** My pleasure.

## Use of English

### Exercise 4 page 63

- Go through the strategy together.
- Then ask students to read the sentences and identify the language points required to answer each question. Check these before students do the activity.
- Check answers as a class.

### KEY

- 1 **collocation / idiom; second conditional: would ring a bell**
- 2 **idiom, dependent preposition: not to see eye to eye on / about / over**
- 3 **reporting structures, dependent preposition: warned me against getting involved**
- 4 **inversion, passive: have I been treated**
- 5 **phrasal verb, comparison: turned out (to be) better**
- 6 **inversion, phrasal verb: could I pick up a**

## Speaking

### Exercise 5 page 63

- Read the strategy together. Remind students to use a variety of verbs and phrases in the speaking task.
- Students look at the photos and use the key words to write sentences speculating about the people in the photos.
- Elicit suggestions.

### Exercise 6 page 63

- In pairs, students compare two of the photos and speculate about the people and their lives.
- Ask a few students to share their ideas with the class.

## Writing

### Exercise 7 page 63

- Go through the strategy together. Point out that the conclusion is the part of the letter that is most likely to be remembered; it should therefore be the most impactful.
- Go through the task together. Then students write a conclusion following the advice in the strategy.
- Students can exchange their conclusions with a partner and comment on each other's work.

### Exercise 8 page 63

- Students write their letter. Remind them to use formal language and to check their work for spelling, grammar and punctuation.
- Students can read each other's letters and offer their own feedback.

### Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare opinions and attitudes in different texts. In a listening task, I can choose the options which answer the questions correctly. I can identify the language points being tested in a key-word transformation task. I can use language to speculate when comparing two photos. I can write a strong and memorable conclusion in a letter to the editor of a newspaper.*

## Map of resources

### 6A Vocabulary

Student's Book, pages 64–65; Workbook, page 62  
Photocopiable: 6A (Life's too short)

### 6B Grammar

Student's Book, page 66; Workbook, page 63  
Photocopiable: 6B (Relative clauses and reduced relative clauses)

### 6C Listening

Student's Book, page 67; Workbook, page 64

### 6D Grammar

Student's Book, page 68; Workbook, page 65  
Photocopiable: 6D (Modal verbs: speculation)

### 6E Word Skills

Student's Book, page 69; Workbook, page 66

### 6F Reading

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### 6G Speaking

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Photocopiable: Functional Language Practice (Discourse markers)

### 6H Writing

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DVD and DVD worksheet: Unit 6

### Classroom Presentation Tool Unit 6

### End of unit

Unit Review: Workbook, pages 70–71  
Photocopiable: Grammar Review  
Exam Skills Trainer 3: Workbook, pages 72–73  
Progress Test and Short Tests: Unit 6

## 6A Vocabulary

### Life's too short

#### LESSON SUMMARY

**Vocabulary:** Achievements: verb + noun collocations; idioms with *time*

**Reading:** A synopsis of a film

**Listening:** A radio documentary about a man who made a bucket list

**Speaking:** Describing your life goals

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than two minutes on exercise 2 and set exercise 4 as homework.

#### LEAD-IN 3–4 MINUTES

- Write the following phrases on the board:  
*a place you've always wanted to visit*  
*an activity you'd like to try*  
*a person you want to meet*  
*an animal you'd like to see in the wild*  
*a sport you'd like to learn*
- Ask students to write ideas for each phrase. They can then compare their ideas in pairs or small groups.
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 64

- Read out the quote. If necessary, explain that James Dean was an actor from the 1950s who was famous for playing rebellious young men. He died in a car crash in 1955, when he was just 24 years old.
- Students discuss the quote in pairs and decide if they agree with it.

#### Language note: *Bucket list*

A *bucket list* gets its name from the idiom *to kick the bucket*, which means 'to die'.

#### Exercise 2 page 64

- Ask students to look at the film poster and think about what kind of film this is likely to be.
- Students read the synopsis to find out the meaning of *bucket list*, who succeeds in completing the list, and how.
- Check answers as a class.

#### KEY

A **bucket list** is a list of experiences that a person hopes to have accomplished during their lifetime.  
Edward succeeds in completing the list.  
His assistant leaves his ashes at the top of a mountain in order to fulfil the final objective: witness something majestic, i.e. the spectacular view.

#### Extra activity

- Write the following sentences on the board:
  - Edward and Carter became friends when they were children.* (false)
  - Edward is much richer than Carter.* (true)
  - Carter doesn't manage to see his family before his operation.* (false)
  - In the past, Edward has fallen out with his daughter and granddaughter.* (true)
- Students read the text again and say if they are true or false.

#### Exercise 3 page 64

- Go through the *Fluency!* box together.
- Students complete the collocations. Remind students to keep a note of common collocations and use them in their writing.

#### KEY

1 fulfil 2 realise 3 accomplish 4 achieve 5 meet

6 realise 7 complete 8 attain 9 achieve 10 reach

#### Exercise 4 page 65

- Students complete the questions with verb + noun collocations from exercise 3. They then match the people with their achievements.
- With a **weaker class**, elicit the people's profession first. Then ask students to brainstorm words relating to the profession that might be in the sentences, e.g. Jennifer Lawrence is an actress; possible words: *act, actor, film*.
- Check answers as a class.

#### KEY

(possible answers)

2 realised their ambition 3 attained their goal  
4 realised their dream 5 accomplished their objective  
6 met their aspiration 7 achieved their aim  
8 accomplished their mission  
1 Jamie Vardy 2 Jennifer Lawrence 3 Ludwig van Beethoven  
4 Stevie Wonder 5 Harriet Tubman  
6 Jane Austen 7 Vincent Van Gogh 8 Valentina Tereshkova

#### Exercise 5 page 65

- Students match the *time* idioms with their definitions.
- Check answers as a class. Ask students if there are any similar time-related idioms in their language.

#### KEY

1 a race against time 2 right place at the right time  
3 makes up for lost time 4 has no time for 5 in the nick of time  
6 have the time of their lives 7 living on borrowed time 8 In time

#### Exercise 6 page 65

- Students discuss the film and the items on Carter's bucket list in pairs. Monitor and help if necessary.
- Have a class vote to find out which of Carter's bucket list items is the most popular with students.

#### Exercise 7 2.12 page 65

- Give students time to read the questions. Then play the recording for them to answer the questions.
- Check answers as a class.

#### KEY

1 127 2 111

#### Transcript

If you're a fan of Indiana Jones, you may be interested in our next story. We're going to take a look at the life of a man called John Goddard, who must be the nearest thing to the fictional character. Now, Goddard was a bit of a bookworm in his youth, his favourite reading being adventure stories and the *Encyclopaedia Britannica*. When he was fifteen, he decided he had had enough of the adults around him complaining about never having achieved their goals, and swore that he was going to live a life that was full of adventure. To help him do this, he wrote what may be the ultimate bucket list. There were 127 items on his list, though some of them covered multiple achievements. Take Goal 77, for example: ride an elephant, a camel, an ostrich and a bronco – that's a kind of wild horse. Amazingly, Goddard reached at least 111 of his goals before he died at the ripe

old age of eighty-eight-and-a-half. Let's take a closer look at some of his objectives ...

#### Exercise 8 page 65

- Students look at the pictures in pairs and make predictions about which dreams they represent.
- Ask a few students to share their ideas with the class.

#### Exercise 9 2.13 page 65

- Students listen to the recording and check their answers to exercise 8. They can then discuss if Goddard's dreams would be on their own bucket list.
- Check answers as a class.

#### KEY

A He climbed twelve of the world's highest mountains.  
B He kayaked down the Nile.  
C He went scuba-diving / explored the Great Barrier Reef.  
D He didn't own a cheetah.  
E He flew a plane / piloted an aircraft.

#### Transcript

Let's take a closer look at some of his objectives. As we've already mentioned Goal 77, let's start there. Goddard fulfilled his dream of riding all four of the creatures listed: an elephant, a camel, an ostrich and a bronco. On the other hand, he failed to reach Goal 94, which was to own his five favourite animals – he never managed to get hold of a chimpanzee or a cheetah. But most of Goddard's greatest accomplishments relate to his world travels. He circumnavigated the globe no fewer than four times. However, he was 30 short in his mission to visit all of the countries of the world. To communicate as he travelled, he mastered three foreign languages – French, Spanish and Arabic. He conducted fourteen major expeditions to remote areas in order to study the ethnic groups there and he retraced the steps of Marco Polo and Alexander the Great through Europe, Asia and North Africa. On top of all this, he scaled twelve of the world's highest mountains, although Everest wasn't one of them, and he endured a major blizzard to reach the summit of the Matterhorn in the Swiss Alps. He went scuba-diving to explore underwater areas like the Great Barrier Reef and the Red Sea and he traversed eleven countries in north-eastern Africa, kayaking the entire length of the River Nile from source to mouth. Goddard's favourite means of transport, however, was the plane. He joined the Air Force at the age of eighteen, where he piloted one of the world's fastest aircraft. All things considered, though, Goddard's greatest achievement may well have been the final goal on his list: living to see the twenty-first century. Born in 1924, he spent eighty-eight-and-a-half years on an almost continuous adventure, which did not end until he passed away on 17th May, 2013.

#### Exercise 10 2.13 page 65

- Go through the verbs together and check that students understand them. Students then rewrite the sentences.
- With a **weaker class**, play the recording again, pausing where relevant so that students can check their ideas. With a **stronger class**, play the recording all the way through.
- Check answers as a class.

**KEY**

1 circumnavigated 2 mastered 3 conducted  
4 retraced 5 scaled 6 endured 7 traversed  
8 piloted

**Exercise 11** page 65

- Students look at the photos on page 65 again and think about which verbs could describe them. Remind students always to try to use a wide variety of vocabulary when speaking and writing.
- They then discuss which of John Goddard's achievements is the most impressive.
- Hold a class vote to find out the most popular choice.

**KEY**

1 scaled a mountain, piloted a plane, traversed eleven countries in north-eastern Africa  
2 Students' own answers

**Exercise 12** page 65

- Students write their own bucket list. They can use ideas from the lead-in, the film synopsis and the story of John Goddard.

**Exercise 13** page 65

- Students compare their lists in pairs.
- Ask a few students to share their lists with the class.

**Extension**

Students design their bucket lists as posters with photos and illustrations.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about dreams and ambitions. I can use verb + noun collocations for achievements and idioms with 'time'.*

**6B Grammar****Relative clauses and reduced relative clauses****LESSON SUMMARY**

**Grammar:** Relative clauses and reduced relative clauses

**Reading:** A text about an online book club

**Speaking:** Describing a famous person who has made a positive contribution

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 7 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Write the following sentence on the board: *She's the girl who works at the library.* Elicit or explain that *who works at the library* is a relative clause.

- Then write the following relative clauses on the board: *that we watched, which I bought last month, who spoke to you, which was very old.*
- Ask students to think of a sentence for each relative clause.
- Ask a few students to share their ideas with the class.

**Exercise 1** page 66

- Explain that a *role model* is someone who is an example for others to imitate because of their actions and behaviour. Give an example of your own personal role models.
- Students discuss the question in pairs.
- Ask a few students to tell the class about their role models and explain why these people are role models.

**Culture note: Florence and the Machine**

Florence and the Machine are an English indie rock band, first formed in 2007. The lead singer, Florence Welch, is known for her powerful voice and eccentric clothes.

**Exercise 2** page 66

- Students read the story of the book club and find out how it began.
- Check the answer as a class.

**KEY**

*It began when Leah responded to a tweet posted by Florence, suggesting that the two set up a book club together.*

**Exercise 3** page 66

- Students read the text again and find five relative clauses. Remind them, if necessary, of the difference between defining and non-defining relative clauses: defining clauses give essential information about someone or something; non-defining clauses give extra, unnecessary information about someone or something. Non-defining clauses are separated from the main clause by one or two commas.
- Students decide which of the relative clauses in the text are defining and which are non-defining.
- Check answers as a class.

**KEY**

*Defining that Leah is very keen on; that the star sent in Non-defining one of which was to create an online bookshop; the most recent of which has been *The Descent of Man* by Grayson Perry; to whom she will always be indebted*

**Extra activity: Fast finishers**

Write the following questions on the board for **fast finishers** to answer:

*Where did Leah see a photo of Florence Welch outside a bookshop? (on Twitter)*

*Who writes most of the posts on the book club's website? (Leah)*

*Why? (because Florence has a busy career in music)*

#### Exercise 4 page 66

- Go through the *Learn this!* box together. Students then decide which relative clauses from the text can be rewritten with the prepositions in a different position.
- Check answers as a class.

#### KEY

that Leah is keen on: yes – on which Leah is keen – more formal

to whom she will always be indebted: yes – who she will always be indebted to – less formal

that the star sent in: no

one of which was to create an online bookshop: no

the most recent of which has been *The Descent of Man* by Grayson Perry – no

#### For further practice of relative clauses and reduced relative clauses:

##### Grammar Builder 6.1 page 143

- 2 The person to whom she owes her life is a paramedic.
  - 3 This is the restaurant (that) I told you about.
  - 4 My aunt, whom I've always looked up to, is a brain surgeon. / My aunt, to whom I've always looked up, is a brain surgeon.
  - 5 Our village, through which the River Avon flows, often floods in the spring.
  - 6 Their son, who they pinned all their hopes upon, has just dropped out of college.
  - 7 The boys with whom he went camping were old friends from school.
  - 8 Elisa is the person (that) I'm upset with.
- 2 I only watched the film, which I'd never heard of, until the adverts came on.
  - 3 His cousins, all of whom I had met before, were at the party.
  - 4 We went through the exam questions, three of which I'd got wrong.
  - 5 I was introduced to the members of the team, the tallest of whom was the captain.
  - 6 She gave me her old jewellery, the most valuable piece of which was a ring.
- 1 demonstrating 2 fried 3 grown 4 waiting 5 based 6 wearing
- 2 covered in snow 3 protected by a cover 4 living on the coast 5 parked outside their house 6 summoned at the last minute 7 standing on top of the hill 8 hiding under the bed

#### Exercise 5 page 66

- Students rewrite two sentences as one using a relative clause.
- Check answers as a class.

#### KEY

- 1 Leah juggles her studies with her work on the book club, which she looks forward to immensely.
- 2 Florence often makes time to chat to Leah, with whom she has a good relationship / who she has a good relationship with.
- 3 The book club receives numerous posts daily, some of which are from the authors of the chosen books.

4 Florence has conducted interviews with authors whose books have been sold all over the world.

5 Once, Florence invited Leah up on stage in front of the fans, to whom she was introduced as a 'special guest' / who she was introduced to as a 'special guest'.

6 Florence has recorded more than fifty songs, the most popular of which is *Never Let Me Go*.

#### Exercise 6 page 66

- Go through the *Learn this!* box together. Students then look at the highlighted reduced relative clauses in the text, decide if they are defining or non-defining, and rewrite them as full relative clauses.
- Check answers as a class.

#### KEY

1 non-defining: which was captioned 'Booksbooksbooksbooks'

2 defining: who writes the posts on the website

#### Exercise 7 page 66

- Go through the first sentence together. Students work individually to complete the remaining sentences with a relative clause. They then rewrite each sentence using a reduced relative clause.
- Check answers as a class.

#### KEY

1 that was held / held 2 which was buried / buried

3 who is financing / financing 4 that have been recommended / recommended 5 who was wearing / wearing 6 who want / wanting

#### Exercise 8 page 66

- In pairs, students prepare a description of a famous person who has made a positive contribution to society.
- Brainstorm some ideas and write them on the board. Students choose one of these names or use their own ideas.

#### Exercise 9 page 66

- Still in pairs, students work with another pair and describe their chosen person. They then decide who has made the greatest contribution.
- Ask each group of four students to name their person and explain why they believe he/she has made the greatest contribution. Then the class vote on their favourite person.

#### Extra activity

Students write a short description of a class member using at least three relative clauses but not saying who the person is. The other students must guess who the person is.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use relative clauses and reduced relative clauses. I can describe famous people and the contributions they have made to society.*

# 6C Listening

## Against all odds

### LESSON SUMMARY

**Listening:** A radio programme about female explorers in history

**Listening strategy:** True/False questions

**Speaking:** Discussing how people can overcome obstacles

**Vocabulary:** Synonyms and antonyms: adjectives

**Grammar:** Participle clauses

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 10.

### LEAD-IN 3-4 MINUTES

- Write the following first names and surnames on the board in two columns:

Christopher    Magellan

James          Cortes

Ferdinand      Columbus

Roald          da Gama

Hernan         Drake

Vasco          Cook

Francis         Amundsen

- Ask students, in pairs, to match the first names with the surnames to make names of famous explorers.

### KEY

Christopher Columbus, James Cook, Ferdinand Magellan, Roald Amundsen, Hernan Cortes, Vasco da Gama, Francis Drake

### Culture note: Ferdinand Magellan, Bessie Coleman

The photos on page 67 of the Student's Book show Ferdinand Magellan (left) and Bessie Coleman (right).

Magellan was a Portuguese explorer who organised the 1519–1522 Spanish expedition to the East Indies.

For information about Bessie Coleman, see the transcript for exercise 6.

### Exercise 1 page 67

- Go through the points together, checking that students understand them.
- In pairs or small groups, students discuss how each factor may affect a person's ability to achieve their goals.
- Ask a few students to share their ideas with the class.

### Exercise 2 2.14 page 67

- Go through the questions together. Ensure that students understand that the recording is the introduction to a radio documentary.
- Check answers as a class.

### KEY

- The documentary features female explorers.
- They had to overcome society's prejudice that it wasn't right for women to travel alone.

### Transcript

When considering the great explorers of the past, it is usually names like Columbus, Magellan and Scott that first come to mind. One tends to forget that there have also been women in history who have been valiant enough to embark on adventures just as thrilling as those of their male counterparts. Before leaving home, however, they had to contend with the narrow-minded view of society, which regarded unaccompanied female travellers as improper. Today, we're going to look at four of these women, who defied convention to achieve their goals.

### Exercise 3 2.14 page 67

- Remind students that a *synonym* is a word with a similar meaning, and an *antonym* is a word with the opposite meaning.
- Go through the words in the table, checking that students understand them before playing the recording.
- Play the recording again. Then check answers as a class.

### KEY

- great    2 valiant    3 thrilling    4 narrow-minded
- unaccompanied    6 improper

### Exercise 4 page 67

- Go through the Listening Strategy together. Students then read the statements and find synonyms and antonyms for the highlighted words in the table.
- Check answers as a class.

### KEY

(Suggested answers)

- synonym: great; antonyms: insignificant, unknown
- synonym: alone; antonyms: escorted, chaperoned

### Exercise 5 2.15 page 67

- Play the first part of the documentary for students to decide if the statements in exercise 4 are true or false.
- Check answers as a class.

### KEY

- T (great)    2 F (escorted)

### Transcript

One of the bravest female explorers was Jeanne Baret, a Frenchwoman born in 1740, who became the first woman to circumnavigate the globe. To accomplish her objective, Jeanne had to disguise herself as a man in order to join an expedition organised by the French Navy, which didn't allow women to board their ships. The voyage was led by the great navigator Admiral Louis-Antoine de Bougainville, who had invited the botanist Philibert Commerson to accompany him on the trip, a man with whom Baret was both professionally and romantically involved. Dressed as his servant, Baret was able to accompany Commerson on the expedition, which set sail in December 1766. After collecting more than 6,000 specimens together, Baret was left stranded in Mauritius on Commerson's death seven years later. She married a French officer and, escorted by her new husband, returned to France, where she later received a government pension for her work with Commerson. Baret died in 1807 at the age of 67.

### Extra activity

- Write the following statements on the board:
  - 1 *Jeanne Baret was the first person to travel around the globe.* (F)
  - 2 *Philibert Commerson was the leader of the expedition.* (F)
  - 3 *The expedition left France in 1766.* (T)
  - 4 *Baret's second husband was from Mauritius.* (F)
- Ask students if they are true or false. **Stronger students** can try to answer from memory. With a **weaker class**, play the recording again for students to check their answers.

### Exercise 6 2.16 page 67

- Give students time to read the sentences before playing the recording for students to answer the questions. With a **weaker class**, help students identify the key words in each sentence and elicit synonyms and antonyms for each word.
- Check answers as a class.

#### KEY

1 T 2 F 3 F 4 T 5 F 6 T

### Transcript

Not only did our next traveller have to overcome the limitations of living in a man's world, but she was also troubled by ill health. Isabella Bird was born in Yorkshire, England in 1831. Suffering from multiple ailments, Bird's doctors urged her to undertake a sea voyage. At 25, she sailed to the US. Having had her curiosity piqued by her first experience of travelling, she vowed to take off again, but did not realise her ambition until she was 41. She made up for lost time spending the next 30 years visiting America, India, Kurdistan, the Persian Gulf, Iran, Tibet, Malaysia, Korea, Japan and China, climbing mountains and riding thousands of miles on horseback, as well as on the occasional elephant. Bird became one of the 19th century's most distinguished female globetrotters, and in November 1892, she was elected as the first woman to join the Royal Geographical Society. Her hair-raising adventures continued well into her later life, and it was while she was planning another trip to China in 1904 that she fell ill and died.

As Isabella Bird's travels were drawing to a close, the adventures of African-American Bessie Coleman were only just beginning. Fighting against race as well as gender discrimination, Coleman succeeded in becoming the first black woman pilot in the world. Born in Atlanta, Texas in 1892, Coleman was the tenth of thirteen children. She excelled at school, and achieved a place at university, but had to drop out when she ran out of money. At 23, she set her heart on learning to fly after hearing stories from pilots at the barber shop in Chicago where she was working. Banned from flying in the US because of her colour, Coleman learned French and travelled to France, where she earned her pilot's licence in 1921. Having vowed to finance an African-American flying school, Coleman performed aerial tricks all over the US. Tragically, her life and dream ended abruptly when she died during an air-show rehearsal at the age of 34. Born into an affluent but liberal family just a year after Bessie Coleman, Dame Freya Stark had a rather different upbringing. On receiving a copy of *One Thousand and One*

*Nights* for her birthday, Stark became fascinated with Arab culture and went on to study at the School of Oriental and African Studies at the University of London, learning Arabic and Persian. Starting in the Lebanon, Freya's travels led her to places where few Europeans had ever been before, especially women. She visited remote areas of Turkey and the Middle East, and while living in Baghdad, in Iraq, she explored and mapped uncharted areas of the Islamic world; her maps were some of the first accurate ones of the region made by a European. Not only did she traverse the wilderness of western Iran, parts of which no Westerner had ever visited, but she also travelled to the southern tip of the Arabian peninsula, which is now the Republic of Yemen. Stark was the author of more than 24 travel books, covering local history, culture and stories of everyday life. Her last expedition was to Afghanistan, made when she was an old lady, after which she retired to her home in Italy, where she died a few months after her hundredth birthday.

### Exercise 7 2.16 page 67

- Students listen again to identify the synonyms and antonyms that helped them choose the correct answers.
- In pairs, they compare their answers and explain why the sentences are true or false.
- Monitor and help with vocabulary if necessary.

#### KEY

1 ailments, urged, sea voyage 2 hair-raising (her adventure continued well into her later life) 3 banned (because of her colour) 4 rehearsal, died 5 liberal 6 retired to her home in Italy

### Exercise 8 page 67

- Go through the *Learn this!* box together. Write *to see* on the board and elicit the present, past and perfect participle forms (seeing, seen, having seen).
- Students match the sentences from exercise 6 to the rules in the *Learn this!* box and say whether each participle clause is about reason or timing.
- Check answers as a class.

#### KEY

a 1, 3, 4, 5 b 6 c 2

1 reason 2 timing 3 reason 4 timing 5 reason 6 timing

### Exercise 9 2.16 page 67

- Go through the first sentence together and elicit that the participle clause should contain a reason.
- Students work individually to rewrite the sentences.
- Play the recording for students to check their answers.

#### KEY

- 1 Suffering from multiple ailments, Bird's doctors urged her to undertake a sea voyage.
- 2 Having had her curiosity piqued by her first experience of travelling, she vowed to take off again.
- 3 Banned from flying in the USA because of her colour, Coleman learned French and travelled to France.
- 4 Having vowed to finance an African-American flying school, she performed aerial tricks all over the USA.
- 5 On receiving *One Thousand and One Nights* for her birthday, Stark became fascinated with Arab culture.



## 6 While living in Baghdad, she explored and mapped uncharted areas of the Islamic world.

### Exercise 10 page 67

- In pairs, students discuss the questions. Monitor and help if necessary.

#### For further practice of gender and language: Vocabulary Builder 6C page 129

- 1 actor, flight attendant, bartender, business person, cleaner, humans / humanity / humankind, police officer, postal worker / postie (informal), salesperson, spokesperson, waiter / server, spouse / partner
- 2 (Suggested answers)
  - 1 Harry's spouse / partner is a flight attendant.
  - 2 Every salesperson must hand in their report immediately.
  - 3 Humans and apes have a common ancestor.
  - 4 Please address all complaints to Ms Elliott, the chair / chairperson of the local council.
  - 5 A lot of actors struggle to find regular work.
  - 6 Police officers spend far too much time filling in forms.
  - 7 I've just employed a new cleaner.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about female explorers in history. I can identify synonyms and antonyms in a true and false listening task. I can use participle clauses.*

## 6D Grammar

### Modal verbs: speculation

#### LESSON SUMMARY

**Grammar:** Modal verbs for speculation

**Speaking:** Speculating about homes

**Listening:** A news item about a fire

**Use of English:** Completing a second sentence so that it means the same as the first sentence

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Set exercise 9 as homework.

#### LEAD-IN 3-4 MINUTES

- Ask:  
*What would your dream home look like?*  
*Where would it be?*  
*Who would live in your dream home with you?*
- Students discuss the questions in pairs or small groups.

### Exercise 1 page 68

- Focus attention on the photo of the house (A). In pairs, students discuss the questions. They can compare their descriptions of their dream houses from the lead-in activity with the house in the photo.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 68

- Students complete the comments. If necessary, review the meanings of the different modal verbs. (See Grammar Builder, page 145.)
- Check answers as a class.

#### KEY

1 c 2 b 3 a 4 a 5 c 6 b 7 a 8 b

### Exercise 3 2.17 page 68

- Students compare their answers in pairs, thinking about why the other modal verbs do not fit.
- Play the recording for students to check their answers.

#### Transcript

- A Wow! Would you look at that house! It's huge!  
B It's enormous, isn't it? It must be one of those stately homes in the UK.  
A Mmm. It'll be the house of some aristocratic family or other.  
B Probably. One thing's for sure, it can't belong to an ordinary person like you or me.  
A Exactly. I wonder what they're doing at the moment.  
B Who?  
A The lord and lady – or whatever they're called – who live there.  
B Well, there's nobody around. I suppose they might be inside waiting for visitors.  
A Nice idea. It's midday, so they should be arriving soon in time for a stroll in the gardens before lunch.  
B That sounds about right.  
A I'm not sure, though. I guess the house may be empty.  
B Really? Why do you say that?  
A Well, those houses can be really expensive to maintain. You have to pay all the staff, and then you've also got to stop the house from falling down. Apparently, it costs a fortune.  
B The house doesn't look empty, though. I mean the garden is extremely well kept.  
A Yes, but some noble families give their houses to organisations which look after them and open them to the public.  
B Right. I hadn't thought about that. I guess the family could be living somewhere else, then.  
A Perhaps.

### Exercise 4 page 68

- Students use their answers from exercise 2 to categorise the different modal verbs.
- Check answers as a class.

#### KEY

1 will 2 must 3 can't 4 may, might, could  
5 should 6 can

**For further practice of modal verbs: speculation:**  
**Grammar Builder 6.2** page 145

- 1 2 must be 3 should 4 can 5 can't be  
6 might not 7 may be 8 won't
- 2 2 must have moved 3 may not be talking  
4 could have got lost 5 will have been studying  
6 can't have been stolen

**Exercise 5** page 68

- Focus attention on photo B and explain that this is a picture of the same house as in photo A. Students complete the speculations about the incident. Emphasise that the speculations are all about the past.
- Check answers as a class.

**KEY**

- 1 must 2 may 3 can't

**Exercise 6** page 68

- Go through the *Learn this!* box together. Students then match sentences 1–3 from exercise 5 to rules a–c. Focus attention on the rules for the use of *can* to speculate about the past and explain that *could* is more commonly used.
- Check answers as a class.

**KEY**

- 1 a 2 c 3 b

**Exercise 7** page 68

- Students make more sentences speculating about the fire.
- They can then compare their ideas in pairs.

**KEY**

(Suggested answers)

- 1 The fire can hardly have been started by the owner.  
2 The owners may / might / could / will / must have been sleeping when the fire started.  
3 The roof must have caught fire.  
4 They can't have saved all of the furniture.  
5 Fire fighters will / must have been trying to put out the flames for hours.

**Exercise 8** 2.18 page 68

- Students listen to a news item about the fire and compare the facts with their speculations and deductions from exercises 5 and 7.
- Play the recording for students to check their ideas in pairs. Play it again if necessary.

**Transcript**

UK conservation organisation the National Trust experienced the worst fire in its history yesterday when Clandon Park House in Surrey burned down. All that is left of the house is its shell. The fire is believed to have started in the basement due to an electrical fault. From there it spread quickly to the roof. At just after four o'clock in the morning, Surrey Fire and Rescue Service responded to an emergency call by sending a total of 16 fire engines and 80 personnel to the blaze. While fire fighters were tackling the flames, Clandon Park staff and National Trust volunteers succeeded in saving a number of historic items from the house. Many others were destroyed in the fire, which was not extinguished until late last night.

Clandon Park House dates back to the early 18th century, when it was built for Lord Onslow. The Onslow family occupied the house until 1956, when maintenance costs became too high and they donated it to the National Trust. The charity is currently debating what should be done with the building as a consequence of the fire.

**Extra activity**

Ask students if the following statements are true or false:  
*Clandon House was slightly damaged in the fire.* (F)  
*Surrey Fire and Rescue Service received an emergency call early in the morning.* (T)  
*Sixteen firefighters were sent to the building.* (F)  
*Clandon House was built in the 1700s.* (T)

**Exercise 9** page 68

- Students complete the sentences.
- Check answers as a class.

**KEY**

- 1 must have fallen in 2 may / might / could have been working 3 should be re-opening 4 can't have had time to save 5 may / might / could have been prevented

**Exercise 10** page 68

- Students discuss the headline in pairs, using modal verbs to speculate about the house and what might have happened.
- Monitor and check that students use modal verbs correctly.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can speculate about different possibilities. I can understand a conversation about a dream house.*

**6E Word Skills**

**Phrasal verbs (2)**

**LESSON SUMMARY**

**Vocabulary:** Phrasal verbs

**Speaking:** Discussing morning and night-time habits

**Reading:** An article about a sleep-talker

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Set exercise 6 as homework.

### LEAD-IN 3-4 MINUTES

- Write *SLEEP* on the board in a cloud. Ask students, in pairs or in groups, to brainstorm words related to the subject of sleep, and to make a word spider with their ideas. Encourage them to think of nouns, adjectives, verbs and adverbs. Set a time limit of two minutes.
- Ask a few students to draw their word spiders on the board.

### Exercise 1 page 69

- Students discuss the questions in pairs.
- Elicit answers from different students.

### Exercise 2 page 69

- Go through the *Learn this!* box together. Ensure that students understand the difference between a literal and an idiomatic meaning. Ask them to give examples of similar words or expressions in their own language.
- Students read the sentences and replace the underlined words with phrasal verbs from exercise 1.
- Check answers as a class.

### KEY

1 gone off 2 left out 3 switched off 4 got up  
5 fallen out 6 putting it on

### Exercise 3 page 69

- Students complete the sentences. With a **weaker class**, write the following definitions on the board and get students to match the phrasal verbs with the definitions:  
*get into a comfortable position* (settle down)  
*fall to the ground* (go down)  
*remove* (take off)  
*move into* (get on)  
*allow somebody to stay in your home* (take in)  
*move over* (get over)  
*take something out of your house and leave it for somebody to collect* (put out)  
*form* (make up)  
Students then do the sentence completion task.
- Check answers as a class.

### KEY

1 went down 2 get on 3 took off 4 put (the rubbish) out  
5 took (them) in 6 made up  
7 get over 8 settled down

### Extra activity: Fast finishers

**Fast finishers** can discuss the following questions in pairs:

*Where's your favourite place to settle down in the evening?*  
*Who puts out the rubbish in your house?*  
*Do you take off your shoes before you go into your house? Do your guests?*  
*When was the last time you tripped or slipped and went down with a bump? How did it happen?*

### Exercise 4 page 69

- Students read the article about Dion McGregor and choose the correct idiomatic phrasal verbs.
- Check answers as a class.

### KEY

1 gone down 2 get on 3 taking off 4 put out  
5 making them up 6 taken in 7 got over  
8 settled down  
His strange talent was talking in his sleep.

### Exercise 5 page 69

- Students match the phrasal verbs with their definitions. Point out that the phrasal verbs are the same ones as those from exercise 3, but in exercise 3 they are used with their literal meaning; in this exercise they are used with their idiomatic meaning.
- Check answers as a class.

### KEY

a put out b settle down c make (something) up  
d get on e get over f take off g go down  
h take in

### Extra activity: Fast finishers

- Ask **fast finishers** to write four sentences with phrasal verbs from page 69 but omit the phrasal verb itself. They then swap sentences with a partner.
- Students complete their partner's sentences.

### Exercise 6 page 69

- Students rewrite the questions using phrasal verbs from exercise 4. Allow them to use dictionaries. Encourage them to keep a list of phrasal verbs as they learn them, including their different meanings and example sentences.
- Check answers as a class.

### KEY

1 are you getting on 2 get over 3 doesn't go down  
4 make up (for it) 5 putting somebody out 6 settle down  
7 take off 8 take everything in

### Exercise 7 page 69

- Discuss question 1 in exercise 6 together as an example. Pick one or two students and ask them: *How are you getting on at school this year?* Encourage them to give different answers, e.g. *I'm doing fine, thank you. / I'm finding some of the grammar quite difficult.*
- Students discuss the remaining questions in exercise 6 in pairs. Monitor the activity and help where necessary.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise and use literal and idiomatic phrasal verbs correctly. I can understand a text about a sleep-talker.*

## 6F Reading

### I have a dream

#### LESSON SUMMARY

**Reading:** Four historians' opinions about Martin Luther King's 'I have a dream' speech

**Reading strategy:** Identifying similar or different opinions and attitudes

**Listening:** A historian talking about the Lincoln Memorial rally of 1963

**Vocabulary:** Sophisticated language

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 10 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Write the following questions on the board:  
*Can you think of any famous speeches from history?  
Do you think a good speech can make a difference?  
Why / Why not?  
If you could make a speech to everyone in your country,  
what would you choose to talk about?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 70

- In pairs, students read the quote and think about who said it, what he did and what happened to him.
- Elicit suggestions and write them on the board.
- Ask students to vote on the most likely suggestion.

#### KEY

**Martin Luther King said this. Martin Luther King was an African-American Baptist minister and civil rights activist, who was a leader in the African-American Civil Rights Movement. He was assassinated on 4 April 1968 in Memphis, Tennessee.**

#### Exercise 2 2.19 page 70

- Focus attention on the three questions in the rubric and tell students to listen specifically for the answers to them.
- Play the recording for students.
- Check answers as a class.

#### KEY

**It is the Lincoln Memorial. Martin Luther King gave his 'I have a dream' speech there on 28 August 1963.**

#### Transcript

The Lincoln Memorial was the site chosen for the rally held at the end of the March on Washington for Freedom and Jobs held on 28 August 1963. It was here that civil rights leader Martin Luther King gave his iconic 'I have a dream' speech. King began with a reference to Abraham Lincoln's Emancipation Proclamation of January 1863, which resulted in millions of slaves being freed. He went on to show how little had changed for African-Americans in the hundred years since then, likening the unfulfilled promises of Lincoln's Proclamation to a 'bad cheque'. He ended with his dream for a nation where African-Americans would have the same rights as white Americans. The speech made an impact not

only in the USA, but all over the world and continues to be celebrated today.

#### Exercise 3 2.19 page 70

- Play the recording again for students to answer more detailed questions. **Stronger students** can try to answer the questions from memory and then listen to check their answers.
- Check answers as a class. Explain that a bad cheque is refused by the bank because there is not enough money in the account to pay it. *A bad cheque* is used as a metaphor to mean 'a promise that has not been kept'.

#### KEY

- Because Lincoln represented the unfulfilled promises made to African-Americans.**
- It was relevant because King began his speech by remembering Abraham Lincoln's Emancipation Proclamation 100 years before, which promised freedom to African-Americans in the USA.**
- The Emancipation Proclamation was like a 'bad cheque' because the promises it made to African-Americans hadn't been fulfilled.**

#### Exercise 4 page 70

- Students read the text to find out if any of the historians clearly expresses the opinion that Martin Luther King's speech is the greatest speech in history. Focus attention on the use of the superlative (*the greatest in history*).
- This is a long text, so you could put students in four groups and get each group to focus on one historian only. They can then get into new groups of four – one student for each historian – and compare their ideas.
- Check answers as a class. If any students think the answer is *yes*, ask them to quote the part of the text that supports it.

#### KEY

no

#### Exercise 5 page 70

- Go through the Reading Strategy together. With a **weaker class**, go through the question together. Check that students have identified Brian Ward's opinion about how the speech should be considered, and ask them to quote the relevant line (*It is rightly considered one of the most important speeches in history, ...*). They then have to read each of the other historians' texts and identify a similar opinion, quoting the relevant lines.
- Check answers as a class.

#### KEY

**A – Benjamin Houston (*It certainly should be classed as among a handful of momentous speeches in US history, ...*)**

#### Exercise 6 page 70

- Students use the Reading Strategy to answer the questions. Focus attention on the words in the questions that will help students decide if they are looking for similar or different opinions (1 *different opinion*; 2 *shares*; 3 *agrees with*; 4 *disagrees with*).
- Check answers as a class. Ask students to quote the relevant part of the text when they give their answers.

**KEY**

- 1 C: Webb says that King was 'Almost singing the words in his great baritone voice'. Lewis says: 'In terms of oratorical style it was curiously subdued, lacking the tone and rhythm that characterised the southern Baptist church where King was a preacher.'
- 2 D: Lewis says: 'In terms of content, the most significant section of the speech was not its "Dream" section but an earlier passage ...' Ward says: 'too much emphasis on the "Dream" can obscure other important aspects of King's magnificent oration.'
- 3 C: Houston says: 'His soaring oratory at the March on Washington spoke of cashing a cheque, of laying claim to the economic aspirations that remained largely out of reach of African-Americans.' Lewis writes about 'the real reason that lay behind the gathering at the March on Washington: that black Americans had been given a "bad cheque" at the time of their supposed emancipation 100 years previously, which they were now coming to Washington to demand to be cashed.'
- 4 A: Lewis says: 'The idea of a "Dream" caused consternation: King's colleagues judged it repetitive to the point of cliché.' Houston says: 'He meant to give "new meaning", as he said in the speech, to old words and clichés that nonetheless were rooted in broader notions of the American Dream.'

**Exercise 7** page 70

- Students read the text and answer more detailed questions. Point out that there are two questions about each historian's text. As with exercise 4, you could put students in four groups, one for each historian, and get them to focus on the answers for that historian's two questions.
- Remind students to identify the key words in the questions and to look for synonyms and antonyms for these key words in the text.
- Check answers as a class. Ask students to quote the lines that support their answers.

**KEY**

(Suggested answers)

- 1 It exemplifies his ability to address different groups of people with one voice: to speak to both white Americans and African-Americans in a single speech.
- 2 He meant that African-Americans had been promised, and were entitled to, certain rights, including improvements in economic and social conditions, and were now asking for the promise to be fulfilled.
- 3 It awakened the national consciousness to the question of civil rights.
- 4 Others could see / hear the speech.
- 5 It had an effect on people who hadn't heard him speak before.
- 6 Some people who had heard King before thought his speech was subdued and repetitive, and that it lacked tone and rhythm. Others, who hadn't heard King before, were impressed by his level-headed demeanour and statesmanlike tone.
- 7 The slow or non-existent pace of change from the government. The federal government was very slow to take the measures required to support African-Americans' struggle for civil rights and the right to vote.

- 8 King's speech suggested that people might get violent if their peaceful demands were not met.

**Exercise 8** page 70

- Students look at the highlighted and underlined words in the text and consider their effect. Ask them: *Is this kind of language formal or informal?* Encourage them to think about the context in which the language is used – these are historians, so their writing is generally more academic.
- Emphasise the importance of using sophisticated, formal language in academic contexts. Students should try to use such language when they write formal or academic texts.

**Exercise 9** page 70

- Go through the synonyms together and elicit which are nouns (*attitude, dismay, ghost, ideas*) and which are adjectives (*critical, disappointed, insignificant, quiet*).
- Students match the highlighted words in the text with their synonyms, using the context to work out their meaning.
- Check answers as a class.

**KEY**

anxiety – consternation; attitude – demeanour; critical – dire; disappointed – dismayed; ghost – spectre; ideas – notions; insignificant – negligible; quiet – subdued

**Exercise 10** page 70

- Students focus on the underlined verbs in the text and match them with the highlighted words in the sentences.
- Check answers as a class.

**KEY**

1 blends 2 foreshadow 3 converge 4 revive  
5 condemn 6 resonate 7 obscure 8 crystallised

**Exercise 11** page 70

- Students discuss the questions in pairs. Ask them to think about racial equality globally, not just in the USA.
- Ask a few students to suggest what makes a good speech and write their suggestions on the board. Students could work in groups and rank the suggestions in order of importance.

**Extension**

- Give students a copy of Martin Luther King's 'I have a dream' speech (it is available from many online sources).
- Ask them, in groups, to choose a paragraph from the speech and analyse it for the following: metaphors and synonyms; anaphora (repetition of a word at the beginning of phrases or sentences); alliteration (words that begin with the same letter or sound); and personification (giving human qualities to something that is not human).

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to the opinions of four historians about a speech. I can understand and use sophisticated vocabulary to make a text more formal and academic.*

## 6G Speaking

### Debate

#### LESSON SUMMARY

**Speaking:** Debating statements about hopes and aspirations

**Speaking strategy:** Preparing arguments for a debate

**Listening:** A student debating the importance of setting goals in life

**Vocabulary:** Discourse markers

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercises 2 and 5.

#### LEAD-IN 3-4 MINUTES

- Write the following list of ambitions on the board: *become very wealthy, become famous, have good friends, get married and have a family, enjoy good health, travel widely, meet people from around the world, do a job I really love.*
- Students work in groups and rank the ambitions from 1 (most important) to 8 (least important).
- Ask a few students to share their most important ambition with the class and to explain why it is the most important.

#### Exercise 1 page 72

- Start the discussion by talking about your own ambitions, e.g. *When I was a child I wanted to be an astronaut, but as I got older I realised that I wouldn't enjoy the job as I don't like confined spaces. Now my ambition is to run my own language school.*
- Students discuss the questions in groups. Remind them to give reasons for their answers.
- Ask a few students to share their ambitions with the class.

#### Exercise 2 page 72

- Go through the quotes together. Students will probably have heard of the physicist Albert Einstein and the actor Will Smith. Explain that Bertrand Russell (1872–1970) was a philosopher. He is known for his insistence on logic and his anti-war ideals. Stephen Richards is an author of self-help books that focus on the power of positive thinking.
- Ask students to explain the quotes in their own words.
- Hold a class vote to find out who agrees and who disagrees with each quote. Do not ask students for reasons at this point.

#### Exercise 3 page 72

- Go through the Speaking Strategy together and then look at the first quote again with students.
- In pairs, students think of four or five points in favour of the statement.
- Ask a few pairs to write their points on the board. Keep these ideas on the board for exercise 4.

#### Exercise 4 2.20 page 72

- Play the recording for students to identify whether the student mentions any of the points on the board. With **weaker students**, pause the recording after each point is mentioned and give them time to identify it.

#### KEY

The student makes the following points: *Our friends are likely to change as we get older, families can grow apart, and partners may not be around for ever. Things can wear out or break. A goal is something permanent. A goal is more likely to make us happy than people or things.*  
**Students' own answers**

#### Transcript

**Examiner** Are you ready, Emily?

**Candidate** Yes, of course. Thank you. To start with, I'd like to say that I completely agree with Einstein's statement. The fact that he gives more importance to goals than people or things is understandable, bearing in mind that the latter are not always permanent. I mean, our friends are likely to change as we get older, and many of them will fall by the wayside. Even families can grow apart, and partners may not be around for ever. As for things, they can wear out or break. A goal, on the other hand, is something permanent; it's a life-long companion that will be with us until the end of our days. On the whole, I believe that a goal is more likely to make us happy than people or things.

**Examiner** But wouldn't you say that it's important to have company in life? I think a person without friends might get very lonely.

**Candidate** Certainly. There's a need to have some people close to us, but I think what Einstein is saying is that we shouldn't get too dependent on them, or indeed let them depend too much on us. People and things can easily become a burden that we have to carry around with us, and this kind of extra baggage makes it more difficult for us to pursue our goals. As a result, we can lose our way and become frustrated with life because we have no direction.

**Examiner** But trying to achieve an aim can also be frustrating, don't you think? Imagine you have set your sights on one particular goal and then you suddenly realise there's no way you're ever going to reach it. That would be more likely to bring you down rather than lift your spirits, I think.

**Candidate** All the same, I believe that goals are important. If you find yourself getting frustrated, perhaps you need to adapt your goal, or break it down into smaller chunks to make it more achievable. What's more, there's nothing more satisfying than fulfilling a dream or achieving an aim, especially something that you have found rather challenging. The feeling you get when you've finally met your objective is incomparable to anything else, and for me this would be the ultimate happiness.

**Examiner** Thank you, Emily.

### Extra activity: Fast finishers

Play the recording again for **fast finishers** to identify two opposing points raised by the examiner. They can compare these later with the points made in the speech in exercise 7.

#### KEY

A person without friends might get lonely. They might not achieve an aim, which might make them frustrated and depressed.

### Exercise 5 2.20 page 72

- Play the recording again for students to complete the extracts. Remind them that discourse markers can help them sound more fluent and can also be used to gain time when they are trying to think of what to say.
- Check answers as a class.

#### KEY

1 To start with 2 I mean 3 As for 4 On the whole  
5 Certainly 6 As a result 7 All the same  
8 What's more

### Exercise 6 page 72

- Go through each category together, ensuring that students understand the meaning of each heading.
- Students categorise the discourse markers according to their function.
- Check answers as a class.

#### KEY

1 What's more 2 As for 3 I mean 4 Certainly  
5 All the same 6 As a result 7 On the whole  
8 To start with

### Exercise 7 page 72

- Go through the instructions together and emphasise that the speech is about the first statement in exercise 2. However, unlike the conversation in the recording, this speech is against the statement.
- Students complete the speech.
- Check answers as a class.

#### KEY

1 Of course 2 By and large 3 For one thing  
4 Consequently 5 In other words 6 Regarding  
7 Besides 8 Because of this

### Exercise 8 page 72

- Students choose one of the other statements from exercise 2 and prepare four or five points in favour of or against it.
- Monitor and help with vocabulary and grammar.

### Exercise 9 page 72

- In pairs, students present their arguments to their partners. Remind them to use discourse markers and encourage them to listen to each other's arguments and ask questions.
- Ask a few students to present their arguments to the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: I can use a range of discourse markers to give my opinion in a debate. I can use phrases to add further information, announce a subject, clarify, concede, counter-argue, explain the reason for something, generalise and structure.

## 6H Writing

### An informal email

#### LESSON SUMMARY

**Writing:** An informal email

**Writing strategy:** Informal language; email structure

**Reading:** An informal email about exams

**Vocabulary:** Phrases for showing empathy

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 2 and 5. Exercise 7 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Write *TOP EXAM TIPS* on the board. Ask students, in pairs or groups, to brainstorm their top tips for exam revision, e.g. *make a revision timetable, make your own flashcards*.
- After two minutes, ask groups for their top tips. Write them on the board and ask students to vote for their favourite tip.

### Exercise 1 page 73

- Students discuss the questions in pairs. Explain that *dread* implies extreme fear about some future event. Students could talk about school events as well as more personal planned activities.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 73

- Go through the task together. With a **weaker class**, help students identify the two questions in the email: *How are you feeling about your exams?* and *Are you doing anything special to cope with the stress?*
- Students discuss their answers to the questions in pairs.

### Exercise 3 page 73

- Students read Rose's reply to the email in exercise 2 and summarise her attitude towards her exams.
- Ask a few students to share their summaries with the class.

#### KEY

Rose also has exam nerves, but for now there's no point in worrying about things that may never happen.

### Extra activity

Write the following questions about Rose's email on the board for students to answer:

- 1 Why hasn't Rose been using the internet recently? (because she wants to focus on her exams)
- 2 What does she want to study at university? (veterinary science)
- 3 What does she do to help her concentrate? (She wears headphones.)
- 4 What subject is she studying at the moment? (biology)

### Exercise 4 page 73

- Go through the Writing Strategy together. Emphasise the importance of using the appropriate language for the target reader.
- Students match the words and phrases with expressions from the email.
- Check answers as a class.

#### KEY

1 getting back to 2 in the same boat 3 make the grade 4 cross that bridge when I come to it 5 buckle down 6 give it our best shot 7 a nervous wreck 8 keep on track 9 call it a day 10 keep at it

### Exercise 5 page 73

- This exercise focuses on phrases to show empathy: the ability to understand and share the feelings of others.
- Students read the email again and complete the phrases.
- Check answers as a class.

#### KEY

1 know 2 consolation 3 coming 4 everything 5 helps 6 mean

### Exercise 6 page 73

- Go through the task together. Focus attention on the questions in the email: *How are you feeling about leaving home? Are you doing anything special to prepare for moving out – if so, what?*
- Students plan their reply, ensuring that they answer the two questions. Monitor and help with vocabulary.

### Exercise 7 page 73

- Students write their email. Remind them to follow the structure for an email, i.e. an opening greeting, clear paragraphs and a closing phrase, and to use informal, empathetic language.
- Make sure students go through the checklist when they have finished the first draft and make any changes necessary.

### For further practice of colloquial language and slang: Vocabulary Builder 6H page 129

3 a yolo b shotgun c own somebody d lol  
4 1 Soz. My bad. 2 go ape 3 sick 4 fam

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an informal email. I can use language to show empathy.*



# 7

# Journeys

## Map of resources

### 7A Vocabulary

Student's Book, pages 74–75; Workbook, page 74  
Photocopiable: 7A (Road travel)

### 7B Grammar

Student's Book, page 76; Workbook, page 75  
Photocopiable: 7B (Modal verbs)

### 7C Listening

Student's Book, page 77; Workbook, page 76

### 7D Grammar

Student's Book, page 78; Workbook, page 77  
Photocopiable: 7D (Talking about ability)

### 7E Word Skills

Students Book, page 79; Workbook, page 78

### 7F Reading

Student's Book, pages 80–81; Workbook, page 79

### 7G Speaking

Student's Book, page 82; Workbook, page 80

### 7H Writing

Student's Book, page 83; Workbook, page 81

### Culture and Literature 7

Student's Book, pages 120–121  
DVD and DVD worksheet: Unit 7

### Classroom Presentation Tool Unit 7

### End of unit

Unit Review: Workbook, pages 82–83  
Photocopiable: Grammar Review  
Photocopiable: Vocabulary Review  
Exam Skills Trainer 4: Student's Book, pages 84–85  
Cumulative Review I–7: Workbook, pages 114–115  
Progress Test and Short Tests: Unit 7

## 7A Vocabulary

### Road travel

#### LESSON SUMMARY

**Vocabulary:** Road travel; parts of a bicycle

**Speaking:** Discussing road regulations

**Reading:** A text about driving tests in the UK

**Listening:** People talking about their driving test

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 3 and 5.

#### LEAD-IN 3–4 MINUTES

- Ask: *How do you usually travel to school, to your friends' houses, to play sports, to visit family?*
- Give students a minute to brainstorm words linked to travel and transport.
- Elicit students' ideas and write them on the board.

#### Exercise 1 page 74

- In pairs, students discuss the questions.
- Ask a few students to share their answers with the class.

#### Exercise 2 page 74

- Focus attention on the photo and ask: *What is happening in this picture?* (The woman is taking her driving test.)
- Ask students to complete the text. Remind them to read the whole text first for general meaning.
- Check answers as a class, making sure that students understand the meaning of the compound nouns.

#### KEY

1 test 2 safety 3 traffic 4 users 5 aid  
6 maintenance 7 drivers 8 car  
9 stop 10 atlas 11 seat

#### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

*When was the driving test introduced in the UK?*  
(in the 1930s)

*Are road traffic accidents worse now than they were in the 1930s?* (no)

*What percentage of learner drivers fail their driving test?* (50%)

*Why did one learner driver crash into the driving test centre?*  
(because he/she selected 'drive' too early)

#### Exercise 3 page 74

- Students put the words in the correct group.
- Check answers as a class. Check pronunciation of the words, focusing on the schwa and the /ks/ in *accelerate* (/ək'seləreɪt/) and the /ɪ/ in *carriageway* (/ˈkærɪdʒweɪ/).

#### KEY

**A Parts of the road network:** central reservation, crossroads, cul-de-sac, dual carriageway, flyover, hard shoulder, kerb, lay-by, level crossing, side street, slip road, speed bumps, T-junction

**B Driving verbs:** accelerate, brake, change gear, give way, indicate, overtake, pull over, reverse, stall, steer

#### Exercise 4 2.21 page 75

- Give students time to read the sentences and predict the words needed to complete them.
- Play the recording for students to complete the sentences.
- Check answers as a class.

**KEY****Speaker 1** 1 crossroads 2 accelerated**Speaker 2** 1 lay-by 2 stalled**Speaker 3** 1 T-junction 2 change gear**Speaker 4** 1 side street 2 reverse**Speaker 5** 1 dual carriageway 2 indicate**Speaker 6** 1 level crossing 2 overtook**Transcript**

**Speaker 1** I was terribly nervous when I took my test the first time. In fact, I wasn't a bad driver, but with the examiner in the car, I started to make a lot of mistakes that I didn't usually make. About five minutes into the test, I wanted to slow down but I got the wrong pedal! Instead of the brake, I put my foot on the accelerator – just as I was coming to a busy crossroads! I couldn't stop in time, but fortunately there was a gap in the traffic so I didn't actually crash into anything. The funny thing was, the examiner didn't call a halt to the test straight away. He let me drive on for a few minutes and then asked me to park in a quiet side road. Then he told me that I'd failed. Of course, I wasn't exactly surprised!

**Speaker 2** I was so unlucky! The test went very well, and as we got near the end, I was sure I was going to pass. Then the examiner asked me to park. We pulled into a lay-by where there were a few cars already parked. There was a huge space between two cars, so I thought it wasn't going to be a problem. But the first time I tried it, I ended up about a metre away from the pavement! I had another attempt, and this time I did the opposite: I was too close. The car made a terrible noise as the wheel hit the edge of the kerb. I tried to move forwards again but the engine cut out. I didn't realise at first, and kept pressing the accelerator, wondering why nothing was happening. What a disaster! I failed, of course.

**Speaker 3** I think I took my test too early, really. I just wasn't ready. Anyway, it started quite well, but then it all went wrong as I approached a T-junction. I was in fourth gear and I wanted to put the car into third as I slowed down. Unfortunately, I forgot to put the clutch down! The car made a horrific noise – metal against metal – and I couldn't get it into third. I shot a glance at the examiner, who was making a face. He looked like he was in pain! After that, I made lots of other mistakes and wasn't surprised when he told me I'd failed.

**Speaker 4** I had a bit of a nightmare with my driving test. I was going along a narrow side street with parked cars on either side, when I saw a lorry coming the other way. I came to a halt and looked at the examiner because I didn't know what to do. She told me to back into a parking space so the lorry could pass – but the parking space was about 100 metres behind me! It took ages because I was really worried about hitting the wing mirrors of the parked cars as I went backwards. Anyway, I made it. And I carried on with the test – and passed!

**Speaker 5** I sat my test in autumn and it was quite a windy day. About halfway through the test, I was driving along a dual carriageway with trees along the side. The examiner asked me to turn left, so I looked in my mirrors. At that moment, a big leaf landed on the glass right in front of my face. For some reason, I thought it was a bird or a huge insect. I gave a shriek and braked sharply. The examiner was shocked too – but because of my reaction, not because of the leaf! So anyway, I thought I'd recovered well because I didn't miss the turning. But unfortunately, in my panic, I'd forgotten to use my indicator so I failed the test.

**Speaker 6** I was pretty confident when I took my test. I'd had quite a few driving lessons and also my mum had taken me out to practise lots of times, so I could handle the car very well. Everything went smoothly, including the difficult bits, like reversing around a corner. Then, when we got to the end of the test, the examiner told me I'd failed. I was shocked! He then explained that it was because of what I'd done near a level crossing. Apparently, the car in front had started to slow down, and I should have done the same – but instead I accelerated to go past the car to make a left turn just before the crossing. Maybe I was too confident!

**Exercise 5** page 75

- Students compare their answers in pairs and discuss who was the unluckiest or the worst driver.
- Ask a few students for their opinions and get them to give reasons for their choice.

**Exercise 6** page 75

- Go through the *Fluency!* box together. Emphasise the importance of using a wide variety of vocabulary, including complex phrases rather than simple verbs.
- Students complete the phrases. Do not check answers yet.

**Exercise 7** 2.21 page 75

- Play the recording again for students to check their answers and write the phrases they hear.
- Check answers as a class.

**KEY**

1 call 2 have 3 shoot 4 come 5 give 6 make

**Exercise 8** page 75

- Students rewrite the sentences.
- Check answers by asking individual students to read out their sentences.

**KEY**1 make a comment 2 make a start on  
3 pay a visit to 4 take a look 5 had a chat / talk with 6 had a try at opening**Exercise 9** page 75

- Focus attention on the photo of the bike and ask:  
*Do you own a bike?*  
*Can you name all the parts in your language?*
- Ask if any students are keen cyclists or have knowledge of cycle maintenance.
- In pairs, students label the parts of the bike. They then decide which words could also be used to describe a car and a motorbike.
- Check answers as a class.

**KEY**1 handlebars 2 brake levers  
3 tyres 4 spokes 5 valve 6 pump  
7 pedals 8 reflector 9 stand 10 gears  
11 chain 12 saddle**a parts of a car** gears, pedals, reflector, tyres, valve**b parts of a motorbike** brake levers, chain, gears, handlebars, pedals, pump, reflector, saddle, spokes, stand, tyres, valve

## Extension

Ask students to find a photo of a motorbike and to make a labelled diagram for the different parts. They can use a dictionary to find the relevant vocabulary.

## Exercise 10 page 75

- Students discuss the questions in pairs. Focus attention on the issues and encourage students to add their own ideas.
- Ask a few students to share their opinions with the class.

### For further practice of phrasal verbs: travel: Vocabulary Builder 7A page 129

- 1 1 pull over 2 pull out 3 get away  
4 drop sb off 5 see sb off 6 put sb up  
7 drop in on sb 8 break sth up 9 pass through
- transitive** break sth up, drop in on sb, drop sb off, pass through (a place), put sb up, see sb off  
**intransitive** get away, pull out, pull over
- 2 1 pull over 2 get away 3 drop (us) off  
4 see (me) off 5 pulled out

## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about roads and road users. I can use vocabulary to describe road travel and the parts of a bicycle.*

# 7B Grammar

## Modal verbs

### LESSON SUMMARY

**Grammar:** Modal verbs for advice and prohibition

**Reading:** Messages on an online forum

**Speaking:** Giving travel advice

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 6 can be set as homework.

### LEAD-IN 3-4 MINUTES

- Tell students to imagine that a friend from another country is coming to visit their country and has asked for advice on what to see, what to do and what to eat.
- Write the following phrases on the board: *You should ... ; You mustn't ... ; You shouldn't ... ; You needn't ...*
- Students use the phrases to give their friend advice.

## Exercise 1 page 76

- Go through the suggestions together and check the meaning of *sleeping bag* and *travel insurance*.
- Students discuss the suggestions in pairs.
- Ask a few students to share their ideas with the class.

## Exercise 2 page 76

- Explain that people can exchange advice and information about travelling on an online travel forum. Then ask:  
*Do you ever visit forums to get advice?*  
*Which forums do you visit?*  
*Have you ever changed your plans because of advice from an online forum?*
- Students read the messages and choose the correct modal verbs. Remind them to read each paragraph and think about meaning before they make their choice.
- Check answers as a class.

### KEY

- 1 I'd better 2 must not 3 needn't 4 ought  
5 needn't 6 you're better off 7 must 8 need  
9 had to 10 should 11 didn't need to 12 should

### For further practice of modal verbs: Grammar Builder 7.1 page 145

- 1 1 should 2 must 3 shouldn't 4 shouldn't  
5 should 6 should
- 2 2 don't have to 3 shouldn't 4 'd better  
5 shouldn't have 6 must 7 didn't have to  
8 needn't have 9 'd be better off
- 3 2 (You shouldn't) have to carry ID all the time.  
3 (You should) have bought a local SIM card for your phone.  
4 (You ought) not to keep in daily contact with your family back home.  
5 (You must) carry a credit card for emergencies when travelling abroad.  
6 (He may) have had to leave his passport at the hotel reception.  
7 (We might) have to pay in advance for the taxi.  
8 (He can't) have had to pay his hotel bill in advance.

### Extra activity: Fast finishers

- Ask **fast finishers** to write three more pieces of advice for the travel forum about travelling alone / with friends, buying souvenirs and trying local food. They should include some of the following in their advice: *mustn't, are better off, have to, don't need to, shouldn't.*
- Students can compare their advice with a partner and decide if they agree with their partner's advice.

## Exercise 3 page 76

- Students read the sentences and choose the best option.
- Check answers as a class, asking students to explain their choices.

**KEY**

- 1 **b** (*Had better* is not used for general advice, only for advice about a particular moment.)
- 2 **b** (*Ought* needs to be followed by *to*. It is rarely used in questions and sounds very formal.)
- 3 **a** (*Needn't have used* implies that the ticket was used and therefore cannot be used by someone else.)
- 4 **b** (*Must be + -ing* is the correct structure to make a conclusion about a future event.)
- 5 **a** (*Have to* implies obligation imposed by an outside force rather than a personal obligation.)
- 6 **b** (*Needn't* means something is not necessary; *mustn't* means that something is not allowed.)
- 7 **b** (*'d better not have left* implies that the speaker doesn't know if the passport was left in the hotel or not.)

**Exercise 4** page 76

- Go through the *Look out!* box together. Then read out the first half of the first sentence: *We've already got our tickets.* Ask: *Do you think we have to queue up?* (probably not) Elicit that the first part of the sentence uses the present tense, but the gapped part is a prediction about the future.
- Students complete the rest of the sentences individually.
- Check answers as a class.

**KEY**

1 might not have to 2 should have to 3 must have needed to 4 may be having to 5 can't have had to

**Exercise 5** page 76

- Students read the two options for each sentence and think about how they affect the meaning. Refer students to the Grammar Builder on pages 145 and 146 if necessary.
- Check answers as a class.

**KEY**

- 1 should have had to: it usually requires a password; can't have had to: it didn't ask for the password
- 2 may not need to: it is a possibility; won't have to: it is definite
- 3 'd better: you should do it; needn't: it is not necessary
- 4 didn't need to plan: it wasn't necessary; needn't have planned: we planned something but it wasn't necessary
- 5 'd better not: it isn't a good idea; don't have to: it isn't necessary

**Exercise 6** page 76

- Go through the sentences together, eliciting whether they are about the present (1, 4), the future (2) or the past (3, 5).
- Students rewrite the sentences.
- Check answers as a class.

**KEY**

- 1 You don't have to / needn't / don't need to take cash with you when you travel.
- 2 I / You / We shouldn't / won't have to / may / might not have to carry ID all the time.
- 3 You should have bought / ought to have bought a local SIM card for your phone.
- 4 You shouldn't / ought not to keep in daily contact with your family.
- 5 He may / might have had to leave / may / might have needed to leave his passport at the hotel reception.

**Exercise 7** page 76

- In pairs, students complete the sentences.
- Ask a few students to read out their completed sentences. Get the class to vote on whether or not they agree with them.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use modal verbs for advice and prohibition. I can give advice about travelling.*

**7C Listening****Crossing borders****LESSON SUMMARY**

**Listening:** Immigration stories

**Listening strategy:** Dealing with unknown words

**Reading:** An article about the history of immigration

**Speaking:** Advice for immigrants

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2.

**LEAD-IN 3-4 MINUTES**

- Ask students to discuss the following questions in pairs or small groups:  
*Can you name any famous immigrants to your country?  
Do you think immigrants should learn the local language?  
Why do you think people decide to emigrate to another country? Think of at least four reasons.*
- Ask a few students to share their ideas with the class.

**Exercise 1** page 77

- Students discuss the question in pairs. Encourage them to think of reasons for and against the question. This is a sensitive issue, especially if there are immigrants in your class. Be aware that some students may not wish to participate in the discussion. Remind all students to be considerate and polite when expressing their opinions.
- Elicit ideas.

**Exercise 2** page 77

- Students read the text and decide what part of speech fits each gap. With a **weaker class**, you could write the parts of speech on the board for students to choose from: *adjective, adverb, noun, verb (present participle), verb (past simple).*
- Elicit answers but do not tell students if they are correct.

### Extra activity: Fast finishers

Write the following definitions on the board and ask **fast finishers** to find words with these meanings in the text in exercise 2:

*a group of people in control of a country* (government)

*rules* (laws, regulations)

*people from another country* (foreigners)

*the act of living in a certain place* (residence)

*a document that proves your identity and citizenship*

(passport)

### Exercise 3 2.22 page 77

- Play the recording for students to complete the text.
- Check answers as a class, eliciting the parts of speech.
- Ask students at which period of history there were no controls on international travel.

#### KEY

1 fairly (adverb) 2 leaving (verb: present participle)  
3 labourers (noun) 4 similar (adjective) 5 unrestricted (adjective)  
6 adopted (verb: past simple) 7 countries (noun) 8 movements (noun) 9 potential (adjective)  
There were no controls on movement during the 19th century.

### Exercise 4 page 77

- Go through the *Listening Strategy* together. Students then read the sentences and predict the missing words. They can think about what the words might be in their own language.
- Ask students to suggest what kind of story these sentences come from and write their ideas on the board.

### Exercise 5 2.23 page 77

- Go through the words together and check that students understand their meaning. With a **weaker class**, help students identify the parts of speech first (nouns: *jetty, delinquents, loudhailer, mortar, haversack, doctorate, dinghy*; verb: *persecute*; adjectives: *contaminated, disconsolate*).
- Students complete the sentences in exercise 4.
- Play the recording for students to check their answers.
- Check answers as a class. Then ask: *Who is telling this story?* (someone who was trying to leave his country) *Was he successful?* (no)

#### KEY

1 haversack 2 dinghy 3 jetty 4 loudhailer  
5 disconsolate

#### Transcript

It was late one evening when my parents told me it was time to leave. We had very little time. They told me they would go down to the harbour and wait for me there. I put all my belongings into a haversack and set off on foot. My grandparents were there, but they were not going to join us on our journey. My grandfather said they were too old to start a new life. Instead they watched us as we got onto the boat. There were so many people in the dinghy that I feared it would sink. But in the end, we set off in the darkness. My grandparents stood on the jetty and watched us move away from the shore. Soon they were out of sight. We were lucky with the weather: although it was winter and very cold, the sea was calm. But unfortunately, it was a clear night and we

were spotted. The coastguards sailed closer and called to us through a loudhailer. We had to leave our dinghy and climb onto their boat and another boat that had been ordered to assist. After so long at sea, we were cold and disconsolate. We knew we would not make it to our destination – not this time anyway.

### Exercise 6 2.24 page 77

- Give students time to read the questions and to think about the key words they should listen for.
- Play the recording for students to answer the questions.
- Check answers as a class.

#### KEY

1 Speaker 4 2 Speaker 1 3 Speaker 5

4 Speaker 3 5 Speaker 2

#### Transcript

**Speaker 1** I'm from Vanuatu, a small group of islands in the South Pacific. When the islands were hit by a huge storm, thousands of islanders had to leave their homes – including me. Now we're all living at an evacuation centre near the capital, Port Vila. A lot of the houses on the islands were badly damaged. My home is on a small island called Tanna, and in fact my house was hardly damaged at all, but our well became contaminated, so I had to leave the island anyway, together with everyone else in my village. There isn't much to do here at the camp – that's the main problem for me personally. I find it difficult to cope with the boredom.

**Speaker 2** When the earthquake struck, we thought we had been lucky. Our house was not damaged and everyone in our family was unharmed. But the city quickly began to change. It seemed to be overrun with delinquents and at night we heard gunshots. It didn't feel safe, especially with three young children – so we left. We came to stay with my brother and his wife, who have a farm about 40 kilometres away from the city. I gave up my job in a factory and now we all help with the crops and the animals. Our main problem is that our youngest daughter is unwell and it's hard to find a doctor here. When she needs to be seen, I have to take her back into the city and it takes all day. But even so, we're better off here.

**Speaker 3** My family are from the small, south-east Asian country of Bhutan, but they left their homeland in the 1990s. They were being persecuted for being part of an ethnic minority. I was only six months old when they decided to leave home and trek for days across India before arriving here at a refugee camp in Nepal. We've been living here for twenty years, waiting for the authorities to find us a permanent home. Many of our friends have left – some of them have gone to Canada to start a new life. My parents say they would like to return to Bhutan one day if the political situation changes. As for me, I'm not so sure. I've never been to Bhutan; I don't think of it as my home. But where is my home? At the moment I don't feel I have one, and that upsets me.

**Speaker 4** I was a university student when my parents made the decision to emigrate. I didn't want to be separated from them, so I agreed to go too. They were struggling to find a job in Ukraine even though they both had doctorates, and so they decided to try their luck abroad. Argentina was accepting migrants at that time, so we boarded a flight in Kiev and about twenty hours later, arrived in Buenos Aires, our new home. I couldn't speak Spanish when I arrived, so I

communicated mostly in English. Now, three years later, my Spanish still isn't as good as it should be. I really must work at it, so I can feel that I'm more part of the society here.

**Speaker 5** We didn't live in a big city like Damascus or Aleppo, and most of the time it was fairly peaceful. But gradually the violence increased. We felt as though the war was getting nearer. When a mortar exploded directly opposite our block of flats, I decided it was time for me and my family to leave. We headed across the border from Syria to Jordan and found a refugee camp containing many thousands of men, women and children. It's run by the UN and they provide basic food and shelter. We're safe here, at least. But I worry about the children not going to school, and the effect that will have on their future.

### Exercise 7 2.24 page 77

- Give students time to read the questions and the options.
- Play the recording again for students to answer the questions. **Stronger students** can try to answer the questions before listening to check their answers.

#### KEY

1 A Speaker 4 B Speaker 2 C – D Speaker 5  
E – F Speaker 1 G – H Speaker 3  
2 A Speaker 3 B – C Speaker 1  
D Speaker 4 E – F Speaker 2 G – H Speaker 5

### Exercise 8 page 77

- In pairs, students think about the challenges faced by immigrants to their own country. You could write the following on the board: *discrimination, language, work, housing, making friends*.
- Students work together to offer advice. Remind them of modal verbs for advice, e.g. *should / shouldn't, ought to, had better / had better not*.

#### Extension

Students use the advice they discussed in exercise 8 to prepare a 'Welcome to our Country' leaflet for immigrants to their country.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: I can understand first-person accounts by migrants. I can deal with unknown words.

## 7D Grammar

### Talking about ability

#### LESSON SUMMARY

**Grammar:** Describing past, present and future ability

**Reading:** An article about a journey to the centre of the Arctic Ocean

**Use of English:** Choosing the correct words to complete a text

**Speaking:** Discussing the best and worst aspects of a polar expedition

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Set exercise 5 as homework.

#### LEAD-IN 3–4 MINUTES

- Write the following questions on the board and ask students to discuss them in pairs or small groups:  
*What personal qualities do explorers need?*  
*Do you think exploration is important? Why / Why not?*  
*If you joined an explorer's expedition, where would you like to go?*
- Ask a few students to share their ideas with the class.

### Exercise 1 page 78

- Check the meaning of *inaccessible* (impossible or very difficult to reach).
- Students discuss the questions in pairs.
- Then ask them to name inaccessible places that still exist.

### Exercise 2 page 78

- Focus attention on the map and point out the Arctic Ocean at the centre. Tell students that the Arctic Ocean is the smallest of the world's five oceans but it is still 14 million square kilometres in size.
- Students read the text and find out what challenges the explorer will face when he attempts his journey.
- Check answers as a class.

#### KEY

The Pole of Inaccessibility can't be reached by boat and he'll have to trek over sea ice. It will be dark and very cold.

### Exercise 3 page 78

- Students read the text again and choose verbs to replace the underlined verbs in the text. Remind them to think about whether the verb describes the past, present or future, and pay attention to the context as well.
- Check answers as a class.

#### KEY

1 no 2 a no b yes 3 no 4 yes 5 a yes b yes  
6 yes 7 a no b no 8 a no b no 9 a no b no

### For further practice of talking about ability:

#### Grammar Builder 7.2 page 147

- 1 could 2 could 3 could 4 can  
5 can 6 could
- 2 We searched for our tickets but (we) weren't able to find them.  
3 My cousin is able to speak four languages.  
4 If you practised more, you would be able to play this piece.  
5 When will your sister be able to pay me for her ticket?  
6 I'll let you know if I'm able to come to the meeting.  
7 Most people aren't able to type with their eyes closed.  
8 Are you able to reach my coat?
- 3 I'm not able to remember his email address: I can't remember his email address  
I'm able to text him: I can text him  
I... could find it in the end: I... managed to find it in the end / was able to find it in the end  
He can be in town: He could be in town  
I'm not able to play very well: I can't play very well

#### Exercise 4 page 78

- Ask students to read the text for general meaning before they do the task.
- Check answers as a class, making sure that students explain why the alternative option is incorrect.

#### KEY

- 1 **b:** *Could have (reached)* expresses possibility in the past, whereas the context requires (lack of) ability in the past.
- 2 **b** *Can't have (provided)* is used to make a deduction about the past, whereas the context requires (lack of) ability in the past.
- 3 **b** *Could* isn't used to talk about ability on a single occasion in the past.
- 4 **b** *Could* is the wrong tense in this context (past); the present perfect is required.
- 5 **a** *Can (have)* isn't used to speculate about the past.
- 6 **a** A negative modal is required in this context.
- 7 **b** *Can* is used to talk about specific ability in the present and future.
- 8 **a** *Can* is used to talk about ability in the present.
- 9 **b** *Could* isn't used to talk about ability on a single occasion in the past.

#### Extra activity: Fast finishers

- Write the following phrases on the board: *couldn't have reached, will never be able to finish, can never really know, managed to climb.*
- **Fast finishers** write a sentence for each phrase. They then read their sentences to a partner, omitting the phrase. Their partner completes the sentence with the correct phrase.

#### Exercise 5 page 78

- Go through the *Look out!* box together.
- Check answers as a class.

#### KEY

- 1 All employees must be able to drive.
- 2 He can't have been able to hear us.
- 3 I hate not being able to skate.
- 4 The doctor should be able to see you today.
- 5 She seems to be able to understand Chinese.
- 6 She wants her children to be able to play the piano.

#### Exercise 6 page 78

- In pairs, students discuss the best and worst things about a polar expedition. They talk about the following topics: food, communication with friends / family, physical demands, the weather, sleep, clothes, accommodation.
- Monitor and check that students use modal verb phrases correctly.

#### Extension

Students research and write a text about another expedition to an inaccessible place. They could look for information about underwater expeditions, climbing expeditions, caving expeditions or journeys to very cold environments.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about past, present and future ability. I can understand information about inaccessible places.*

## 7E Word Skills

### Verb patterns

#### LESSON SUMMARY

**Vocabulary:** Verb patterns

**Reading:** A text about a man who posted himself to Australia

**Speaking:** Discussing ways to travel for free

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 7 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Tell a story about an unusual journey that you have made, e.g. *A few years ago, I cycled from Paris to Rome. It was a long journey, but I love cycling and I arranged for my friends to follow me in their van. I completed the journey in twelve days. It was amazing, but I'm not doing it again!*
- In pairs, students tell each other stories about an unusual or interesting journey they have made.
- Ask a few students to share their stories with the class.

#### Exercise 1 page 79

- Focus attention on the title of the text in exercise 2. In pairs, students think about why the man might have done this and what problems or dangers he faced.

- Ask a few students to share their ideas with the class, but do not tell them if their guesses are correct.

### Exercise 2 page 79

- Students read the text and compare their ideas with the facts in the text. Remind them that they do not need to understand every word in order to do this task.
- Find out who predicted the facts most accurately.

#### Extra activity

Write the following questions on the board for students to answer:

*Where did Spiers travel to in Australia?* (Perth)

*Why was the flight delayed?* (because of thick fog in London)

*Where did the plane stop on the way to Australia?* (Bombay)

*How long did the journey take?* (63 hours)

### Exercise 3 page 79

- Students read the text again and choose the correct verb form(s).
- Write the two options for item 1 on the board and elicit the name of each form (*to buy* – infinitive; *buying* – gerund). Then go through points a–e in the *Learn this!* box.
- Students match the correct verb forms in the text with the patterns in the box.
- Check answers as a class.

#### KEY

1 to return 2 to buy 3 working 4 to arrange / arrange 5 to have 6 checking 7 waiting 8 to sit / sitting 9 turning 10 to heat / heating 11 to get 12 to leave  
1 a 2 a 3 b 4 d 5 a 6 b  
7 f 8 f 9 b 10 c 11 a 12 e

### Exercise 4 page 79

- Go through points f–l in the *Learn this!* box together. Students read the text again and find one example of each point.
- Check answers as a class.

#### KEY

f (When he) heard the airport workers talking  
g (the plan) depended on him being (able to get out)  
h (which) saved him from freezing (to death)  
i (He) asked a friend ... to help (him)  
j waiting for somebody to load (the box)  
k (Spiers) had his friend build (a wooden box)  
l (he)'d had his passport checked

### Exercise 5 page 79

- Students read the sentences and complete them.
- Check answers as a class.

#### KEY

1 (succeeded) in forcing (the government) to change  
2 (shouted) at (him) to stop running  
3 (longing) for (my parents) to decide to move (house)  
4 (heard) of (a teenager) spending (so much time) doing (homework)  
5 (depends) on (the public) wanting to buy (our products)

### Exercise 6 page 79

- Go through the *Look out!* box together and write the verb patterns on the board: *being photographed, to be loved, having lied, to have left*.
- Students then complete the sentences.
- Check answers as a class.

#### KEY

1 to be damaged 2 having stolen  
3 being taught 4 to have escaped  
5 being given 6 being injured

### Exercise 7 page 79

- Students work individually to complete the second text.
- Check answers as a class.

#### KEY

1 to return 2 to try 3 to consider 4 built  
5 taking 6 hanging 7 freezing / being frozen  
8 to have arrived 9 to check 10 shining  
11 to help 12 open / to open 13 lying  
14 to have died / to be dying  
15 being treated 16 being given

#### Extension

- Ask:  
*Do you think Brian Robson was brave or foolish? Why?*  
*What do you think the most difficult part of his journey was?*
- Students discuss the questions in pairs.
- Elicit answers.

### Exercise 8 page 79

- In pairs, students discuss other ways of travelling for free. Monitor and check vocabulary and grammar.
- Ask a few students to share their ideas with the class.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different verb patterns correctly. I can read and understand texts about unusual journeys.*

## 7F Reading

### Time traveller

#### LESSON SUMMARY

**Reading:** A text about John Titor, time traveller

**Reading strategy:** Using paragraph openers to locate key information

**Vocabulary:** Describing rumour and possibility

**Critical analysis:** Understanding cliché

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 5 and 6 can be set as homework.



### LEAD-IN 3-4 MINUTES

- Ask students to imagine they could travel forward in time to the year 2036. Then ask:  
*What is the world like in 2036?*  
*Which countries are the most powerful?*  
*How do people live?*  
*Is the world of the future very different to the world of today?*
- Students discuss the questions in pairs or small groups.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 80

- Brainstorm books, films and TV programmes about time travel.
- Write students' ideas on the board and find out which books, films and TV programmes are the most popular.
- Students discuss why the idea of time travel is so popular in fiction and why the characters go time-travelling.

### Culture note: *The Time Machine*

*The Time Machine* by HG Wells is considered to be one of the first novels about time travel. It was published in 1895 and introduced the idea of a time machine. The protagonist, who is never named, is an English scientist and inventor who invents a time machine and travels to the year 802,701 AD. At first, this future world seems beautiful and peaceful, but the time traveller soon discovers that the reality is sinister.

### Exercise 2 page 80

- Go through the Reading Strategy together. Emphasise that the topic or opening sentence of a paragraph can be very helpful indeed when reading long texts. Students can use it to help identify which paragraph contains the information they are looking for.
- Students read the first two sentences of paragraphs 1-7 of the text on page 81 and match the summaries to the paragraphs. Set a time limit of three minutes to ensure that students do not read the whole paragraph.
- Check answers as a class.

### KEY

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

### Exercise 3 page 80

- In pairs, students read the whole text to check their answers to exercise 2. If time is limited, students can divide the text into two sections and read one section each. They then tell their partner about the section they have read.
- Students discuss the questions. They can compare their own predictions about 2036 from the lead-in with Titor's.
- Ask a few students to share their ideas with the class.

### Exercise 4 page 80

- Students read the text again and choose the correct option for each question. **Stronger students** can try to answer the questions before reading the text again to check their answers. With a **weaker class**, go through each option together and help students identify the key words.
- Check answers as a class. Ask students to quote the lines that helped them choose the correct option.

### KEY

- 1 c (Over the next few months, Titor regularly joined internet discussions and answered questions. The insights that he gave ... were tantalising.)
- 2 d (Now people lived in small, close-knit communities ... people spent time reading and chatting face-to-face ...)
- 3 a (He warned that the physical experience of time travel was not pleasant ...)
- 4 d (Amazingly, an engineer ... confirmed that the computer did indeed have this feature, and that ... it had not been made public.)
- 5 d (They talked of a major civil war ... They referred to a small-scale nuclear conflict ... as well as a serious epidemic that would spread like wildfire across the Western world.)
- 6 b (A website called Hoax Hunter carried out an investigation and named two brothers as the likely culprits ...)

### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

*What did Titor call his time machine?* (a temporal displacement unit)

*According to Titor, what do people in 2036 think of the year 2000?* (It's full of lazy, self-centred sheep.)

*Where did Titor offer to take his volunteer travellers?* (back in time to 1975 and then forwards to 2036)

*Why did he need an IBM 5100 computer?* (because it could run very old programming languages that would help scientists in 2036)

*What prediction did Titor make about 2004? Was his prediction correct?* (The Olympic Games would be cancelled. No, it wasn't.)

### Exercise 5 page 80

- Students find the words and expressions in the text and identify what part of speech they are. They then think about what the meanings have in common.
- Ask students why they think that the writer has used so many of these words. What does it imply about the story? (It implies that the writer did not believe Titor's story.)
- Check answers as a class.

### KEY

**Adjectives** alleged, apparent, likely, purported, so-called, supposed

**Adverbial phrase** on the face of it

**Adverbs** ostensibly, seemingly

All of them are used when talking about facts which might not be true or confirmed – about hearsay or possibility, and appearance being different to reality.

### Exercise 6 page 80

- Students complete the sentences.
- Check answers as a class.

### KEY

1 ostensibly / seemingly 2 alleged / purported / supposed 3 Ostensibly / Seemingly / On the face of it 4 so-called / supposed 5 alleged / apparent / supposed

## Exercise 7 page 80

- Read the definition of a cliché together. Explain that clichés are acceptable in some forms of writing, e.g. a newspaper article or a very informal text. However, they should be avoided in more formal or academic texts. Their use can create an impression of laziness or lack of originality.
- Students identify the clichés and think about their meaning.
- Ask a few students to explain the clichés in their own words.

### KEY

(Suggested answers)

**sit up and take notice:** to start to pay attention to something / to have one's interest aroused

**close-knit:** bound together by strong relationships and common interests

**hold in store:** be waiting to happen

**spread like wildfire:** spread with great speed

**open-and-shut case:** admitting no doubt or dispute; straightforward

**get-out clause:** a clause in a contract, treaty, etc., specifying circumstances under which a party can be freed from all or some of the obligations of the agreement; frequently figurative

## Exercise 8 page 80

- In pairs, students discuss clichés in their own language.
- Elicit examples of clichés translated into English and write their suggestions on the board. Then get the class to vote for their favourite translated cliché.

**For further practice of figurative expressions: day:  
Vocabulary Builder 7F page 129**

**3** 1 at the end of the day 2 day in day out  
3 in this day and age 4 time to call it a day  
5 any day now 6 the other day 7 from day one

**4** Students' own answers

### Extra activity

- Write the following gapped sentences on the board:
  - 1 The news about her death ... and soon everybody knew what had happened. (*spread like wildfire*)
  - 2 This isn't a(n) ... Nobody knows exactly who is right and who is wrong. (*open-and-shut case*)
  - 3 They are a(n) ... family and do everything together. (*close-knit*)
  - 4 I don't know what the future ... for you, but I hope that you will be successful. (*holds in store*)
  - 5 There's no ... Now you've agreed to take part, you can't change your mind. (*get-out clause*)
  - 6 The announcement in the newspaper made everyone ... (*sit up and take notice*)
- Students complete them with clichés from exercise 7.

## Exercise 9 page 80

- In pairs, students think about which time they would choose to visit if they had a time machine. Monitor and help with vocabulary and grammar if necessary.
- Ask a few students to share their ideas with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a person who claimed to be a time traveller. I can use paragraph openers to find key information. I can identify and use clichés.*

## 7G Speaking

### Collaborative task

#### LESSON SUMMARY

**Speaking:** Discussing and reaching an agreement

**Speaking strategy:** Asking open questions

**Listening:** Two students discussing what type of holiday to choose

**Vocabulary:** Types of holiday; on holiday

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 3.

#### LEAD-IN 3-4 MINUTES

- Tell students about a recent holiday you had, e.g. *Last summer I went to Barcelona with my family. We did some sightseeing, but we also spent some days on the beach. We loved the city although it was very hot in August.*
- In pairs, students discuss a recent holiday they have been on. They can talk about where they went, what they saw and did, and whether they enjoyed it or not.
- Ask a few students to share their experiences with the class.

## Exercise 1 page 82

- Go through the types of holiday together. Ask students if they have been on any of these types of holidays.
- In pairs, students discuss which holiday they would enjoy the most and which the least, giving reasons.
- Find out which type of holiday is the most popular.

## Exercise 2 page 82

- Students complete the holiday phrases. Check the meaning of *cuisine* (a style of cooking) and *dip* (a quick swim).
- Students then decide which activities they could do on each type of holiday from exercise 1.
- Check answers as a class.

### KEY

1 sample 2 admire 3 try 4 take 5 take in  
6 hit 7 put 8 get away 9 lounge

### Exercise 3 page 82

- Read out factors a–f and check meaning. Explain or elicit that *recharging your batteries* means ‘getting back your strength and energy by resting for a while’.
- In pairs, students rank the factors from 1 (most important) to 6 (least important).
- Write the letters a–f on the board and write the results from the pair work to find the class ranking.

### Exercise 4 2.25 page 82

- Play the recording for students to answer the questions. Remind them to listen only for the answers to the questions; they do not have to understand every word.
- Check answers as a class.

#### KEY

**They decide to go to a beach resort so that they can relax but also be physically active and have things to do in the evenings.**

#### Transcript

**Girl** I was talking to Mum and Dad about our next family holiday, and they want us to choose it.

**Boy** Really? Why? We don't have to pay for it, do we?

**Girl** No, of course not. But they want us to choose. I think it's because we complained so much about the last one.

**Boy** Well, it wasn't much fun. There was nothing to do in that village – and it was an hour away from the sea.

**Girl** So let's plan something better this time. A skiing trip would be great, wouldn't it? We could hit the slopes every morning and then hang out in the chalet every evening. Perfect.

**Boy** Well, maybe ...

**Girl** Don't you agree that a skiing trip would be really good fun?

**Boy** Not really.

**Girl** Why not?

**Boy** Well, it would be fun for a few days – but then it might get boring. You know, doing the same thing every day ...

**Girl** So you're looking for a bit more variety, are you?

**Boy** Yes, I suppose so.

**Girl** What about a trekking holiday?

**Boy** I'm not sure. I'm not that keen ...

**Girl** Why don't you like the idea of a trekking holiday? The scenery would be amazing if we went somewhere like the Scottish Highlands.

**Boy** I know, but trekking can be quite hard work, can't it?

**Girl** Don't you want to be physically active?

**Boy** Yes ... but I don't want a holiday that leaves me exhausted! I mean, I want a chance to recharge my batteries as well!

**Girl** Really? What's your view of beach holidays, then?

**Boy** I like them.

**Girl** What do you like about them?

**Boy** Well, it's a good combination, isn't it? You can be physically active, provided you go somewhere that offers lots of water sports and that kind of thing. But you can also relax.

**Girl** And if we went somewhere quite lively, there'd be things to do in the evenings as well.

**Boy** That's true. So, would it be fair to say that we both like the idea of a beach holiday?

**Girl** Yes, I think so.

**Boy** Great!

**Girl** But nowhere too remote. It has to be quite a busy resort.

**Boy** I agree. So let's look online and see if we can find the perfect place ...

#### Extra activity

Play the recording again and ask students to answer the following questions:

*Why do their parents want them to choose the holiday?*

(because they complained so much about the last one)

*Why doesn't the boy like the idea of a skiing holiday?*

(because it might get boring doing the same thing every day)

*Where does the girl suggest they could go on a trekking holiday?* (the Scottish Highlands)

*Do they want to stay in a quiet beach resort or a busy beach resort?* (a busy beach resort)

### Exercise 5 page 82

- Go through the Speaking Strategy together. Remind students that it is important not just to express their opinion but also to elicit their partner's opinion and to listen to it!
- Give an example of an open question: *What did you enjoy about your last holiday?* as opposed to a closed question: *Did you enjoy your last holiday?* and explain that the open question invites a more detailed answer.
- Students read the questions and decide which are open and which are closed.

#### KEY

**Open** What do you think of the idea that ... ? What's your view of ... ? Why do / don't you like the idea of ... ? What do you like / dislike about ... ?

**Closed** Don't you agree that ... ? Would it be fair to say that ... ? Would you prefer to ... ?

### Exercise 6 2.25 page 82

- Play the recording again for students to identify the phrases from exercise 5.
- Then ask them who uses these phrases more.
- Check answers as a class.

#### KEY

**Girl** Don't you agree that ... ? Why do / don't you like the idea of ... ? What's your view of ... ? What do you like / dislike about ... ?

**Boy** Would it be fair to say that ... ?

**The girl uses the phrases more because the boy does not volunteer many opinions without being prompted.**

### Exercise 7 page 82

- Go through the holiday options together. Elicit that *Airbnb* is a company that enables people to rent rooms or whole apartments / houses privately for holiday stays.
- Ask two students to read out the example question and answer. In pairs, students use the open and closed questions from exercise 5 to discuss the holiday options.

### Exercise 8 page 82

- In pairs, students discuss which of the holidays would be the cheapest, the most interesting and the most worthwhile. They should not do the actual task yet.

### Exercise 9 page 82

- Students do the task, using phrases from exercise 5 and the phrases for expressing advantages and disadvantages.
- Monitor and help with vocabulary and grammar.

### Exercise 10 page 82

- In pairs, students discuss which of the five trips abroad is the most appropriate for a teenager. Emphasise that they need to come to an agreement.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss and reach an agreement about holidays. I can use open questions to encourage my partner to voice opinions.*

## 7H Writing

### Letter of complaint

#### LESSON SUMMARY

**Writing:** A letter of complaint

**Writing strategy:** Using more sophisticated language

**Reading:** A letter of complaint

**Vocabulary:** Travel problems

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 2. Exercise 7 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Ask students: *What kinds of problems can people experience when they travel?*
- In pairs or groups, students list all the problems and difficulties they can think of.
- After two minutes, elicit ideas and write them on the board. Then ask students to open their books at page 83 and look at exercise 1. Are any of their ideas included?

### Exercise 1 page 83

- Go through the vocabulary for travel problems together and check meaning.
- In pairs, students discuss the questions.
- Check answers as a class.

#### KEY

**Road** collision, congestion, delays, diversions, gridlock, mechanical fault, a pile-up, a puncture, road works, tailbacks

**Rail** cancellations, collision, delays, industrial action, mechanical fault, overcrowding, a security alert

**Air** cancellations, collision, congestion, delays, diversions, industrial action, lost luggage, mechanical fault, a security alert, turbulence

**Sea** cancellations, collision, delays, industrial action, mechanical fault, overcrowding, a security alert

### Exercise 2 page 83

- Students scan the task and the letter and find out if any of the problems from exercise 1 are mentioned.
- Check answers as a class.

#### KEY

delay / cancellation, collision, tailbacks

### Exercise 3 page 83

- Students read summaries a–d and match them to the correct paragraph. Remind students that formal letters follow a clear structure: in letters of complaint the writer needs to make it clear what he/she expects to happen as a result of their letter.
- Check answers as a class.

#### KEY

a 2 b 4 c 1 d 3

### Extra activity

Ask the following questions about the letter:

*Where was the writer trying to go?* (Heathrow)

*What happened to the 06.40 bus?* (It was cancelled.)

*When did the passengers find this out?* (at 07.30)

*What caused the delays to the bus service?* (a collision on the motorway)

### Exercise 4 page 83

- Go through the Writing Strategy together. Students then read the letter again and find examples of formal language.
- Check answers as a class.

#### KEY

1 Should you wish to speak to me ... 2 ... which resulted in my missing a flight from Heathrow Airport; ... the situation that prevented my reaching the airport  
3 sought, attempted, endeavoured 4 had I known ...

### Exercise 5 page 83

- Students replace the words in the sentences with more formal words.
- Check answers by asking students to read out their sentences. Focus on the correct pronunciation of *endeavoured* (/ɪnˈdeɪvəd/) and *purchased* (/'pɜ:tʃəst/).

#### KEY

1 withdrew, located 2 departed, endeavoured  
3 boarded, required 4 purchased, declined  
5 experienced, developed

### Exercise 6 page 83

- Students read the task and plan their letter.
- They then exchange plans with a partner and make comments or suggestions about their partner's plan.

### Exercise 7 page 83

- Students write their letter using the plan from exercise 6. Monitor and help with vocabulary and grammar.
- Make sure students go through the checklist when they have finished the first draft of their letter and make any changes necessary.

### Extra activity

- Ask students to read their letters to the class.
- The class votes for the best letter.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a letter of complaint. I can use vocabulary to describe travel problems. I can use sophisticated language.*

## Exam Skills Trainer 4

### LESSON SUMMARY

**Reading:** An article about African-American researchers at NASA

**Listening:** Two students discussing voluntary work; two friends talking about a concert

**Use of English:** Word formation

**Speaking:** Collaborative task

**Writing:** Letter of complaint

### LEAD-IN 2-3 MINUTES

- Write *NASA* on the board and ask students what these letters stand for (National Aeronautics and Space Administration).
- Tell students they are going to read a text about NASA in the 1960s. Give students one minute to brainstorm words connected to the topic of space travel and research.
- Elicit ideas and write them on the board.

## Reading

### Exercise 1 page 84

- Go through the strategy together. Students then read the gapped text and try to find the paragraph that fits gap 1.
- Check answers as a class.

#### KEY

Paragraph F fits the gap.

The sentence before the gap: 'Who were they?' Paragraph F starts 'To answer that question ...' The sentence after the gap: 'Take Dorothy Vaughan, for example.' Paragraph F ends '... they were all highly-qualified African-Americans.'

### Exercise 2 page 84

- Students read the text and match paragraphs A–E with gaps 2–6.
- Check answers as a class.

#### KEY

2 D 3 B 4 E 5 C 6 A

### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

*What was Dorothy Vaughan's job before she worked at Langley? (She was a teacher.)*

*When did Dorothy retire? (in 1971)*

*What was the name of NASA's first African-American female engineer? (Mary Jackson)*

*How did Katherine Johnson contribute to John Glenn's orbit of Earth in 1962? (She double-checked the flight calculations from the new IBM computers.)*

## Listening

### Exercise 3 page 85

- Go through the strategy together. Students then read the extract and identify three idioms. Remind them to also look for synonyms and antonyms in this type of task.
- Check answers as a class.

#### KEY

The idioms are: **be on top of something = be in control; get somewhere = make progress; my mind goes blank = I can't remember anything**

The correct answer is C.

### Exercise 4 2.26 page 85

- Give students time to read the questions and the options.
- Play the recording and give students one or two minutes to choose their answers.
- Check answers as a class.

#### KEY

1 B 2 A 3 A 4 C

### Transcript

#### Extract 1

**M** Freya! I'm glad I've caught you. I hear you're off to Kenya soon.

**F** That's right. I'm volunteering at a medical centre for a few months.

**M** Are you looking forward to it?

**F** I've got mixed feelings, really. Apparently, the staff at the clinic are a friendly bunch, so I shouldn't have any problems there. My main difficulty will be dealing with the patients as I don't speak the language, but I've been told there will be a translator on hand. What concerns me most, though, is how I'm going to keep going in the heat – it usually wipes me out completely.

**M** I'm sure you'll be fine. Just think what a great experience it's going to be. You'll be living in a place you've never been to before!

**F** Yes, but I won't see much of it as I'll be working all the time. I doubt I'll improve my medical skills, either – it'll probably be a case of doing check-ups and giving injections, and I already know how to do that.

**M** But you'll have to stand on your own two feet, though, won't you?

**F** Absolutely. There won't be anyone I know for miles around, so I'm just going to have to get on with it.

#### Extract 2

**M** Hey, thanks for coming with me. Here's your ticket.

**F** Thanks. How much do I owe you?

**M** Nothing. I'm just grateful to have someone to go with. I wouldn't have enjoyed it if I'd had to go on my own.

**F** Well, thanks, then. What happened to Sam, anyway? Did he change his mind?

**M** No, he's gone down with something – he didn't go into too many details, but it sounds as if he'll be out of action for a few days.

**F** I thought he might have backed out because he's broke.

**M** Yeah, he mentioned that, but I said I'd pay for his ticket.

**F** Fair enough. So ... tell me about the band – I know nothing about them.

**M** Well, they're called Timbalada, and they're from Salvador in Brazil.

**F** What do they play?

**M** It's a mixture of samba and reggae, you know, lots of percussion ... mainly drums.

**F** Right. Is that the attraction then, because you're a drummer?

**M** That may have been why I was drawn to them initially, but they've grown on me considerably since then. The thing that gets me is the power of the music they play – it's really uplifting.

**F** How many people are in the band?

**M** Too many to count! But when you hear them playing, all together, in perfect time, it really is impressive.

## Use of English

### Exercise 5 page 85

- Go through the strategy together. Students then read the sentences to get an idea of the context before they attempt the word-formation task.
- Students read the two sentences and correct the mistakes.

#### KEY

1 delighted 2 unexpected

### Exercise 6 page 85

- With a **weaker class**, go through the text together and elicit what type of word completes each gap.
- Check answers as a class.

#### KEY

1 countless 2 destination 3 probability 4 various  
5 Admittedly 6 enabled 7 illogical 8 outweigh

## Speaking

### Exercise 7 page 85

- Go through the strategy together. Then give students a minute to read the task and think about which prompts they feel most strongly about. Focus attention on the second part of the question (*Decide which two factors might cause the greatest problems*) and tell them to think about this as well.
- In pairs, students do the task. Remind them to use open questions to encourage their partners to express their opinions.

## Writing

### Exercise 8 page 85

- Go through the strategy together. Write *DREAM HOLIDAY* on the board and elicit ideas from students about possible problems on a dream holiday.
- Students can use the ideas on the board or their own ideas to write their letters of complaint. Remind them to use formal, sophisticated language and to check their work for spelling, grammar and punctuation.
- Students then exchange letters with a partner and check each other's work.

### Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use information and references in a text to decide which paragraph fills a gap. I can use my knowledge of idioms to help me choose the correct option in a multi-choice listening task. I can form different types of words to complete a text. I can order prompts according to how important they are in a collaborative task. I can use a variety of linking words and sophisticated language in a letter of complaint.*

## Map of resources

### 8A Vocabulary

Student's Book, pages 86–87; Workbook, page 84  
Photocopiable: 8A (Cover-up and conspiracy)

### 8B Grammar

Student's Book, page 88; Workbook, page 85  
Photocopiable: 8B (Emphatic forms)

### 8C Listening

Student's Book, page 89; Workbook, page 86

### 8D Grammar

Student's Book, page 90; Workbook, page 87  
Photocopiable: 8D (*whatever, whoever, whenever, whichever, wherever* and *however*)

### 8E Word Skills

Student's Book, page 91; Workbook, page 88

### 8F Reading

Student's Book, pages 92–93; Workbook, page 89

### 8G Speaking

Student's Book, page 94; Workbook, page 90  
Photocopiable: Functional Language Practice (Opinions and discourse markers)

### 8H Writing

Student's Book, page 95; Workbook, page 91

### Culture and Literature 8

Student's Book, pages 122–123  
DVD and DVD worksheet: Unit 8

### Classroom Presentation Tool Unit 8

### End of unit

Unit Review: Workbook, pages 92–93  
Photocopiable: Grammar Review  
Exam Skills Trainer 4: Workbook, pages 94–95  
Progress Test and Short Tests: Unit 8

## 8A Vocabulary

### Cover-up and conspiracy

#### LESSON SUMMARY

**Vocabulary:** Political scandals; journalism: dirty tricks; verbs that express agreement or approval

**Reading:** An article about a phone-hacking scandal

**Listening:** An account of the Watergate Affair

**Speaking:** Discussing cover-ups

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 4 and 11 as homework.

#### LEAD-IN 3–4 MINUTES

- Write *JOURNALISM* on the board and check its meaning.
- Ask students, in groups, to discuss the following questions:  
*Do you read a newspaper regularly? Why / Why not?*  
*Do you believe everything you read in the newspaper or hear in the news?*  
*How do journalists find out information for their stories?*
- Ask a few students to share their ideas with the class.

#### Culture note: Hugh Grant

Hugh Grant (born 1960) is a popular British actor who has taken the romantic lead in many films, including *Four Weddings and a Funeral*, *About a Boy*, *Love Actually*, *Music and Lyrics* and *Notting Hill*. He is known to guard his privacy fiercely and dislikes discussing his private life. He was one of the supporters of the Hacked Off campaign and is strongly in favour of increased regulation of the British media.

#### Exercise 1 page 86

- In pairs, students look at the photo and discuss who the celebrity is and what he might be protesting about.
- Focus attention on the title of the article and the board which the celebrity is signing: *Hacked Off*. Elicit the meaning of *to hack something* (to gain unauthorised access to digital data).
- Elicit ideas but do not tell students if they are correct.

#### KEY

The celebrity is Hugh Grant. He was actively involved with the campaign (called 'Hacked Off') for a public enquiry into phone hacking.

#### Exercise 2 page 86

- Students read the text and check their ideas from exercise 1. Ask if any students had already heard about the phone-hacking scandal in the UK.
- Point out that the article mentions hacking celebrities' phones and also that of a thirteen-year-old girl who had disappeared. Ask: *Was it worse to hack the young girl's phone than to hack celebrities' phones? Why / Why not?*

#### Exercise 3 page 87

- Students read the words and look for some of them in the text. Tell them to use the context to help them with meaning. They can use a dictionary to check.
- Ask students to explain the difference between *libel* and *slander*.

#### KEY

The seven words in the text: *libel, scandal, revelation, public outcry, smear campaign, exposé, cover-up*  
*Libel* is a published false statement that is damaging to a person's reputation; it is a written defamation.  
*Slander* is the action or crime of making a false (spoken) statement damaging to a person's reputation.

### Extra activity

Write the following questions about the article on the board for students to answer:

- 1 Which newspaper story first revealed that newspapers were hacking into celebrities' phones? (a story about a knee injury suffered by Prince William)
- 2 How did Clive Goodman and Glenn Mulcaire listen to celebrities' voicemail messages? (They obtained special codes used by mobile network operators.)
- 3 How many people had their phone messages hacked by Mulcaire? (more than 5,800)
- 4 What did Rupert Murdoch do in 2011 as a response to the phone-hacking scandal? (He shut down the *News of the World*.)

### Exercise 4 page 87

- Students complete the collocations. They can check their answers by reading the article in exercise 2 again and finding the collocations.

#### KEY

1 be accused of 2 pay out 3 damage 4 emerge  
5 hack into 6 secure 7 listen in 8 settle  
9 obtain 10 face 11 hamper 12 issue

### Exercise 5 page 87

- Focus attention on the newspaper headline. Elicit what students know about the Watergate Affair and ask them if they can identify the two men in the photos (Gerald Ford on the left, Richard Nixon on the right; Ford replaced Nixon as president after Nixon resigned).
- Write students' suggestions on the board.

### Exercise 6 2.27 page 87

- Give students a few minutes to read the questions and think about the information they will need to answer them.
- Play the recording for students to answer the questions.

#### KEY

1 the Republican Party 2 to bug phones and steal documents 3 the phone number and bank account details 4 It didn't – he was re-elected. 5 He gave the burglars bribes and attempted to prevent the FBI from investigating the break-in by destroying evidence. 6 If the police could get their hands on the tapes, they would have proof of the president's guilt. 7 He was given a court order. 8 He was pardoned by his successor.

### Transcript

In 1972, the Republican President Richard Nixon was running for re-election in the United States against rival Democrat candidate George McGovern. Early in the morning of the 17 June, five burglars broke into the Democratic Party headquarters, located in the Watergate building in Washington, D.C. But this was no ordinary robbery: the burglars were attempting to bug phones – that is, listen in on phone calls – and steal top-secret documents. However, they were seen by a security guard, who called the police. They arrived just in time to catch the burglars. It was not immediately clear that the burglars were connected to the president, though suspicions were raised when

detectives found a White House phone number among the burglars' belongings and money was discovered in one of the burglars' bank accounts that had been paid in by the Republican Party. In August, Nixon gave a speech in which he swore that he was not involved in the break-in. Though the vast majority of voters didn't condone the break-in, they didn't believe the allegations that Nixon was involved, so his reputation was not damaged, and in November he was re-elected. However, it soon became clear that he was being economical with the truth. Most historians agree that Nixon probably did not personally authorise the phone-bugging operation. However, he may have known about the break-in and acquiesced to it. What is beyond doubt is that he took steps to cover it up afterwards. For example, he raised money to bribe the burglars to remain silent, attempted to prevent the FBI from investigating the crime, and hampered their enquiry by destroying evidence. These were more serious crimes than the break-in: they were an abuse of presidential power and a deliberate obstruction of justice. Early in 1973 it was revealed that Nixon had secretly taped every conversation that took place in his office at the White House. This revelation led the police to believe that if they could get their hands on those tapes, they would have proof of the president's guilt. Despite his initial reluctance, Nixon eventually acceded to requests to surrender the tapes, but he refused to hand over all of them. Early in 1974, the cover-up began to fall apart. Several members of Nixon's staff were accused of various offences related to the Watergate break-in. Then, in July, the Supreme Court ordered Nixon to turn over the tapes. He had no option but to comply with the court order, but he continued to drag his feet. The House of Representatives voted to impeach him – in effect, sack him – for obstruction of justice, abuse of power and criminal cover-up. Finally, on 5 August, Nixon released the tapes, which provided undeniable evidence of his complicity in the Watergate crimes. It was almost certain now that the president would be impeached, so to avoid this, he resigned on 8 August. He was succeeded by vice-president Gerald Ford, who immediately pardoned Nixon for all the crimes he 'committed or may have committed' while he was president. Historians concur with one another that the Watergate scandal had a huge impact on American politics, leading many Americans to think much more critically about their leaders and some to lose trust in them entirely.

### Exercise 7 page 87

- Read out the four verbs that express agreement or approval, focusing attention on their pronunciation: *accede to* /ə'kɛsɪd tuː/, *authorise* /'ɔːθəraɪz/, *concur with* /kən'kɜː wɪð/, *condone* /kən'dʌn/.
- Students match the verbs with their definitions.
- Check answers before reading out the second set of verbs: *acquiesce in* /,ækwi'ɛs ɪn/, *assent to* /ə'sent tuː/, *comply with* /kəm'plaɪ wɪð/, *endorse* /ɪn'dɔːs/. Again, students match the verbs with their definitions.
- Explain that these verbs are all formal, sophisticated terms and encourage students to use them in formal written texts.
- Check answers as a class.



**KEY**

1 condone 2 authorise 3 accede to  
 4 concur with 5 comply with 6 acquiesce in  
 7 endorse 8 assent to

**Exercise 8**  2.27 page 87

- Students listen to the recording again and identify which verbs from exercise 7 are used.
- Be prepared to pause the recording where relevant to give students time to quote the exact wording.

**KEY**

the vast majority of voters didn't **condone** the break-in  
 Nixon probably did not personally **authorise** the phone-  
 bugging operation

he may have known about the break-in and **acquiesced**  
 in it

Nixon eventually **acceded** to requests to surrender the  
 tapes

He had no option but to **comply with** the court order

Historians **concur with** one another

**Exercise 9** page 87

- Go through the *Fluency!* box together. Students look again at the beginning of the article in exercise 2 to find a euphemism for *are known for telling lies*.
- The second euphemism comes from the recording. Ask students to read the sentence and think about its meaning. They should be able to work out which of the two words makes better sense as a euphemism for 'being dishonest'.
- Check answers as a class.

**KEY**

don't exactly have a sterling reputation for honesty  
 economical (with the truth)

**Exercise 10** page 87

- Students read the euphemisms and discuss their meanings in pairs. You could ask them if there are any similar euphemisms in their language.

**Exercise 11** page 87

- Students replace the underlined phrases with euphemisms from exercise 10.
- They then write sentences to illustrate the meaning of the other euphemisms.
- Check answers as a class.

**KEY**

1 ethnic cleansing 2 economically disadvantaged

3 a frank exchange of views 4 misinformation

5 let a number of staff go

(Suggested answers)

1 Many men start getting thin on top in their fifties.

2 Jessica is expecting her third child.

3 My aunt always buys pre-owned hats and scarves from charity shops.

4 Excuse me. Could you tell me where the rest room is?

5 Jake has put on a few extra pounds since he stopped going to the gym.

**Extra activity**

- Ask students to choose a euphemism from exercise 10.
- Then, in pairs, they write a short dialogue that includes both of their euphemisms.

**Exercise 12** page 87

- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

**For further practice of politics: compounds and collocations: Vocabulary Builder 8A** page 130

1 1 spin 2 correctness 3 champagne 4 hot  
 5 soapbox 6 climb 7 friends 8 politics

2 1 political correctness 2 get on your soapbox  
 3 climb the greasy pole 4 play politics

3 1 champagne socialist 2 has friends in high places  
 3 political hot potato 4 spin doctors

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now? and elicit answers: I can talk about cover-ups, privacy and journalism. I can use vocabulary for political scandals and dirty tricks in journalism, verbs that express agreement or approval, and euphemisms.*

**8B Grammar****Emphatic forms****LESSON SUMMARY**

**Grammar:** Emphatic forms

**Speaking:** Describing unexplained crimes

**Reading:** An article about an unexplained crime

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Exercise 6 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Ask students to call out as many words for crimes and criminals as they can remember.
- Write the words on the board, eliciting the correct pronunciation and spelling.

**Exercise 1** page 88

- Explain or elicit the meaning of *unexplained crime*.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

**Exercise 2** page 88

- Students read the text and guess what might have happened to Ricky McCormick. Encourage them to use language for speculation (see Unit 6, lesson D).
- Focus attention on the picture of the coded note and ask students if they think the code will ever be cracked.

### Exercise 3 page 88

- Go through the *Learn this!* box together. Explain that we often use emphasis in a written text to make it more dramatic. When speaking, intonation can also help to emphasise a particular word or phrase.
- Students read the text again and find nine examples of emphasis, which they match to 1–5 in the *Learn this!* box.

#### KEY

- 1 It was on 26 June that he'd last been seen, ...  
What they did find on the body were two mysterious notes, ...  
All the FBI could do in the end was make the notes public, ...  
What the FBI believe, however, is that McCormick wrote the notes himself.
- 2 The problem was, they could not decode them.  
The fact is, we will probably never know how he met his end ...
- 3 What they did find on the body were two mysterious notes, ...
- 4 ... McCormick wouldn't have been able to write the code himself ...  
He had a criminal record himself, ...
- 5 There was no clue whatsoever to the cause of death, ...

#### Extension

- In pairs, students role-play an interview about McCormick's death and the mysterious notes. One student plays the part of a reporter and the other student plays the part of an FBI representative. Encourage students to use emphatic structures and intonation.
- Students can perform their role-plays in front of the class.

#### For further practice of emphatic forms:

##### Grammar Builder 8.1 page 148

- 1 2 It was Tom who / that broke the window, not Michael.
- 3 What George did was work extremely hard.
- 4 It's my grandmother who / that I miss the most.
- 5 It's his laziness that really irritates me. / What really irritates me is his laziness.
- 6 What they need to do is to create more cycle lanes ... / It's more cycle lanes that they need to create ...
- 7 It's her mother who / that Kate takes after, not her father.
- 8 It was Josh who / that found my keys under the sofa cushions.
- 9 It's more affordable homes that we need to build. / What we need to build is more affordable homes.
- 10 It was when we left the house that it started to snow.
- 11 It's the way she smiles at me that I love. / What I love is the way she smiles at me.

- 2 2 (The truth is) (that) I wasn't completely honest with you.
- 3 (The question) is why he stole the money.
- 4 That documentary taught me nothing (whatsoever)!
- 5 (We didn't pay for the meal,) but we did pay for the drinks.
- 6 (The fact) is (that) I'm really, really bored.

### Exercise 4 page 88

- Go through the example together and point out that the verb *do* has been moved to the beginning of the sentence.
- Students use the correct form of *do* to make the sentences more emphatic.
- Check answers as a class.

#### KEY

- 2 You've been late ... this week. Do be on time today!
- 3 I don't much like ... on the radio, but I do enjoy live music.
- 4 You've got an exam tomorrow. Do go to bed early tonight.
- 5 I do hate it when you raise your voice.
- 6 I didn't score a goal, but our team did win, and that's what counts.
- 7 Do stop talking, will you!
- 8 I didn't help with the housework, but I did do my homework.

### Exercise 5 page 88

- Go through the example sentences in the *Learn this!* box together again, pointing out the use of the verb *to be* in the cleft sentences.
- Students rewrite the sentences. With a **weaker class**, look at the sentences together and elicit what should be emphasised in each sentence: the verb or the noun.
- Check answers as a class.

#### KEY

- 2 What really irritated me was his rudeness.
- 3 All I want is for you to be happy.
- 4 What gets on my nerves is his reluctance ever to apologise.
- 5 All I need is a few more minutes to finish this exercise.
- 6 All you need is love.

### Exercise 6 page 88

- Students rewrite the sentences to make them more emphatic. Encourage them to use different techniques.
- They can compare their answers in pairs before a whole class check.

#### KEY

(Suggested answers)

- 2 Why on earth did you do that?
- 3 It was my brother who / that gave me this DVD, not my mum.
- 4 It is his attitude to women that I don't like.
- 5 It was his childhood sweetheart who / that my brother married in May.
- 6 I couldn't find a pen, but I did find a pencil.

7 I met the American President himself.

8 The old woman was struggling with her luggage but she received no help from her fellow passengers whatsoever.

### Exercise 7 page 88

- Students complete the emphatic sentences with their own ideas and then compare their sentences in pairs.
- Ask a few students to share their sentences with the class. Encourage them to use emphatic intonation when reading them out.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now? and elicit answers: I can use a variety of structures to add emphasis. I can make deductions about an unexplained crime.*

## 8C Listening

### Spilling the beans

#### LESSON SUMMARY

**Listening:** Conversations and gossip

**Listening strategy:** Recognising sentence stress

**Speaking:** Discussing why people gossip and what they gossip about

**Vocabulary:** Idioms: secrets and gossip

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 5.

#### LEAD-IN 3-4 MINUTES

- Play a game of *Chinese whispers*. Choose a student and whisper the following sentence, very quickly to him/her: *I've heard that the principal of this school is going to give all the teachers a free two-week holiday in the Caribbean.* Even if the student does not hear or understand you completely, they must repeat what they remember of the sentence to another student.
- Continue until the message has been passed to all the students in class. Ask the final student to report the gossip.
- Write the original sentence on the board and examine how it has changed.

### Exercise 1 page 89

- Focus attention on the title of the lesson (*Spilling the beans*) and explain or elicit that this is a colloquial phrase that means 'telling somebody something that should be kept secret or private'. Tell students that another way of expressing this idea is *gossiping*.
- In pairs, students discuss the questions about gossip.
- Ask a few students to share their ideas with the class.

### Exercise 2 2.28 page 89

- Go through the Listening Strategy together. Ask two students to read out the two example dialogues and ensure that they stress the correct words:  
A: *Have you been spreading rumours about me?*  
B: *I haven't. But **Kate** has.*  
A: *Did you walk round the hill?*  
B: *No, we walked **over** it.*
- Play the recording for students to identify which piece of information is emphasised each time and then match each question to the correct reply.
- Check answers as a class.

#### KEY

- 1 The place is emphasised. 2 The day is emphasised.  
3 The person is emphasised. 4 The sport is emphasised.  
5 The action is emphasised.  
a 4 b 1 c 5 d 2 e 3

#### Transcript

- 1 Did you play football in the **park** with Jason on Saturday?
- 2 Did you play football in the park with Jason on **Saturday**?
- 3 Did you play football in the park with **Jason** on Saturday?
- 4 Did you play **football** in the park with Jason on Saturday?
- 5 Did you **play** football in the park with Jason on Saturday?

#### Extra activity

- Challenge students, in pairs, to create a similar dialogue with the following question: *Are you going to visit the library with Sally this afternoon?*
- One student repeats the question, emphasising a different word each time; the other student responds suitably.

### Exercise 3 2.29 page 89

- Students listen to six sentences and identify the stressed word each time. They then make up an appropriate follow-up sentence. Focus attention on the example. Ask them to look at the second sentence and work out which word in the first sentence is stressed (*first*).
- Play the recording, pausing after each sentence to give students time to think of their follow-up sentences.
- Play the recording again, checking answers as a class.

#### KEY

(Suggested answers)

- 2 **But he never does.** 3 **But Alice does.** 4 **Put it over there.** 5 **But not that I would.** 6 **No, I like my coffee black.**

#### Transcript

(The highlighted words are stressed)

- 1 I bought my **first** TV in an electrical store.
- 2 He always **says** he'll tidy his room.
- 3 **I** don't think it'll rain tomorrow.
- 4 Don't put that plate in the **cupboard**.
- 5 I said I **might** go to Liam's party.
- 6 Would you like **milk** in your coffee?

### Exercise 4 2.30 page 89

- Tell students they are going to listen to two conversations in which the speakers are gossiping. Give them time to read the questions and think about what type of information they should listen for.

- Play the recording for students to answer the questions.
- Check answers as a class.

### KEY

Conversation 1 1 b 2 b

Conversation 2 1 a 2 c

### Transcript

#### Conversation 1

**Joe** Hi Ellie, I've just been chatting with Marcus.

**Ellie** Oh yeah?

**Joe** Rumour has it that Harry was spotted last night at that new film with Anna.

**Ellie** Really? You shouldn't believe everything you hear.

**Joe** Marcus got it from Ryan. I don't think he'd make it up.

**Ellie** No, he wouldn't.

**Joe** Bit odd, really. I thought Harry was going out with Kerry.

**Ellie** Yeah, he is. Between you and me, they've had a couple of arguments recently, but nothing serious. Has Kerry said anything?

**Joe** Not that I've heard. Why don't you call her?

**Ellie** Yeah, I could do. Probably better she finds out from me – assuming there's any truth in it, which I doubt very much. Keep it under your hat for the time being, will you?

**Joe** It's a bit late for that. I'd be surprised if it wasn't all round school by now. But anyway, my lips are sealed.

#### Conversation 2

**James** Hi, Hannah. Have you heard the latest?

**Hannah** No, what?

**James** Martha's been offered that job in New York.

**Hannah** Wow, I bet she's chuffed. I thought it was York, though.

**James** No, New York! Don't breathe a word of this to anybody. She hasn't handed her notice in to her current employers, so if word gets out, it'll cause Martha a lot of embarrassment.

**Hannah** I thought they knew she was applying for other jobs.

**James** They might have suspected it. It's no secret that she hasn't exactly been happy in her present post – which is understandable, the way she's been passed over for promotion. But she certainly didn't tell them she was actively looking for another job.

**Hannah** I can't say I blame her. She's seen people less qualified than her rising through the ranks on quite a few occasions.

**James** I know. Anyway. Martha swore me to secrecy so don't let on to anyone. She only told me because I pestered her. And I'm only telling you because I know it won't go any further.

### Exercise 5 page 89

- Students complete the idioms. They can then check the meaning of the idioms in a dictionary.
- Check answers as a class.

### KEY

1 let 2 word 3 breathe 4 hat 5 quote  
6 further 7 hearsay 8 Rumour 9 Between  
10 the latest 11 lips 12 tongue

### Exercise 6 2.30 page 89

- Play the recording again for students to identify the idioms from exercise 5.

- Check answers by asking students to call out when they hear an idiom in the recording. Pause the recording when students call out and check that they have identified the correct idiom.

### KEY

Rumour has it that ... ; Between you and me, ... ; Keep it under your hat, ... ; ... my lips are sealed; Have you heard the latest? Don't breathe a word (of this) to ... ; if word gets out, ... ; ... don't let on to anyone; ... it won't go any further

### Extension

In pairs, students write a short conversation that includes the other three idioms from exercise 6: *Don't quote me on that; It's just hearsay; Bite my tongue*. They then act out the conversation for the class.

### Exercise 7 page 89

- Students invent five false sentences for their partners to correct. Tell them to use generally known information for their sentences, not personal facts, e.g. *My aunt's got a dog called Emily* may be false, but their partner is unlikely to know what the correct information is.

### Exercise 8 page 89

- Ask two students to read out the example sentence and response and ensure that the second speaker stresses the word *once*.
- Students read their false sentences to their partners; their partners correct the sentences using contrastive stress. Monitor and check that students use contrastive stress correctly.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now? and elicit answers: I can understand people gossiping. I can use idioms about secrets and gossip. I can recognise sentence stress.*

## 8D Grammar

### whatever, whoever, whenever, wherever and however

#### LESSON SUMMARY

**Grammar:** *whatever, whoever, whenever, wherever* and *however*

**Speaking:** Discussing the relative importance of love and money

**Reading:** An article about romance with a secret millionaire

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Set exercise 5 as homework.

### LEAD-IN 3-4 MINUTES

- Ask: *What would you do if you won £10 million? Can you think of any possible disadvantages?*
- Students discuss the questions in pairs or in small groups.
- Elicit ideas about possible disadvantages and write them on the board. Leave the ideas on the board for exercise 2.

### Exercise 1 page 90

- In pairs, students discuss which is more important – love or money. Encourage them to give reasons for their opinions.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 90

- Students read the text to find out why Joe kept his wealth secret. Then ask them to look again at the disadvantages they mentioned in the lead-in. Did they consider the disadvantage that Joe experienced?
- Ask students to imagine how Lisa felt. Would they forgive someone for telling a lie in similar circumstances?

### KEY

Because he didn't want Lisa to be with him just for his money.

#### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

- 1 *What was Lisa's job when she met Joe? (She was a waitress in a café.)*
- 2 *Who paid for their meals during the early stages of their relationship? (They shared the cost.)*
- 3 *How did Joe explain the fact that he was living in an enormous house? (He said he was house-sitting for a rich friend.)*
- 4 *When did Joe tell Lisa the truth? (a week after she accepted his proposal of marriage)*

### Exercise 3 page 90

- Go through the *Learn this!* box together. Students then look again at the text and find all the examples of *whoever*, *whatever*, etc. They match the examples with the uses in the *Learn this!* box.
- Check answers as a class.

### KEY

- 1 **Whenever they went out in the early stages of their relationship, ... ; Whenever Lisa visited Joe's enormous house, ... ; he asked them whatever they did not to let Lisa know about his secret fortune; she can buy pretty much whatever she wants; go wherever she wants on holiday; Whichever way you look at it, ...**
- 2 **Whoever believes that love is more important than money ...**
- 3 **she would have accepted his proposal however rich or poor he'd been**

### Exercise 4 page 90

- Students complete the sentences. Remind them to read the sentences first and think about their meaning before they try to complete them.
- Check answers as a class.

### KEY

- 1 However 2 Whatever 3 Wherever
- 4 whichever 5 Whoever 6 however 7 Whenever

#### For further practice of *whatever, whoever, etc.:* Grammar Builder 8.2 page 148

- 1 2 whatever 3 whatever / whichever 4 however  
5 whenever 6 wherever 7 whatever  
8 However 9 wherever 10 Whichever
- 2 2 Whoever lives in that house must be extremely wealthy.  
3 Whichever / Whatever route we take, it'll take us at least two hours to get to Oxford.  
4 Wherever Cathy goes, her little sister follows her!  
5 Whatever you give her, she won't like it.  
6 It'll cost us at least £300 to get to the USA however we travel.  
7 However hard I try, my parents are never satisfied.

### Exercise 5 page 90

- Students rewrite the sentences. With a **weaker class**, go through the sentences together and elicit whether the target phrase is about an object (*whatever / whichever*), a time (*whenever*), a person (*whoever*) or a place (*wherever*). Explain that *however* often precedes an adjective.
- Check answers as a class.

### KEY

- 1 I never tire of the Beatles, however often I listen to their songs.
- 2 Whichever road you take, you'll arrive at about the same time.
- 3 However fast I ran, I just couldn't keep up with the other runners in the race.
- 4 I never get a good mobile signal at home, wherever I put the phone.
- 5 Please come and see me whenever you feel like it.
- 6 Whoever you ask, you'll get the same answer.
- 7 The charity is well worth supporting, so please make a donation, however small.
- 8 Whatever people say, politicians do a difficult job.

### Exercise 6 page 90

- Students complete the sentences with their own ideas and then compare them with a partner.
- Ask a few students to share their sentences with the class.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now? and elicit answers: I can use 'whatever', 'whoever', 'whenever', 'whichever', 'wherever' and 'however'. I can read and understand a text about a secret millionaire.*

# 8E Word Skills

## Prefixes and suffixes

### LESSON SUMMARY

**Vocabulary:** Prefixes and suffixes

**Reading:** An article about Wikileaks

**Speaking:** Discussing what information should be kept secret

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2.

### LEAD-IN 3-4 MINUTES

- Write the following questions on the board:  
*How important is your personal privacy?*  
*Do you think the government has the right to read your emails?*  
*Do you think the public has the right to know about everything that the government does?*  
*Is national security more important than personal freedom?*
- Students discuss their answers in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 91

- Ask students to think about the meaning of the word *Wikileaks*. Elicit the meaning of *leak*: to let a liquid escape. Explain that *leak* is also used metaphorically to mean 'to tell secrets'. *Wiki* is a general term for a website that is developed collaboratively by a community of users.
- Students discuss the questions in pairs.

### Exercise 2 page 91

- Students read the article and check their ideas from exercise 1. Ask:  
*Who is in favour of Wikileaks, Zoe or Jude? (Jude)*  
*What is Zoe concerned about? (She thinks that some of the leaks could harm national security.)*
- Students vote on who they agree with more, Zoe or Jude.

### Exercise 3 page 91

- Go through the *Learn this!* box together. Check that students understand the difference between a prefix and a suffix. (A prefix goes at the beginning of a word and a suffix goes at the end of a word.)
- Students read the words and work out the meaning of each prefix and suffix.
- Check answers as a class.

### KEY

**Prefixes** de-: the opposite of, removing something; down-: reduce; over-: excessive, more than usual; under-: below, not enough; up-: upwards, higher; cyber-: connected with electronic communication networks, especially the internet; eco-: connected with the environment; mono-: one, single

**Suffixes** -free: without the thing mentioned; -proof: that can resist the damaging or harmful effects of something; -led: influenced or organised by; -worthy: deserving or

suitable for the thing mentioned; -based: containing something as an important part or feature, living or being in a place; -conscious: aware of; -friendly: helpful and easy to use, helping somebody or something; -phile: liking a particular thing or particular people; -phobe: disliking a particular thing or particular people

### Exercise 4 page 91

- Students read the text again and find examples of the prefixes and suffixes from the *Learn this!* box.
- Check answers as a class.

### KEY

Europe-based, uploads, security-conscious, cybercrime, foolproof, downplay, government-led, cyberwar, newsworthy, overestimate, declassified

### Extra activity: Fast finishers

- Ask **fast finishers** to write five sentences with any of the prefix or suffix words from the *Learn this!* box but omit the prefix or suffix word itself.
- They then swap sentences with a partner and complete their partner's sentences.

### Exercise 5 page 91

- Go through the example together, pointing out the change of preposition from *about* to *on*.
- Students rewrite the sentences. Explain that they may have to change the form of the words and make other changes.
- Check answers as a class.

### KEY

- The airline has overbooked seats on this flight.
- This photo is underexposed.
- I must debug my computer.
- Can you help me download these photos from the cloud onto my computer?
- He's a (real) technophobe.
- They have deforested vast areas of the Amazon basin.
- Is there a cybercafé around here?
- We can take the bus or the monorail.

### Exercise 6 page 91

- Remind students to keep a note of commonly used collocations and try to incorporate them into their own writing and speaking.
- Students match the adjectives with the nouns and then write a sentence for each combination.
- Check answers as a class.

### KEY

- fat-free recipe
- student-led campaign
- user-friendly instruction manual
- bullet-proof jacket
- health-conscious lifestyle
- monolingual English speaker
- roadworthy motor vehicle
- class-based society

### Exercise 7 page 91

- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

**For further practice of portmanteau words:**  
**Vocabulary Builder 8E** page 130

- 4 **banoffee**: banana and toffee (a dish made with toffee, bananas and cream)  
**biopic**: biography and picture (a film about someone's life)  
**Brexit**: Britain / British and exit (the departure of the United Kingdom from the European Union)  
**blog**: web and log (a website where a person writes regularly about recent events or topics that interest them)  
**brunch**: breakfast and lunch (a meal eaten in the late morning as a combination of breakfast and lunch)  
**chillax**: chill and relax (to relax and stop feeling angry or nervous)  
**fanzine**: fan and magazine (a magazine written and read by fans of a musician, sports team, etc.)  
**glamping**: glamour and camping (camping using tents and other kinds of accommodation, facilities, etc. that are more comfortable and expensive than those usually used for camping)  
**malware**: malicious and software (software such as a virus on a computer that the user does not know about or want)  
**motel**: motor and hotel (a hotel for people who are travelling by car, with space for parking cars near the rooms)  
**Oxbridge**: Oxford and Cambridge (the universities of Oxford and Cambridge)  
**rom-com**: romance and comedy (a romantic comedy film)  
**sitcom**: situation and comedy (a television series that shows the same characters in different amusing situations)  
**smog**: smoke and fog (a form of air pollution that is a mixture of smoke and fog)  
**skort**: shorts and skirt (a garment that looks like a pair of shorts with a panel resembling a skirt covering the front)  
**spork**: spoon and fork (a tool shaped like a spoon at one end and a fork at the other, used for eating food)  
**staycation**: stay and vacation (a holiday / vacation that you spend at or near your home)  
**vlog**: video and blog (a blog whose content is mostly videos)  
**webinar**: web and seminar (a seminar that is conducted over the internet)
- 5 1 chillax 2 brunch 3 biopic 4 Brexit  
5 malware 6 smog 7 spork 8 Oxbridge

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I know the meaning of a range of useful prefixes and suffixes and I can use them. I can discuss what information should be kept secret.*

## 8F Reading

### Trade secrets

**LESSON SUMMARY**

**Reading:** An article about trade secrets

**Reading strategy:** Multiple matching tasks

**Vocabulary:** Collocations

**Critical analysis:** Avoiding repetition

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Exercise 7 can be set as homework.

**LEAD-IN 3–4 MINUTES**

- Write *FAST FOOD* on the board and ask students to brainstorm the names of fast-food companies from their own country or international brands.
- Ask students, in pairs, to discuss the following questions:  
*How often do you eat fast food?*  
*What do you think is the healthiest / least healthy type of fast food?*  
*Do you think the government should control the ingredients in fast food? Why / Why not?*
- Ask a few students to share their ideas with the class.

**Exercise 1** page 92

- Focus attention on the photos on pages 92 and 93 and ask students if they mentioned these companies in the lead-in. They then discuss the possible secret of their success.
- Ask a few students to share their ideas with the class.

**Exercise 2** page 92

- Students skim-read the texts for gist and then match each text to a headline. Set a time limit to encourage students to focus on the gist rather than the details of each text.
- Check answers as a class.

**KEY**

A 3 B 1 C 5 D 6

2 and 4 are extra headlines.

**Exercise 3** page 92

- Go through the Reading Strategy together. Then focus attention on the three statements and ask students to identify the key words in each statement (1 – *stolen*; 2 – *sell*; 3 – *at least 30 years*).
- Students read the texts again to identify the main differences and similarities. As these are long and complex texts, you could put students into four groups. Each group reads just one of the texts in detail and decides which statements apply to their text. Then put students into different groups of four, with one student from each of the original groups. They tell the rest of the group about the text they have read and then collate their results.
- Check answers as a class.

**KEY**

**Text A:** Statements 1 and 2 are true.

**Text B:** Statement 3 is true.

Text C: Statement 3 is true.

Text D: Statements 2 and 3 are true.

### Exercise 4 page 92

- Students read the statements and match them with the texts. Remind them to identify the key words and phrases in each statement and look for synonyms or antonyms in the text. With a **weaker class**, go through the statements together and elicit the key words (1 *recipe, thousands*; 2 *ingredients, never concealed*; 3 *recipe, five employees*; 4 *three people, recipe*; 5 *recipe, book, relative*; 6 *help, old recipe*).
- If you put students into groups for exercise 3, you could keep the mixed groups together for this exercise. Students can then identify which sentences match 'their' text.
- Check answers as a class.

### KEY

1 D 2 C 3 D 4 A 5 B 6 C

### Exercise 5 page 93

- Students read the texts again and answer the questions.
- Check answers as a class.

### KEY

1 Pepsi reported her to her bosses. 2 He said he was less sure that this was the real KFC recipe. 3 He returned to help restore the company's fortunes. 4 the Dr Pepper recipe 5 KFC and Dr Pepper

#### Extra activity: Fast finishers

- Write the following questions on the board:
  - 1 What cost \$210? (an old book in a store in Shamrock, Texas)
  - 2 Which fast food is sold in 123 countries? (Kentucky Fried Chicken)
  - 3 How old was Joe Ledington in 2016? (67)
  - 4 What took less than 15 minutes to sell? (4,000 bottles of Big Mac sauce)
  - 5 What is the name of the second-largest cola producer in the world? (Pepsi)
  - 6 What happened in a drug store in Waco in 1885? (The soft drink Dr Pepper was first served there.)
- Tell **fast finishers** to scan the texts to find the answers. Emphasise that the questions are in a different order to the texts and that each question contains a number or a date. Encourage students to scan the texts for the numbers and dates to find the answers.

### Exercise 6 page 93

- Go through the *Learn this!* box together. Emphasise the importance of avoiding repetition, particularly in written texts.
- Read out the example sentences and elicit other ways of referring to Zlatan Ibrahimović, e.g. the star player, the striker, the Swede.
- Students scan the texts again to see how the companies, people, objects and money are referred to when they are mentioned the second time. The line numbers will help students find the first occasion they are mentioned.
- Check answers as a class.

### KEY

1 the world's second-biggest cola maker  
2 the reporter 3 Ledington's aunt 4 The newspaper  
5 the fast-food company 6 the then 71-year-old 7 the limited edition 8 the dusty tome 9 the asking price

#### Extra activity

- Write the groups of sentences 1–3 on the board and ask students to rewrite the second sentence in each group, avoiding repetition, using the information in the sentence in brackets:
  - 1 I first met Serena in 2012. Serena was a confident girl, with long blonde hair. (She was 15 years old.)
  - 2 She handed over the money. I put the money into the boot of my car and drove away as fast as I could. (The money was in a small black case.)
  - 3 I had never been to Halifax before. Halifax was more than 500 kilometres from my small sleepy village. (Halifax is a large northern town.)
- Then write the pairs of sentences 4–6 on the board and ask students to rewrite the second sentence in each pair, avoiding repetition, using their own ideas:
  - 4 We heard Gladys before we saw her. Gladys was singing loudly, with joy in her voice.
  - 5 I worked for Sainsbury's for fifteen years. Sainsbury's was a good employer, but I knew it was time to move on.
  - 6 Have you ever been to Canada? Canada is a beautiful place with really friendly people.

### KEY

1 The fifteen-year-old was a confident girl with long blonde hair.  
2 I put the small black case into the boot of my car and drove away as fast as I could.  
3 The large northern town was more than 500 kilometres from my small sleepy village.  
4–6: Students' own answers

### Exercise 7 page 93

- Students complete the collocations.
- Check answers as a class.

### KEY

1 the police 2 a deal 3 an article 4 a claim  
5 a resemblance to 6 a story 7 somebody's fortunes 8 a mystery 9 the asking price

### Exercise 8 page 93

- Students discuss the questions in pairs. Monitor and help as necessary.
- Ask a few students to share their ideas with the class.

#### Extension

- Ask students to work in groups to come up with an idea for a fast-food company. They should think about the food and drink their company will sell, its unique selling points (USPs) and a tagline or advertising slogan.
- Students present their fast-food company to the class and the class votes on their favourite company.



## Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now? and elicit answers: I can understand texts about trade secrets. I can avoid repetition in texts. I can discuss the ethics of trade secrets.*

# 8G Speaking

## Discussion

### LESSON SUMMARY

**Speaking:** Agreeing, disagreeing and giving opinions in a discussion

**Speaking strategy:** Listening to other speakers

**Listening:** Two students discussing honesty and lying

**Vocabulary:** Discourse markers

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercises 1 and 5.

### LEAD-IN 3-4 MINUTES

- Hold up your hand, palm towards the class and make the 'V' sign with your forefinger and middle finger. Ask students: *What does this gesture mean?*
- Elicit the answer: *It's the sign for peace or victory.* Explain that in some countries it is very important to ensure that your palm is facing outwards when you make this sign, as if the back of your hand is facing outwards, it becomes a very offensive gesture. Ask students to think of other internationally recognised (polite) gestures. Get them to explain what each gesture means.

### Culture note: Gestures

The miming of a nose growing long is a reference to the children's story *Pinocchio*. In the story, Pinocchio is a wooden puppet. Whenever he tells a lie, his nose grows. The gesture means that you think someone is telling a lie.

Crossing your fingers can have two different interpretations. If you openly cross your fingers, you are hoping for good luck. If you hide your crossed fingers behind your back, it means that you are telling a lie but hoping to be excused or to escape punishment for your lie.

Stroking your chin as if stroking an imaginary beard (or actually stroking your beard if you have one) is a sign that you disbelieve the person you are listening to, or feel that they are exaggerating.

### Exercise 1 page 94

- Students look at the photo and discuss the meaning of each of the three gestures.
- Elicit ideas. As there may be different cultural interpretations of these gestures, there are no wrong or right answers to this question, but students may be interested to know what these gestures generally mean to people from the UK or the USA.
- Students discuss the Mark Twain quote.

- Ask a few students to share their ideas about the quote with the class.

### Exercise 2 page 94

- Focus attention on the four headings and the phrases. Remind students that it is important to use a variety of phrases when they speak. Point out that the phrases for disagreeing are all polite phrases, and emphasise the importance of remaining polite in a discussion even if you disagree strongly with someone.
- Students look at phrases a–l and add them to the correct group.
- Check answers as a class.

### KEY

1 f 2 g 3 j 4 a 5 k 6 l 7 c 8 e 9 h  
10 b 11 d 12 i

### Exercise 3 page 94

- Go through the Speaking Strategy together and stress the importance of listening to your partner and responding to their points.
- In pairs, students discuss the questions. Monitor and check that they use phrases from exercise 2 and listen to each other.

### Exercise 4 3.02 page 94

- Students listen to the recording and identify each student's opinion. They then think about how their own opinions differ from those of the students on the recording.

### Transcript

**Examiner** Do you think lying is ever justified? What do you think, Joanna?

**Joanna** Well, by and large, I'd say it's clearly wrong to tell lies. We are all taught that from an early age. But there may be circumstances in which lying is justified. To give you just one example, if you would seriously hurt someone's feelings by telling the truth, then it would be OK to lie. Even so, I think that we should generally try to be truthful as much as possible.

**Examiner** What do you think, Marco?

**Marco** I'm of the same opinion as Joanna. As a matter of fact, I was going to make the same point myself. I think we need to tell the truth whenever possible. The reason I say that is that if we don't, then trust breaks down between people. But if you are thinking of concealing the truth, you should put yourself in the shoes of the person you are speaking to and ask yourself, 'Would I prefer to be lied to in these circumstances?' and 'How would I feel if I discovered I'd been lied to?'

**Examiner** Thank you. Here's another question for you, Marco. Some people say that we become more honest as we grow older. What do you think?

**Marco** I'm not so sure about that. To be honest, I think lying is simply part of human nature. We all lie. Children do it from a very early age, almost innocently. As we grow up, I think we just become better at lying so that other people don't notice when we are doing it. So I'd say that if anything, we lie more often as we grow up since we can get away with it.

**Joanna** I think we'll have to agree to disagree on this one, Marco. It's clear to me that we do in fact grow more honest. I think that teenagers lie all the time, not because

they are particularly dishonest, but because it just doesn't matter so much to them. But as we grow older we begin to understand the consequences of being dishonest and so we become more truthful. Mind you, you might reach a different conclusion when you think of the way politicians tell lies!

**Examiner** Thank you. Is it possible to tell when someone is being dishonest? How? What do you think, Joanna?

**Joanna** Yes, I'd say that it is. There are a number of telltale signs. First of all, the person may blush. Or their body language could give them away. They might scratch their nose, or fidget. Or they might avoid looking you in the eye. Incidentally, I saw a programme about this on TV a few weeks ago. It was really interesting.

**Marco** Mmm. I don't think it's always the case that you can tell if someone is lying. As I said, Joanna, we get better at concealing our lies as we get older. Besides, some people are just natural liars and it's simply impossible to know if they are lying or telling the truth.

**Examiner** Thank you both very much.

### Exercise 5 3.03 page 94

- Explain, if necessary, that discourse markers help to organise text or speech; they help to connect and manage what we say and can also sometimes express attitude. Discourse markers aid fluency and it is important for students to get into the habit of using them.
- Play the recording for students to hear each discourse marker being used in context. Students then translate them into their own language.

#### Transcript

- 1 I think people tell lies all the time. Anyway, I'm not sure that matters very much.
- 2 Politicians sometimes lie. Even so, they're generally trustworthy.
- 3 I try not to lie because it undermines trust. Besides, it makes me feel bad.
- 4 I know when my brother's lying because he won't look at me. Mind you, he doesn't make eye contact very much, anyway!
- 5 By and large, I think politicians are reasonably honest, though there are a few notable exceptions.
- 6 To be honest, I think it was unforgivable of him to hide the truth.
- 7 I often tell white lies. As a matter of fact, I told one yesterday!
- 8 People say it's OK to tell lies. If anything, I'd say the opposite is true.
- 9 It was wrong of Harry to lie on his CV. Incidentally, how's he getting on in his new job?

### Exercise 6 3.02 page 94

- Play the recording again for students to note which discourse markers Joanna and Marco use.
- Check answers as a class.

#### KEY

**Joanna** *by and large; even so; mind you; incidentally*  
**Well, by and large, I'd say it's clearly wrong [to tell lies].**  
**Even so, I think that we should generally try to be [truthful as much as possible].**  
**Mind you, you might reach a different conclusion [when you think of the way politicians tell lies]!**  
**Incidentally, I saw a programme about this [on TV a few weeks ago].**

**Marco** *as a matter of fact; to be honest; if anything; besides*

**As a matter of fact, I was going to [make the same point myself].**  
**To be honest, I think lying is [simply part of human nature].**  
**So I'd say that if anything, we lie more often as we grow up [since we can get away with it].**  
**Besides, some people are just natural liars [and it's simply impossible to know if they are lying or telling the truth].**

#### Extra activity

- Play a game of 'Discourse Marker Chain Conversation'. Start with a statement: *By and large, I think that everyone in this class is working very hard today.*
- Then pick a student and challenge them to respond using another discourse marker from exercise 5, e.g. *I agree. As a matter of fact, we're the hardest-working students you've ever taught!*
- Students take it in turn to continue the conversation using a different discourse marker each time.

### Exercise 7 page 94

- Go through the questions together and make sure students understand the meaning of *white lie* (a trivial or unimportant lie).
- In pairs or small groups, students choose four of the questions to discuss together.

### Exercise 8 page 94

- In their pairs or groups, students discuss their questions. Remind them to use phrases for agreeing and disagreeing, and discourse markers.
- Monitor and check that students listen to each other's opinions and respond to them, rather than just stating their own opinions.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now? and elicit answers: I can agree, disagree and give an opinion and justify it. I can use discourse markers. I can discuss honesty and lying.*

## 8H Writing

### Discursive essay

#### LESSON SUMMARY

**Writing:** A discursive essay on freedom of information

**Writing strategy:** Including all the points in a task and writing in an appropriate style

**Reading:** A discursive essay on the possible effects of internet censorship

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Exercise 5 can be set as homework.

### LEAD-IN 3-4 MINUTES

- Write *CENSORSHIP* on the board and check the meaning (suppressing or prohibiting material because it is considered offensive, immoral or a political threat).
- Ask students to work in pairs to brainstorm all the types of media or behaviour that might be censored, e.g. books, newspapers, TV programmes, films, websites, songs, public speakers, magazines.
- You could start by mentioning gestures; some gestures are banned in certain countries because they are associated with extremist views or are considered offensive.

### Exercise 1 page 95

- Students discuss the pros and cons of internet censorship in pairs and then compare their ideas with another pair.
- Elicit ideas, write them on the board and leave them there for exercise 2.

### Exercise 2 page 95

- Go through the task together. Focus attention on the three effects of censorship mentioned in the task and the three opinions.
- Students read the essay and check to see if their ideas from exercise 1 are included in the essay or the task.

#### Extra activity

Write the following statements on the board and ask students to decide if they represent the writer's opinion:

*It is difficult to close down websites that are involved in serious crimes.* (no)

*Internet censorship makes the world safer.* (yes)

*Our freedom of speech is restricted by internet censorship.* (yes)

*Some governments are against all forms of internet censorship.* (no)

*Freedom of expression isn't as important as our safety.* (yes)

### Exercise 3 page 95

- Go through the Writing Strategy together. Students then look at the task and the essay again and decide how well the writer has followed the advice in the strategy.
- In pairs, students discuss how they could rewrite and improve the essay.
- Ask different students for their suggestions and build up an improved version of the essay together.

#### KEY

- 1 The writer discussed points 1 and 3. She included the opinions in the task, but only rephrased one of them.
- 2 The style is appropriate on the whole, but the language in the conclusion is too informal.
- 3 The middle section should be divided into two paragraphs: one dealing with reduction of crime and one dealing with freedom of expression.
- 4 There is a good range of grammar and vocabulary, which are generally used accurately, although the sentence starting 'On the one hand' should be 'On the other hand' as it puts forward a contrasting point of view.

### Exercise 4 page 95

- Students complete the key phrases.
- They then read the essay again to find five of the phrases.
- Check answers as a class.

#### KEY

1 state of affairs 2 due 3 the result 4 reason

5 exacerbated 6 principal 7 given

8 consequences 9 resulted 10 result

The five phrases in the essay are: One of the main consequences of censorship is ... ; This is due to the fact that ... ; Consequently, ... ; this censorship has given rise to ... ; As a result, ...

### Exercise 5 page 95

- Go through the task together and check the meaning of *holding someone to account* (making someone explain the reasons for their actions).
- Focus attention on the fact that students only need to discuss two of the effects mentioned and remind them to use their own words as far as possible.
- Students write their essay. Monitor and help as necessary.
- Make sure students go through the checklist when they have finished the first draft of their proposal and make any changes necessary.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a discursive essay using a variety of sources. I can use phrases to describe causes and consequences. I can include all the points in a task and use appropriate style.*

**Map of resources****9A Vocabulary**

Student's Book, pages 96–97; Workbook, page 96  
Photocopiable: 9A (End of the world)

**9B Grammar**

Student's Book, page 98; Workbook, page 97  
Photocopiable: 9B (Ellipsis and substitution)

**9C Listening**

Student's Book, page 99; Workbook, page 98

**9D Grammar**

Student's Book, page 100; Workbook, page 99  
Photocopiable: 9D (Advanced uses of the infinitive)

**9E Word Skills**

Student's Book, page 101; Workbook, page 100

**9F Reading**

Student's Book, pages 102–103; Workbook, page 101

**9G Speaking**

Student's Book, page 104; Workbook, page 102

**9H Writing**

Student's Book, page 105; Workbook, page 103

**Culture and Literature 9**

Student's Book, pages 124–125  
DVD and DVD worksheet: Unit 9

**Classroom Presentation Tool Unit 9****End of unit**

Unit Review: Workbook, pages 104–105  
Photocopiable: Grammar Review  
Photocopiable: Vocabulary Review  
Exam Skills Trainer 5: Workbook, pages 106–107  
Exam Skills Trainer 5: Student's Book, pages 106–107  
Cumulative Review I–9: Workbook, pages 116–117  
Progress Test and Short Tests: Unit 9  
Cumulative Test: Units 5–9  
Cumulative Test: Units 1–9

**9A Vocabulary****End of the world****LESSON SUMMARY**

**Vocabulary:** Global threats; verbs and phrases for dramatic events

**Reading:** An article about underground survival shelters

**Listening:** Teens discussing a survival bunker

**Speaking:** Discussing the end of the world

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than two minutes on exercise 5 and set exercise 10 as homework.

**LEAD-IN 3–4 MINUTES**

- Write *END OF THE WORLD* on the board. Ask students, in pairs or small groups, to brainstorm words related to the topic, including nouns, verbs, adverbs and adjectives.
- Ask different pairs or groups to share their words with the class and write their suggestions on the board.
- Tell students to open their books at page 96 and see if any of their ideas are illustrated in the photos.

**Exercise 1** page 96

- Focus attention on the photos and ask students which types of end-of-world events they show. Students then discuss the question in pairs.
- Ask a few students to share their ideas with the class.

**Exercise 2** 3.04 page 96

- Students use the words to complete the phrases. Ask them which words match the photos at the top of the page (from top left, going clockwise: asteroid impact, nuclear holocaust, alien invasion, robot ascension).
- Play the recording and ask students which threat each person is talking about. Pause the recording after each speaker and check answers as a class.

**KEY**

1 alien invasion 2 global pandemic  
3 interplanetary collision 4 robot ascension  
5 pole shift 6 supervolcanic eruption  
7 asteroid impact 8 nuclear holocaust  
Speaker 1 alien invasion Speaker 2 global pandemic  
Speaker 3 interplanetary collision  
Speaker 4 robot ascension Speaker 5 pole shift  
Speaker 6 nuclear holocaust Speaker 7 asteroid impact  
Speaker 8 supervolcanic eruption

**Transcript**

**Speaker 1** I reckon it's highly unlikely that creatures from another world could actually take over the planet and wreak havoc. Scientists like Stephen Hawking believe that the Earth's at risk ... but seriously – how would they get here? How would they land? I think it's the stuff of science fiction.

**Speaker 2** I believe for sure that an illness could spread all over the world and wipe out the whole population. You only have to look at recent outbreaks of flu and other viruses for which there are no cures, and no vaccines to prevent them. They spread incredibly quickly and we are ill-equipped to deal with them.

**Speaker 3** I can't imagine that Venus or Mars would ever slam into the Earth. First of all, they're too far away. And secondly, they're fixed in their orbits. Why would they suddenly leave their orbit and head towards Earth? Sounds plain silly to me.

**Speaker 4** There's been a lot in the media about artificial intelligence and how we risk creating machines that have a will of their own and are able to act independently. They are likely to turn on us, so the theory goes. But I don't think that

will ever happen. We'll never create machines capable of overthrowing humans.

**Speaker 5** I was reading the other day about a global threat I'd never heard of before. Apparently, a change in the angle of the Earth's spin will spell disaster for the whole planet. It could be caused by the gravitational pull of the Moon and Sun, and would lead to massive floods and earthquakes. But it seems it's pretty unlikely to happen any time soon.

**Speaker 6** This is the classic doomsday scenario, isn't it? A minor armed conflict is turned into something much more serious by trigger-happy global superpowers. I think it could happen by accident – possibly – but I think most countries would avoid intentionally detonating a nuclear bomb.

**Speaker 7** The Solar System is full of lumps of rock, some quite big but most pretty small. Most of them come nowhere near our planet. However, if a big one did come hurtling into the Earth, we'd be in trouble. They reckon that's what wiped out the dinosaurs 65 million years ago. We might go the same way.

**Speaker 8** What happens is that a huge reservoir of red hot lava collects below the Earth's crust. Pressure builds up until – boom! – it explodes, throwing out billions of tons of ash and lava. That would unleash a wave of other catastrophes. Everyone within a few hundred kilometres would be killed. There'd be massive earthquakes. Ash would envelope the world, shutting out sunlight. Temperatures would plummet. Scientists reckon that these events happen about once every 50,000 years. The last one was 74,000 years ago, so we're due one.

### Exercise 3 3.04 page 96

- Students listen to the recording again and decide which opinions they agree or disagree with.
- With a **weaker class**, pause the recording after each speaker and ask: *Does he/she think it's likely or unlikely? Why?* Elicit answers and then get students to vote on whether they agree with the speaker or not.

### Exercise 4 page 96

- Students match the verbs and phrases with the definitions.
- Check answers as a class.

#### KEY

1 detonate 2 wreak havoc 3 slam into 4 wipe out  
5 unleash 6 hurtle 7 spell disaster 8 overthrow

#### Extra activity: Fast finishers

- **Fast finishers** choose five verbs and phrases from exercise 4 and write a sentence for each of them.
- They can then compare their sentences in pairs.

### Exercise 5 page 97

- Focus attention on the headline and check that students understand *doomsday* (an event of crisis or great danger) and *bunker* (a very strong underground shelter).
- Students answer the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 6 page 97

- Students read the article and check their answers to exercise 5.

- Ask a few questions to check that students have understood the gist of the article:  
*Why is Vivos building the underground shelters?* (because it believes Earth is facing many threats)  
*How much does the bunker in Germany cost?* (\$1 billion)  
*If there is an apocalypse, how will the successful applicants reach the bunker?* (by helicopter from the nearest airport)  
*How long will they be able to stay in the bunker?* (a year)

### Exercise 7 page 97

- Students discuss the questions in pairs. They should give reasons for their opinions.
- Monitor and check that students listen to each other and respond to each other's opinions.

### Exercise 8 3.05 page 97

- Give students time to read the questions and think about what type of information they should listen for.
- Play the recording and check answers as a class.

#### KEY

- 1 It's in an old military shelter in the woods (in Rothenstein).
- 2 They get a tailor-made apartment and access to all the facilities: swimming pools, theatres, restaurants and the helipad.
- 3 The applicants are screened, and the families are chosen according to their skills.
- 4 the high number of rumours in the media about imminent catastrophes
- 5 Lucy

#### Transcript

**Justin** Have you read this article about the survival bunker in Germany?

**Lucy** No, I haven't. Tell me about it.

**Justin** Apparently, an American company has bought up an old military shelter in the woods and they've converted it into a luxury survival complex for millionaires.

**Lucy** That's all right if you were born with a silver spoon in your mouth, but what about the rest of us?

**Justin** Well, the article says that that the company is building more than one bunker, but I imagine that places won't be cheap in any of them.

**Lucy** No, I'm sure they won't. Going back to this American company, I bet the owner is a millionaire himself, right? You know what they say, Birds of a feather ...

**Justin** ... flock together, yes. I guess he's more interested in saving himself and his cronies than saving all of mankind.

**Lucy** Mmm. Typical! Tell me more about this bunker, then. What's it like?

**Justin** It says in the article that if you get a place, you get your own tailor-made apartment. You also have access to all the luxury facilities there: swimming pools, theatres, restaurants ... Oh! and there's a helipad too.

**Lucy** Very nice! It sounds ideal. I guess it's first come, first served when it comes to allocating places?

**Justin** Actually, it isn't. It says that all the applicants are screened and the families are chosen according to their skills.

**Lucy** Right. So even if you've got the money, it's a case of don't count your chickens ...

**Justin** ... before they are hatched. That's right.

**Lucy** That makes it a bit fairer, I suppose. But what's the big deal? Why is everyone so keen on having a survival bunker these days?

**Justin** Well, there have been loads of rumours in the media recently about imminent catastrophes, and as the saying goes, there's no smoke without fire.

**Lucy** That's scary! I'm not sure I really want to think about it. Ignorance is bliss and all that.

**Justin** I know what you mean. But perhaps it's better to be informed so that you can do something about it, you know: forewarned is forearmed, as they say.

**Lucy** I don't know. I think it's a classic case of doom-mongering – making people feel miserable for the sake of it. What do you think?

**Justin** I'm not so sure. Maybe there's something in it. Only time will tell!

### Exercise 9 3.05 page 97

- Go through the *Fluency!* box together. Students then complete the common sayings.
- Play the recording again for students to check their answers, pausing after each saying if necessary.

#### KEY

1 spoon 2 birds 3 come 4 chickens 5 smoke  
6 ignorance 7 forewarned 8 time

### Exercise 10 page 97

- Students match the sayings with the sentences.
- Check answers as a class.

#### KEY

1 only time will tell 2 when in Rome, do as the Romans do 3 don't count your chickens before they are hatched 4 forewarned is forearmed 5 born with a silver spoon in your mouth 6 ignorance is bliss 7 birds of a feather flock together 8 first come, first served 9 better late than never 10 there's no smoke without fire

#### For further practice of common sayings:

##### Vocabulary Builder 9A page 130

1 1 to make a world 2 is worth two in the bush  
3 spoil the broth 4 makes Jack a dull boy  
5 saves nine 6 catches the worm 7 there's a way  
8 on the other side of the fence  
Students' own answers

#### Extension

- Split each saying into halves, e.g. *born with a / silver spoon in your mouth; better late / than never*. Write each half on a separate card so that you have 20 cards in total.
- Put the cards face down on a table. Students take it in turns to pick up two cards and try to find matching halves. If they are successful, they keep the cards. If the halves do not match, they put the cards face down again.

### Exercise 11 page 97

- Students discuss the questions in pairs.

- Monitor and help if necessary, checking that students give reasons for their opinions.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about potential threats to our planet. I can use vocabulary for global threats. I can use verbs and phrases for dramatic events. I can use common sayings.*

## 9B Grammar

### Ellipsis and substitution

#### LESSON SUMMARY

**Grammar:** Ellipsis and substitution

**Speaking:** Talking about our attitude to the elderly

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set as homework.

#### LEAD-IN 3–4 MINUTES

- Tell students to imagine they are 70 years old. Ask:  
*Where are you living?*  
*Who are you living with?*  
*Are you still working?*  
*How do you spend your free time?*  
*Do you enjoy your life?*
- Students discuss the questions in pairs and compare their visions of their future selves.

### Exercise 1 page 98

- Students discuss the question in pairs. Ask them to think about health, work, transport, other people's attitudes, accommodation and leisure activities.
- Ask a few students to share their ideas with the class.

### Exercise 2 3.06 page 98

- Give students a minute to read the dialogues and work out which words are omitted or understood.
- Play the recording for students to listen.
- Check answers as a class.

#### KEY

a She has (retired).  
b Because she wants to (do it).  
c I would (help you) if I could (help you)  
d Why should I (tell him that I'll go another day)?

### Exercise 3 3.07 page 98

- Go through the *Learn this!* box together. Remind students that the primary auxiliary verbs in English are *be, do* and *have*, and the modal auxiliaries are *can, could, may, might, must, shall, should, will* and *would*.

- Focus attention on the example sentences and elicit the missing words: 'Well you may not have (broken the window), ...'; 'He said he would (call), but I doubt he will (call)'; 'I was intending to (see it) but I forgot.'
- Students complete the dialogue.
- Play the recording for students to check their answers.

#### KEY

1 used to 2 wasn't 3 had to 4 will / intend to  
5 'd like to 6 can't 7 will / intend to

#### For further practice of ellipsis and substitution: Grammar Builder 9.1 page 149

1 1 seen that film 2 get married 3 win  
4 shout at you 5 to stay over at my house  
6 pop in, popped in 7 come 8 tell me  
2 2 want 3 are 4 did 5 love to / like to  
6 use to 7 should 8 could have  
3 1 expect so 2 guess not 3 don't imagine so /  
imagine not 4 don't believe so / believe not  
5 presume not 6 believe so

#### Exercise 4 page 98

- Go through the second *Learn this!* box together.
- Students read the dialogue from exercise 2 again and find a reply with *not ... so*. They can work in pairs to think of another way this could be expressed. With a **weaker class**, refer students to point 4 in the second *Learn this!* box.
- Check answers as a class.

#### KEY

I don't suppose so = I suppose not

#### Exercise 5 page 98

- Go through the example sentence and answer together. Point out that more than one answer is acceptable. Students complete the responses.
- Check answers by asking a student to read out the first sentence and then ask another student to respond. The rest of the class listen and call out if the response is incorrect.

#### KEY

2 It seems so. / It would seem so.  
3 I guess so. / I guess not.  
4 I imagine so. / I don't imagine so. / I imagine not.  
5 I'm sure he will. / I'm not sure he will. / I'm sure he won't.  
6 I doubt they will. / I don't doubt they will.  
7 He promised he would.  
8 I hope not.

#### Extra activity: Fast finishers

- Ask **fast finishers** to look again at the sentences and questions in exercise 5 and to think of alternative ways of responding. Do the first sentence together, eliciting possible responses, e.g. *We doubt it. We want to but we aren't sure. We promise we will.*
- Students can compare their responses in pairs.

#### Exercise 6 page 98

- Students ask and answer the questions, using structures from the second *Learn this!* box and their own ideas.

- Monitor and check that students use the structures correctly.
- Check answers as a class.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use ellipsis and substitution to avoid repetition. I can discuss the treatment of the elderly.*

## 9C Listening

### Lost civilisations

#### LESSON SUMMARY

**Listening:** The Mayan civilisation

**Listening strategy:** Reading the rubric and questions carefully

**Vocabulary:** Verb + noun collocations; factors in the collapse of civilisation

**Speaking:** Why civilisations are successful or collapse

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 2 and 7.

#### LEAD-IN 3-4 MINUTES

- Revise vocabulary for global threats from Lesson 9A. Write gapped words on the board for students to complete, e.g. *n\_\_l\_\_r h\_loc\_\_st; gl\_\_a\_ p\_n\_\_mic.*
- Ask students: *Could any of these threats destroy a civilisation but not the whole world? Which ones?*
- Students discuss the threats in pairs or small groups.

#### Exercise 1 page 99

- Focus attention on the photos and ask students to discuss the questions. If they need help, tell them that photo A is from Mexico, photo B is from Italy and photo C is from Easter Island.
- Go through the factors that might cause the collapse of a civilisation. In pairs, students rank them in order of probability.
- Write the factors on the board and ask students how they ranked them. Write the results on the board and build up a class ranking.

#### KEY

1 A Chichén Itzá (Mexico) – the Mayan civilisation  
B the Coliseum (Rome) – the Roman Empire  
C Moai (Easter Island) – the Rapa Nui civilisation  
2 Students' own answers

#### Exercise 2 page 99

- Go through the Listening Strategy together. Remind students that it is very important to prepare themselves as much as possible before they listen to the recording. The task and the questions will give clues about the context.
- Students read the sentence and predict what kind of information completes it.

**KEY**

The answer is going to be linked to work, a job or a task.

**Exercise 3**  3.08 **page 99**

- Read out the task.
- Play the recording once and check answers as a class.

**KEY**

farmers

**Other options: architects, mathematicians, astronomers.**  
They do not complete the sentence as they are not Mayan occupations before and after the civilisation's period of greatness.

**Transcript**

The Maya were a people who dominated a massive area of Central America for approximately two thousand years. Their empire covered the whole of the Yucatan Peninsula in southern Mexico, and stretched all the way across present-day Guatemala and Belize into western Honduras and El Salvador. From their humble beginnings as an agricultural nation in the first millennium BC, the Maya grew steadily in influence until, by 600 AD, they had constructed dozens of majestic cities complete with temples, palaces, pyramids and towers. As well as being skilled architects, the Maya were excellent mathematicians and astronomers, renowned also for developing their own writing system and a 365-day calendar. Yet only two centuries after its peak, the Mayan civilisation was beginning to crumble, a disintegration that resulted in the cities falling into ruin and the people going back to their roots as farmers.

**Exercise 4**  3.09 **page 99**

- Give students time to read the questions and think about the type of information needed to answer each one.
- Play the recording for students to answer the questions.
- Check answers as a class.

**KEY**

- 1 internal conflict, overpopulation, climate change
- 2 They studied cave formations.
- 3 Archaeological research and climate records (which showed periods of decreased building activity coincided with periods of drought)

**Transcript**

Hello, I'm Linda Shriver, and I'm here to tell you what we have discovered so far about the collapse of the Mayan civilisation.

First of all, let me say that there probably wasn't only one factor that triggered the demise of the Maya. Internal conflict and overpopulation may also have played a part. However, the fact that the decline happened so quickly leads us to believe that the civilisation was the victim of a major catastrophe. Today our research suggests that this disaster may well have been climate change.

Let me take you through the evidence we have to support this theory, and then you can make up your own minds. During the course of the 1990s, ancient climate records for Central America were created by studying cave formations. An analysis of these records gave researchers an indication of the amount of rain that had fallen in the area. It appears that during the period from AD 250 to 800, the Maya area received relatively high rainfall, which coincided almost exactly with the period in which their civilisation flourished.

The records also showed that from about AD 820 onwards, the rains began to dry up, leading to around 95 years of periodic droughts, some lasting decades. Most of the Maya cities in the south of the empire were abandoned between AD 850 and AD 925, that is, during this period of drought. The fact that the figures coincide would imply that climate change played a part in the civilisation's decline in the southern territories.

The case appeared to be very different in the northern territories, however. Not only did the cities in this area survive the drought, but they appeared to be enjoying success at the time. A prime example is Chichén Itzá, site of the step-pyramid that is probably the most famous Maya building. This situation previously undermined the theory of climate change, but evidence has recently emerged which suggests that all might not have been as well in the north as was initially thought.

In December 2015, a study was published which brought together all of the previous research into the age of the buildings in the northern Maya civilisation. Calculating the amount of building activity helped researchers establish the times when the cities were prospering and when they might have fallen into decline. The study revealed that there was a 70 per cent drop in the use of stone inscriptions and wood in the northern Maya cities during the second half of the ninth century, suggesting that they were in decline at this time. These findings indicate that the northern cities were also affected by the drought that had been detected in the climate records, although they were able to overcome it. But that is not all. The December study went on to reveal a second decline in the northern territories. After a brief recovery during the tenth century, marked by an increase in construction – and a rise in rainfall – researchers discovered a sudden drop in building activity during the eleventh century. This decline coincided with another wave of droughts, which was much more serious than the previous one. In fact, the droughts spelled the end for the Mayan civilisation in the north, as very few cities survived. Note that this is the second time that the results of the archaeological research coincide with the rainfall figures on the climate records. This is what makes us think that climate change probably played a significant role in the collapse of the Maya. Now, do you have any questions?

**Exercise 5** **page 99**

- Students read the sentences and think about the type of information they will need to complete each one.
- With a **weaker class**, check their ideas before going on to exercise 6.

**KEY**

- 1 a reason / factor
- 2 an adjective / a verb (present participle)
- 3 a date
- 4 an adjective
- 5 a noun
- 6 a percentage / fraction
- 7 an ordinal number

**Exercise 6**  3.09 **page 99**

- Play the recording again for students to complete the sentences.
- They can compare their answers in pairs before a whole class check.



**KEY**

- 1 climate change / a major catastrophe  
 2 (relatively) high 3 AD 820 4 northern  
 5 (the amount of) building activity 6 70 per cent / 70%  
 7 eleventh / 11th

**Extra activity**

- Write the following sentences on the board:
  - The Mayan civilisation declined very slowly.* (false)
  - Researchers used cave formations to find out about ancient climate.* (true)
  - During the period of drought, most cities in the south were successful.* (false)
  - The most famous Maya building is in the south.* (false)
  - The results of recent archaeological research match the rainfall figures.* (true)
- Students decide if they are true or false.
- Play the recording again for them to check their answers.

**Exercise 7** page 99

- Students complete the collocations.
- Check answers as a class.

**KEY**

- 1 trigger 2 give 3 enjoy 4 undermine 5 fall  
 6 put 7 spell 8 play

**Exercise 8** page 99

- Students complete the text.
- Check answers as a class.

**KEY**

- 1 enjoyed success 2 undermined (this) theory  
 3 giving an indication 4 fall into decline  
 5 played a role 6 triggered the demise  
 7 spelled the end 8 puts into perspective

**For further practice of verb + noun collocations:**  
**Vocabulary Builder 9C** page 130

- 2 1 faced 2 ground 3 exacerbated 4 combat  
 5 swell 6 sack 7 was dealt 8 was deposed

**Exercise 9** page 99

- Students discuss the questions in pairs.
- Monitor and help with vocabulary if necessary.

**Extension**

In this lesson students have learned about the Maya and the Rapa Nui civilisations. As an extended project, students could choose another lost civilisation, e.g. the Indus Valley or Cahokia, and write a description of what happened to it.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use context to understand a text about lost civilisations. I can use vocabulary to describe factors in the collapse of a civilisation.*

**9D Grammar****Advanced uses of the infinitive****LESSON SUMMARY**

**Grammar:** Advanced uses of the infinitive

**Reading:** An article about dying languages

**Use of English:** Completing a second sentence so that it means the same as the first

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 5 as homework.

**LEAD-IN 3-4 MINUTES**

- Write the following phrases on the board:
  - faill ort* (welcome in Manx)
  - ongi etorri* (welcome in Basque)
  - ostu iga* (good day in Cherokee)
  - kia ora* (hello in Maori)
- Explain that these phrases are from different rare languages. In pairs, students try to guess what they mean and which language they are in.

**Culture note: Minority languages**

A minority language is one that is spoken by a minority population. In many countries, a minority language may lack official status. It is not necessarily a rare or endangered language, e.g. English is a minority language in the city of Québec, Canada, because the majority of people there speak French. Similarly, Spanish is a minority language in the USA.

An endangered language is one that is in danger of falling out of use. This may happen if the people who speak the language die out or start to speak another language instead. When the language has no more native speakers, it is a dead language. If no one can speak the language at all, it is an extinct language. Examples of dead languages are Latin, Sanskrit and Ancient Greek.

**Exercise 1** page 100

- In pairs, students answer the questions.
- Ask a few students to share their ideas with the class.

**KEY**

See Culture note.

**Exercise 2** page 100

- Focus attention on the title: *Why it's important to save dying languages*. Explain that this shows that the writer of the article is trying to persuade readers to agree with their point of view.
- Students read the text and identify the writer's arguments to support his opinion.
- Check answers as a class. Then ask students to discuss those arguments in pairs and decide if they agree with them or not, giving reasons for their opinions.

**KEY**

His arguments are: to preserve a nation's oral tradition, to have an insight into how a nation views human behaviour and emotion, to preserve the information contained in a language.

**Exercise 3** page 100

- Go through the *Learn this!* box together.
- Students match the sentences from exercise 2 with the uses of the infinitive.
- Check answers as a class.

**KEY**

1 a 2 b, c, d 3 f, g 4 e

**For further practice of advanced uses of the infinitive: Grammar Builder 9.2** page 150

1 1 to 2 the 3 as 4 only 5 too 6 last  
7 enough 8 worst

2 1 many monuments to see 2 so worried (about the future as) to lose 3 only to leave it 4 too ill to go 5 the best (way) to travel 6 the first to arrive 7 enough time to buy 8 the only (student) to apply

**Exercise 4** page 100

- Go through the instructions together and emphasise that students should not use more than six words to complete each sentence.
- With a **weaker class**, go through each sentence and elicit which use of the infinitive is needed (1: use 1; 2: use 2a; 3: use 2b; 4: use 2b; 5: use 3; 6: use 4 / 3).
- Check answers as a class.

**KEY**

1 only to find 2 are the easiest to understand  
3 a newspaper article to read 4 to record new vocabulary in 5 enough Spanish to travel 6 so accurate / good as to make / good enough to make

**Extra activity: Fast finishers**

- Write the following infinitive phrases on the board and ask **fast finishers** to write their own sentences:

1 ... only to realise I had left it at home

2 ... so strong as to lift ...

3 ... a project to finish ...

4 ... the last person to find out ...

5 ... well enough to win ...

- Students can compare their new sentences in pairs.

**KEY**

Students' own answers

**Exercise 5** page 100

- Ask students to read the text. Then ask a few questions to check meaning:  
*What event encouraged Joshua Hinson to learn Chickasaw?* (the birth of his son)  
*How many people in his tribe could speak Chickasaw well?* (fewer than 100)  
*What did Hinson create to help teach the language?* (a Chickasaw learning app)  
*Was it successful?* (yes)
- Students complete the text.
- Check answers as a class.

**KEY**

1 to pass on 2 only to discover 3 too (technical) to use 4 as to study 5 enough to motivate  
6 last (person) to speak

**Exercise 6** page 100

- Students discuss the questions in pairs.
- Ask a few students to share their opinions with the class.

**Lesson outcome**

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use advanced uses of the infinitive. I can discuss the importance of dying languages.*

**9E Word Skills****Collocations with common verbs (come, do, put and take)****LESSON SUMMARY**

**Vocabulary:** Collocations with common verbs

**Listening:** Four speakers talking about spoilers

**Reading:** An article about a teacher who uses spoilers in his classes

**Use of English:** Rewriting sentences replacing the underlined words

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 7 can be set as homework.

**LEAD-IN 3-4 MINUTES**

- Write the names of the following films on the board: *The Sixth Sense*, *Gone Girl*, *Citizen Kane*, *Psycho*, *The Planet of the Apes (1968)*, *The Empire Strikes Back*.
- Tell students that these films have one feature in common and ask them, in pairs, to guess what that feature is.
- Elicit ideas before revealing that all these films have a significant plot twist – an unexpected revelation or sudden change in the plot.
- Ask: *Do you enjoy watching films with plot twists? Are you good at guessing them before they are revealed?*
- Students discuss the questions in pairs.

### Exercise 1 page 101

- Read out the definition of a *spoiler* /'spɔɪlə(r)/. In pairs, students discuss why spoilers are so frustrating.
- Ask a few students to share their ideas with the class.

### Exercise 2 3.10 page 101

- Students listen to four speakers talking about their own experiences of spoilers.
- Focus attention on the questions and play the recording.
- Check answers as a class.

#### KEY

1 **Speaker 1** *The Half-Blood Prince* / the sixth Harry Potter book **Speaker 2** *The Sixth Sense* **Speaker 3** (series five of) *The Walking Dead* **Speaker 4** *Iron Man 3*

2 **Speaker 1** his gran **Speaker 2** a guest on a TV chat show **Speaker 3** social media and the TV network's website **Speaker 4** a film review

#### Transcript

**Speaker 1** Have I ever been the victim of a spoiler? Um, I can only remember one occasion, quite a long time ago, when I was reading the Harry Potter books. I'd just finished the fifth one, *The Order of the Phoenix*, and I was looking forward to reading the next, *The Half-Blood Prince*. Anyway, we were staying at my gran's at the time, and I happened to mention to her that I was going to read the sixth Harry Potter book. Her immediate reaction was, 'Oh, is that the one where so-and-so dies?' This came as quite a shock to me, as that particular character was the last person in the saga I was expecting to come to an untimely end. So, yeah, my gran ruined the sixth Harry Potter book for me.

**Speaker 2** Spoilers – they're everywhere, aren't they? I think my first experience with a spoiler was one that other people may have encountered too. It involves *The Sixth Sense*. Well, when the film came out, I was in no particular hurry to see it – I thought I'd wait until all the hype had settled down and then I'd see it in my own time. Bad idea! One evening, I was watching a chat show I like and suddenly one of the guests made a joke revealing the dramatic twist at the end of the film. I couldn't believe it! He probably hadn't intended to do any harm, but he completely ruined the film for me. I guess he took it for granted that most people had already seen it.

**Speaker 3** Honestly, you've got to be so careful on social media these days if you don't want to come across a spoiler. It happened to me when I was watching series five of *The Walking Dead*. Without wishing to give too much away, there was a major plot twist which involved one of the main characters dying. It was all over social media the next day, but then the TV network that broadcasts the show really put their foot in it. They posted a picture of the deceased character on their website with a text mourning the death. There were loads of complaints after that, which put a lot of pressure on the channel to apologise. They did in the end, but they must have lost a lot of viewers.

**Speaker 4** You kind of expect to find spoilers on social media, as people are bound to talk about the series they're watching, but you don't want to read them in reviews. Now, I really like Robert Downey Junior, which is why I wanted to know the view of the experts on *Iron Man 3*. I don't know if you're familiar with the film, but the figure of the Mandarin plays a rather important role. In the review I read, the critic appeared to take great pleasure in revealing the true nature of this character, which spoiled my enjoyment

of the film entirely. As far as I'm concerned, critics would do well to keep quiet about plot details and limit themselves to commenting on the quality of the production.

#### Extra activity

- Write the following questions on the board:  
*Who wasn't in a hurry to see the film?* (Speaker 2)  
*Who saw a photo of a key character?* (Speaker 3)  
*Who is a big fan of a well-known actor?* (Speaker 4)  
*Who found out about a death?* (Speakers 1 and 3)
- Ask students to try to answer the questions from memory.
- Play the recording again for students to check their answers.

### Exercise 3 page 101

- Explain that all the collocations in the chart are in the recording. Ask students to complete them. They can use dictionaries to check the meaning.
- Check answers as a class.

#### KEY

1 come 2 put 3 do 4 take

### Exercise 4 3.10 page 101

- Students complete the sentences from the listening. Remind them to change the form of the verb if necessary.
- Play the recording for students to check their answers.

#### KEY

1 came as (quite) a shock 2 come to an untimely end  
3 do (any) harm 4 took it for granted 5 put their foot  
6 put (the channel) under (a lot of) pressure 7 take  
(great) pleasure 8 do well

### Exercise 5 page 101

- Focus attention on the photo and ask: *Which TV series is this photo from?* (Game of Thrones) Find out how many students watch it. Then ask: *Do you know what is going to happen in the next episode / series?*
- Students read the article and answer the questions.
- Ask a few students to share their ideas with the class.

#### KEY

1 as a tool to make his class behave 2 because the students don't want to know who dies in *Game of Thrones* 3 Students' own answers

### Exercise 6 page 101

- Students read the article again and add eight more collocations to their chart from exercise 3.
- Check answers as a class, eliciting the meaning of each collocation.

#### KEY

come to mind, under fire do the trick, your utmost put a stop to sth, sth into practice take charge, no notice

### Exercise 7 page 101

- Ask students to read the sentences, look carefully at the underlined phrases and think about their meaning in context. They then find a collocation similar in meaning.
- Students work individually to complete the sentences.

- Check answers as a class.

### KEY

- 1 The Academy Awards have come under fire recently for being racist.
- 2 Everybody at the table went quiet when Celia put her foot in it.
- 3 My brother seems to take pleasure in spoiling all the TV series I start to watch.
- 4 Rob did his utmost to study all the material before the exam, but he'd left it too late.
- 5 If you've got a sore throat, making a drink with honey and lemon should do the trick.
- 6 I usually let my sister take charge of the organisation of my birthday party.
- 7 I was considering who to ask for help and you came to mind.
- 8 The film producers put pressure on the director to cast an actor of their choice in the leading role.
- 9 Let's put some of your new ideas into practice.
- 10 You should take no notice of what you read in most tabloid newspapers.

### Exercise 8 page 101

- In pairs, students discuss their experience of spoilers.
- Monitor and help with vocabulary and grammar.

#### Extra activity

Write the following questions on the board for students to complete and then discuss in pairs:

*Tell your partner about a time when you put your ... in it.*

*What happened? (foot)*

*What comes to ... when you think of your favourite film or TV programme? (mind)*

*If someone puts ... on you to do something, how do you usually react? (pressure)*

*Think of someone – either famous or a personal friend – who has come under ... recently. What was it for? Was it justified? (fire)*

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use collocations with 'come', 'do', 'put' and 'take' to discuss spoilers. I can talk about personal experiences of spoilers.*

## 9F Reading

### Grand finale

#### LESSON SUMMARY

**Reading:** An article about the endings of books vs. the endings of films

**Reading strategy:** Identifying paraphrasing

**Vocabulary:** Standard verbs vs. phrasal verbs

**Speaking:** Discussing adaptations of books for film

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than two minutes on exercise 1 and set exercises 6 and 7 as homework.

### LEAD-IN 3–4 MINUTES

- Write the following questions on the board for students to discuss:

*How often do you go to the cinema?*

*What kinds of films do you prefer watching?*

*Can you think of a film you've seen whose ending you found disappointing?*

### Exercise 1 page 102

- Ask students to brainstorm titles of films based on books and write their suggestions on the board. Then find out how many students have watched the film, read the book or both. Ask those students who have both read the book and watched the film: *Was the film ending the same as the book ending?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 102

- Remind students that we skim read a text to get an overall idea of the information it contains. For this type of task, they do not need to understand every word of the text.
- Give students three minutes to skim the text and find out what the four film endings have in common.
- Check answers as a class.

### KEY

**They're all different from the endings of the books they are based on.**

### Exercise 3 page 102

- Go through the Reading Strategy together. Explain that in a multiple-matching task, students have to match questions with paragraphs in a text or with a number of short texts. They need to look at each question and identify an opinion, an attitude or a detail and find the matching information in the relevant text. They should look for synonyms, antonyms and paraphrases of the key words in questions.
- Students read the question and underline the key words and phrases (*focus, action, swapped*). Ask them how these words might be paraphrased.
- They then scan the text to find the answer.
- Check answers as a class, asking students to quote the lines that helped them identify the correct text.

### KEY

**B For one thing, the film makers switched the two main plot threads, shifting the emphasis ...**

### Exercise 4 page 102

- Students read questions 1–9 and match them with the correct paragraph.
- Check answers as a class.

### KEY

**1 A 2 D 3 B 4 C 5 A 6 B 7 A 8 C 9 D**

### Exercise 5 page 102

- Students read the text again and answer the questions in their own words.
- Check answers as a class.

#### KEY

(Suggested answers)

- 1 That the town is totally covered in the mist.
- 2 He is devastated by his actions.
- 3 He isn't clever but he's very kind.
- 4 He uses two negatives, perhaps to indicate that Forrest is the speaker and that he isn't well-educated.
- 5 Just one person survives. (Neville is the 'sole' survivor.)
- 6 Because they have built a new society and developed medication to combat the infection. He is an outlaw threatening their society and is trying to kill them.
- 7 Seeing live dinosaurs and having exciting experiences.
- 8 Because he saves the people from being eaten by the velociraptors.

#### Extra activity

Write the following sentences on the board and ask students if they are true or false:

- 1 In the book 'The Mist', the survivors manage to contact the military by using the car radio. (false)
- 2 David Drayton doesn't kill himself because he doesn't have enough bullets. (true)
- 3 In the novel 'Forrest Gump', the friendship between the protagonist and Jenny ends when Jenny marries another man. (false)
- 4 There is no survivors' camp in the book version of 'I am Legend'. (true)
- 5 Neville dies at the end of the film version of 'I am Legend'. (true)
- 6 In the novel 'Jurassic Park', some dinosaurs escape to Costa Rica. (false)

### Exercise 6 page 102

- Remind students that phrasal verbs are common in English and encourage them to keep a note of the phrasal verbs they learn, with example sentences for each verb.
- Look at the three examples together and then ask students to find the highlighted phrasal verbs in the text and match them with their equivalents.
- Check answers as a class.

#### KEY

- 1 came out
- 2 bringing up
- 3 gobble up
- 4 dying down
- 5 stowed away
- 6 go by
- 7 setting up
- 8 pull out
- 9 comes up with

### Exercise 7 page 102

- Students find more phrasal verbs in the text and match them with their standard equivalents. With a **weaker class**, write the following particles on the board and tell students that they are used in the phrasal verbs in the text: *after, down, into, off (x2), out, out of, up (x2)*.
- Check answers as a class.

#### KEY

- 1 breaking out of
- 2 finishing off
- 3 look after
- 4 turn (its victims) into
- 5 tracking down
- 6 holed up
- 7 fighting off
- 8 carries out
- 9 is caught up

### Exercise 8 page 102

- Students discuss the questions in pairs.
- Monitor and help with vocabulary and grammar if necessary.

#### Extension

- Ask students to work in groups and think of a dramatic or exciting book they have read and enjoyed. They have to think of how to make a film adaptation that includes some plot twists or an alternative ending. Ask them to give reasons for their suggested changes, e.g. it opens up the possibility for a sequel; it's more visually exciting.
- Each group of students gives a presentation of their film adaptation idea.
- The class can vote on their favourite film adaptation idea.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to an article contrasting the endings of books and films. I can identify and use phrasal verbs. I can identify paraphrasing.*

## 9G Speaking

### Collaborative task

#### LESSON SUMMARY

**Speaking:** Discussing the importance of different factors

**Speaking strategy:** Sharing interaction equally

**Listening:** Students discussing how different factors influence one's university choice

**Vocabulary:** Synonyms for *important*

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 3 and 8.

#### LEAD-IN 3-4 MINUTES

- Write *UNIVERSITY* on the board. Ask students, in groups, to brainstorm words and phrases they associate with university, e.g. *student, lecture, exams*.
- Write students' ideas on the board. Then ask students to open their books at page 104 and look at the diagram for exercise 2. Can they see any of the words and phrases they brainstormed?

### Exercise 1 page 104

- Focus attention on the photos. Elicit the two aspects of university life that they show: academic life and social life.
- In pairs, students discuss the benefits and drawbacks of going to university.
- Ask a few students to share their ideas with the class.

## Exercise 2 3.11 page 104

- Students read questions 1–3. Check the meaning of *dominate* (take control of or, in this context, talk too much).
- Play the recording for students to answer the questions.
- Check answers as a class. Point out that Barbara's dominance of the conversation would be considered rude. Remind students that in a collaborative task, even if they have a lot to say, they must allow their partner to express their opinions.

### KEY

1 They discuss location and social life. 2 Barbara dominates the conversation. 3 He has to interrupt her.

### Transcript

**Barbara** Well, I'd like to start with location, because in my opinion, location is the most important thing when choosing a university. I mean, you want somewhere fairly near home so that you can go home when you want to, and then you want to be in a fairly big city with some nice shops and an exciting nightlife. Of course, this is probably the first time you've lived away from home, so you want to make sure you're living in an area where there are some good restaurants, that kind of thing really. Um, the next most important thing is social life, because ...

**Sven** Um, can I just stop you there for a moment?

**Barbara** Oh, um, er ...

**Sven** I'd like to give you my views on location, if you don't mind.

**Barbara** Um, yes ... of course ... er, go ahead.

**Sven** Thanks. Um, I just wanted to say that some universities are located on a campus outside a city, so that's something you should think about when you're choosing a university. I mean, it's obviously very convenient to have your accommodation five minutes away from your lectures, but some people might find that a bit claustrophobic, do you know what I mean?

**Barbara** Er, yes. Yes, I do. Um ... continuing where I left off, social life is another important consideration when choosing a university. Of course it's important to go to your lectures and do the coursework, but you'll have a lot of free time as well, and you'll want someone to spend that free time with. There are loads of things you can do: go dancing, go to bars, go to the cinema, which is why I think you need to be in a big city. As for course content ...

**Sven** If I could just come in here, I think social life ...

**Barbara** Er, do you mind if I finish? As I was saying, I think ...

**Sven** Um, before you go on, I'd just like to say that social life is, like, a by-product of the whole university experience. The reason you're going to university is to broaden your knowledge of a subject that interests you, so it's the course that's of paramount importance here. You're bound to meet people you can go out with wherever you go to university, so I don't think it's advisable to base your choice on social life.

## Exercise 3 page 104

- Go through the Speaking Strategy together and emphasise the importance of sharing an interaction equally.
- Students complete the phrases.
- Check answers as a class.

### KEY

1 stop 2 interrupting 3 butting 4 go 5 could  
6 think 7 want 8 ahead 9 let 10 complete  
11 mind 12 saying 13 Continuing 14 was

## Exercise 4 3.11 page 104

- Students listen to the recording again and tick the phrases from exercise 3 that they hear.
- With a **weaker class**, pause after each phrase is heard and give students a chance to identify it before continuing.
- Check answers as a class.

### KEY

Can I just stop you there for a moment? ... go ahead; Continuing where I left off ... ; If I could just come in here, I think ... ; Do you mind if I finish? As I was saying, I think ... ; Before you go on, I'd just like to say ...

## Exercise 5 page 104

- Go through the instructions together. Elicit the options from exercise 2 that were not mentioned (employment prospects, course content and living expenses).
- Students work in pairs. Student A tries to dominate the conversation and Student B tries to interrupt politely. Allow students to swap roles so that they can both practise the skill of interrupting politely.
- Monitor and check that students use the phrases from exercise 3.

## Exercise 6 3.12 page 104

- Focus attention on the question. Elicit the difference between this question and the question from exercise 2. (This question asks about the most important factors; the question from exercise 2 focuses on how the different factors might influence someone.)
- Tell students that the boy in the recording is called Josh and the girl is Sarah. Give them time to read the two questions. Then play the recording and check answers as a class.

### KEY

1 They decide that course content and location are important when choosing a university. 2 Josh

### Transcript

**Josh** So, yeah, the two most important factors when choosing a university. I think employment prospects have got to be one of them, because in my opinion, there's really no point in going to university if you aren't going to get a job afterwards. If you invest three or four years of your life in acquiring new skills and more knowledge, you expect to be rewarded for that afterwards by getting a good job. As for the second important factor, I think ...

**Sarah** Sorry for interrupting, but let me say something here about job prospects ...

**Josh** Sure. What do you think?

**Sarah** Well, we all know it isn't easy to find a job these days, no matter which university you choose, so perhaps employment prospects isn't as decisive as you might think. Personally, I think it's the whole university experience that forms a person, and that includes both the academic and the social side. Would you go along with that?

**Josh** Yes ... but I don't think I'd choose social life as an important factor, either. I mean, you're bound to meet a bunch of people you get on with wherever you go.

**Sarah** You're absolutely right. I was thinking more of course content. That's something that does differ from university to university. Personally, I think it's crucial to choose the course that's right for you, otherwise you won't benefit from the experience at all. In fact, you might drop out.

**Josh** I'm with you on that. So, we've got one of the important factors, what about the other one?

**Sarah** I kind of think that location could play a vital role. You don't really want to be a million miles from home, do you?

**Josh** No, but on the other hand, you don't want to be that close, either. You need to be far away enough to be able to get on with life, and near enough to be able to go home when you want to.

**Sarah** Shall we say location, then?

**Josh** Sounds good to me.

### Exercise 7 3.12 page 104

- Remind students to try to use a variety of vocabulary when they speak and not always repeat the same word.
- Play the recording again for students to identify synonyms for *important*. With a **weaker class**, point out that they should listen to Sarah as Josh keeps repeating the word *important*.
- Check answers as a class.

**KEY**  
crucial, decisive, vital

### Exercise 8 page 104

- In pairs, students discuss who they agree with. Monitor and check that they give reasons for their answers.
- Ask a few students to share their ideas with the class.

### Exercise 9 page 104

- Students do the speaking task on page 151 and talk about reasons for doing voluntary work overseas.
- Go through the reasons together first, checking that students understand *enhance* (make something better) and *find yourself* (discover your purpose in life and what inspires you).
- Monitor and check that students use phrases for dealing with interruptions and synonyms for *important*.

#### Extension

- Ask students: *Why is it important to learn English?* Give them two minutes to brainstorm ideas in pairs or groups. Then elicit ideas and write them on the board.
- Choose five suggestions and create a collaborative task diagram like the one from exercise 2, with the question: *How important are these reasons when choosing to learn English?*
- In pairs, students discuss the different options.

#### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can deal successfully with interruptions. I can discuss the importance of different factors in making decisions. I can use synonyms for 'important'.*

## 9H Writing

### A report

#### LESSON SUMMARY

**Writing:** A report

**Writing strategy:** Structuring a report

**Reading:** A report

**Vocabulary:** Evaluating an experience; comparing and contrasting different aspects

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 2. Exercise 5 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Ask students to discuss the following questions in pairs:  
*Do you think it's important to learn about the culture of a country when you learn its language? Why / Why not?*  
*Can you learn to speak a language fluently without ever visiting a country where it is the first language? How?*  
*Which skill is most important to you: reading, writing, listening or speaking? Why?*

### Exercise 1 page 105

- Ask students to brainstorm English-speaking countries and write their answers on the board. (There are 60 countries where English is the official or *de facto* official language.)
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 105

- Focus attention on the task. Ask:  
*Where did the writer work?* (in a fast-food restaurant)  
*Where did the writer stay?* (with a host family)
- Students read the report to see if their ideas from exercise 1 are included.

### Exercise 3 page 105

- Go through the Writing Strategy together.
- Ask students to identify the three points the director asked about: evaluate the programme, identify which part was most successful and recommend changes. Remind students that when writing a report, they should always identify exactly what the focus should be.
- Students read the report again and note how the three elements are paraphrased in the sub-headings. Point out the importance of paraphrasing words from the task rather than just repeating them.
- Check answers as a class.

#### KEY

**Paragraph 2** evaluate the programme; paraphrased as 'Assessment'

**Paragraph 3** explain which part of it was most useful; paraphrased as 'Most valuable component'

**Paragraph 4** recommended changes; paraphrased as 'Recommendations'

### Extra activity

Write the following questions on the board for students to answer:

*In which city did the student live and work? (Edinburgh)  
Name three benefits and one drawback of the programme.  
(benefits: learning about Scottish culture, improved level of English, new friends; drawbacks: long and expensive journey to work)*

*Why did the student's work experience not help to improve their English? (because their co-workers were foreign and didn't speak good English)*

### Exercise 4 page 105

- Students complete four of the key phrases. They then read the report again and complete the other key phrases.
- Check answers as a class.

#### KEY

1 desired 2 downside 3 expectations 4 whole  
5 edge 6 unlike 7 Weighing up

### Exercise 5 page 105

- Go through the task description together. Remind students to identify the elements to be included in their report, use appropriate language and structure their report clearly.
- Monitor and help with grammar and vocabulary.
- Make sure students go through the checklist when they have finished the first draft of their essay and make any changes necessary.

### Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a report. I can use language to evaluate, compare and contrast.*

## Exam Skills Trainer 5

### LESSON SUMMARY

**Reading:** An article about a famous artist

**Listening:** People talking about what they did after finishing school

**Use of English:** Open cloze

**Speaking:** Discussion

**Writing:** A discursive essay

### LEAD-IN 2-3 MINUTES

- Write this quote on the board: *You should have nothing in your house that you do not know to be useful or believe to be beautiful.* Explain that this is a quote from the famous artist and designer William Morris.
- Ask students to work in pairs and discuss what the quote means and whether or not they agree with it.
- Ask a few students to share their ideas with the class.

## Reading

### Exercise 1 page 106

- Go through the strategy together. Check the meaning of *implication* (something that is indirectly stated or suggested).
- Students then read the six questions in exercise 2 and decide what each one is focusing on.
- Check answers as a class.

#### KEY

Question 1 focuses on purpose. Questions 2-3 and 5-6 focus on specific details. Question 4 focuses on implication.

### Exercise 2 page 106

- Students scan the text and choose the correct options.
- With a **weaker class**, go through the questions together and check the meaning of *output* (the amount of something that a person produces), *duplicity* (dishonest behaviour that is intended to make somebody believe something which is not true), *talk someone round* (persuade somebody), *off the record* (unofficially) and *recuperate* (to get back money that you have lost).
- Check answers as a class.

#### KEY

1 D 2 B 3 C 4 A 5 C 6 B

### Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

*Where and when did Walter meet his wife? (at a San Francisco art fair in 1955)*

*How did Walter behave with people who might buy the paintings? (He was charming.)*

*How did Margaret feel when she found out about Walter's deception? (She was furious.)*

*When did Margaret and Walter get divorced? (in 1965)*

*Why did the planned 'paint-off' in Union Square not take place? (because Walter didn't turn up)*

## Listening

### Exercise 3 page 106

- Go through the strategy together. Emphasise that students will always be able to listen to the recording twice. Encourage them to decide which of the two approaches works best for them; this should be an individual choice.
- Give students time to read both tasks and choose the approach that works best for them.
- Ask students to raise their hands if they prefer to attempt one task on each listening. Ask a few students to explain why. Then ask a few of the students who did not raise their hands to explain why they prefer to attempt the easiest questions from both tasks on the first listening.

### Exercise 4 3.13 page 106

- Give students time to read the questions.
- Play the recording once and give students time to think about the answers. Then play the recording again.



- Check answers as a class.

**KEY**

**Task One** 1 C 2 G 3 A 4 B 5 H

**Task Two** 6 E 7 H 8 F 9 A 10 C

**Transcript**

**Speaker 1** There were loads of us when we first started talking about going interrailing – too many for it to be manageable, really. The idea was to broaden our horizons, even if it was only to see a bit of Europe, but it was proving impossible to get everyone to agree on a route. Some people wanted to head up to Scandinavia, while others were more interested in the Mediterranean: Italy and Greece, for example. In the end, three of us decided to go it alone, which was a good thing really as none of the others went in the end. The best thing about it was that we all wanted to do more or less the same thing, so we didn't fall out once.

**Speaker 2** There's this organisation in the States that sets you up as a monitor in a summer camp, so I decided to give it a try. I'd been longing to go there for years, so I thought this would be the ideal opportunity. I'm used to working with kids as I'm a basketball coach, but I really wasn't prepared for looking after 30 seven-year-olds for three weeks, 24 hours a day. I wasn't on my own, of course, but we didn't have any time off, and the kids never stopped! The only redeeming factor was the camp's location: the scenery was breathtaking and it served as a pleasant distraction from the army of children I always had around me all the time.

**Speaker 3** It seemed like we'd been working up to the exams for ever, so it was a tremendous relief to get them all over and done with. When school finished, we just wanted to get away and forget all the trials and tribulations of the previous months, so we booked an all-inclusive break in Magaluf, Majorca. The four of us shared an apartment, and although we did most things together, we were free to do what we liked, when we liked – it was perfect. We didn't regret our choice for a moment – the resort was full of people just like us, and there was no end to the fun. We all felt a lot better when we got back home.

**Speaker 4** It wasn't ideal to go straight from studying for exams to working a double shift in a restaurant, but it worked out OK in the end. At least I was abroad, which made it sound a bit more exciting when it came to telling everyone else what I was doing. When I got my place at university to study German, it seemed like a good idea to go to Germany for the summer and brush up on my speaking skills. My time there certainly taught me a thing or two as it was the first time I'd ever had to fend for myself. I quite enjoyed it to be honest with you, and it certainly set me up for leaving home to go to university when I got back.

**Speaker 5** Initially, I had no idea what I was going to do for the summer after leaving school, but then this volunteer work on an organic farm in Switzerland came up, and I thought, 'Why not?' I'd never been out of my comfort zone before then, so I wanted to see if I could do it. When I got to the farm, I wondered what I'd let myself in for because it really was in the middle of nowhere. However, I soon got into the swing of things, six o'clock starts and all that, but I gave it my best shot. By the end of the first week, the farmer was relying on me to supervise the other workers, which made me feel very proud of myself indeed.

**Use of English**

**Exercise 5** page 107

- Go through the strategy together.
- Students read the two sentences and complete the phrasal verbs with the correct prepositions.
- Check answers as a class.

**KEY**

1 down 2 off

**Exercise 6** page 107

- Students read the text and complete it with one word in each space. Remind them to read the whole text first for meaning before trying to complete it.
- Check answers as a class.

**KEY**

1 behind 2 out 3 as 4 On 5 until 6 at/about 7 up 8 back

**Speaking**

**Exercise 7** page 107

- Go through the strategy together. Tell students that being able to keep talking, even if they are not quite sure what to say, will make them seem much more fluent. Refer them to lesson 5G, in which they learned filler phrases.
- Students complete the phrases for gaining time.
- Check answers as a class.

**KEY**

1 thought 2 say 3 think 4 point/question

**Exercise 8** page 107

- In pairs, students ask and answer the discussion questions. Encourage them to talk without too many pauses. Monitor and check that students use the phrases from exercise 7 and from lesson 5G.

**Writing**

**Exercise 9** page 107

- Go through the strategy together. Remind students of the importance of paraphrasing and using synonyms to avoid repeating the words in the task.
- Students read the task and write paraphrases for the words in bold.
- Ask some students to read out their paraphrases. The rest of the class listen and call out if they hear any mistakes.

**KEY**

(Suggested answers)

control your finances = manage your money  
 who's worth it = the people that matter  
 been out = got experience

**Exercise 10** page 107

- Students write their discursive essay. Remind them to use a clear structure and an appropriate style, and to check their work for spelling, grammar and punctuation.
- Students can then read each other's essays and offer their own feedback.

## Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise the focus of questions in a multiple-choice task. I know which approach works best for me in a multiple-matching task. I can choose the correct words to fill gaps in an open-cloze task. I can use phrases to give me time to think in a discussion. I can paraphrase the ideas from the task in a discursive essay.*



## 1 Culture

### The legend of King Arthur

#### LESSON SUMMARY

**Reading:** An article about the legend of King Arthur

**Listening:** An account of Arthur's life

**Speaking:** Telling stories about your own national heroes

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 6.

#### LEAD-IN 2-3 MINUTES

- Write *LEGEND* on the board. Give students two minutes to brainstorm nouns, verbs and adjectives connected with legends, e.g. hero, myth, fight.
- Elicit ideas and write them on the board.

#### Culture note

The top picture is from an early 20th-century postcard. It shows Lech, Czech and Rus – the founders of three Slavic nations: Lechia (Poland); Chechia (modern day Czech Republic) and Ruthenia (modern day Russia, Ukraine and Belarus).

#### Exercise 1 page 108

- In pairs, students complete the sentences.
- Ask students to read out their completed sentences and check the pronunciation of the names: *Camelot* /'kæmə,lɒt/, *Excalibur* /ɛk'skæləbʊə/, *Guinevere* /'gwiːnɪvɪə/, *Lancelot* /'lɑːnsələt/, *Merlin* /'mɜːlɪn/.
- Do not tell students if their ideas are correct or not.

#### Exercise 2 page 108

- Students read the text and check their answers to exercise 1. They should scan the text looking for the names rather than reading it in detail. Once they have found each name, they should read the sentences before and after them to understand meaning and context.
- Students can compare their answers in pairs.

#### KEY

- 1 Camelot 2 Guinevere 3 Lancelot 4 Merlin  
5 Excalibur

#### Exercise 3 page 108

- Students read the text carefully to find the answers. Remind them to read the questions first to identify key words and phrases. They should then look for synonyms, antonyms and paraphrases of those key words in the text.
- Check answers as a class.

#### KEY

- 1 They fill the historical gaps with heroic myths and legendary figures.  
2 the Anglo-Saxons  
3 none of it

- 4 *History of the Kings of Britain* by Geoffrey of Monmouth  
5 by pulling a sword from a large stone

#### Extra activity

Write the following questions on the board for students to answer:

- Who ruled Britain before the Anglo-Saxons? (the Romans)
- According to legends, did King Arthur support the Britons or the Anglo-Saxons? (the Britons)
- Name four different media which feature stories about King Arthur. (poems, novels, paintings, films)
- Who invented the idea of Arthur pulling a sword from a stone? (the French poet Robert de Boron)

#### Exercise 4 3.14 page 108

- Focus attention on the words *birth*, *marriage* and *death* and ask students what kinds of words they should listen for.
- Play the recording for students to answer the question.
- Check answers as a class.

#### KEY

his death

#### Transcript

The story of King Arthur's life is described in various works dating from the 12th century through to the 20th century. Although each re-telling of the story is different, many of the basic elements are similar and are combined in TH White's Arthurian fantasy, *The Once and Future King*.

Arthur is the illegitimate son of Uther Pendragon, a 5th-century king of Britain, generally considered to be a legendary figure rather than a historical one. After Arthur is born, the wizard Merlin takes him to live with a knight called Sir Ector and his son Kay. Sir Ector and Kay are not aware of Arthur's true identity and treat him as a servant. As Arthur and Kay grow up, it is Arthur's job to look after Kay's horse, his armour and his sword.

Meanwhile, Uther Pendragon has died and Britain is without a king. But Merlin has a plan. He uses magic to bury a sword in a stone. On the stone are written these words: 'Whoever pulls the sword out of the stone shall become king of all England.' The best known and strongest knights in the country attempt to pull the sword out of the stone, but none of them can do it.

When Arthur is still a boy, he goes with Sir Ector and Kay to a tournament for knights. When they arrive, they realise that Arthur has left Kay's sword behind. They send him to fetch it, but Arthur realises he does not have enough time to return to the castle. He sees a sword buried in a stone outside a church and manages to pull the sword out.

He takes the sword to Kay, whose father, Sir Ector, immediately recognises it as the magical sword in the stone. Although many of the knights find it difficult to accept at first, the young Arthur becomes king of England. Arthur is a good king and a wise ruler. At his court at Camelot he creates an order of knights called the Knights of the Round Table. The fact that they sit at a round table for their meetings symbolises the fact that they are all equal.

Arthur's wife, Queen Guinevere, also attends these meetings and gives advice. The knights have to follow a strict code of conduct which insists on loyalty and kindness at all times. Arthur has loyal friends, but he also has enemies both at home and abroad, and much of his time is taken up with battles. When Arthur is badly wounded during a battle with Mordred, his illegitimate son, he is taken to the island of Avalon to recover. In some versions of the story, he dies there. In others, however, he never dies, but instead lies waiting on the island of Avalon, ready to return to England when his country needs him most.

### Exercise 5 3.14 page 108

- Students listen again and put the events in the correct order.
- **Stronger students** can try to number the events from memory before listening to the recording to check their answers.
- Check answers as a class.

#### KEY

a 4 b 6 c 1 d 8 e 3 f 5 g 2 h 7

### Exercise 6 page 108

- Students discuss their own national heroes in pairs. Monitor and help as necessary.

#### Extension

Ask students to work in groups and create a comic strip with captions, telling a story about their own national heroes. The comic strips can be displayed in the classroom.

### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I understand information about a legendary king. I can talk about legends from my own country.*

## 1 Literature

### The Sword in the Stone TH White

#### LESSON SUMMARY

**Reading:** An extract from *The Sword in the Stone*

**Listening:** A second extract from *The Sword in the Stone*

**Speaking:** Discussing the importance of magic in stories

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 2.

#### LEAD-IN 2-3 MINUTES

- In pairs or small groups, students think about magical items in famous books or films, e.g. the ring of invisibility in *The Lord of the Rings*, the flying carpet in *One Thousand and One Nights*.
- Elicit ideas and write them on the board.

### Exercise 1 page 109

- In pairs, students discuss the questions. They could think about their own national leaders or other famous leaders, and describe their qualities.

- Be aware that students may have different backgrounds and ancestries so ensure that they are respectful about people from other ethnic backgrounds.

### Exercise 2 page 109

- Students read the text about TH White (his full name was Terence Hanbury White) and answer the questions.
- Check answers as a class.

#### KEY

Thomas Malory influenced White. White influenced JK Rowling.

### Exercise 3 page 109

- Before students read the extract, focus attention on the glossary below it.
- Students read the extract and find signs that a magical event is being described. Go through the different aspects 1–4 together. The first three aspects are related to Arthur's senses – his sense of touch, hearing and sight.
- Students discuss their ideas in pairs.
- Check answers as a class.

#### KEY

- 1 Arthur feels strange (queer) when he touches the sword.
- 2 He hears music and notices that everything around him is much clearer.
- 3 He imagines that he sees old friends and various animals.
- 4 He remembers never to let go, to work at something steadily, and to co-ordinate his muscles.

### Exercise 4 page 109

- Remind students to read the sentences before and after each phrase in order to understand the context. This will help them with the meaning of each phrase.
- Check answers as a class.

#### KEY

it will have to do: there is no other choice  
 you could have picked a pin out twenty yards away: you could have seen something very small a long way away  
 pulled with all his might: pulled it with all his strength.  
 Wart felt his power grow: He felt he had more power.  
 Don't work like a woodpecker: Don't work in such an agitated, rapid way  
 drew it out as gently as from a scabbard: took it from the stone as if he was pulling the sword from its case (a scabbard is a leather sheath for a knife or sword)

### Exercise 5 3.16 page 109

- Begin by eliciting a summary of what has happened so far in this part of the story: Young Arthur (Wart) is a servant to Sir Ector and his son Kay. When Arthur forgets to bring Kay's sword to an important tournament, he looks for a replacement. He sees a sword sticking out of a stone in front of a church and manages to pull it out of the stone.
- Students listen to the recording to find out where the next events take place and in what order.
- Check answers as a class.

#### KEY

at the tournament and then at the churchyard

## Transcript

There was a lot of cheering. In the middle of the noise, after a very long time, he saw Kay and gave him the sword. The people at the tournament were making a frightful row.

'But this isn't my sword,' said Sir Kay.

'It was the only one I could get,' said the Wart. 'The inn was locked.'

'It is a nice-looking sword. Where did you get it?'

'I found it stuck in a stone, outside a church.'

'What?' asked Sir Kay, suddenly rounding upon him. 'Did you just say this sword was stuck in a stone?'

'It was,' said the Wart. 'It was a sort of war memorial.'

Sir Kay stared at him for several seconds in amazement, opened his mouth, shut it again, licked his lips, then turned his back and plunged through the crowd. He was looking for Sir Ector, and the Wart followed after him.

'Father,' cried Sir Kay, 'come here a moment.'

'Yes, my boy,' said Sir Ector. 'Why, what's the matter, Kay? You look as white as a sheet.'

'Do you remember that sword which the King of England would pull out?'

'Yes.'

'Well, here it is. I have it. It is in my hand. I pulled it out.'

Sir Ector did not say anything silly. He looked at Kay and he looked at the Wart. Then he stared at Kay again, long and lovingly, and said, 'We will go back to the church.'

'Now then, Kay,' he said, when they were at the church door. He looked at his first-born again, kindly, but straight between the eyes. 'Here is the stone, and you have the sword. It will make you the King of England. You are my son that I am proud of, and always will be, whatever happens. Will you promise me that you took it out by your own might?' Kay looked at his father. He also looked at the Wart and at the sword.

Then he handed the sword to the Wart quite quietly.

He said, 'I am a liar. Wart pulled it out.'

Wart then saw that his dear guardian, Sir Ector, was kneeling down with difficulty on his old knee.

'Sir,' said poor old Sir Ector without looking up, although he was speaking to his own boy.

'Please don't do this, father,' said the Wart, kneeling down also. 'Let me help you up, Sir Ector, because you are making me unhappy.'

'Nay, nay, my lord,' said Sir Ector, with some very feeble old tears. 'I was never your father nor of your blood, but you are of a higher blood than I knew. Will you be my good and gracious lord when you are King?'

Kay was kneeling down too, and it was more than the Wart could bear.

'Oh, do stop,' he cried. 'Please get up, Sir Ector, and don't make everything so horrible. Oh, dear, oh, dear, I wish I had never seen that filthy sword at all.'

And then the Wart also burst into tears.

## Exercise 6 3.16 page 109

- Give students time to read the questions and think about the kind of information they should listen for.
- Play the recording again. Students can compare their answers in pairs before a whole class check.

### KEY

- 1 He is amazed because he knows about the importance of the sword.

- 2 He says that he pulled the sword from the stone.
- 3 Because essentially, he is a good person and is unable to lie to his father.
- 4 Because he knows that one day Arthur will be the king of England.
- 5 He doesn't like it and he is miserable.
- 6 Because he doesn't want Sir Ector and Kay to treat him differently.

### Extra activity

- Write the following sentences on the board:
  - 1 The Wart tells Kay that he found the sword at the inn. (F)
  - 2 Kay doesn't like the appearance of the sword. (F)
  - 3 Sir Ector isn't angry with Kay for lying. (T)
  - 4 Sir Ector asks the Wart to be a kind and noble king. (T)
  - 5 The Wart tries to run away when Sir Ector and Kay kneel down. (F)
- Students listen again and decide if they are true (T) or false (F).

### Exercise 7 page 109

- Students discuss the questions in pairs. Monitor and help as necessary.
- Ask a few students to share their ideas with the class.

### Extension

Ask students to imagine a modern-day version of the story of the sword in the stone. They should try to think of modern equivalents to the sword in the stone and the tournament. They can then work in groups to write Arthur's blog post about his day.

### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand part of a novel about a legend. I can discuss the importance of magic in popular stories.*

## 2 Culture

### Elizabethan theatre

#### LESSON SUMMARY

**Listening:** A historian talking about the Globe Theatre

**Use of English:** A multiple-choice cloze task

**Speaking:** Describing facts about the theatre in the time of Shakespeare

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 3.

#### LEAD-IN 3-4 MINUTES

- Write *THEATRE* on the board. Ask students to brainstorm nouns, verbs and adjectives connected to the topic of theatre, e.g. actor, play, script.
- Write students' suggestions on the board. Then ask students to open their books at page 110 and scan the text in exercise 2 to see if any of their words are included.

### Exercise 1 page 110

- Describe a play you have seen at the theatre, e.g. *Last month I saw a production of 'Macbeth' at my local theatre. It was interesting because it was set in the future and the actors were dressed as robots.*
- Students then discuss the questions in pairs.
- Ask a few students to share their experiences with the class.

### Exercise 2 page 110

- Tell students to read the text to get an idea of the general meaning. They then complete it. If necessary, refer them to the strategy for multiple-choice cloze tasks on page 41.
- Check answers by asking students to read out the completed sentences from the text. The rest of the class listen and call out if they think they hear a mistake.

#### KEY

1 a 2 d 3 b 4 b 5 d 6 a 7 c 8 b 9 c 10 b

### Exercise 3 page 110

- Give students two minutes to read the text again. They could underline the important facts to help them prepare for the summary.
- With a **weaker class**, allow students to choose and write down eight key words or phrases from the text and use them as prompts when summarising the main points.
- Students cover the text and take turns to summarise it.

#### Extra activity

Write the following questions on the board for students to answer:

*Where did actors use to put on plays before there were purpose-built theatres? (in the yards of inns)*

*Who thought of building the first permanent theatre? (James Burbage)*

*What was the name of the first permanent theatre? (The Theatre)*

*How many theatres were there just outside London by 1600? (six / half a dozen)*

### Exercise 4 3.17 page 110

- Give students time to read the questions and options.
- Play the recording for students to answer the questions.
- Check answers as a class.

#### KEY

1 A 2 B 3 C

#### Transcript

When William Shakespeare arrived in London during the 1580s, he joined a company of actors, The Chamberlain's Men, who were based at the theatre built by James Burbage in 1576. Despite the Church's disapproval of theatre, Burbage's new theatre enjoyed great success in the last two decades of the 16th century. This and the fact that the aristocracy took pleasure in live theatre – albeit at private performances in their palaces rather than in the new public theatres – enabled actors and playwrights to achieve a degree of respectability.

But it wasn't long before Burbage's theatre ran into difficulties. In 1596 a dispute arose with the person who

owned the land on which Burbage's theatre stood. Burbage and his company of actors were unable to resolve the dispute, so in 1599 they found and rented a new plot of land on the other side of the River Thames. One night they secretly dismantled the theatre and transported the walls, seating and stage to the new site, where they used them to construct a brand-new theatre. In order to cover the cost of the new theatre, some members of the company were offered shares in the building. William Shakespeare was among those who bought shares in the new theatre, which they named The Globe. It was completed in early 1599 and for the following fourteen years it enjoyed great success, with many of Shakespeare's greatest plays being performed there. However, in 1613 disaster struck. The productions had become very sophisticated, and often included smoke effects, real cannons and fireworks. During a performance of *Henry VIII*, sparks from a cannon set fire to the thatched roof and the theatre burned to the ground. According to a contemporary account, it happened very quickly, 'all in less than two hours, the people having enough to do to save themselves'. Within twelve months the theatre had been rebuilt, this time with a tiled roof. Shakespeare died a few years later and although he may have acted in the rebuilt Globe it is doubtful that he wrote plays for it. The Globe remained the home of Shakespeare's theatre company for some 30 years until 1642, when Parliament, which was dominated by Puritans, banned the staging of plays and closed down all the theatres in the land. Two years after that, in 1644, The Globe was demolished to make way for new housing.

Over 300 years later, a young American actor named Sam Wanamaker visited London and came up with a plan to rebuild the theatre near the original site. He spent over 20 years raising funds and researching the original appearance of the Globe. Work started in 1992 and in 1997 the new Globe theatre opened with a performance of *Henry V*. The theatre is as accurate a reconstruction of the original as possible, and even has a thatched roof – the first allowed in London since the Great Fire of London in 1666 – but since there are no pictures of the interior of the original Globe, it is a best guess.

Performances of Shakespeare plays are staged at the Globe every year from March to September and are immensely popular with tourists. If you visit London, why not go and see a play there?

### Exercise 5 3.17 page 110

- Students listen again and answer the questions. Point out that they should listen for implied information and refer them to the Listening Strategy on page 45.
- Check answers as a class.

#### KEY

- 1 He used the old building, taking it down and transporting it to the new site.
- 2 It burned down after the thatch caught fire during a production.
- 3 Parliament closed it down.
- 4 Because of the fire risk. They haven't been allowed since the Great Fire of London in 1666.

### Exercise 6 page 110

- Students discuss interesting facts that they have learned about theatre in Shakespeare's time.

## Extension

- Ask students to imagine they were at the Globe on the day it burned down in 1613. In pairs, they write a diary entry describing what they saw and what happened.
- Ask pairs to read out their diary entries and ask the class to vote for the most entertaining description.

## Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand texts about the development of theatre and summarise the main points.*

# 2 Literature

## As You Like It William Shakespeare

### LESSON SUMMARY

**Speaking:** A quiz about Shakespeare; a discussion about the ages of man; a biography of a national playwright

**Listening:** A programme about Shakespeare's life

**Reading:** An extract from *As You Like It*

### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Set exercise 8 as homework and do exercise 9 at the beginning of the next lesson.

### LEAD-IN 3-4 MINUTES

- Write the following words and word fragments on the board in two columns:  
Column 1: *Ham-, Mac-, King, Oth-, A Midsummer, Romeo, As You, Julius, The Merchant, Twelfth*
- Column 2: *of Venice, -ello, Night, -let, and Juliet, Lear, Caesar, Like It, -beth, Night's Dream*
- Students try to match the words and word fragments in the first column with the words or word fragments in the second column to make titles of Shakespeare's plays.
- Elicit answers and ask students if the titles are different in their own language.

### KEY

*Hamlet, Macbeth, King Lear, Othello, A Midsummer Night's Dream, Romeo and Juliet, As You Like It, The Merchant of Venice, Twelfth Night*

### Exercise 1 page 111

- In pairs, students do the quiz. Give them two minutes to discuss their answers. Then go through the quiz together.
- Asks students to vote on the correct answers.
- Write the results on the board but do not tell them if they are correct or not.

### Exercise 2 3.18 page 111

- Play the recording for students to check their answers. The listening text is long, but they should just listen for the answers to the quiz questions.
- Check answers as a class.

### KEY

1 c 2 b 3 b 4 a 5 c 6 tragedies: *Romeo and Juliet, Hamlet*; comedies: *As You Like It, A Midsummer Night's Dream*

### Transcript

**Interviewer** Today we are discussing the life of William Shakespeare, who is widely considered to be the greatest writer in the English language. His plays are still performed around the world and lines like 'To be or not to be, that is the question' from *Hamlet* have become familiar to people in countries all around the world. With me to discuss Shakespeare's life is Mary Brown, Professor of English at Cambridge University. So, can you tell us a bit about his early life, Dr Brown?

**Dr Brown** Yes, well, first of all I should say that we don't actually know a great deal about Shakespeare. What we do know about him comes from public records – wills, marriage certificates and so on – and also from what his contemporaries reportedly said about him during his life. We know that he was born in April 1564, possibly on the 23rd. He came from a large family; he had seven brothers and sisters. His mother came from a wealthy farming family, and his father was a fairly successful businessman who made gloves.

**Interviewer** Shakespeare himself was a good businessman, wasn't he? So maybe that's where he got it from.

**Dr Brown** Yes, he was.

**Interviewer** Where did he go to school?

**Dr Brown** Well, there aren't actually any records of him attending school or university ...

**Interviewer** But he must have done, surely?

**Dr Brown** Well, we assume he went to the grammar school in his home town, Stratford-upon-Avon, which, as many listeners will know, is just south of Birmingham and about 100 miles north-west of London. He'd have learned Latin and English grammar at school but it's unlikely that he attended university because we know that he got married at the age of eighteen. His wife, Anne Hathaway, was eight years his senior. And a birth certificate reveals that Anne had a daughter six months later.

**Interviewer** Did they have any other children?

**Dr Brown** Yes. They had twins two years later, Hamnet and Judith, in 1585.

**Interviewer** That's quite a small family for the time, isn't it?

**Dr Brown** Indeed. Infant mortality rates were high and couples usually had a large number of children to ensure that there was someone to care for them in their old age. And their son Hamnet in fact died at the age of eleven.

**Interviewer** So, let's turn now to Shakespeare's career. When did he start writing?

**Dr Brown** We're not entirely sure. At some point between 1585 and 1592 he moved to London, leaving his wife and children behind in Stratford. The first records of performances of his early plays are from 1592. After that date his plays were regularly performed by a theatre company, the Lord Chamberlain's Men, of which Shakespeare was a member and co-owner.

**Interviewer** So as well as writing plays he also performed in them.

**Dr Brown** Yes, and he even performed in front of Queen Elizabeth I, who was on the throne for most of Shakespeare's life.

**Interviewer** And his plays were popular during his lifetime, weren't they?

**Dr Brown** Yes, they were, and as you mentioned earlier, he had a good head for business, and made a decent amount of money during his lifetime, from his plays, and his poetry, and from acting in and producing plays in London. He also owned a share of the Globe theatre, where many of his plays were performed.

**Interviewer** Where did Shakespeare get his ideas for his plays? Or are they original stories?

**Dr Brown** With the exception of three plays, no, they're not. The 37 plays fall into three categories: history plays, usually dealing with the lives of English kings, like *Henry V* and *Richard III*; comedies such as *As You Like It* and *A Midsummer Night's Dream*; and tragedies, such as *Hamlet* and *Romeo and Juliet*.

**Interviewer** There's some dispute, isn't there, as to whether Shakespeare really was the author of all those plays?

**Dr Brown** Yes, a very small minority of scholars and actors believe that someone else wrote them.

**Interviewer** Why is that?

**Dr Brown** Well, they think that it would have been impossible for someone with Shakespeare's humble origins and apparent lack of formal education to write as convincingly as he did about deep, complex emotions and about the lives of great kings.

**Interviewer** And what do you think?

**Dr Brown** I think Shakespeare did write the plays. There's no real evidence to suggest otherwise and his authorship was not questioned during his lifetime or for centuries afterwards.

**Interviewer** So, did he end his days in London?

**Dr Brown** No, he'd bought a large house in Stratford and moved there in probably around 1608, but he continued to visit London.

**Interviewer** Did he continue to write?

**Dr Brown** Yes, up until 1613, three years before his death at the age of 52.

**Interviewer** He died on his birthday, didn't he?

**Dr Brown** Yes, on 23rd April, assuming of course that that is the date on which he was also born.

**Interviewer** Thank you very much, Dr Brown, for coming in to discuss the life of William Shakespeare.

### Exercise 3 3.18 page 111

- Give students time to read the questions and think about what type of information they need to listen for.
- Play the recording again for students to answer the questions.
- Check answers as a class.

#### KEY

- 1 public records, for example, wills and marriage certificates
- 2 There are no records of him attending school but it is thought that he went to the grammar school in Stratford-upon-Avon. He probably didn't attend university.
- 3 His wife, Anne Hathaway, was eight years older than him. He married her after she fell pregnant.
- 4 Because most families had many children so that one of them could look after the parents in their old age (child mortality was high).

- 5 He made money from his plays, his poetry, from acting and from producing plays. He also owned a share of the Globe theatre.
- 6 Because they think someone from a relatively poor background without a university education couldn't have written as he did.

#### Extra activity

Write the following events from Shakespeare's life on the board and ask students to put them in chronological order:

*His wife had twins.* (3)

*He got married.* (1)

*He stopped writing.* (6)

*He moved to London.* (4)

*He moved to a large house in Stratford.* (5)

*His wife had a daughter.* (2)

#### Culture note: *As You Like It*

*As You Like It* is a comedy set in the Forest of Arden. The heroine, Rosalind, is banished from the court of her uncle Duke Frederick. She disguises herself as a boy and travels with her cousin Celia to the forest, where her father and his friends are already living in exile. The play deals with the themes of love, the natural world, ageing and death, and is considered to be one of Shakespeare's greatest comedies.

#### Exercise 4 page 111

- Students read the extract and answer the questions. Focus their attention on the glossary and play the recording (3.19) so they can hear the correct pronunciation of the words.
- Check answers as a class.

#### KEY

1 a stage 2 the actors on that stage 3 There are seven: infant, schoolboy, lover, soldier, justice (or judge), old age, second childhood (very old age).

#### Culture note: The Seven Ages of Man

The painting on page 111 is *The Seven Ages of Man*, an oil painting by the Irish painter William Mulready. It was painted between 1836 and 1838.

#### Exercise 5 page 111

- Students read the extract again and match the numbered figures in the painting with the seven ages of man.
- Check answers as a class.

#### KEY

1 infant 2 justice 3 schoolboy 4 lover 5 soldier  
6 second childhood 7 old age

#### Exercise 6 page 111

- In pairs, students summarise the characteristics of each age, using their own words. Read out the example sentence about the first age and elicit the original verbs for crying (mewling) and being sick (puking). Monitor and help with vocabulary if necessary.
- Elicit suggestions and write them on the board.



### Exercise 7 page 111

- Students discuss their own ideas about the different ages in a human life. Point out that people today live far longer than they did in Shakespeare's time, and are also generally healthier and fitter in their forties, fifties, sixties, etc.
- Ask a few students to share their ideas with the class.

### Exercise 8 page 111

- Elicit ideas about famous playwrights from the students' own country. If they have access to the internet, they can do some research online.
- Ask students to include information about the playwright's family, important life events, major works and any relevant historical events during his/her life.

### Exercise 9 page 111

- Students use their notes from exercise 8 to prepare a presentation about their chosen playwright.
- Encourage the class to listen and to ask questions at the end of the presentation.

### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand an extract from a Shakespeare play.*

## 3 Culture

### The story of the sonnet

#### LESSON SUMMARY

**Reading:** A text about the development of the sonnet

**Use of English:** Word formation

**Listening:** A radio programme about five sonnets

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 3.

#### LEAD-IN 3-4 MINUTES

- Write the following questions on the board for students to discuss:  
*How is poetry different to a short story?*  
*Do you think it's important for a poem to rhyme?*  
*Why / Why not?*  
*Do you prefer to read or listen to poetry?*  
*Do you think it's useful to learn poems by heart? Have you ever learned a poem by heart?*
- Elicit some answers.

### Exercise 1 page 112

- Students work in pairs and talk about English-speaking poets they know, e.g. Byron, Shakespeare, Maya Angelou.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 112

- Give students a minute or two to read the text for general meaning. They then complete it. Refer them to the strategy for word-formation tasks on page 85.
- Check answers as a class.

#### KEY

- 1 widely known 2 resolution 3 translation 4 revival  
5 emergence 6 development 7 recognisable  
8 flexibility

### Exercise 3 page 112

- Students read the text again and summarise the similarities and differences between the three different types of sonnet.
- With a **weaker class**, help students identify which lines of the text contain the information they need.
- Check answers as a class.

#### KEY

All the sonnets have fourteen lines in total. The Italian sonnet has a first stanza of eight lines and second stanza of six lines. The English sonnet has three stanzas of four lines each and a final couplet (two lines). The word sonnet is also fourteen lines long, but has only one word per line.

### Exercise 4 page 112

- Tell students to read each event and identify the key words. They then look for the key words or synonyms in the text.
- Students number the events in chronological order.
- Check answers by assigning ten students one event each. Then ask them to read out their events in the correct chronological order. The rest of the class listen and put their hands up if they think a student has made a mistake.

#### KEY

a 9 b 2 c 5 d 10 e 1 f 8 g 3 h 6 i 7 j 4

#### Extra activity: Fast finishers

Write the following sentences on the board and ask **fast finishers** the name of the poet:

*He wrote hundreds of sonnets in the nineteenth century.*  
(William Wordsworth)

*He created the word sonnet.* (Seymour Mayne)

*He translated Petrarch's sonnets.* (Sir Thomas Wyatt)

*He published a collection of sonnets in 1609.* (William Shakespeare)

*He wrote one of the first unrhymed sonnets in English.*  
(WH Auden)

### Exercise 5 3.20 page 112

- Focus attention on the five photos and elicit titles or short descriptions for each one. Write students' ideas on the board. Then ask students to predict which words might be included in each poem.
- Play the recording and check answers as a class.

#### KEY

A 2 B 3 C 4 D 5 E 1

#### Transcript

**Host** Hello and welcome to the show. My guest on today's programme is literature expert Fiona Sharpe, who's going to tell us about some of her favourite sonnets. Fiona?

**Guest** Hello there. I'm going to start with what is probably the most famous sonnet in English. It's Sonnet 43, a traditional love poem written by the 19th-century poet Elizabeth Barrett Browning, and it starts like this:

*How do I love thee? Let me count the ways! –  
I love thee to the depth and breadth and height*

*My soul can reach ...*

And I'll stop there, because I think you've got the idea.

**Host** It's a very romantic poem, isn't it Fiona?

**Guest** Yes, it is. The poet is declaring her love for the man she later married and she uses the words 'I love thee' eight times. On the one hand, it's an extremely passionate poem, but in the modern world, it seems a little over-the-top.

**Host** Yes, I see what you mean. Is your next sonnet also a love poem?

**Guest** Yes ... but it's quite different from the first one. This is Shakespeare's Sonnet 130, and I think you'll be surprised when you hear it. Listen to the first few lines:

*My mistress' eyes are nothing like the sun;*

*Coral is far more red than her lips' red ...*

There ... what do you think?

**Host** It doesn't sound as if he's being very complimentary to the woman.

**Guest** That's right. It's a kind of love story in reverse, or at least it is for the first twelve lines. In the last two lines, the poet changes his tune.

*And yet, by heaven, I think my love as rare*

*As any she belied with false compare.*

**Host** How can he say that after implying that she is so ordinary?

**Guest** Oh no, he knows she's special. What he's doing here is criticising the poetic conventions of the day, which obliged poets to compare the women they loved with nature.

Shakespeare says his love is just as unique as other poets' love, but he has no need for such ridiculous comparisons.

**Host** Right. Now I understand. Have you got any more love poems for us?

**Guest** No, I thought we'd have a look at a different subject matter next. This is an early 20th-century sonnet by WH Auden, and it has no rhyme scheme. See if you can work out what it's about.

*Control of the passes was, he saw, the key*

*To this new district, but who would get it?*

*He, the trained spy, had walked into the trap*

*For a bogus guide, seduced by the old tricks.*

**Host** It sounds like something out of a thriller to me.

**Guest** Not bad! The poem is called 'The Secret Agent', and it's about a spy who has made the big mistake of falling in love with his guide, who later betrays him.

**Host** That's a big departure from the declarations of love we normally associate with the sonnet.

**Guest** Yes, it is. Here's another example for you. It's a sonnet by a contemporary poet called Wendy Cope and it's called 'Stress'. I think you'll know why when you hear the first few lines:

*He would refuse to put the refuse out.*

*The contents of the bin would start to smell.*

*How could she be content? That idle lout*

*Would drive the tamest woman to rebel.*

**Host** So the poem's about the stress in a relationship?

**Guest** That's right, but notice the way the poet also plays with the stress of the words she's chosen. In the first line, she uses the verb 'refuse' and the noun 'refuse'. Then in the second and third lines we've got 'contents' and 'content'.

**Host** Yes, I noticed that. It's very clever. Fiona, we've got time for one more.

**Guest** OK. My last poem is an example of one of Seymour Mayne's word sonnets. I want you to listen and tell me what you think it's called.

*After / the / third / fall / even / the / traffic / trails / away / in / the / thick / sinking / snow.*

**Host** Um, is it 'Winter' or something?

**Guest** Nearly. The poem is called 'January'. Isn't it amazing how the poet can paint such a clear picture in only fourteen words?

**Host** Yes, it is. Fiona, I'm afraid that's all we've got time for. Thank you so much for joining us.

**Guest** My pleasure.

### Language note: Homographs

A *homograph* is a group (usually a pair) of words spelled the same way. They are pronounced in the same way or differently, but have different meanings, e.g. *tear* (a drop of water from the eye) and *tear* (to damage something by pulling it apart); *bat* (a piece of sporting equipment) and *bat* (a winged mammal). The homographs in Wendy Cope's sonnet differ in pronunciation because of where the stress falls, but they have the same spelling.

### Exercise 6 3.20 page 112

- Go through the sentences together and if necessary, explain the meaning of *homograph*.
- Play the recording again for students to match each of the sonnets to a sentence. **Stronger students** can do the matching before listening to the recording again to check their answers. With a **weaker class**, go through each sentence together and identify the key words before playing the recording.
- Check answers as a class.

#### KEY

a sonnet 2   b sonnet 5   c –   d sonnet 3   e –  
f sonnet 1   g sonnet 4

### Exercise 7 page 112

- In pairs, students discuss their personal responses to the sonnets. They then write a fourteen-word sonnet about one of the seasons.
- Ask a few students to share their sonnets with the class.

### Extension

Students work together to create a class collection of their favourite English sonnets. Ask them to research sonnets by some poets mentioned in exercise 2. They then read out their favourite sonnet to the class and explain why they like it.

### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about the sonnet. I can write a word sonnet.*

## 3 Literature

### Hour Carol Ann Duffy

#### LESSON SUMMARY

**Reading:** An article about the life of Carol Ann Duffy; a poem by Carol Ann Duffy

**Speaking:** Discussing the use of language in a poem

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 6. Exercise 5 can be set as homework.

#### LEAD-IN 3-4 MINUTES

- Do a short quiz to find out how much students remember about sonnets. Write the following questions on the board:  
*What is the traditional subject of a sonnet? (love)*  
*How many lines does a sonnet have? (fourteen)*  
*Who made the sonnet famous in Italy? (Francesco Petrarch)*  
*What subject did John Donne write about in his sonnets? (religion)*  
*During which century did people lose interest in the sonnet? (the eighteenth century)*
- In pairs, students try to answer the questions. They can check their answers in the text on page 112.

#### Exercise 1 page 113

- In pairs, students discuss the questions.
- Ask a few students to share their opinions with the class.

#### Exercise 2 page 113

- Students read the text and answer the questions.
- Check answers as a class.

#### KEY

- By the age of six she was already a passionate reader. She started writing poems when she was eleven, encouraged by her English teacher. Her first poems were published when she was fifteen.
- It is an honorary position appointed by the monarch with the advice of the Prime Minister. The poet laureate has no specific duties, but is expected to write poems to coincide with special occasions.
- She is the first woman and Scottish person to hold the role.
- She writes about events in the news and everyday life, using familiar and conversational language.

#### Extra activity

Students discuss the following questions in pairs:

*Do you think it's a good idea for a country to have a poet laureate? Why / Why not?*

*Imagine you have to commission your country's poet laureate to write three poems. What would you ask them to write about?*

#### Exercise 3 page 113

- Focus attention on the glossary at the end of the poem. Students read the poem and decide which conflict it explores. Play the recording (3.21) as they read so that they can hear the rhythm of the poem.

- Check answers as a class, getting students to quote the lines and words that helped them make their choice.

#### KEY

b

#### Language note: Rhyme scheme

A rhyme scheme is a way of notating how the lines in a poem rhyme. Lines that rhyme with each other are given the same letter. Lines that do not rhyme with any other line are marked with the letter X. For example, in this extract from 'Daffodils' by William Wordsworth, the rhyming scheme is ABABCC:

*I wandered lonely as a cloud (A)*

*That floats on high o'er vales and hills, (B)*

*When all at once I saw a crowd, (A)*

*A host of golden daffodils. (B)*

*Beside the lake, beneath the trees, (C)*

*Fluttering and dancing in the breeze. (C)*

#### Exercise 4 page 113

- Explain how rhyme schemes work. Then play the recording (3.21) again and ask students to listen out for the rhyming words.
- Check answers as a class. Then ask some more confident students to read out the poem a stanza at a time.

#### KEY

b

#### Exercise 5 page 113

- Students read the poem again and think about the references to money or riches.
- They can compare their answers in pairs before a whole class check.

#### KEY

Love's time's beggar; bright as a dropped coin; makes love rich; spend it not on flowers or wine; treasure on the ground; turning your limbs to gold; here we are millionaires; backhanding the night; no jewel hold a candle; no chandelier; Time hates love, wants love poor; love spins gold, gold, gold from straw

b

#### Exercise 6 page 113

- In pairs, students analyse the language of the poem.
- Check answers as a class.

#### KEY

1 spend 2 thousands of seconds / time slows 3 shining hour 4 love spins gold, gold, gold from straw

#### Exercise 7 page 113

- Students discuss their personal response to the poem.
- Ask a few students to share their ideas with the class.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand a sonnet. I can talk about my response to a poem.*

## 4 Culture

### The British in India

#### LESSON SUMMARY

**Reading:** A text about the British Empire in India

**Listening:** A podcast about the history of India from 1757–1857

**Speaking:** Discussing the advantages and disadvantages of colonialism

#### SHORTCUT

- To do the lesson in 30 minutes, omit the lead-in and exercise 4.

#### LEAD-IN 3–4 MINUTES

- Write the following general knowledge questions about India on the board:  
*What is the capital city?* (New Delhi)  
*What is the population?* (1.2 billion)  
*What is the currency?* (the rupee)  
*What is the main language?* (Hindi)  
*What is the Indian film industry called?* (Bollywood)  
*What are the colours of the Indian flag?* (orange, white, green and blue)
- Put students in two teams. Give them two minutes to discuss their answers before checking with the whole class.

#### Exercise 1 page 114

- In pairs, students discuss the questions.
- Elicit answers and write them on the board but do not tell students if they are right or wrong.

#### Exercise 2 page 114

- Students read the text and check their answers to exercise 1. Remind them that they do not have to understand every word in the text in order to check the answers.
- Go through the answers on the board from exercise 1 and elicit whether they are correct or not.

#### KEY

1 Britain 2 the 1940s 3 Gandhi, Nehru 4 Hindu

#### Exercise 3 page 114

- Focus attention on the map. Students then read the text again and identify the time period illustrated by this map.
- Check answers, asking students to quote the lines from the text that helped them choose the correct answers.

#### KEY

c 1947–1971 (post-independence but before East Pakistan became Bangladesh and a separate country from West Pakistan)

#### Exercise 4 page 114

- Tell students to read the questions before they read the text again to answer the questions.
- Check answers as a class.

#### KEY

1 English and Hindi 2 at the start of the 17th century  
3 princes 4 about one quarter of the

world's population 5 the Independence Movement 6 Bangladesh

#### Extra activity

- Write the following sentences on the board:  
*Three million people in Britain today were born in India, Pakistan or Bangladesh.* (F)  
*India was not a unified country in the 17th century.* (T)  
*Britain increased its influence in India by forming alliances with local princes.* (F)  
*The poorest Indians' lives got worse under British rule.* (F)  
*During the 19th and early 20th century, the Indian population became increasingly dissatisfied with British rule.* (T)
- Ask students to decide if they are true (T) or false (F).

#### Exercise 5 3.22 page 114

- Read out the instruction and emphasise that students will be listening to information about a very specific period in India's history.
- Give students time to read the three options before playing the recording.
- Check answers as a class.

#### KEY

c

#### Transcript

In the year 1600, British merchants – with the support of Queen Elizabeth I – sailed east towards Asia in an attempt to set up new trading routes with India and China. The Dutch and the Portuguese had already set up trading posts in India and were making a fortune bringing pepper and other spices from the East back to Europe. The British decided to trade mostly in textiles instead – silk and cotton – and they set up a company in India called the East India Company in order to manage their commercial interests in Asia. As these business interests grew, the company became more and more powerful. In order to protect their trade routes and factories, the company employed an army. Many of the soldiers in this private army were Indian, although the officers were British.

Although the East India Company began purely as a commercial organisation, it became a political one as well. Supported by its own army, it gained control over large areas of the Indian subcontinent and imposed its own systems of administration. People who lived and worked in these areas had to pay taxes to the company. Around the middle of the 18th century, battles were fought for control over various regions of India, especially between the British and French. The East India Company eventually triumphed in these conflicts and from 1757 became the ruling power on the Indian subcontinent.

Company rule in India persisted for the next hundred years. The company appointed a Governor-General to be in charge of the country, and British employees of the company held positions of power and influence. But of course, the Indian population were less than happy with this arrangement. In 1857, there was a rebellion in which the Indian soldiers in the company's army turned against their leaders. Although the uprising was defeated, it brought an end to company rule and from 1858 India was ruled directly by the British government as part of their Empire.

## Exercise 6 3.22 page 114

- Give students time to read the questions and try to remember or predict possible answers.
- Play the recording again for students to answer the questions.
- Check answers as a class.

### KEY

- 1 France and the Netherlands; pepper and other spices
- 2 textiles: silk and cotton
- 3 to set up new trading routes
- 4 in order to protect their trade routes and products
- 5 the French
- 6 It brought an end to company rule and from 1858 India was ruled directly by the British government as part of their Empire.

### Culture note: Colonialism

There are two types of colonialism: settler colonialism and exploitation colonialism. Settler colonialism happens when a large group of people emigrate to a different country and settle there, bringing their culture with them and imposing it on the indigenous population, but also building up the country. An example is the settler colonisation of North America in the 17th century. With exploitation colonialism, the focus is less on the movement of people and more on the exploitation of one country by others for natural resources or cheap labour.

## Exercise 7 page 114

- Read out the definition of *colonialism*. Ask students if they can think of other countries that have been colonised.
- Students discuss their opinions of colonialism in pairs.
- Ask a few students to share their ideas with the class.

### Extension

Ask students to make a timeline of the history of the British in India from the beginning of the 17th century to 1947. They should research the most important dates and write short sentences about each date. They can then illustrate their timelines with pictures or photographs.

### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about the British Empire. I can discuss colonialism.*

## 4 Literature

### The Siege of Krishnapur JG Farrell

#### LESSON SUMMARY

**Reading:** A brief biography of JG Farrell; an extract from *The Siege of Krishnapur*

**Listening:** An extract from *The Siege of Krishnapur*

**Speaking:** Discussing satire

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2.

#### LEAD-IN 3–4 MINUTES

- Write *siege* /si:dʒ/ on the board and explain that it is a situation in which one group of people surrounds a place and tries to defeat those who are defending it.
- Ask students, in pairs or small groups, to think of any books, films or TV programmes that have featured a siege. You could point out that many zombie or horror films feature siege situations, e.g. *Dawn of the Dead*. Other examples of films include *Die Hard* and *The Lord of the Rings: The Two Towers*.

## Exercise 1 page 115

- Focus attention on the photo and ask students to identify the two British people (the two seated men).
- Then ask them to look at their clothes, furniture and the other things in the photo and consider what they signify about their attitude towards their life in India.
- Students discuss their answers in pairs.
- Ask a few students to share their ideas with the class.

## Exercise 2 page 115

- Students read the text about JG Farrell and answer the questions. Encourage them to find the answers as quickly as possible and remind them that they do not need to understand every word in order to do the task.
- Check answers as a class.

### KEY

They were collectively known as the Empire Trilogy.

- a) 1970: *Troubles*; 1973: *The Siege of Krishnapur*; 1978: *The Singapore Grip*
- b) *The Siege of Krishnapur*: 1857; *Troubles*: 1919–21; *The Singapore Grip*: 1942

### Extra activity

- Write the following answers on the board:  
*No, it's fictional. (Is the town of Krishnapur real? / Does Krishnapur exist in real life?)*  
*They think they are a superior civilisation. (What do the British residents of Krishnapur think of themselves?)*  
*1935. (When was JG Farrell born?)*  
*A satirical look at the human consequences of British colonial rule. (What is the common theme of the Empire Trilogy books?)*  
*He taught at a secondary school. (What did JG Farrell do before he became a writer?)*
- Ask students to read the text again and write a question for each answer.

## Exercise 3 page 115

- Students read the extract and think about why some of the lines are in brackets. If you have confident actors in your class, ask three students to take the roles of the Collector, Fleury and the Magistrate and to read out the dialogue from 'After all, we're not ogres' (line 8) to 'Things are not perfect, of course.' (line 28). Hearing the dialogue spoken aloud by the three characters may help to make the context clearer.
- Check answers as a class. Ask students to identify the lines that helped them answer the question (lines 12–13: 'but neither of the older men paid any attention to him').

**KEY**

c

**Exercise 4** page 115

- Go through the three opinions together.
- Students match the opinions with the three characters.
- Check answers as a class. Then ask students to vote for the opinion they agree with. Ask a few students to explain why they agree or disagree with each opinion.

**KEY**

a Fleury b the Collector c the Magistrate

**Exercise 5** 3.24 page 115

- Check the meaning of the adjectives.
- Play the recording once and check the answer as a class.

**KEY**

ridiculous

**Transcript**

[SECTION ONE] 'How I wish Florence had a piano,' wailed Mrs Ross, changing the subject abruptly. 'My fingers fair ache to play. I fear that Mr Fleury will find but few of the comforts of civilisation in Krishnapur, is that not so?' Opening her eyes very wide she gazed interrogatively at Fleury.

'Well,' began Fleury, but once again he was forestalled, this time by the arrival of what seemed to be a tornado hitting the veranda and the wooden steps that led up to it. Such a crashing and banging shook the house that the gentlemen started up and made towards the folding louvered doors to see what was the matter. But before they could take more than a couple of steps, the doors burst open and a young officer, whom Fleury instantly recognised as Lieutenant Cutter, rode into the room on horseback, wild-eyed, shouting and waving a sabre.

[SECTION TWO] The ladies clutched their breasts and did not know whether to shriek with fear or laughter as Cutter, his face as scarlet as his uniform, drove his reluctant horse forward into the room and put it at an empty sofa. Over it went, as clean as a circus pony, and landed, skidding, with a crash on the other side. Cutter then wheeled, and flourishing his sabre, lopped the head off a geranium in a pot as he turned his horse to drive it once again at the sofa. But this time the animal refused and Cutter, his sabre still in his hand, slithered off its back on to the floor.

[SECTION THREE] 'Do you surrender, sir?' he bellowed at a cushion on the sofa, his arm drawn back for a thrust.

'Yes, it surrenders!' shrieked Mrs Rayne.

'No, it defies you,' shouted Ford.

'Then die, sir!' cried Cutter and charging forward transixed the cushion, at the same time tripping up in a rug in the process, with the result that he collapsed in a whirlwind of feathers on the floor.

'It's just a joke,' explained Burton to Fleury, who was amazed and shaken by this latest development. 'He's always up to something. What a clown he is!'

**Exercise 6** 3.24 page 115

- Play the recording in sections, stopping after each section to elicit examples of evidence.
- Write students' suggestions on the board.

**KEY**

(Suggested answers)

Cutter riding a horse into the room; his bright red face; making the horse jump over the sofa; cutting off a geranium head with his sabre; sliding off the horse's back; asking a cushion to surrender; attacking the cushion with his sabre; tripping up on a rug

**Exercise 7** page 115

- Students discuss the meaning of *satire*. They can check their ideas in a dictionary.
- In pairs, students think of examples of satirical books, films or TV programmes and discuss whether or not they believe that satire can help bring change. Monitor and help if necessary.

**Extension**

- JG Farrell uses ridiculous situations and exaggerated characters to satirise the Indian Rebellion of 1857. Ask students to work in pairs and think of a current event (political, sporting or celebrity news) they could satirise.
- They then write a short dialogue, using ridiculous situations and exaggerated characters to satirise the event.
- Students perform their dialogue to the class.

**Lesson outcome**

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand part of a novel about India. I can understand the purpose of satire.*

## 5 Culture

### The American Civil War

**LESSON SUMMARY**

**Reading:** An article about the American Civil War

**Listening:** A historian talking about the abolitionist John Brown

**Speaking:** Discussing whether violence is ever justifiable

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1.

**LEAD-IN 2-3 MINUTES**

- Write *CIVIL WAR* on the board. Elicit or explain that a civil war is a war between two different factions within the same country. Famous examples include the Spanish Civil War (1936–1939) and the American Civil War (do not give the dates as this is part of the quiz in exercise 1).
- Ask students to work in small groups and think of reasons why there might be a civil war in a country. Give an example, e.g. *The Spanish Civil War was fought between right-wing nationalists and left-wing republicans.*
- Students might suggest other causes of civil war, e.g. tensions between different ethnic groups, religion, civil rights, economic policies.

### Exercise 1 page 116

- In pairs, students try to answer the questions in the quiz. They then check their answers in the text.
- Check answers as a class.

#### KEY

1 C 2 A 3 A 4 A 5 A

### Exercise 2 page 116

- Students read the text again and answer the questions. With a **weaker class**, go through each question together and help students find the lines in the text that give the relevant information (1: lines 4–8; 2: lines 12–13; 3: lines 14–17; 4: lines 22–27).
- Students compare their answers in pairs before a whole class check.

#### KEY

- 1 The North had established manufacturing and industry. The South was agricultural, with large farms which depended on slave labour.
- 2 They thought they would lose workers (the black slaves) and their economy would suffer.
- 3 It was an act that allowed new states to decide if they would allow slavery or not. It led to protests in Kansas and the formation of the Republican Party.
- 4 There were violent confrontations between pro- and anti-slavery forces, and the anti-slavery Republican Abraham Lincoln was elected president.

#### Extra activity

- Write the following questions on the board:  
*Which two crops were particularly reliant on black slave labour?* (cotton and tobacco)  
*What was the Republican Party's attitude to slavery?* (It opposed the establishment of slavery in the new states.)  
*How many states were in the Confederacy by 1862?* (11)  
*What are the dates of the American Civil War?* (1861–1865)
- Ask students to read the text again and find the answers.

### Exercise 3 3.25 page 116

- Read out the instructions and elicit or explain *abolitionist* (a person who wants to abolish slavery).
- Give students time to read the events and predict their order.
- Play the recording and check answers as a class.

#### KEY

a 3 b 7 c 2 d 9 e 5 f 1 g 8 h 6 i 4

#### Transcript

(song)

*John Brown's body lies a-mouldering in the grave,  
John Brown's body lies a-mouldering in the grave,  
John Brown's body lies a-mouldering in the grave,  
But his soul goes marching on!*

*Glory, glory, hallelujah! Glory, glory, hallelujah!  
Glory, glory, hallelujah! But his soul goes marching on!*

**Interviewer** That famous American folk song is about the influential abolitionist John Brown, who fought against slavery in the mid-19th century. Here to discuss his life is Dr

Amy Weinberger, a historian from Atlanta, Georgia. So, Amy, can you tell us a bit about John Brown's early life?

**Historian** Yes, he was born in 1800 in Connecticut, the fourth of eight children, to Owen Brown, a tanner, and his wife, Ruth. The family were deeply religious and Owen believed that slavery, which was widespread in the US in those days, was evil and should be abolished.

**Interviewer** So John Brown inherited his views from his father.

**Historian** Yes, he certainly had a strong influence over him. And at the age of twelve, young John witnessed the beating of a black slave boy in Ohio, an experience that haunted him throughout his life. From that point he swore 'an eternal war on slavery'.

**Interviewer** It must have been horrific.

**Historian** Yes, indeed. But not uncommon in those days.

**Interviewer** So what did John do for a living?

**Historian** Initially he wanted to enter the ministry, and began training to become a priest, but the money ran out and his health was poor, so he returned home and joined his father's business. Soon after that he got married and had a number of children. Then in 1825, the family moved to Pennsylvania, where he opened his own tannery.

**Interviewer** Was it successful?

**Historian** Yes, within a year the tannery employed fifteen men. But in 1831, following the death of one of his sons, John fell ill, the business started to go downhill and he got into serious debt. And as if that wasn't enough, shortly after the birth of his seventh child, his wife died.

**Interviewer** Oh dear, how terrible.

**Historian** Yes. He remarried fairly quickly, a sixteen-year-old girl, and they went on to have thirteen children. But his financial troubles continued. He tried various businesses in an attempt to get himself out of debt, but none were very successful and in 1843 he was declared bankrupt.

**Interviewer** What about his political views? How did they develop?

**Historian** In 1837 he was shocked by the murder of Elijah Lovejoy, an abolitionist, by a pro-slavery mob, and vowed again to end slavery. He became involved in the 'underground railroad', a secret network of routes and safe houses along which slaves from the South could escape to free states in the North and to Canada. He also helped to establish the League of Gileadites, a group of men determined to prevent the arrest of escaped slaves, by violent means if necessary.

**Interviewer** So he was becoming increasingly militant?

**Historian** Yes, especially after his move to Kansas in 1855. He moved because two of his sons who lived there told him that pro-slavery forces were attacking anyone who spoke out against slavery, and they did not feel safe. He collected money and weapons on the way and quickly became involved in the conflict – in 1856, in retaliation against the violence of pro-slavery mobs, Brown and his men killed five unarmed pro-slavery supporters.

**Interviewer** How did he justify that?

**Historian** Well, he believed that passive resistance would get nowhere. 'What we need is action!' he said. In his eyes, the only way to end slavery was by violent means. And for that reason, he is still a controversial figure. Some view him as a hero and freedom fighter, others as a madman and a terrorist.

**Interviewer** What happened after the massacre in Kansas?

**Historian** He spent two years on the East coast raising funds and gaining support for the abolitionist cause. Then in 1859 he led a raid on a federal armoury in Virginia, where the government stored weapons. His intention was to arm slaves with weapons from the armoury and encourage them to rise up against their owners.

**Interviewer** Was it a success?

**Historian** Well, he and his men managed to capture and occupy the armoury, killing seven men in the process. But he was surrounded by pro-slavery farmers and government soldiers and forced to surrender. He was then put on trial, charged with murder and treason against the State of Virginia.

**Interviewer** Was he found guilty?

**Historian** Yes, and sentenced to death. He was hanged in public a month later, unrepentant, still believing that slavery would not be abolished without a great deal more bloodshed.

**Interviewer** He was right about that.

**Historian** Yes, his daring raid drew a lot of attention and set alarm bells ringing in the South, where people feared that Brown's attempt to arm slaves was just the first of many attempts by people in the North to start a slave rebellion that would destroy their way of life. Within a year, the first Southern state seceded from the Union, and shortly after that the Civil War started, the most bloody war fought on American soil.

**Interviewer** We'll have to end it there. Thank you, Amy, for coming in and talking to us about John Brown.

**Historian** It's been a pleasure.

#### Exercise 4 3.25 page 116

- Give students time to read the statements.
- Play the recording again for students to identify the evidence given by the historian for each of the statements.
- Check answers as a class.

#### KEY

- 1 Brown's father believed that slavery was evil and should be abolished. He certainly had a strong influence over his son.
- 2 Within a year the tannery employed fifteen men.
- 3 Brown helped to establish the League of Gileadites. He collected money and arms to use against pro-slavery forces in Kansas. Brown and his men killed five unarmed pro-slavery supporters.
- 4 In his eyes, the only way to end slavery was by violent means. 'What we need is action!'
- 5 Some view him as a hero and freedom fighter, others as a madman and a terrorist.
- 6 He and his men managed to capture and occupy the armoury, killing seven men in the process. But he was surrounded by pro-slavery farmers and government soldiers and forced to surrender.
- 7 He was put on trial, charged with murder and treason against the State of Virginia. People feared that Brown's attempt to arm slaves was just the first of many attempts by people in the North to start a slave rebellion that would destroy their way of life. Within a year, the first Southern state seceded from the Union, and shortly after that the Civil War started.

#### Extra activity: Fast finishers

Books closed, ask **fast finishers** to take turns to tell each other John Brown's life story, including as many details as they can remember.

#### Exercise 5 page 116

- Students discuss the questions in pairs. Monitor and help as necessary.
- Ask a few students to share their ideas with the class.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about the American Civil War. I can understand a text about the abolitionist John Brown.*

## 5 Literature

### Little Women Louisa May Alcott

#### LESSON SUMMARY

**Listening:** A short biography of Louisa May Alcott; an extract from *Little Women*

**Reading:** An extract from *Little Women*

**Speaking:** Giving opinions about the extracts from *Little Women*

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 3 and 6.

#### LEAD-IN 2-3 MINUTES

- Tell students that they are going to read an extract in which four sisters talk about their plans for Christmas. Ask them, in pairs or small groups, to discuss the following questions:  
*Which annual holiday or festival is your favourite? Why? What do you usually do on this day? Do you give or receive presents? If so, are there any special presents that you remember?*

#### Exercise 1 page 117

- In pairs, students brainstorm the names of female novelists that write in English, e.g. Jane Austen, Charlotte Brontë, George Eliot, Margaret Atwood, Toni Morrison.
- Write students' suggestions on the board and ask if they know which novelists are still alive. You could also challenge students to say whether they are 18th-, 19th-, 20th- or 21st-century novelists.

#### Exercise 2 4.02 page 117

- Give students time to read the factfile about Louisa May Alcott and think about what kind of information is needed to fill each gap.
- Play the recording and check answers as a class.

#### KEY

- 1 second
- 2 a school
- 3 go to school
- 4 to vote
- 5 slavery
- 6 own life
- 7 two sequels
- 8 didn't marry / get married



## Transcript

Louisa May Alcott

Born in 1832, Louisa May Alcott was the daughter of a teacher and a social worker. She had one elder and two younger sisters. A few years after her birth, the family moved to Boston, where her father set up a school. He had unconventional ideas on education and the school was not a success. The family suffered financially and all but the youngest of the four sisters were forced to seek employment, and missed out on a school education. Alcott took on various jobs, from seamstress and domestic help to teacher. She received her education at home from her father, who was very strict, and writing became a creative and emotional outlet for her. An early feminist, she campaigned for women's rights, including the right to vote. At the outbreak of the American Civil War in 1861, Alcott volunteered as a nurse, but she continued to write. After the war, she wrote articles and books calling for the abolition of slavery, but her first and biggest success was *Little Women*, a semi-autobiographical account of her own life growing up with her sisters, which was published in two volumes in 1868 and 1869. Such was its popularity that Alcott followed it up with two sequels, both of which featured the sisters from *Little Women*. She based Jo, the heroine of her novels, on herself. But unlike the characters in her books, Alcott never married. She struggled with illness most of her life and died at the age of just 55 from a stroke. However, *Little Women* has remained a children's classic for over 150 years and has been adapted for the screen and stage countless times.

### Exercise 3 page 117

- Students read the extract and answer the questions.
- Check answers as a class.

#### KEY

- 1 They are sisters and they all have different interests, but they get on well and are close. Meg is the oldest and the leader. Jo is the most outspoken and strong-willed. She is the boyish sister. Jo loves books and reading. Beth is musical and quiet. Amy is the youngest and likes art.
- 2 They are worried about their father, who is away at war.
- 3 It was their mother's idea that they shouldn't spend money on presents when the men are at war.
- 4 Jo wants a book, Beth wants music and Amy wants drawing pencils. The text doesn't say what Meg wants.
- 5 They worked hard.
- 6 Meg wishes they still had the money their father lost.
- 7 They have money but they argue all the time.
- 8 They are knitting.

#### Extra activity: Fast finishers

Ask **fast finishers** to write three more questions about the text. They can then ask the rest of the class their questions.

### Exercise 4 4.04 page 117

- Students read the questions before listening to the recording. Point out that they need to listen only for the answers to these questions; they do not have to understand every word.
- Check answers as a class.

#### KEY

- 1 They notice that their mother's slippers are worn out and Beth says she will buy her mother new ones. Then all the girls decide to spend their money on their mother and buy her slippers, gloves, shoes, handkerchiefs and cologne.
- 2 Their mother arrives. She has got a letter from their father.

#### Transcript

The clock struck six and, having swept up the hearth, Beth put a pair of slippers down to warm. Somehow the sight of the old shoes had a good effect upon the girls, for Mother was coming, and everyone brightened to welcome her. Meg lighted the lamp, Amy got out of the easy chair without being asked, and Jo forgot how tired she was as she sat up to hold the slippers nearer to the blaze.

'They are quite worn out. Marmee must have a new pair.'

'I thought I'd get her some with my dollar,' said Beth.

'No, I shall!' cried Amy.

'I'm the oldest,' began Meg, but Jo cut in with a decided, 'I'm the man of the family now Papa is away, and I shall provide the slippers, for he told me to take special care of Mother while he was gone.'

'I'll tell you what we'll do,' said Beth, 'let's each get her something for Christmas, and not get anything for ourselves.'

'That's like you, dear! What will we get?' exclaimed Jo.

Everyone thought soberly for a minute, then Meg announced, as if the idea was suggested by the sight of her own pretty hands, 'I shall give her a nice pair of gloves.'

'Army shoes, best to be had,' cried Jo.

'Some handkerchiefs, all hemmed,' said Beth.

'I'll get a little bottle of cologne. She likes it, and it won't cost much, so I'll have some left to buy my pencils,' added Amy.

'How will we give the things?' asked Meg.

'Put them on the table, and bring her in and see her open the bundles. Don't you remember how we used to do on our birthdays?' answered Jo.

'I used to be so frightened when it was my turn to sit in the chair with the crown on, and see you all come marching round to give the presents, with a kiss. I liked the things and the kisses, but it was dreadful to have you sit looking at me while I opened the bundles,' said Beth, who was toasting her face and the bread for tea at the same time.

'Let Marmee think we are getting things for ourselves, and then surprise her. We must go shopping tomorrow afternoon, Meg.'

'Glad to find you so merry, my girls,' said a cheery voice at the door, and the girls turned to welcome a tall, motherly lady with a 'Can I help you?' look about her which was truly delightful. She was not elegantly dressed, but a noble-looking woman, and the girls thought the gray cloak and unfashionable bonnet covered the most splendid mother in the world.

'Well, dearies, how have you got on today? There was so much to do, getting the boxes ready to go tomorrow, that I didn't come home to dinner. Has anyone called, Beth? How is your cold, Meg? Jo, you look tired to death. Come and kiss me, baby.'

While making these maternal inquiries Mrs March got her wet things off, her warm slippers on, and sitting down in the easy chair, drew Amy to her lap, preparing to enjoy the happiest hour of her busy day.

The girls flew about, trying to make things comfortable, each in her own way. Meg arranged the tea table, Jo brought wood and set chairs, dropping, overturning, and clattering everything she touched. Beth trotted to and fro between parlor and kitchen, quiet and busy, while Amy gave directions to everyone, as she sat with her hands folded. As they gathered about the table, Mrs March said, with a particularly happy face, 'I've got a treat for you after supper.' A quick, bright smile went round like a streak of sunshine. Beth clapped her hands, regardless of the biscuit she held, and Jo tossed up her napkin, crying, 'A letter! A letter! Three cheers for Father!' 'Yes, a nice long letter. He is well, and thinks he shall get through the cold season better than we feared. He sends all sorts of loving wishes for Christmas, and an especial message to you girls,' said Mrs March, patting her pocket as if she had got a treasure there.

### Exercise 5 4.04 page 117

- Go through the instructions together.
- Play the recording again until the words: 'for he told me to take special care of Mother while he was gone.' Elicit the correct answer to question 1 (b) and elicit further information. Ask:  
*Who thought of the idea first?* (Beth)  
*Who is the oldest?* (Meg)  
*Who thinks of herself as the man of the family?* (Jo)
- Continue playing the recording.
- Check answers as a class, eliciting information to support them.

#### KEY

- 1 b** (Meg wants to give the slippers because she is the oldest but Jo says she is the 'man' of the house now that their father has gone.)
- 2 b** (She liked being given presents and kisses but she didn't like it when people watched her opening the presents.)
- 3 a** (The woman is not elegantly dressed but she is described as 'the most splendid mother in the world'.)
- 4 b** (She sits with Amy in her lap. Amy gives her sisters instructions while Beth, Meg and Jo help to prepare the meal and set the table.)

### Exercise 6 page 117

- In pairs, students discuss their opinions about the extracts. Monitor and help as necessary.
- Ask a few students to share their ideas with the class.

#### Extension

Ask students to choose one of the four sisters and write a short letter from her to her father. The letter should describe the family's plans for Christmas and their decision to buy slippers for their mother. Students can make up other details to add to the letter.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand extracts from a 19th-century American novel.*

## 6 Culture

### The Industrial Revolution

#### LESSON SUMMARY

**Listening:** A podcast about city life during the Industrial Revolution

**Reading:** An article about the birth of the factory system

**Speaking:** Discussing the effects of the Industrial Revolution

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 3.

#### LEAD-IN 3-4 MINUTES

- Write **FACTORY** on the board. Elicit or explain the meaning: 'a building, or group of buildings, where goods are made, usually by machine.'
- Ask students to think about the following things: desks, tables, chairs, windows, clothes, shoes, bags, books and pencils. Ask:  
*How and where are these goods made?*  
*How and where were they made two hundred and fifty years ago?*
- In groups, students discuss how the production of goods has changed over the last two hundred and fifty years.

### Exercise 1 page 118

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 118

- Ask students to scan the text and check their answers from exercise 1.
- Check answers as a class.

#### KEY

- 1 during the second half of the 18th century
- 2 steel, tools, machines, textiles

### Exercise 3 page 118

- Give students time to read the headings and check the meaning of *manual* (done by hand, not machine), *catch up* (reach the same quality or standard as someone else), *fuel* (make something stronger).
- Students read the text again and match the headings with the paragraphs.
- Check answers as a class, asking students to quote the relevant lines that support their answers.

#### KEY

- 1 B 2 D 3 A 4 E 5 C

### Exercise 4 page 118

- Give students time to read the questions and identify the key words and ideas. With a **weaker class**, go through the questions together and help students identify which paragraphs contain the relevant information for each question (1: paragraph A; 2: paragraph B; 3: paragraph B; 4: paragraphs C and D; 5: paragraph D).
- Ask different students to read out their answers and check that they are using their own words rather than repeating lines from the text.

**KEY**

(Suggested answers)

- 1 Many people moved from the countryside to the cities.
- 2 They were manufactured at home.
- 3 It was very difficult: they had to work for many hours in a dangerous environment and for poor pay.
- 4 steel and iron production, the steam engine, mining
- 5 They were taken by road, on canals and by cargo ship.

**Extra activity**

- Write two sets of words on the board:  
Set 1 (words from the text): *influx, emergence, laborious, cost-effective, take over, install*  
Set 2: *strenuous, establish, appearance, economical, arrival, replace*
- Ask students to match words from the first set with their synonyms in the second set.

**KEY**

*influx* – arrival; *emergence* – appearance; *laborious* – strenuous; *cost-effective* – economical; *take over* – replace; *install* – establish

**Exercise 5** page 118

- Students discuss the effect of the Industrial Revolution on life in the cities. Ask them to think about population growth, housing, workers' conditions, pollution and infrastructure.
- Ask for students to share their ideas with the class. Do not tell them whether they have predicted the effects correctly.

**Exercise 6** 4.05 page 118

- Before playing the recording, go through the sentences together. Ask students to predict which are true and which are false.
- Play the recording and check answers as a class. Ask students to correct the false sentences.

**KEY**

- 1 F (New farming methods meant fewer workers were needed.)
- 2 F (It increased six-fold.)
- 3 F (Builders put up houses.)
- 4 T
- 5 T

**Transcript**

The second half of the 18th century was a period of invention and innovation in Britain, not only in the field of industry, but also in agriculture. New farming methods and machines meant that fewer workers were needed to work the land, creating a surplus workforce in the countryside. The rise of the factory system created numerous job opportunities in urban areas, and so began the migration of large numbers of workers to the cities in search of employment. A prime example of one of these cities is Manchester, which was nicknamed 'Cottonopolis' because of the high density of cotton mills there. Manchester experienced a six-fold increase in population between 1771 and 1831 and became the world's first industrial city. Although jobs were plentiful in the cities, accommodation was not, and problems soon arose. Builders put up cheap houses for the new workers, paying little or no attention

to the wellbeing of the people who would have to occupy them. Whole rows of terraces were built back to back with no bathroom, no toilet and no running water, and each house was occupied by nine people on average. Every block of forty houses was allocated six toilets, and if the occupants were lucky, they had a water pump to share, although the water was often polluted. The lack of hygiene and cramped living conditions were compounded by the black smoke emanating from factories, making diseases like tuberculosis common among the working classes. Meanwhile, factory owners lived in mansions far away from the poor and turned a blind eye to the living conditions of their workers.

The influx of newcomers was not only common to the expanding industrial cities of the north, but also occurred in the capital itself. By 1800 almost one in ten people in Britain lived in London, and the population had reached nearly one million.

London had its share of factories and the problems that came with them, but the city was also a bustling centre of trade. Young people flocked to London not only to work in factories, but also to take up posts as apprentices to the thousands of tradesmen there or to work as domestic servants to the dozens of aristocratic families who had begun to spend time in the capital. London was full of people from all walks of life, which made it an exciting but scary place to be.

The streets of London were remarkably noisy at the time, mainly due to the sound of horses' hooves on the cobblestones. Horse-drawn carts transported goods back and forth across the city while carriages conveyed passengers to business appointments and social engagements. Hundreds of street-sellers paraded the streets announcing their goods, ranging from milk and oranges to fish and pies. Meanwhile on street corners knife grinders sharpened knives, carpenters mended furniture and budding politicians made speeches. Crossing the city centre on foot was an adventure in itself, and pedestrians had to keep their wits about them if they wanted to reach their destination in one piece.

As well as the noise, residents had to deal with the smog that frequently pervaded the streets, resulting from the smoke pouring from factory chimneys and the fog hanging over the highly polluted River Thames. Candles were sometimes required at midday in busy shops because of the low visibility outside, and travellers approaching London often noted the smell of the city as they approached from far away. Steps were eventually taken to improve conditions, not only in the capital, but in all British cities. These included public health acts that regulated living conditions, and environmental acts that controlled air pollution. By the turn of the century, electric lamps were being used for street lighting in many British towns, but it was the bright lights of London that captivated visitors and gained the admiration of the rest of the cities in Europe.

**Exercise 7** 4.05 page 118

- Focus attention on the questions and ask students to think about what type of information is needed for each answer.

- Play the recording again. **Stronger students** can try to answer the questions before listening to check their answers. With a **weaker class**, be prepared to pause the recording after the relevant information for each question is given and check the answer before continuing.
- Check answers as a class.

### KEY

- 1 New farming methods and machinery meant fewer workers were needed in the countryside and they could get work in the cities.
- 2 The city was Manchester and its nickname was Cottonopolis.
- 3 bathrooms, toilets, running water
- 4 factory jobs, apprenticeships to tradespeople, shop workers, domestic servants to the aristocracy
- 5 knife grinders, carpenters, people making speeches, horses' hooves on cobblestones
- 6 noise and air pollution (smog)

### Extra activity

- Write the following questions on the board:  
*How many people, on average, occupied a worker's house? (nine)*  
*How many toilets, on average, were there for every 40 houses? (six)*  
*Where did factory owners live? (in mansions far away from the poor)*  
*What proportion of the population lived in London by 1800? (one in ten)*  
*Which laws helped to improve conditions in the cities? (public health acts and environmental acts)*
- Play the recording again for students to answer the questions.

### Exercise 8 page 118

- Students discuss the questions in pairs. Monitor and help as necessary. Encourage them to give reasons for their answers.
- Ask the class to vote on whether or not they think the Industrial Revolution was good for society.

### Extension

- Ask students to imagine that they are living in the late 18th century and have recently moved from the country to Manchester to work in a factory. They should write a short letter home, describing their work, the streets of Manchester and their living conditions.
- Students can swap letters and write replies.

### Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about the Industrial Revolution and discuss its positive and negative effects.*

## 6 Literature

### Great Expectations Charles Dickens

#### LESSON SUMMARY

**Speaking:** Discussing class distinctions in today's society; discussing characters from *Great Expectations*

**Listening:** A programme about Charles Dickens and *Great Expectations*

**Reading:** An extract from *Great Expectations*

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Set exercise 8 as homework and do exercise 9 at the beginning of the next lesson.

#### LEAD-IN 3-4 MINUTES

- Write *CHARLES DICKENS* on the board. Below this, write the following categories: *His books, His childhood, His education.*
- In pairs or small groups, students brainstorm as much information as possible for each category.
- Elicit suggestions and leave the information on the board. As a follow-up homework activity, you could ask students to copy the information and check it online, adding further facts if possible.

### Exercise 1 page 119

- Read out the instructions, emphasising the words *lady* and *gentleman*. Students write their own definition for each word and then discuss whether this kind of person exists today. You could also find out if there are similar terms in the students' own language.
- Ask students to share their ideas with the class. You could read out the *Oxford Advanced Learners' Dictionary* definition for these words: 'a man/woman who is polite and well educated, who has excellent manners and always behaves well'.

### Culture note: Great Expectations

The title of the book, *Great Expectations*, has a double meaning. Pip, the main character, has 'expectations' because he knows that when he is 21 he will inherit a large sum of money, but also the other characters in the book have expectations of him.

### Exercise 2 4.06 page 119

- Explain that *Great Expectations* is one of Dickens' most famous novels.
- Give students time to read the questions. Then play the recording for students to answer them.
- Check answers as a class.

#### KEY

1 b 2 b 3 a 4 a 5 b

### Transcript

**Host** Our featured author on today's show is English writer and social critic Charles Dickens. Emma Wakely is here to tell us about one of Dickens' most famous novels, *Great Expectations*. Emma, most of Dickens' writing reflects the

period in which he lived, the Industrial Revolution. Would you say this is also true of *Great Expectations*?

**Guest** Well, there are no references to conditions in the factories as such, but the novel is set in the period from 1812 to 1840, when the Industrial Revolution was already in full swing. One of its main themes is the social divide, the gulf between the rich and the poor in society, which leads on to the idea of social mobility, and the possibility of rising through the class system.

**Host** Before we go any further, tell us a bit about the plot.

**Guest** *Great Expectations* is the story of an orphan called Pip. At the start of the novel, he lives with his sister and her kind-hearted husband Joe, a blacksmith. Pip is destined to become Joe's apprentice, but a number of unexpected events occur to cut short his apprenticeship. First, Pip is ordered to go to the house of Miss Havisham, a wealthy and eccentric spinster. Here he must play with Estella, Miss Havisham's adopted daughter. Later, a mysterious benefactor provides Pip with the means to travel to London and be educated as a gentleman. The rest of the story explores what happens to him in London and leads up to the revelation of who Pip's mysterious benefactor is.

**Host** Emma, why was Dickens so concerned with poverty and social mobility?

**Guest** Basically, because he had had plenty of experience with these issues himself. Dickens' own family was quite hard up; in fact, his father was imprisoned for debt when Dickens was twelve. His mother moved the rest of the family into jail with her husband, but as the oldest boy, Dickens was expected to leave school and work in a factory for ten hours a day to support them. Fortunately, Dickens' father received a family inheritance after three months that allowed him to pay off his debts and leave prison, so Dickens could go back to school. But this was a dark period in Dickens' life and it opened his eyes to the harsh conditions endured by workers in factories during the Industrial Revolution.

**Host** Could we say that *Great Expectations* is an autobiographical novel, then?

**Guest** No, not really, although it most definitely includes elements from Dickens' life. Pip was born in the same year as Dickens and was brought up in the same rural area – that's Kent in the south-east of England. Pip resented his job as a blacksmith, in the same way as Dickens hated working in the factory when his father was in jail. Both had the experience of leaving the countryside to live in the capital, with all the new impressions that must have brought with it. So Pip has several things in common with Dickens, but really, he's a different person.

**Host** Emma Wakely, thanks for joining us today.

**Guest** My pleasure.

### Culture note: Miss Havisham

Miss Havisham is one of Dickens' most famous characters. Abandoned by her fiancé on the day she was due to get married, she continues to wear the wedding dress she wore on that day, stops all the clocks and vows revenge on all men. She raises Estella to be cold-hearted and wants her to break Pip's heart because of her own bitterness towards men.

### Exercise 3 page 119

- Go through the statements and elicit or explain the meaning of *manipulate* (control or influence someone). Then read out the introductory paragraph in brackets.
- Point out the glossary above the extract. Students continue to read the extract on their own and find evidence for the statements.
- Check answers as a class and ask students to read out the relevant line or lines from the extract.

#### KEY

- 1 She tells Estella that she will own jewels one day.
- 2 She calls him a 'common labouring boy' and treats him with disdain. She says, 'He calls knaves, Jacks'. She thinks he has coarse hands.
- 3 She tells Estella to 'break his heart'.
- 4 He says he catches her contempt. He begins to look at himself in the same way Estella does.
- 5 He tells Miss Havisham he doesn't want to say what he thinks of Estella.
- 6 She tells them both what to do, and has conversations with them that the other one can't hear.

#### Extra activity

- In groups of three, students write a short play version of the extract and then act it out. One student takes the part of Pip, one student plays Estella and one student plays Miss Havisham. Encourage them to think about the feelings and emotions of their character and to demonstrate these in the way they move and say their lines.
- Ask different groups to act out their plays for the class.

### Exercise 4 page 119

- Students discuss the questions in pairs. Encourage them to give reasons for their answers and to listen to each other's opinions. Monitor and help as necessary.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand an extract from a 19th-century novel. I can discuss the different characters and their actions.*

## 7 Culture

### Lewis and Clark

#### LESSON SUMMARY

**Reading:** A text about a famous expedition

**Listening:** The story of Sacagawea

**Speaking:** Discussing the land claims made by US explorers

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 3.

#### LEAD-IN 3–4 MINUTES

- Write *EXPEDITION* on the board. Ask students to suggest examples of famous expeditions from the past.

- Then ask them to work in small groups and imagine that they are planning an expedition to a remote area. Their expedition will take them away from civilisation for at least six months. They should discuss what they will take with them on their expedition. Are there any luxuries they could not live without? Which items would be the most important and why?
- Ask a few students to share their ideas with the class.

### Exercise 1 page 120

- Read out the names, demonstrating the correct pronunciation: *Columbia* /kə'ʌmbɪə/, *Jefferson* /'dʒɛfərsən/, *Rockies* /'rɒkɪz/, *Shoshone* /ʃə'ʃəʊni:/, *St Louis* /seɪnt'lʊɪs/.
- In pairs, students match the names with the descriptors a–e. If you have a map of North America, ask students to point out where Columbia, St Louis and the Rockies are.
- Check answers as a class.

#### KEY

a Rockies b St Louis c Shoshone  
d Jefferson e Columbia

### Exercise 2 page 120

- Focus attention on the map. Students then read the text to identify the area explored by Lewis and Clark. Set a time limit of one minute to ensure that students focus on finding the answer to the question and do not spend time trying to understand unnecessary information.
- Check the answer as a class.

#### KEY

A and B

### Exercise 3 page 120

- Ask students to read the sentences carefully.
- They then read the text again to answer the questions. With a **weaker class**, help students identify the lines that give the relevant information for each sentence (1: lines 3–6; 2: lines 6–8; 3: lines 14–17; 4: lines 22–24; 5: lines 19–30; 6: lines 31–36).
- Check answers as a class.

#### KEY

- 1 F (It almost doubled the size of the nation at the time.)
- 2 F (Americans knew the Rocky Mountains existed.)
- 3 F (One of the aims was to establish trade links with Native American tribes.)
- 4 T
- 5 F (It lasted two years and four months.)
- 6 F (They made contact with lots of tribes, created maps and discovered new plants and animal species.)

### Extra activity: Fast finishers

Write the following questions on the board and ask **fast finishers** to read the text again and answer them:

*Which country sold a large area of land to the US government?* (France)

*Who led the Corps of Discovery?* (Meriwether Lewis and William Clark)

*How did they travel?* (by boat and over land)

*How many Native American tribes did they communicate with?* (more than twenty)

*When did Lewis and Clark become famous?* (in the 20th century)

### Culture note: Sacagawea

The photo shows a bronze statue of Sacagawea and her son. It stands outside the North Dakota Heritage Center in the USA. The 3.6-metre tall statue is by Leonard Crunelle (1872–1944). His model for Sacagawea was Mink Woman, from the Fort Berthold Indian Reservation in North Dakota.

### Exercise 4 4.08 page 120

- Focus attention on the photograph and ask if anyone has heard of Sacagawea and knows anything about her story. (Some students may be familiar with part of her story through the 2006 film *Night at the Museum*.)
- Play the recording for students to answer the question.
- Check the answer as a class.

#### KEY

She stayed with them from the winter (halfway, at Fort Mandan) until the end of the mission.

#### Transcript

As the first winter of their expedition approached, the Corps of Discovery stopped to build a camp, which they called Fort Mandan, and remained there for several months. During that time, they met a French-Canadian hunter who had a young, Native American wife called Sacagawea. The expedition offered to employ both of them as interpreters, and they agreed. So when spring came and the weather improved, Sacagawea and her husband travelled with the volunteers and helped them to communicate with the Native American tribes they encountered on their journey.

Sacagawea aided the Corps of Discovery in many other ways too. She gave birth shortly after joining the expedition and the sight of a Native American woman travelling with a baby must surely have helped to convince the tribes they met that the explorers were peaceful. (Apart from Sacagawea, all of them were men.) She provided a lot of practical assistance as well. For example, when food supplies ran short, she helped them find plants they could eat. And on one occasion, when one of the boats capsized in the river, Sacagawea acted quickly to save important supplies and documents.

There was also an emotional reunion for Sacagawea at one point in the journey. At the age of twelve, she had been separated from her family and had not seen them since that time. When the expedition made contact with a group of Shoshone Indians, Sacagawea realised that the leader of the group was in fact her brother. She considered leaving the expedition and going back to her life as a Shoshone

Indian, but in the end, she and her husband and young son continued to travel with the explorers right until the end of their mission.

What happened to Sacagawea in the years that followed is unclear, although it is known that she had another child – a daughter. She died, it is believed, around 1812. Her son and daughter, still children, went to live with William Clark, who adopted them and ensured that they received a good education.

### Exercise 5 4.08 page 120

- Give students time to read the notes and make predictions about the missing words.
- Elicit their predictions and write them on the board.
- Play the recording again for students to complete the notes.
- Check answers as a class, asking students which of their predictions were correct and which were incorrect.

#### KEY

1 husband 2 plants 3 river 4 brother 5 children

### Exercise 6 page 120

- Students discuss the questions as a class. You could ask them to think of other examples of explorers claiming land from indigenous people, e.g. the Spanish in Peru, the British in Australia.
- Encourage students to remember positive as well as negative aspects of Lewis and Clark's mission, e.g. the discovery of new plant and animal species, mapping the area, mainly peaceful interaction with indigenous tribes.

### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about a famous expedition. I can discuss the land claims made by US explorers.*

## 7 Literature

### On the Road Jack Kerouac

#### LESSON SUMMARY

**Listening:** A radio interview about Jack Kerouac

**Reading:** An extract from *On the Road*

**Speaking:** Discussing an imaginary road trip

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 5 can be set as homework.

#### LEAD-IN 3–4 MINUTES

- Write *JOURNEY* on the board. Ask students to discuss the difference between a journey and a trip (a journey implies a longer period of time or distance).
- In pairs, students discuss a journey they have made: where they went, why they went there and what happened during the journey.
- Ask a few students to share their experiences with the class.

### Exercise 1 page 121

- In pairs, students discuss books and films that depict long journeys, e.g. (books) *The Grapes of Wrath* by John Steinbeck, *The Hobbit* by JRR Tolkien; (films) *Easy Rider*, *Little Miss Sunshine*. Monitor as students are discussing and check that they cover characters, plots, settings and metaphors.

### Exercise 2 4.09 page 121

- Focus attention on the photo of the writer Jack Kerouac. Remind students that they only need to find out the name of his first novel and how many novels he wrote.
- Play the recording once and check answers as a class.

#### KEY

His first novel was *The Town and the City*. He wrote a further thirteen novels (so fourteen in total).

#### Transcript

**Presenter** Today we have with us in the studio Jacqueline Clark, who's just published a new biography of Jack Kerouac, the famous American novelist. Well, I say American. Was he? Or was he Canadian?

**Clark** His parents were Canadian – but Jack was born in a small town in Massachusetts, USA. So he was American. Having said that, they spoke French at home and it wasn't until he was a teenager that Kerouac really spoke English fluently.

**Presenter** So in a way, it's perhaps quite surprising that he went on to become one of the most influential novelists of the mid-20th century.

**Clark** Yes, maybe. Although there are other famous novelists who wrote in English even though it wasn't their first language – Joseph Conrad, for example.

**Presenter** Yes, I suppose you're right. So what were the other influences in his life – apart from his French-Canadian background?

**Clark** Well, at the age of seventeen, Kerouac left home and moved to New York to complete his high school education. This was a very important formative experience in his life. The city made a huge impression on him: the crowds of people, the constant buzz of activity, the music ... all of these were major influences on the young writer.

**Presenter** And when you say music, you mean ...

**Clark** Well, jazz in particular. He was a big fan, and it features a lot in his writing.

**Presenter** And what did he do after finishing high school?

**Clark** He was awarded a football scholarship to Columbia University but dropped out after a year.

**Presenter** And when he dropped out ...

**Clark** He made friends with a group of young writers who are often referred to as the Beat Generation.

**Presenter** So people like Ginsberg?

**Clark** Yes, that's right. Allen Ginsberg and William Burroughs are the two best-known members of the group, apart from Kerouac himself. Kerouac joined them, and was desperate to become a writer.

**Presenter** Did he have any success at this stage?

**Clark** Well, he wrote a novel called *The Town and the City*, which was published in 1950 and which drew on his experiences as a small-town boy moving to a big city. The novel received a positive reaction from critics but didn't really launch his career. He was restless and so he began to travel.

**Presenter** How old was he at this stage?

**Clark** He was in his twenties. He and a friend called Neal Cassady made several long trips across the United States, visiting Chicago, Los Angeles and other cities.

**Presenter** And did he write about the journeys?

**Clark** Well, these journeys formed the basis of *On the Road*, Kerouac's second and best-known novel.

**Presenter** Ah, I see. It's an autobiographical novel then.

**Clark** More or less. I mean, although the two main characters in the novel are called Sal Paradise and Dean Moriarty, they're clearly Jack Kerouac and Neal Cassady.

**Presenter** And Kerouac wrote the novel very quickly. Is that right?

**Clark** Yes. He's said to have written the manuscript in three weeks, typing it onto a long roll of paper rather than separate sheets.

**Presenter** How unusual! Why?

**Clark** His aim was to create a new style of writing, in which words and ideas flowed naturally in long sentences, expressing the restlessness and dissatisfaction of a new generation. It was important, he believed, that the writing should be spontaneous ...

**Presenter** So did he change things or make revisions?

**Clark** Apparently not.

**Presenter** Fascinating. And how easy was it for him to get this novel published?

**Clark** Not very easy! Kerouac sent his roll of paper to several publishers, but they all rejected it. It was six years before the novel was published.

**Presenter** And how was it received when it was finally published?

**Clark** Oh, it was an instant success. Almost overnight, Jack Kerouac became one of the best-known writers in America. He wrote and published a further twelve novels.

**Presenter** But none as successful as *On the Road*.

**Clark** No, that's right. And he died – rather an unhappy figure – at the age of 47.

### Exercise 3 4.09 page 121

- Give students time to read the questions.
- Play the recording again for students to answer them.
- Check answers as a class.

#### KEY

1 French 2 when he was seventeen 3 in 1950 4 It drew on his experiences as a small-town boy moving to a big city. 5 He wrote it on one long piece of paper. 6 six years

#### Extra activity

- Write the following questions for students to answer:  
*What nationality were Kerouac's parents? (Canadian)*  
*What type of music did he like? (jazz)*  
*How long did he study at Columbia University? (a year)*  
*How old was he when he started travelling across the USA? (in his twenties)*  
*How old was he when he died? (47)*
- Play the recording again if necessary for students to answer the questions.

### Exercise 4 page 121

- Students read an extract from *On the Road* and decide if the first day of his journey was successful. If you have a map of North America, ask students to find Kerouac's starting point and his intended final destination. (A map of the journey is easy to find online.) They might be interested to know that the full length of the journey in *On the Road* is just under 6,500 kilometres.
- Ask students to vote on whether or not the first day of the journey was successful and give reasons for their opinions.

#### KEY

His first day wasn't successful. It rained heavily and he wasn't appropriately dressed for it, and he hadn't planned his route very well.

### Exercise 5 page 121

- Students read the extract again and find evidence for the four statements.
- Students can check their answers in pairs before a whole class check.

#### KEY

- 1 savoring names like Platte and Cimarron; and confidently started; Filled with dreams
- 2 Now I was stuck on my northermost hangup; What the hell am I doing up here?
- 3 My shoes, damn fool that I am, were Mexican huaraches, plantlike sieves not fit for the rainy night of America ...
- 4 I knew he was right; the stupid hearthside idea that it would be wonderful to follow one great red line across America instead of trying various roads and routes.

### Exercise 6 page 121

- In pairs, students imagine their own long road trip. Start by giving an example, e.g. *If I went on a road trip, I'd really like to drive across the Sahara Desert. I'd love to see what the desert is like at all times of the day and night, ...* Remind students to give reasons for their choice and to think of the possible dangers and how to avoid them.
- Ask a few students to share their ideas with the class.

#### Extension

- Students research the area they chose for their road trip in exercise 6 and write a blog post describing an imaginary day on their trip. They should include details about the people they met, the weather, the difficulties and the positive aspects of the day.
- Ask a few students to read out their blog posts and get the class to vote for their favourite description.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand part of a novel about a road trip. I can imagine and describe my own road trip.*



## 8 Culture

### The Cold War

#### LESSON SUMMARY

**Reading:** A text about the Cold War

**Use of English:** Multiple-choice cloze

**Listening:** A speech given by President JF Kennedy

#### SHORTCUT

- To do the lesson in 30 minutes, omit the lead-in and exercise 4.

#### LEAD-IN 3-4 MINUTES

- Draw two circles on the board. Write *A* in one circle and *B* in the other. Tell students that the circles represent two countries who are enemies but neither country wants to start an actual war with the other.
- In small groups, students discuss ways that Country A can try to show its power over Country B, e.g. Country A could ban all imports from Country B.
- Explain that in this lesson students will find out more about how countries show hostility.

#### Exercise 1 page 122

- Focus attention on the picture and ask them to name the two people (John F. Kennedy and Nikita Khrushchev). Students then discuss the questions in pairs.
- Write students' ideas on the board but do not tell them if they are correct or not.

#### Exercise 2 page 122

- Ask students to read the text for meaning before completing it. If necessary, refer them back to the strategy for multiple-choice cloze tasks on page 41.
- Check answers as class.

#### KEY

1 b 2 c 3 a 4 c 5 a 6 c 7 b 8 c 9 a 10 c

#### Exercise 3 page 122

- Students read the text again and check their answers to exercise 1. Find out if any facts were new or surprising to them.

#### KEY

- It wasn't a war that involved military combat, but a state of hostility between democracies in the West and communist countries in the East.
- the USA and the Soviet Union (USSR)
- There was mistrust and differing political and economic systems. Both countries thought the other wanted to destroy their system.
- Each country armed itself with nuclear weapons.
- It ended in 1991 because most communist governments had been replaced by non-communist ones, the dominance of the Soviet Union had ended, and the Soviet Union itself collapsed.

#### Exercise 4 page 122

- Students discuss the questions in pairs. Remind them to use their own words rather than repeating phrases from the text. Monitor and check that students listen to each other and take turns to speak.
- Ask a few students to share their ideas with the class.

#### KEY

(Suggested answers)

- He meant it was a notional barrier separating the East and West.
- Because they had a common enemy in Nazi Germany.
- Because they had differing political ideologies and different ideas about how their economies should be run.
- A proxy war is a conflict between two countries in which neither country fights the other directly, but in which they support opposing sides in the conflict. For example, in the Korean War, the USSR supported North Korea and the USA supported South Korea.
- The doctrine meant that each side was unwilling to use their weapons in case they were destroyed by their enemy.
- They competed in a space race, both wanting to be the first in space.
- Reagan became more and more hostile towards the USSR and supported anti-communist governments. Gorbachev promoted policies of openness and economic reform and didn't send Soviet troops to countries that replaced communist governments with anti-communist governments.

#### Extra activity

- Write the following words in two columns on the board:  
*A: Cold, iron, common, space, Berlin, economic, military*  
*B: enemy, Wall, combat, race, War, reform, curtain*
- Book closed, students match words in column A with words in column B. They can then check their answers by looking in the text.

#### KEY

Cold War, iron curtain, common enemy, space race, Berlin Wall, economic reform, military combat

#### Exercise 5 4.11 page 122

- Play the recording for students to answer the questions.
- Check answers as a class.

#### KEY

He was in West Berlin. He was giving the speech to try to boost the morale of the German people, who were perhaps separated from friends and family because of the wall.

#### Transcript

I am proud to come to this city as the guest of your distinguished Mayor, who has symbolised throughout the world the fighting spirit of West Berlin. And I am proud ... and I am proud to visit the Federal Republic with your distinguished Chancellor, who for so many years has committed Germany to democracy and freedom and progress, and to come here in the company of my fellow American, General Clay, who ... who has been in this city during its great moments of crisis and will come again if ever needed.

Two thousand years ago ... two thousand years ago, the proudest boast was, 'Civis Romanus sum.' Today, in the world of freedom, the proudest boast is, 'Ich bin ein Berliner.'

There are many people in the world who really don't understand, or say they don't, what is the great issue between the free world and the communist world. Let them come to Berlin.

There are some who say ... there are some who say that communism is the wave of the future. Let them come to Berlin.

And there are some who say, in Europe and elsewhere, we can work with the communists.

Let them come to Berlin.

And there are even a few who say that it's true that communism is an evil system, but it permits us to make economic progress.

Lass' sie nach Berlin kommen.

Let them come to Berlin.

Freedom has many difficulties and democracy is not perfect. But we have never had to put a wall up to keep our people in – to prevent them from leaving us. I want to say on behalf of my countrymen who live many miles away on the other side of the Atlantic, who are far distant from you, that they take the greatest pride, that they have been able to share with you, even from a distance, the story of the last eighteen years. I know of no town, no city, that has been besieged for eighteen years that still lives with the vitality and the force, and the hope, and the determination of the city of West Berlin.

While the wall is the most obvious and vivid demonstration of the failures of the communist system – for all the world to see – we take no satisfaction in it; for it is, as your Mayor has said, an offense not only against history but an offense against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together.

What is ... What is true of this city is true of Germany: real, lasting peace in Europe can never be assured as long as one German out of four is denied the elementary right of free men, and that is to make a free choice. In eighteen years of peace and good faith, this generation of Germans has earned the right to be free, including the right to unite their families and their nation in lasting peace, with good will to all people.

You live in a defended island of freedom, but your life is part of the main. So let me ask you, as I close, to lift your eyes beyond the dangers of today, to the hopes of tomorrow, beyond the freedom merely of this city of Berlin, or your country of Germany, to the advance of freedom everywhere, beyond the wall to the day of peace with justice, beyond yourselves and ourselves to all mankind.

Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, then we look – can look forward to that day when this city will be joined as one and this country and this great continent of Europe in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.

All ... All free men, wherever they may live, are citizens of Berlin.

And, therefore, as a free man, I take pride in the words 'Ich bin ein Berliner.'

## Exercise 6 4.11 page 122

- Play the recording again for students to answer the questions. **Stronger students** can try to answer the questions before listening again.
- Check answers as a class.

### KEY

- 1 Rome
- 2 It represents the failure of the communist system, it is an offence against humanity, and it divides families and people who want to be joined together.
- 3 the unification of Germany and of Berlin
- 4 There are some who say ... ; Let them come to Berlin; Ich bin ein Berliner.

## Exercise 7 page 122

- Read out the quote from Kennedy's speech. Elicit or explain the meaning of *indivisible* (something that can't be divided into separate parts).
- In pairs, students discuss the meaning of the quote. Monitor and help if necessary.
- Ask a few students to share their ideas with the class.

### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text and a speech about the Cold War. I can give my opinion on a quote about freedom.*

## 8 Literature

### 1984 George Orwell

#### LESSON SUMMARY

**Reading:** An extract from *1984 (Nineteen Eighty-Four)*

**Listening:** An extract from *1984*

**Speaking:** Discussing the effect of language on thought

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 2.

#### LEAD-IN 3-4 MINUTES

- Write *George Orwell* on the board and remind students that he invented the term 'Cold War' in an essay written in 1945. Tell them they are going to read an extract from a novel Orwell wrote in 1948 called *Nineteen Eighty-Four*.
- Ask students to imagine what their life might be like in forty years' time. They should think about communication, government, living conditions and entertainment.
- Students discuss their ideas in pairs or small groups.
- Ask a few students to share their ideas with the class. Find out if, on the whole, students are optimistic or pessimistic about the future.

## Exercise 1 page 123

- Students discuss the difference between a utopian and a dystopian story. Remind them that they learned about the meaning of *utopia* and *dystopia* in Lesson 4B.

- Ask them to think of examples of both utopian and dystopian stories. They may struggle to think of books or films set in a utopian future; most depictions of the future tend to be dystopian. This could prompt further discussion about why dystopian visions are more interesting and popular than utopian visions.

### Culture note: George Orwell

George Orwell was born Eric Blair in India in 1903. Although his family was not wealthy, he attended expensive boarding schools in England as a scholarship student. He then worked for the British Imperial Police in Burma, a job he disliked intensely as he was opposed to the political regime there. He moved to Paris in 1928, where he struggled to find work and lived in great poverty. His experiences inspired his first book, *Down and Out in Paris and London*, published in 1933. He also wrote about poverty in northern England in *The Road to Wigan Pier* in 1936. In the same year, he travelled to Spain to fight with the Republicans in the Spanish Civil War. On returning to London, he worked as a journalist and writer for the *Tribune*, a left-wing magazine. His book *Animal Farm* – a fable about Stalin’s betrayal of the Russian Revolution – was published in 1945 and established Orwell as a respected writer. *Nineteen Eighty-Four* is set in an imaginary totalitarian future. Many of the ideas and phrases from the novel have entered popular usage, including ‘Big Brother is watching you’, ‘Room 101’ and ‘doublethink’. Orwell died of tuberculosis in 1950.

### Exercise 2 page 123

- Students read the extract and decide whether it is dystopian or utopian. Point out the glossary below the extract.
- Ask different students to quote lines which support their answer.

#### KEY

**Dystopian: posters plastered everywhere with the caption BIG BROTHER IS WATCHING YOU; the helicopter flying around and spying on people; constant surveillance from the telescreen; the mention of the Thought Police and that they are watching his every move**

### Exercise 3 page 123

- Students read the text again and answer the questions.
- Students can compare their answers in pairs before a whole class check.

#### KEY

(Possible answers)

- 1 To remind people that they are being watched.
- 2 The ‘telescreen’ looks like a modern-day flat-screen TV. It watches and listens to people, and transmits information to them.
- 3 He fears the Thought Police. Their role is to scrutinise everyone.
- 4 That the state has influence and authority over all its inhabitants; that people’s lives and what they say are scrutinised. (The implication is that if they say anything against the regime, they will be punished by the Thought Police.)

### Extra activity

- Write the following statements on the board:  
*Winston is not able to switch off the telescreen.* (T)  
*The extract is set at the beginning of winter.* (F)  
*Big Brother is described as small and fair.* (F)  
*Winston doesn’t know when the Thought Police are watching him.* (T)  
*Winston tries to avoid facing the telescreen.* (T)
- Ask students to read the text again and decide if the statements are true (T) or false (F).

### Exercise 4 4.13 page 123

- Give students time to read the three possible aims of Newspeak and to predict the correct one.
- Play the recording and check answers as a class.

#### KEY

b

#### Transcript

‘We’re getting the language into its final shape — the shape it’s going to have when nobody speaks anything else. When we’ve finished with it, people like you will have to learn it all over again. You think, I dare say, that our chief job is inventing new words. But not a bit of it! We’re destroying words — scores of them, hundreds of them, every day. We’re cutting the language down to the bone. The Eleventh Edition won’t contain a single word that will become obsolete before the year 2050’

He bit hungrily into his bread and swallowed a couple of mouthfuls, then continued speaking, with a sort of pedant’s passion. His thin dark face had become animated, his eyes had lost their mocking expression and grown almost dreamy.

‘It’s a beautiful thing, the destruction of words. Of course, the great wastage is in the verbs and adjectives, but there are hundreds of nouns that can be got rid of as well. It isn’t only the synonyms; there are also the antonyms. After all, what justification is there for a word which is simply the opposite of some other word? A word contains its opposite in itself. Take ‘good’, for instance. If you have a word like ‘good’, what need is there for a word like ‘bad’? ‘Ungood’ will do just as well — better, because it’s an exact opposite, which the other is not. Or again, if you want a stronger version of ‘good’, what sense is there in having a whole string of vague useless words like ‘excellent’ and ‘splendid’ and all the rest of them? ‘Plusgood’ covers the meaning, or ‘doubleplusgood’ if you want something stronger still. Of course, we use those forms already, but in the final version of Newspeak there’ll be nothing else. In the end, the whole notion of goodness and badness will be covered by only six words — in reality, only one word. Don’t you see the beauty of that, Winston? It was B.B.’s idea originally, of course,’ he added as an afterthought. ‘You haven’t a real appreciation of Newspeak, Winston,’ he said almost sadly. ‘Even when you write it you’re still thinking in Oldspeak. I’ve read some of those pieces that you write in *The Times* occasionally. They’re good enough, but they’re translations. In your heart, you’d prefer to stick to Oldspeak, with all its vagueness and its useless shades of meaning. You don’t grasp the beauty of the destruction of words. Do you know that Newspeak is the only language in the world whose vocabulary gets smaller every year?’

Winston did know that, of course. He smiled, sympathetically he hoped, not trusting himself to speak. Syme bit off another fragment of the dark-coloured bread, chewed it briefly, and went on:

'Don't you see that the whole aim of Newspeak is to narrow the range of thought? In the end, we shall make thoughtcrime literally impossible because there will be no words in which to express it. Every concept that can ever be needed will be expressed by exactly one word, with its meaning rigidly defined and all its subsidiary meanings rubbed out and forgotten. Already, in the Eleventh Edition, we're not far from that point. But the process will still be continuing long after you and I are dead. Every year fewer and fewer words, and the range of consciousness always a little smaller. Even now, of course, there's no reason or excuse for committing thoughtcrime. It's merely a question of self-discipline, reality-control. But in the end, there won't be any need even for that. The Revolution will be complete when the language is perfect. Newspeak is Ingsoc and Ingsoc is Newspeak,' he added with a sort of mystical satisfaction. 'Has it ever occurred to you, Winston, that by the year 2050, at the very latest, not a single human being will be alive who could understand such a conversation as we are having now? [...] 'By 2050 — earlier, probably — all real knowledge of Oldspeak will have disappeared. The whole literature of the past will have been destroyed. Chaucer, Shakespeare, Milton, Byron — they'll exist only in Newspeak versions, not merely changed into something different, but actually changed into something contradictory of what they used to be. Even the literature of the Party will change. Even the slogans will change. How could you have a slogan like "freedom is slavery" when the concept of freedom has been abolished? The whole climate of thought will be different. In fact, there will be no thought as we understand it now. Orthodoxy means not thinking — not needing to think. Orthodoxy is unconsciousness.'

### Exercise 5 4.13 page 123

- Students listen again and answer the questions. With a **weaker class**, be prepared to play the recording in sections, pausing after each piece of relevant information and checking the answer before continuing.
- Check answers as a class.

#### KEY

- 1 They will have to relearn their language.
- 2 It is to destroy words.
- 3 'Ungood' will replace 'bad', and 'plusgood' and 'doubleplusgood' will replace 'excellent'.
- 4 Oldspeak will have disappeared, the literature of the past will have been destroyed, and people won't need to think.

### Exercise 6 page 123

- Read out Syme's words to the class. Ask students if they believe that language can affect thought. Give an example: In Russian there are two different words for blue: *goluboy* (light blue) and *sinij* (dark blue). According to a 2007 study, Russian native language speakers are better at distinguishing shades of blue than English speakers.
- Ask students to think about other aspects of language that might affect the way we think or interact with the world, e.g. our use of tenses (some languages do not have future forms) or of gender markers.

- Students discuss the question in pairs. Monitor and help as necessary.
- Ask a few students to share their ideas with the class.

#### Extension

- Write the following slogans on the board:  
*War is Peace*  
*Ignorance is Strength*  
*Freedom is Slavery*
- Explain that these are all government slogans from *Nineteen Eighty-Four*. Ask students: *What do these slogans tell us about society in the book? What do they mean?*
- Ask students to create two more government slogans using the same structure.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand extracts from a 20th-century novel. I can discuss the links between language and thought.*

## 9 Culture

### Developments in science fiction

#### LESSON SUMMARY

**Reading:** A text about the history of science fiction

**Listening:** A podcast about science fiction in the cinema

**Speaking:** Exchanging opinions about science fiction books and films

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 2.

#### LEAD-IN 2–3 MINUTES

- Write *SCIENCE FICTION* on the board. Give students two minutes to brainstorm nouns, verbs and adjectives connected with the topic, e.g. alien, robot, space.
- Elicit ideas and write them on the board.

### Exercise 1 page 124

- Focus attention on the photos. In pairs, students think about what each photo represents.
- Ask students for their suggestions and then elicit examples of books or films that feature each of the topics, e.g. *I Robot* (a film starring Will Smith), *Star Trek* (a TV series and films about a space exploration vessel), *Jurassic Park* by Michael Crichton (a novel and films about genetically engineered dinosaurs), *The War of the Worlds* by HG Wells (a novel about alien invasion).

#### KEY

The photos represent (from left to right): robots / artificial intelligence, space travel, genetic engineering, aliens

### Exercise 2 page 124

- Students read the text to find out the significance of the dates. They should scan the text for the dates rather than read it in detail.
- Students can compare their answers in pairs before a whole class check.

**KEY**

- 1864 *Journey to the Centre of the Earth* was published.
- 1895 *The Time Machine* was published.
- 1896 Fiction magazines called 'the Pulps' were first published.
- 1920 The playwright Karel Čapek published *R.U.R.*
- 1926 The magazine *Amazing Stories* began.
- 1930 A new magazine called *Astounding Science Fiction* arrived.
- 1932 *Brave New World* was published.
- 1930s–1950s This was the Golden Age of science fiction.

**Exercise 3** page 124

- Students read the text again and answer the questions.
- Check answers as a class.

**KEY**

- 1 Because it is about a mad scientist and the advanced technology of the day.
- 2 Jules Verne and HG Wells
- 3 the publication of the fiction magazines called 'the Pulps'
- 4 The word 'robot'. It means 'slave' or 'servant'.
- 5 They weren't popular.
- 6 It flourished in films.

**Extra activity**

- Write the following book descriptions on the board: *Someone flies to the moon in a balloon.* (The Unparalleled Adventure of One Hans Pfall)  
*A future society of genetically engineered people* (Brave New World)  
*The first book about robots* (R.U.R.)  
*A book about how a mad scientist uses technology* (Frankenstein)  
*A scientific invention which is used by the author to criticise contemporary society* (The Time Machine)
- Students read the text again and find the titles of the books.

**Exercise 4** page 124

- In pairs, students discuss why science fiction appeals to so many people. Monitor and help as necessary and ensure that students listen and respond to each other.
- Ask a few students to share their ideas with the class.

**Exercise 5** 4.14 page 124

- Find out which films students have seen or heard of.
- Play the recording and check answers as a class.

**KEY**

- 1 *A Trip to the Moon* 2 *Metropolis* 3 *Forbidden Planet* 4 *2001: A Space Odyssey* 5 *Star Wars*
- 6 *The Matrix*

**Transcript**

**Host** More than half of the most popular films of all time are science fiction films. Our movie expert, Jonathan Myers, is here today to give us a brief outline of the evolution of the genre. Jonathan, I suppose the first science fiction movies appeared when cinema took off in the fifties?

**Guest** No, not at all. There were plenty of science fiction films before then, including the first film adaptations of Mary Shelley's *Frankenstein* in 1910, and Jules Verne's

*20,000 Leagues Under the Sea* in 1916. The very first in the genre was a 1902 film by French director Georges Méliès called *A Trip to the Moon*, which featured a spacecraft being launched to the moon from a large cannon. However, the most notable pre-1950s science fiction movie is Fritz Lang's *Metropolis*, released in 1927 and the most expensive film ever produced up to that point. It's a silent film that follows the wealthy son of the city's ruler and the poor worker he loves in their attempts to overcome the gulf separating the social classes. *Metropolis* includes elements such as an autonomous robot, a mad scientist, a dystopian society and futuristic sets.

**Host** So what made me think that the starting point for science fiction movies was the 1950s, then?

**Guest** Because hundreds of science fiction movies were made during this decade, though the quality of the earlier ones is debatable. Interest in science increased in the post-war period due to the development of the atom bomb and anxiety about the disastrous effects of a nuclear war with the Soviets. At first, only B-movies were made, such as *The Thing from Another World* in 1951 and *Them!* in 1954, but after witnessing the steady success of these low-cost productions, studios began dedicating large budgets to more serious films. In 1956, one of the most influential science fiction movies of all time was made. *Forbidden Planet* was the first science fiction movie to depict humans travelling faster than light in a man-made starship. It was also the first to be set on another planet and the first to have an all-electronic music score.

**Host** What happened to science fiction movies once the Golden Age was over?

**Guest** Well, very few good movies were made during the sixties, except for one, which some regard as the greatest ever made: Stanley Kubrick's 1968 epic science fiction film *2001: A Space Odyssey*. The story follows a crew on a journey to Jupiter accompanied by the intelligent computer HAL 9000. The film is noted for its realistic portrayal of space travel and ground-breaking special effects, and is considered to be the first science fiction art film.

**Host** Jonathan, it's ironic, isn't it, that *2001: A Space Odyssey* was released a year before man first set foot on the moon.

**Guest** Yes, it is, and obviously Neil Armstrong's achievement had a huge influence on science fiction as it caused a major resurgence in the genre, especially as far as space travel was concerned. The seventies was the decade that marked the beginning of two of the most popular science fiction franchises, with the release of *Star Wars* in 1977, and *Star Trek: The Motion Picture* in 1979. *Alien* also came out at the end of the decade featuring the scariest monster ever seen on the big screen. The boom in science fiction continued during the eighties and nineties, with at least one major science fiction movie being made each year. Take *E.T.* in 1982 and *Independence Day* in 1996 as two examples.

**Host** What effect did the technological advances of the eighties and nineties have on science fiction movies?

**Guest** Well, the emergence of the World Wide Web and cyberpunk led to a number of internet-themed movies, some of the first being those in the Matrix franchise, that's *The Matrix* from 1999 and *The Matrix Reloaded* and *The Matrix Revolutions*, both from 2003. All three movies are set in a world run by intelligent machines which use the body heat and electrical activity from humans as an energy source. Lately, the genre appears to have abandoned its focus on

space travel in favour of once more being a tool for political commentary – take the environmental message in *Avatar*, for example, and the uprising against the authoritarian government in *The Hunger Games*.

**Host** Science fiction movies have certainly come a long way since Méliès' *A Trip to the Moon*. Jonathan Myers, thank you so much for joining us.

**Guest** You're welcome.

### Exercise 6 4.14 page 124

- Play the recording again for students to record their answers. Be prepared to pause the recording a few times to give students time to write.
- Check answers as a class.

#### KEY

The development of the atom bomb at the end of World War II increased interest in science fiction. The 1969 moon landing caused a resurgence in movies featuring space travel. The technological advances of the eighties and nineties led to internet-themed movies.

### Exercise 7 page 124

- Students discuss the questions in pairs. Remind them of the four categories of science fiction stories symbolised by the four photos at the top of the page. They can think of a science fiction plot based around one or more of these categories, or they can think of other ideas. Monitor and help if necessary.
- Ask a few students to tell the class about the books they have read or films they have seen.

#### Extension

Students expand their ideas from exercise 7 about a science fiction novel or film and write a short summary. They should include details about plot, characters and setting. They could also work in small groups to write a short dramatic scene and act it out for the class.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I understand information about the history of science fiction. I can create my own science fiction story.*

## 9 Literature

### Fahrenheit 451 Ray Bradbury

#### LESSON SUMMARY

**Reading:** A text about Ray Bradbury and *Fahrenheit 451*; an extract from *Fahrenheit 451*

**Use of English:** Open cloze

**Listening:** An extract from *Fahrenheit 451*

**Speaking:** Discussing the events portrayed in *Fahrenheit 451*

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 5 and 6.

#### LEAD-IN 2–3 MINUTES

- Tell students to imagine that all the books in the world are about to be destroyed. However, they can choose three books and save them from destruction.
- Students work in pairs and tell their partner which books they will save and why they are particularly important or precious.
- Ask a few students to share their choices with the class.

### Exercise 1 page 125

- Students work in pairs and discuss whether they prefer reading books or watching TV. Ask them to think of the benefits and drawbacks of each activity.

### Exercise 2 page 125

- Ask students to read the text to get a general idea of the meaning. Refer students to the strategy on page 107 if necessary.
- Students complete the text.
- Check answers as a class.

#### KEY

1 from 2 at 3 in 4 of 5 in 6 of 7 as  
8 as 9 from

#### Extra activity

Write the following questions about the text on the board for students to answer:

*What does the title 'Fahrenheit 451' refer to? (the temperature at which paper burns)*

*What do firemen do in the book? (They burn books.)*

*Which two events inspired Bradbury? (the burning of books in Germany during the 1930s and the Great Purge of 1936–1938 in Soviet Russia)*

### Exercise 3 4.15 page 125

- Play the recording for students to find out who starts the fire and why. Remind them just to listen for the answer to the question.
- Students can discuss their ideas in pairs before whole class feedback.

#### KEY

The woman starts the fire, probably because she can't live with the alternative – a life without her books.

#### Transcript

'Montag!'

He jerked about.

'Don't stand there, idiot!'

The books lay like great mounds of fishes left to dry. The men danced and slipped and fell over them. Titles glittered their golden eyes, falling, gone.

'Kerosene!'

They pumped the cold fluid from the numbered 451 tanks strapped to their shoulders. They coated each book, they pumped rooms full of it.

They hurried downstairs; Montag staggered after them in the kerosene fumes.

'Come on, woman!'

The woman knelt among the books, touching the drenched leather and cardboard, reading the gilt titles with her fingers while her eyes accused Montag.

'You can't ever have my books,' she said.

'You know the law,' said Beatty. 'Where's your common sense? None of these books agree with each other. You've been locked up here for years with a regular damned Tower of Babel. Snap out of it! The people in those books never lived. Come on now!'

She shook her head.

'The whole house is going up,' said Beatty.

The men walked clumsily to the door. They glanced back at Montag, who stood near the woman.

'You're not leaving her here?' he protested.

'She won't come.'

'Force her, then!'

Beatty raised his hand in which was concealed the igniter.

'We're due back at the house. Besides, these fanatics always try suicide; the pattern's familiar.'

Montag placed his hand on the woman's elbow. 'You can come with me.'

'No,' she said. 'Thank you, anyway.'

'I'm counting to ten,' said Beatty. 'One. Two.'

'Please,' said Montag.

'Go on,' said the woman.

'Three. Four.'

'Here,' Montag pulled at the woman.

The woman replied quietly: 'I want to stay here.'

'Five. Six.'

'You can stop counting,' she said. She opened the fingers of one hand slightly and in the palm of the hand was a single slender object.

An ordinary kitchen match.

The sight of it rushed the men out and down away from the house. Captain Beatty, keeping his dignity, backed slowly through the front door, his pink face burned and shiny from a thousand fires and night excitements. God, thought Montag, how true! Always at night the alarm comes. Never by day! Is it because the fire is prettier by night? More spectacle, a better show? The pink face of Beatty now showed the faintest panic in the door. The woman's hand twitched on the single matchstick. The fumes of kerosene bloomed up about her. Montag felt the hidden book pound like a heart against his chest.

'Go on,' said the woman, and Montag felt himself back away and away out of the door, after Beatty, down the steps, across the lawn, where the path of kerosene lay like the track of some evil snail.

On the front porch where she had come to weigh them quietly with her eyes, her quietness a condemnation, the woman stood motionless.

Beatty flicked his fingers to spark the kerosene.

He was too late. Montag gasped.

The woman on the porch reached out with contempt for them all, and struck the kitchen match against the railing. People ran out of their houses all down the street.

#### Exercise 4 4.15 page 125

- Give students time to read the questions and answer options.
- Play the recording again and check answers as a class.

#### KEY

1 c 2 d 3 b

#### Exercise 5 page 125

- Students discuss the question in pairs. Ask them to think about what they have already learned about the society described in the extract. Does it seem tolerant? What do they think happens to people who break the rules?
- Ask a few students to share their ideas with the class but do not tell them if they are correct or not.

#### Exercise 6 page 125

- Ask students to read the extract quickly just to find out what happens to Montag and what Beatty makes Montag do. Point out the glossary at the bottom of the page.
- Check answers as a class.

#### KEY

He is arrested. Beatty is making Montag burn his own books with a flame thrower.

#### Exercise 7 page 125

- Read out the introductory paragraph and ensure that students understand that Faber is communicating with Montag via a radio earpiece, whereas Beatty is with Montag in person.
- Students read the text again and answer the questions.
- Check answers as a class.

#### KEY

- 1 'Montag, can't you run, get away!' 'No!' cried Montag helplessly. 'The Hound! Because of the Hound!'
- 2 Mildred has betrayed him by bringing the books he had hidden in from the garden. It appears that she has told the authorities about him too. Their marriage wasn't happy – they had twin beds, which Montag doesn't expect to contain heat and passion and he refers to Mildred as a 'strange woman'.

#### Exercise 8 page 125

- Students discuss the questions in pairs. Ask them if they can think of any books that have been banned in their own country or in other countries, and why.
- Ask a few students to share their ideas with the class.

#### Extension

Ask students to work in small groups and prepare a news broadcast about the burning of books at Montag's house. Their report should be presented as if it is part of a state-sanctioned broadcast and that therefore it should approve of the burning and disapprove of Montag. Students can then perform their news broadcasts for the class.

#### Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand an extract from a 20th-century science fiction novel, I can discuss dystopian societies.*



# Workbook answer keys and transcripts

## Introduction

### IA Grammar

#### Past simple and present perfect

##### Exercise 1 page 4

1 has started 2 has changed, saw  
3 Was ... invented 4 ruled 5 has been  
6 lived 7 did ... come, have been  
8 was told, has proved

##### Exercise 2 page 4

1 happened, cut 2 known  
3 finished, been working  
4 heard, been expecting  
5 lived / been living 6 been using

##### Exercise 3 page 4

Students' own answers

##### Exercise 4 page 4

1 haven't been 2 tried 3 didn't pick up  
4 've hardly had 5 have been revising  
6 started 7 've had 8 were 9 went  
10 've only been learning 11 've finished  
12 've applied 13 've received  
14 haven't heard

### IB Grammar

#### Past tenses

##### Exercise 1 page 5

1 was revising 2 was thinking  
3 spent 4 weren't listening  
5 was getting 6 borrowed  
7 were arguing 8 didn't seem

##### Exercise 2 page 5

1 a 2 a 3 a/b 4 a 5 b  
6 a/b 7 b 8 a/b

##### Exercise 3 page 5

2 By 1992, Tom had moved to London.  
3 In 1994, Tom was living in Bristol.  
4 By 1997, Tom had been going to / had been at secondary school for two years.  
5 Between 2001 and 2003 Tom didn't have a job.  
6 By 2013, Tom had been working in London for ten years.

##### Exercise 4 page 5

1 decided  
2 had always wanted  
3 had even tried  
4 was  
5 worked / had worked / had been working  
6 seemed  
7 was sitting  
8 was becoming / had become  
9 found  
10 was shining  
11 were singing  
12 went  
13 began

### IC Grammar

#### Articles

##### Exercise 1 page 6

1 - 2 the 3 the 4 a 5 a  
6 The 7 the 8 the 9 an  
10 the 11 a 12 The 13 the  
14 the 15 - 16 the

##### Exercise 2 page 6

1 the 2 ✓, ✓ 3 the 4 the  
5 ✓, ✓ 6 the

##### Exercise 3 page 6

1 -, an, -, -, -, the 2 -, the, the, -, -, the 3 The, -, - a, the, -  
4 the, the, -, a, -, - 5 -, -, the, a, the, -, - 6 The, the, the, the

##### Exercise 4 page 6

1 ... from one job to another ...  
2 listen to the radio ...  
3 ... he says he's a journalist.  
4 ... spent an hour or two shopping.  
5 She earns €500 a week as a plumber.  
6 ... camping one weekend in July.  
7 ... hotel near Lake Windermere.

### ID Grammar

#### Talking about the future

##### Exercise 1 page 7

1 is going to apply 2 'm going to have  
3 'll carry 4 'm going to vomit  
5 is going to come out  
6 'm going to travel  
7 Will ... love 8 'll lend

##### Exercise 2 page 7

1 'll answer  
2 'll text, get  
3 will / are going to  
4 'll be / 'm going to be  
5 'll probably go / 're probably going to go  
6 'll do / 's going to do  
7 leaves, are no, 'll arrive  
8 'm visiting / 'm going to visit / 'll visit

##### Exercise 3 page 7

1 ... Liam and Sarah are going to have ....  
2 correct  
3 ... you'll certainly fail your exams.  
4 ... That ladder is going to fall!  
5 You definitely won't be able to use ...  
6 correct

##### Exercise 4 page 7

1 Are ... going / Are ... going to go  
2 'm not  
3 'm going / 'm going to go  
4 're heading off  
5 're going to visit  
6 'll be / will be  
7 'm looking  
8 is  
9 leaves  
10 'll be  
11 'll see  
12 'll phone  
13 get back

## Unit 1 Beginnings

### 1A Vocabulary

#### Memories

##### Exercise 1 page 8

call to mind, evoke, recall, recollect, remind

##### Exercise 2 page 8

1 a/b 2 b 3 a 4 b 5 a  
6 a/b 7 a/b 8 a

##### Exercise 3 page 8

1 lasting, b  
2 evocative, b  
3 reminiscing, c  
4 reminding, a  
5 recalling, a



## Transcript

- 1 When I was about nine or ten, I used to walk to and from school on my own because my parents went to work. Sometimes I'd walk with a boy called Ollie, who lived round the corner from me. We were in the same class at school, but I wouldn't say we were close friends – we didn't see each other when we weren't at school. Anyway, one day Ollie kindly offered to lend me a DVD I really wanted to watch, so we both called in at his house to get it. I'd never been in his house before. It was amazing – so many animals everywhere! Cats on every chair and sofa, two dogs running around, small rodents in cages ... and the smell was terrible! It was so off-putting – and the memory of that smell stayed with me for years. Maybe that's why I haven't got any pets in my apartment. Going to Ollie's house really put me off for good!
- 2 The summer after I graduated from university, my mother took me on holiday to Paris for a week. We stayed in a small hotel near the river Seine. My mother told me she had stayed there with my father shortly after they had married, and a few times during the holiday she stopped and said, 'this brings it all back to me,' or words to that effect. I assumed she was remembering that holiday with my father, but in fact, her memories went back much further. Her own father had taken her to Paris when she was a teenager. It was her first holiday abroad and made a huge impression on her, and it was this earlier holiday which kept coming to her mind.
- 3 We live in Manchester, but my dad's family are all from Scotland. He grew up on a farm right in the far north, surrounded by fields and animals – and near the sea too. It was obviously a fantastic childhood, and very different from the life my own children have. My dad and his brother had so much freedom! When they're together at family parties or other events, they always talk about things that happened to them as kids, and in particular, they spend ages talking about the adventures they had while they were exploring the beaches and the caves near their home. The sea

was too cold to swim in, but they had a small boat they would go out in, and it seems they did some amazing things – although I suspect they're making some of it up!

- 4 When I was at primary school, I had school dinners. The food was terrible and the teachers used to make us finish everything on our plates – or try to, anyway. I vividly remember what happened one lunchtime, when I was about six. I really didn't want to eat my carrots – I didn't like carrots – but I couldn't think what to say. So I told the teacher that I couldn't eat them because they were poisonous. The teacher laughed and I suddenly felt extremely embarrassed. I now work for my local council and we have a canteen at work. Whenever there are carrots in the canteen, I can't help thinking of that teacher laughing at me. But I'm fine eating carrots at home or in a restaurant.
- 5 I spent the first eight years of my life in Italy, because my parents owned a small hotel there. Then we moved back here to the UK, which is where my parents are from, and I started going to school here. It took me a few months to settle in, but after that I was definitely happier in the UK – I had more friends, for a start. I'd never really fitted in when I was in Italy because I wasn't Italian and didn't speak the language fluently. (I always spoke English with my parents.) And the hotel was quite remote, up in the mountains, so there weren't many other families around. Back in England, I joined a football team and suddenly I had lots of friends. I never really talked to them about my past, only about things we had in common – football, mostly! And even now, I don't think much about those years abroad. They weren't unhappy, exactly – just not very memorable.

### Exercise 4 page 8

- 1 brains, c
- 2 bell, e
- 3 lane, a
- 4 memory, f
- 5 sieve, b
- 6 heart, d

## 1B Grammar

### Question forms

#### Exercise 1 page 9

- 1 What did Kylie order for lunch?
- 2 Who ordered a sandwich?

- 3 What did Max's mother study at university?
- 4 What caused the fire alarm to go off at school?
- 5 What hadn't the police noticed? / What had the police not noticed? / What didn't the police notice?
- 6 Who wants Ryan to be team captain?

#### Exercise 2 page 9

- 1 Who did order a sandwich?
- 2 What did cause the fire alarm to go off at school?
- 3 Who does want Ryan to be team captain?

#### Exercise 3 page 9

- 2 Had they?
- 3 Is it?
- 4 Do they?
- 5 Doesn't it?
- 6 Wouldn't they?

#### Exercise 4 page 9

- 2 Didn't Jack's brother use to live in China?
- 3 Don't the school fees have to be paid online?
- 4 Don't the exams start next month?
- 5 Hasn't Maria been late every day this week?
- 6 Isn't it time we tackled global warming?
- 7 Didn't Pierre and Marie Curie discover Radium?

#### Exercise 5 page 9

- 2 d, Why all the fuss?
- 3 e, Why not invite both of them?
- 4 f, But why take a chance?
- 5 a, Why not eat before we go out?
- 6 c, But why complain?

## 1C Listening

### Designer babies

#### Exercise 1 page 10

- a as b are c my d say  
e no f for

#### Exercise 2 page 10

- 1 fact
- 2 opinion
- 3 fact
- 4 fact
- 5 opinion
- 6 opinion
- 7 opinion
- 8 fact
- 9 opinion
- 10 opinion

#### Transcript

- 1 Identical twins are genetically identical, in the same way that clones would be.
- 2 If the technology exists to clone humans, the chances are criminals will misuse it.

- 3 Scientists are currently searching for ways to cure certain diseases by cloning a patient's own cells.
- 4 The first animal to be successfully cloned by scientists was a sheep, born in 1996 and called 'Dolly'.
- 5 No doubt scientists will one day use cloning to grow new organs, so they can cure diseases.
- 6 To my mind, cloning should be banned; it may have consequences beyond our control.
- 7 As far as I'm concerned, scientists should not interfere at all with human genetics.
- 8 Scientists hope to find a successful treatment for hair loss by cloning the cells from which hairs grow.
- 9 For me, the important thing is to welcome scientific progress, not fear it.
- 10 I dare say the super-rich will try to clone themselves so they can live forever.

### Exercise 3 1.03 page 10

A c, 6 B a, 7 C f, 9 D b, 2  
E e, 5 F d, 10

#### Transcript

See exercise 2.

### Exercise 4 1.04 page 10

man

#### Transcript

**Woman** Did you see that programme on TV last night about human cloning?

**Man** Yes, I did. It was fascinating, wasn't it?

**Woman** Yes! And a bit worrying too, some of it.

**Man** Worrying in what sense?

**Woman** Well, you know ... Who knows where it will end? I mean, once these scientists develop the technology to clone human beings, it'll be very difficult to control what happens.

**Man** I dare say there are lots of regulations, though. So the scientists can't just do what they like, can they?

**Woman** Well, that's the theory. But look what happened with genetically modified food!

**Man** What did happen?

**Woman** There were lots of regulations at first, to control the use of GM seeds. But now those regulations are less strict – and GM seeds are used everywhere.

**Man** There are certainly more than there used to be ...

**Woman** And no doubt some of our food contains genetically modified

ingredients and we don't even know it.

**Man** Does it?

**Woman** I expect so, yes. And the chances are, our crops will be genetically modified one day soon.

**Man** But that won't happen with cloning, will it? Do you really think it will?

**Woman** I don't know for sure. But it could. Especially when the super-rich realise the potential. I mean, it would be a kind of immortality, wouldn't it? When you're getting really old, you clone yourself – and carry on!

**Man** I don't think cloning really works like that.

**Woman** Or maybe they would use cloning to grow a new heart – or new lungs. That way, they could replace parts of their body and stay young forever. But only the super-rich would be able to afford it.

**Man** Yes, I can certainly see that happening. What a terrible idea!

**Woman** I know!

**Man** But the programme mentioned some other more positive developments, didn't it?

**Woman** I think they called it therapeutic cloning.

**Man** That's right. And that doesn't involve creating new life – just new cells, so that the body can heal itself. That seems like a really good idea – if it works.

**Woman** But I don't trust the scientists to stop there. Once they develop the technology, they'll want to go further and further. It's always like that.

**Man** I don't agree. With the right limitations in place, I think it could offer hope to large numbers of people – people suffering from really serious conditions.

**Woman** Hmm. I'd just say no to the whole thing – to all types of cloning. Stop it now while we still can!

**Man** Oh, I think that's too extreme. No doubt we need stricter regulations, but we can't just turn our backs on medical advances. And I'm not sure your worries are based on real evidence ...

**Woman** Are you saying I watch too much science fiction?

**Man** No!

### Exercise 5 1.04 page 10

1 c 2 b 3 b 4 d 5 b

#### Transcript

See exercise 4.

## 1D Grammar

### Habitual actions

#### Exercise 1 page 11

Students circle sentences 1, 4, 5 and 6.

#### Exercise 2 page 11

1 My grandma used to live in France as a child.

4 ... my uncle used to have a job in a factory.

5 ... I didn't use to be keen on swimming.

6 ... my favourite subject used to be music.

#### Exercise 3 page 11

Suggested answers:

1 ... because he is forever cheating.

2 ... but he is always messaging me in the middle of the night.

3 ... but they were always making us sing in the morning.

4 My dad is forever embarrassing me in front of my friends.

5 ... he was constantly chewing my trainers.

6 My mum is always waking me up early for no reason ...

#### Exercise 4 page 11

1 a 2 d 3 d 4 b 5 a 6 b

7 a 8 b

#### Exercise 5 page 11

Students' own answers

## 1E Word Skills

### Phrasal verbs (1)

#### Exercise 1 page 12

1 make 2 turned 3 blend

4 go 5 stand 6 carry 7 come

#### Exercise 2 page 12

1 are looking into

2 gone down

3 accounts for

4 have brought about

5 get away with

6 won't / will not put up with

#### Exercise 3 page 12

1 it, – 2 them, – 3 –, –, it

4 –, –, him 5 –, –, them

#### Exercise 4 page 12

1 sign up for sth

2 give sth ← → away

3 drop out of sth

Students' own answers

## 1F Reading

### Bad beginnings

#### Exercise 1 page 13

- 1 Soichiro Honda
- 2 Lady Gaga
- 3 Stephen King, Steven Spielberg

#### Exercise 2 page 13

- 1 D 2 A 3 D 4 D 5 D 6 A  
7 C 8 B 9 B 10 C

## 1G Speaking

### Interview

#### Exercise 1 page 14

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

#### Exercise 2 page 14

- 1 a 2 a 3 b 4 b 5 a

#### Exercise 3 1.05 page 14

- A 4 B - C 3 D 1 E - F 2

#### Transcript

**Student** I've been going to the same dance class for years, and I know all the other people there. So it's a nice social event as well as getting some physical exercise. As for sports, I'm not very good at ball games and I don't really enjoy them. But I love athletics – both track and field events – whether or not I'm good at them!

I definitely intend to do a university degree – probably in languages, provided that my exam results are good enough. If possible, I'd like to spend some time abroad, maybe in Italy, seeing as Italian is my best subject. When it comes to employment, I really don't have much idea what I want to do when I finish my degree.

I try to be as honest as I can, and I'd like to think my friends can rely on me to be there when they need me. As regards negative qualities, I can be impatient at times, I suppose. And perhaps I get angry too easily – or I do when I'm tired, anyway, even though I try not to.

I'm not a big fan of junk food, so I hardly ever buy it. If I eat out, I usually have pasta of some kind, unless I'm in an Indian restaurant. As far as snacks are concerned, I try to go for healthy things like fruit, but sometimes I really feel as though I need chocolate!

#### Exercise 4 1.05 page 14

- 1 When it comes to

- 2 As far as ... are concerned

- 3 As regards

- 4 As for

#### Transcript

See exercise 3.

#### Exercise 5 page 14

Students' own answers

#### Exercise 6 page 14

Students' own answers

## 1H Writing

### Opinion essay

#### Exercise 1 page 15

- 1 effacing 2 narrow 3 skinned  
4 self 5 minded 6 tempered

#### Exercise 2 page 15

- 1 punctual 2 shrewd 3 placid  
4 reserved 5 gullible  
6 spontaneous

#### Exercise 3 page 15

- 1 The phrase 'loads of' is too informal. It could be replaced with 'many'.  
2 Indeed

#### Exercise 4 page 15

So to sum up

#### Exercise 5 page 15

Students' own answers

#### Exercise 6 page 15

Students' own answers

## Review Unit 1

#### Exercise 1 page 16

- 1 recalled 2 evoke  
3 recollections 4 mind 5 blot  
6 reminding 7 lasting  
8 nostalgia

#### Exercise 2 page 16

- 1 trip 2 rings a bell 3 heart  
4 takes me back 5 pleasant  
6 vivid 7 traumatic

#### Exercise 3 page 16

- 1 put ... off 2 came across  
3 sign up for 4 turned ... down  
5 accounts for 6 get away with  
7 fit in 8 bring about

#### Exercise 4 page 16

- 1 a kick in the teeth  
2 go off the rails  
3 set sb on the right track  
4 a cloud hanging over (sb's) future  
5 follow a different path

#### Exercise 5 page 16

- 1 view 2 Seeing 3 what  
4 Given 5 due / owing  
6 Bearing in

#### Exercise 6 page 16

- 1 gullible 2 spontaneous  
3 self-effacing 4 shrewd  
5 broad-minded 6 introvert  
7 trustworthy

#### Exercise 7 page 17

- 1 Why not, d  
2 Wasn't it, h  
3 Why do that, g  
4 Did she, a  
5 Then who did, b  
6 Were you, e  
7 Well who has, c  
8 Why go, f

#### Exercise 8 page 17

- 1 ... my parents always took me to the zoo.  
2 ... but he will / does bark.  
3 Dan always arrives late ...  
4 didn't use to be  
5 ✓  
6 We used to live there.  
7 Ana was always borrowing ...  
8 Helen is continually reminding people ...

#### Exercise 9 page 17

- 1 although they are  
2 has a tendency to be  
3 As far as I'm concerned  
4 Why not come 5 keeps gossiping  
6 is continually getting 7 provided (that) we don't  
8 whether or not I

## Unit 2 Stories

## 2A Vocabulary

### Talking about stories

#### Exercise 1 page 18

- 1 pace 2 intriguing 3 happy  
4 humour 5 mystery  
6 believable 7 identify 8 love

#### Exercise 2 page 18

- 1 set 2 opens 3 unfolds  
4 Central 5 twists and turns  
6 drawn 7 narrative  
8 portrayal

#### Exercise 3 page 18

- 1 chilling 2 unconvincing  
3 predictable 4 humorous  
5 compelling 6 thought-provoking

**Exercise 4** page 18

- 1 by its cover 2 turner 3 going  
4 bookworm 5 bedtime reading  
6 between the lines

**Exercise 5** 1.06 page 18

- 1 poetry 2 short story 3 play  
4 novel

**Transcript**

- 1 Well ... it's got some really evocative descriptions. I also like that you've written it all in the first person, although you're clearly talking about several people. However, you do need to make some improvements. For example, some of the phrases are a bit predictable – like 'crying buckets' in verse 2. Remember that, unlike novels, every word is important here. And it's how you use the words together that matters. I also found all the emotions a bit unbelievable – perhaps it should be less sentimental. Finally, the third verse is very slow moving, so you need to do something to give it a faster pace. But ... as I said ... there are some really nice lines, so well done! Why don't you go away and see if you can rewrite it, then bring it back next week?
- 2 *Mirrors*, by Carol Shields, is a very powerful narrative. It's also only a few pages long, and it only took me twenty minutes to read it. It's a touching tale of a married couple who don't wish to face up to the inevitability of growing old. The plot hinges on the idea of them ignoring the passing of time by removing mirrors – or anything shiny and reflective – from the house. The characters of the old people in the tale are beautifully drawn, and you can really identify with them and their fears. It almost has the feel of a fairy tale. It's as if the simple act of looking in a mirror will break a magic spell, and bring the couple's world crashing down.
- 3 *The Wolves*, at the Duke Theater on 42nd Street, is one of the best new productions in New York. It's an all-female show – not surprisingly, perhaps, as the action centres on a girls' soccer team. It's full of energy, and the actors' ability to stage a convincing soccer match on a small stage is very impressive. It has lots of humour, but it isn't all lightweight fun. This show is far from shallow

– it manages to highlight serious topics as diverse as the problems of adolescence, organised religion, and the macabre practices of a real-world dictatorship. *The Wolves* is Sarah De Lapp's first major production, but I think we'll be hearing a lot more from her in the future.

- 4 Welcome back to the show. Now, since we're talking about great works of literature this week, have you read Neil Gaiman's book *American Gods*? I really want to recommend it to my listeners. It's a brilliant story which combines fantasy and ancient myths with that great American dream: the long-distance road trip. The book has a very intriguing plot which centres on the relationship between the two main protagonists – a criminal called Shadow and a strange character called Mr Wednesday. It contains mystery and suspense and some nail-biting action with some very funny moments. All in all, it's a real page-turner. But I wouldn't recommend it as a bedtime story because there are some quite chilling moments in the novel. It could easily keep you awake!

**Exercise 6** 1.06 page 18

A 4 B 1 C – D 3 E 2

**Transcript**

See exercise 5.

**2B Grammar****Conditionals****Exercise 1** page 19

- 1 hadn't told 2 would 3 read  
4 would have enjoyed 5 'd have  
6 had

**Exercise 2** page 19

- 1 We'd have had an easier time in Paris last month if we spoke French.  
2 I wouldn't have to fix your computer all the time if you had bought an anti-virus programme.  
3 If people hadn't invented cars, trains would still be the main form of transport.  
4 If Toby had apologised for what he said, I wouldn't be so angry with him.  
5 If you checked Facebook more often, you would have known about the Literature Festival.

**Exercise 3** page 19

- 1 Should Claire phone, I'll tell her that you're busy.  
2 ✓  
3 ✓  
4 If I was / were more confident, I'd ask Darren out.  
5 Had you asked me, I would have helped you.

**Exercise 4** page 19

- 1 d, in case 2 c, Supposing  
3 b, In case 4 a, provided  
5 e, unless

**Exercise 5** page 19

- 1 b 2 b 3 c 4 c 5 a 6 c  
7 c 8 c 9 b 10 a

**2C Listening****Investigative journalism****Exercise 1** page 20

- 1 revelations 2 scandal 3 ethics  
4 tip-off 5 dig around 6 infiltrate  
7 gruesome 8 gutsy

**Exercise 2** page 20

Suggested answers:

- 1 adjective 2 noun 3 noun  
4 noun

**Exercise 3** 1.07 page 20

- 1 private  
2 retro-reflective technology / materials  
3 contacts  
4 clothes

**Transcript**

- 1 Some journalists and photographers give the news profession a bad name. They harass people, stopping celebrities on the sidewalk or infiltrating private events like parties. Some people even use drones to spy on famous people in their back yards. Of course, if you're a celebrity and you go to a place where the rich and famous hang out, you expect people to take photos of you. But it's really bad when you can't protect your privacy. Some people can't even go to the convenience store for groceries without someone coming up and shoving a camera in their face.
- 2 A new technology is helping famous people to fight back against the paparazzi. Retro-reflective technology uses special materials that reflect light. The idea is simple: when someone takes a picture of

you, their camera sends out a flash of light. Retro-reflective materials reflect this light straight back at the camera, ruining the photo. When the paparazzi can't take good pictures of you, they leave you alone. You can buy lots of things made out of these materials, like scarves, jackets and handbags. Some celebrities even wear T-shirts with a secret message on them. The message can't be seen in normal light, but it appears when the T-shirt reflects a camera flash. It usually says something very impolite!

- 3 To get good shots of famous people, most photographers wait around for hours outside celebrity events – or outside a celebrity's house. I even know one photographer who camped outside Robert Pattinson's place for a whole week to get a good shot of him! But I don't usually do things like that. I've got contacts all over town ... bell boys, waiters, cleaning staff, personal trainers – you name it. They give me really good tip-offs, so I catch celebrities when they're not ready to be photographed. That way, they're acting much more naturally. And if I get a good shot, and it's published, I pay the person who helps me a small fee. It's that simple.
- 4 In 2007, eighteen-year-old Daniel Radcliffe was already famous from the Harry Potter films when he took his first theatre role in the play *Equus*. The play was on in the West End of London, and photographers waited outside the theatre every night after the show. He couldn't walk out into the street without people following him with cameras, so Radcliffe did something very clever. He wore the same clothes when he left the show every night. No magazine or newspaper would buy the shots of him after that because they were boring – they all looked the same. Radcliffe thought it was very funny, and so do I!

#### Exercise 4 page 20

Students' own answers

#### Exercise 5 1.08 page 20

- 1 tip-offs 2 false life history  
3 trusted 4 information  
5 suspected 6 kill (someone)  
7 ethics 8 public officials

### Transcript

**Presenter** Now, you've probably seen the Johnny Depp film *Donnie Brasco* – about an FBI agent who infiltrated the Mafia. But did you know it was a true story? With me in the studio today is investigative journalist Beth Chambers, who has written a biography of his life. Welcome to the show, Beth.

**Beth** Thanks.

**Presenter** Tell us a bit about the real Donnie Brasco.

**Beth** Well, his real name was Joe Pistone. Pistone grew up in a Sicilian family in New Jersey. He worked as a school teacher before joining the FBI in 1969. At the time, FBI agents usually used tip-offs to investigate crimes.

**Presenter** They didn't go incognito?

**Beth** No, because it was too dangerous. But Pistone realised that sometimes you have to get close to criminals to catch them. In his first undercover operation, Pistone became a truck driver for a criminal gang – and he uncovered enough information to arrest over 30 people. In September 1976, Pistone went incognito again. He pretended to be a thief who sold stolen jewels and other goods. He carefully created a false life history, and the FBI destroyed all their records about him.

**Presenter** To hide his identity?

**Beth** That's right. Selling stolen property soon brought him into contact with the New York Mafia. The Mafia is organised into groups called 'families', which are joined together by family ties, friendship and loyalty. Pistone began to work with two members of the Bonanno Family – one of New York's most important Mafia families. Through them, Pistone met a more important family member: Benjamin Ruggiero. Ruggiero worked with Pistone for six years. They were close, and Ruggiero trusted him completely. He taught Pistone a lot about the ways of the Mafia. Without knowing it, Ruggiero gave Pistone – and the FBI – plenty of information. Pistone took terrible risks to dig around and find out about the Mafia.

**Presenter** And nobody suspected his real identity?

**Beth** No. He certainly looked the part of a Mafia man. He spoke fluent Italian with New York slang. He carried a gun, wore nice clothes and drove an expensive car.

**Presenter** How long did this go on?

**Beth** Six years. Then the Bonanno Family asked Pistone to kill someone. Of course, Pistone couldn't do that. He was keen to arrange a fake murder, but the FBI stopped the operation. It was too dangerous, they said – and anyway, they now had enough information to arrest people. So in 1981, Pistone suddenly disappeared. Then the FBI began arresting members of several Mafia families.

**Presenter** Some people have questioned the ethics of officers working with criminals for so many years.

**Beth** Absolutely, but you can't argue with the results: 120 dangerous criminals went to prison for life because of Pistone's work. Their trials were in the papers, and New Yorkers heard chilling revelations about how the Mafia operated in their city. They also heard about the scandal of public officials receiving payments from the Mafia.

**Presenter** Did the Mafia try to protect themselves after Pistone disappeared? Or try to get revenge?

**Beth** Yes, they did. First they killed the men who had introduced Pistone to the Mafia. Then they tried to kill Ruggiero, but the FBI arrested him first.

**Presenter** And did they go after Pistone?

**Beth** Yes, but they couldn't find him. More than 40 years after Pistone went undercover, he still hides his identity. And the New York Mafia still has a 30-million-dollar price on his head.

## 2D Grammar

### Inversion of subject and verb

#### Exercise 1 page 21

- 1 Not since 2 Only if 3 So  
4 No longer 5 Had 6 There

#### Exercise 2 page 21

- 1 Never had I witnessed  
2 In no way should you  
3 Hardly had the prime minister arrived  
4 Little did we know  
5 Up went  
6 Seldom did he state his opinion  
7 Crash went

#### Exercise 3 page 21

- 1 Nowhere could we see Kelly.  
2 No sooner did we see / had we seen Jake's face ...

- 3 Not until I knew I was safe did I stop running.
- 4 Under no circumstances should you touch that cable.
- 5 Not for one second did we believe Sue was guilty.
- 6 Not only was he rude ...

#### Exercise 4 page 21

- 1 Should you get bored
- 2 Hardly had I sat down
- 3 no circumstances should you
- 4 no way are you
- 5 for a moment did
- 6 until decades later did
- 7 Not only were we
- 8 Seldom did it rain

#### Exercise 5 page 21

- 1 No sooner had we arrived
- 2 Not only were
- 3 seldom did I feel
- 4 At our feet lay
- 5 crunch went
- 6 No sooner had we reached / did we reach
- 7 Rarely do/did these apes come
- 8 Not for one moment did we hesitate

## 2E Word Skills

### Compounds

#### Exercise 1 page 22

- 1 warm 2 tax 3 lift / tip
- 4 hand 5 last 6 tip / lift
- 7 break / crack 8 twenty
- 9 strong 10 crack / break

#### Exercise 2 page 22

- 1 easy 2 minded 3 best
- 4 winning 5 ending
- 6 user 7 page

#### Exercise 3 page 22

- 1 break-up 2 check-in
- 3 warm-up 4 rip-off
- 5 take-away 6 make-up

#### Exercise 4 page 22

- 1 world 2 respected 3 three-minute
- 4 award 5 well
- 6 worldwide 7 made
- 8 educated

#### Exercise 5 page 22

- 1 A His meal looked delicious.  
B I think it was a shark.
- 2 A Do I have to pay for it?  
B I don't want to buy beauty products with aluminium in them.
- 3 A He's very famous.

**B** But we don't know who many undercover agents are.

## 2F Reading

### *The Woman in White*, by Wilkie Collins

#### Exercise 1 page 23

Suggested answers:

- 1 rooms 2 Please 3 creep
- 4 colour 5 welcome 6 feelings
- 7 seriousness

#### Exercise 2 page 23

- 1 F. The woman and her presence are 'fathomless mysteries' to him.
- 2 T. She asks him a 'strange question' and he 'hesitates' before answering it.
- 3 F. The woman says, 'you DON'T know him'.
- 4 T. He tells her his profession 'a little bitterly, perhaps'.
- 5 F. She takes his arm and says 'Thank God! I may trust HIM.'

#### Exercise 3 page 23

Suggested answers:

- 1 He is confused and doesn't know if he is doing the right thing.
- 2 Because he thinks her question is strange. Also, he doesn't want to frighten her.
- 3 Through his work as an artist and drawing master.
- 4 That he has hurt the woman somehow, and that she is out alone at night because of him.
- 5 Because she wants to be alone, and she doesn't want him to ask her any more questions.

#### Exercise 4 page 23

Students' own answers

## 2G Speaking

### Photo comparison

#### Exercise 1 page 24

- 1 obvious 2 common 3 contrast
  - 4 difference 5 hand 6 whereas
- Students' own answers

#### Exercise 2 page 24

Students' own answers

#### Transcript

**Examiner** I'd like you to compare two pictures and say what the people might be doing, and how they might be feeling.

**Candidate 1** The most obvious similarity between the photos is that they both show people talking to others. Another thing that they have in common is that the people are inside. However, there are many differences between the photos as well.

In contrast to the second photo, the people in the first photo are in a social situation, having fun. This can't be the first time they've met. They must be good friends because they appear to be relaxed, and they're clearly having a good time. It looks as if the person speaking is telling a funny story. They could well be a group of friends who meet often, and they're probably feeling happy to be together and see each other.

The second photo also depicts someone who is talking to others, but the clearest difference between the photos is that one shows a more formal situation and the other doesn't. The first photo shows a group of friends. On the other hand, the second photo shows a speaker and an audience.

There is a conversation going on in photo 1, whereas in photo 2 the people aren't interacting with the speaker at all. The man is giving a presentation, and his audience is listening quietly. They could be at a conference of some kind, or in a meeting. Someone must have invited the presenter to speak. The people in photo 2 are very smartly dressed, so it looks as if they are a professional group. They look very attentive too. It might have taken the speaker a long time to prepare for this event, and although he looks confident, I imagine he must be feeling quite nervous.

**Examiner** Thank you.

#### Exercise 3 page 24

- 1 can't be the first time
- 2 appear to be
- 3 looks as if the
- 4 seem to be
- 5 must have invited the presenter
- 6 might have taken

#### Exercise 4 page 24

- 1 top 2 tend 3 see 4 opinion
- 5 say 6 considered 7 wrong

#### Exercise 5 page 24

Students tick sentences 1, 2, 3, 5, 6 and 7.

## Transcript

**Examiner** Is it more difficult to speak to a large group of people than a small group?

**Candidate 2** Off the top of my head, I'd say that most people don't like public speaking. And we tend to think that speaking to large groups is more difficult than speaking to a small group, or even to one person. But as I see it, it depends on the people that you're speaking to. Imagine something like meeting an important person for the first time. That can be very stressful. And I think it's true to say that nobody likes a conversation like a job interview – and that doesn't involve a lot of people. All things considered, most people are most relaxed when they're in informal situations, such as being with friends. But it would be wrong to argue that everyone is the same, because we aren't. Some people find one-on-one conversations very difficult.

### Exercise 6 page 24

Students' own answers

### Exercise 7 page 24

Students' own answers

## 2H Writing

### Film review

#### Exercise 1 page 25

a

#### Exercise 2 page 25

1 C 2 E 3 D 4 A 5 B

#### Exercise 3 page 25

1 rave reviews 2 short-listed  
3 enhances 4 superbly cast  
5 was disappointed by

#### Exercise 4 page 25

1 clichéd 2 big-budget  
3 breathtaking 4 fast-paced  
5 chilling 6 powerful

#### Exercise 5 page 25

Students' own answers

#### Exercise 6 page 25

Students' own answers

## Review Unit 2

#### Exercise 1 page 26

1 plot 2 believable 3 identify  
4 love 5 dialogue 6 novel /  
narrative 7 humour

#### Exercise 2 page 26

1 poem 2 graphic novel  
3 fable 4 myth 5 play  
6 fantasy

#### Exercise 3 page 26

1 compelling 2 portrayal  
3 thought-provoking  
4 point of view 5 twists and  
turns 6 hinges

#### Exercise 4 page 26

1 by its cover 2 get 3 the lines  
4 page-turner 5 a bookworm

#### Exercise 5 page 26

1 cracking-down 2 best-selling  
3 take-away 4 easy-going  
5 award-winning 6 Lift-off

#### Exercise 6 page 26

1 of my head 2 see it 3 in  
common 4 considered  
5 contrast 6 other hand

#### Exercise 7 page 26

1 powerful 2 nail-biting  
3 fast-paced 4 big-budget  
5 well-rounded

#### Exercise 8 page 27

1 wouldn't be, had arrived  
2 hadn't discovered, would doctors  
be able to  
3 'm going to take, need  
4 hadn't been, wouldn't have  
missed  
5 would have enjoyed, hadn't rained  
6 wouldn't have, hadn't eaten  
7 leave, won't be  
8 told / were to tell / was to tell

#### Exercise 9 page 27

1 Not for one moment did we think  
you were guilty of the crime.  
2 Hardly had the match started  
when they scored.  
3 Under no circumstances should  
you enter that building.  
4 Should you need a lift home, call  
me.  
5 No longer do I have to do that  
terrible job.  
6 Little did I know how close I'd  
been swimming to a three-metre  
shark.  
7 So worried was I, I called the  
police.  
8 In front of the house stood a tall,  
thin man.

#### Exercise 10 page 27

1 so tired that  
2 should my plane be  
3 weren't for the fact that

4 sooner had I got home than  
5 All things considered  
6 until years later did  
7 had asked me  
8 Provided that you finish

## Exam Skills Trainer 1

#### Exercise 1 page 28

C

#### Exercise 2 page 28

2 F 3 A 4 E 5 B 6 D

#### Exercise 3 page 29

Students' own answers

#### Exercise 4 1.11 page 29

1 A 2 B 3 C 4 B

### Transcript

#### Extract 1

**James** Miriam, have you already finished that book?

**Miriam** Yes, I just couldn't put it down. I had to get to the end to see what happened.

**James** Did it have a happy ending?

**Miriam** That's impossible in a story like this. The parents make such a huge mistake – without realising it – that it would be completely unbelievable if everything turned out right in the end.

**James** What on earth did they do?

**Miriam** I'm not going to tell you because you ought to read the book. Suffice to say, the writer had me completely hooked: the way the story starts in the middle, so you can't work out what went wrong in the past – that's extremely clever.

**James** OK, so it's very well written, but what about the plot? If it revolves around the mistakes of the parents, it might get a bit moralistic, you know, how you should or should not bring up kids. On the whole, I find that kind of thing a bit distracting. I guess it's OK as long as you get both sides of the picture, but what I don't like is when people take advantage of their audience to impose their own views. That shouldn't be allowed.

**Miriam** You might be right James, but you really must read this book before you form an opinion.

#### Extract 2

**Girl** Did you see the news last night, Zach?

**Boy** No, I didn't. In fact, I never watch the news on TV. I don't think much of

the presenters, and I hate the way they repeat the same story over and over again.

**Girl** I know, it's really boring, isn't it? As for the presenters, I think they do a pretty good job, considering. Bear in mind their hands are tied, and they have to present the news from the point of view of the channel's sponsor.

**Boy** Fair point, but that's why I prefer social media for getting the news. I mean, Twitter is short, sweet and informative, just what you need.

**Girl** The problem with social media is that you're never sure whether the news is fake or not. I find online newspapers much more reliable.

**Boy** They're definitely an improvement on television news, that's for sure. They've got the advantage of great visuals, and they're pretty easy to navigate. But in my experience, they don't usually cater for teenagers. Wouldn't you agree?

**Girl** Not really. There's usually something for everyone in there, it's just a case of scrolling down the page.

### Exercise 5 page 29

The word 'explain' needs to be changed.

The rephrased sentence reads: ... give a clear explanation of ...

### Exercise 6 page 29

- 1 make a decision about / on how to
- 2 need to be thoroughly revised
- 3 agreement had been reached
- 4 had no intention of returning home
- 5 have risen gradually
- 6 live up to her expectations

### Exercise 7 page 29

Students' own answers

### Exercise 8 page 29

Target reader: young adults

Point-of-view: how suitable the performance was for people your age (and how it could be improved)

### Exercise 9 page 29

Students' own answers

## Unit 3 Partners

### 3A Vocabulary

#### Friendships

### Exercise 1 page 30

- 1 bonded with Alison over

- 2 keeps track of her former classmates
- 3 have drifted apart
- 4 ran into an old friend
- 5 struck up a friendship with Ben
- 6 has fallen out with her boyfriend

### Exercise 2 page 30

- 1 baffled
- 2 gobsmacked
- 3 devastated
- 4 impervious
- 5 aggrieved
- 6 privileged
- 7 stunned
- 8 troubled

### Exercise 3 page 30

- A eye B fire C way D off  
E out F thin G cheese H back

### Exercise 4 1.12 page 30

- 1 *Thelma and Louise*
- 2 *The Lord of the Rings*
- 3 *The Help*
- 4 *The Shawshank Redemption*
- 5 *Fried Green Tomatoes*

#### Transcript

**Helena** Felix, I need some help with my homework. I've got to write about the development of a friendship in a film. Have you got any ideas?

**Felix** Hmm, friendships in films. Well ... there's *Thelma and Louise* – you know, those two women who go on a road trip together.

**Helena** I haven't seen the film. What are the two women like?

**Felix** Well, they're friends, obviously, but they've got nothing in common: Louise is extremely organised and likes planning things in advance, whereas Thelma's very spontaneous and a bit messy. They're really quite different, but their personalities develop as the film progresses, and they become more similar.

**Helena** Hmm. That's a possibility. Can you think of any more?

**Felix** Um, what about Frodo and Sam in *Lord of the Rings*?

**Helena** That's a good one!

**Felix** Yes, but I don't think they started out as friends, as such, because Sam was Frodo's gardener. They bond over their desire to destroy the ring, and they manage to keep their friendship going even when things are hard. Sam's incredibly loyal, you know.

**Helena** Yes, I know. I might use that one.

**Felix** Then there's Aibileen and Minny in *The Help*.

**Helena** That's the film about the African American maids, isn't it? They tell their stories to a young white writer.

**Felix** That's right – her name's Skeeter. I don't know if you remember, but the two maids have conflicting views about talking to the journalist. Aibileen thinks it will be good for them, but Minny's scared there will be repercussions. In the end, Aibileen talks Minny into sharing her experiences, and their friendship grows stronger.

**Helena** Hmm. I like that one, too.

**Felix** Or what about *The Shawshank Redemption*?

**Helena** The Shawshank ...?

**Felix** Redemption. You know, it's the one where that guy is imprisoned for a murder he didn't commit.

**Helena** I don't think I've seen that one. What happens?

**Felix** When he arrives on the first day, he meets one of the older prisoners, played by Morgan Freeman. Anyway, the two strike up a friendship, although one's an ex-banker and the other's had a much harder life. They look out for each other for the rest of the film.

**Helena** Great! You've given me loads of ideas ...

**Felix** What about that film that was on the TV the other day – *Fried Green Tomatoes*? What were the names of the two girls? Um, Idgie and ...

**Helena** Was it Ruth?

**Felix** That's right, it was Ruth. They've known each other for years, because Ruth was Idgie's brother's girlfriend.

**Helena** That's right. But then Idgie's brother is killed by a train and Idgie goes completely off the rails ...

**Felix** And Ruth is brought in by the parents to try and sort her out. I don't think they get on at first, but then they become inseparable, and eventually set up the café together.

**Helena** Yes, it's a great story – and an incredible friendship.

**Felix** So, which one are you going to use then?

**Helena** The last one, I think. It's the one I'm most familiar with. Thanks for all your ideas.

**Felix** No problem.

### Exercise 5 1.12 page 30

- 1 *Thelma and Louise, G*
- 2 *The Lord of the Rings, F*
- 3 *The Help, A*
- 4 *The Shawshank Redemption, D*
- 5 *Fried Green Tomatoes, C*

#### Transcript

See exercise 4.



## 3B Grammar

### Reporting structures

#### Exercise 1 page 31

- 1 Mandy offered to take me home.
- 2 They encouraged him to study medicine.
- 3 I denied having feelings for Leo.
- 4 I confessed to not having read the book.
- 5 She blamed Callum for breaking her laptop.
- 6 Luc recommended we order the fish.
- 7 They asked us where we were staying.

#### Exercise 2 page 31

- 1 c 2 b 3 c 4 c 5 a/c  
6 a/b/c 7 b

#### Exercise 3 page 31

- 1 advised 2 proposed 3 accused  
4 mentioned 5 wondered  
6 threatened 7 apologised

#### Exercise 4 1.13 page 31

- 1 what 2 on 3 denied 4 of  
5 to 6 for 7 refused 8 against  
9 having 10 for

#### Transcript

**Becky** Rosie, what happened between you and Ben last night?

**Rosie** Well, it all started when I arrived at the club where he'd taken his friends.

**Becky** What happened?

**Rosie** He didn't like it. He asked me what made me think he'd be happy to see me, and demanded to know why I'd insisted on following him.

**Becky** So, what did you say?

**Rosie** Well, it wasn't true, so I denied following him.

**Becky** And what did he say?

**Rosie** He accused me of spying on him.

**Becky** That's not fair!

**Rosie** I know. Anyway, I confessed to being upset that he'd gone out with his friends, not me, and I told him I just felt like seeing him. Then I apologised for being so jealous, but he refused to accept my apology.

**Becky** What then?

**Rosie** He said he'd warned me against trying to stop him seeing his friends and that he regretted ever having met me. He blamed me for us having split up and he said he never wanted to see me again.

**Becky** Oh Rosie, I'm sorry!

#### Exercise 5 page 31

- 1 What makes you think I'd be happy to see you?
- 2 Why did you insist on following me?
- 3 I didn't follow you!
- 4 You're spying on me! / You've been spying on me!
- 5 I was upset that you'd gone out with your friends, not me. / I'm upset that you've gone out / you went out with your friends, not me.
- 6 I'm sorry I was / for being so jealous.
- 7 I won't accept your apology.
- 8 I / I've warned you against trying to stop me seeing my friends.
- 9 I wish I'd never met you.
- 10 It's your fault we have to split up.

## 3C Listening

### Successful business partnerships

#### Exercise 1 page 32

- 1 d 2 e 3 b 4 f 5 g 6 a  
7 h 8 c

#### Exercise 2 page 32

Suggested answers:

- a She's terribly disappointed about her partner's intentions.
- b She's perturbed at her partner's small contribution.
- c She's outraged at what her partner is asking.
- d She's perplexed by her partner's actions.

#### Exercise 3 1.14 page 32

The correct answer is c.

I find that pretty offensive really.

#### Transcript

Lara and I had been friends for twelve years and colleagues for three when we decided to go into business together. Our line was fitness, and to start with we rented space in other gyms. Eighteen months into our partnership, we set up our very own Fitness Centre – or rather, I did. I gave up my job and spent two weeks painting, cleaning and fitting out the centre while Lara was away at a wedding abroad. That was six months ago, and since then the centre has really taken off. Now, Lara has decided she wants to pull out, but she says I should pay her 50% of what the company's currently worth. I find that

pretty offensive really, considering I've done nearly all of the work.

#### Exercise 4 1.15 page 32

- 1 c 2 a 3 d 4 b 5 a 6 b

#### Transcript

**Host** Going into business with a partner can lead to anger, frustration and expectations not being met if it isn't planned properly. Our expert, Hilary Mannings, is here to give us some advice on how to set up – and maintain – a successful business partnership. Hilary, what's the first thing you should do if you're thinking of entering a partnership?

**Expert** Well, before you do anything, you should ask yourself if you really need a partner in the first place. You should only enter into a partnership when the other person is critical to the success of your company: they may have financial resources, connections or vital skills that you lack. If this isn't the case, you might be better off hiring them as an employee or maybe as an independent contractor.

**Host** Right. So what if you do decide you need a partner? What kind of qualities should you be looking for?

**Expert** It's more the ability to communicate with each other you should be looking for than any particular quality. Communication is fundamental in every business partnership. You and your partner must be able to feel comfortable expressing your opinions, ideas and expectations. It's worth testing a potential partnership by tackling a small project together first to learn more about each other's personality and basic values, and find out if you are compatible.

**Host** Hilary, should you aim to pair up with someone who shares the same skills as you?

**Expert** No, not really. Partnerships work best when the partners' professional skills complement each other, but don't overlap. For example, one partner might be an expert in marketing and sales, while the other prefers to stay in the background dealing with finances. What both partners do need to share, though, are similar expectations – for the business and for the partnership. These need to be discussed right from the start.

**Host** Right. Is there anyone you shouldn't go into partnership with?

**Expert** You really need to think twice about forming a partnership with

close friends or family members. If the business falls apart, it's likely your relationship will too, and you might not want to risk that happening. The same goes for going into business with a spouse, which is even riskier. If you do decide to work with close friends or family you should plan carefully every aspect of the partnership beforehand. In the case of a spouse, you should set clear boundaries to keep business from dominating every aspect of your lives.

**Host** That makes sense. So what's the first step when you do decide on a business partnership? Do you need a lawyer?

**Expert** Most definitely. You need a lawyer – and an accountant – to help you create a partnership agreement. The document should address three crucial areas: compensation – that's the money and other benefits each partner will receive – exit clauses, and roles and responsibilities. There should also be a clause that allows the terms to be reviewed as the business grows and changes. If one of the partners is putting in more or less time, payments may need to be adjusted.

**Host** Sounds like good advice. Hilary, you mentioned exit clauses before. Are these really necessary?

**Expert** Yes, they are – they're fundamental. Exit clauses spell out what's to be done if the nature of the partnership changes in any way. One clause would specify the percentage one partner would have to pay another if he or she decided to quit. Another would explain what should happen if neither partner wants to continue the business. Of course, there are other possibilities as well. It's almost inevitable that at least one of the business partners will use an exit clause at some point, so it's essential to have everything agreed in advance.

**Host** It sounds as if careful planning is the key to the question. Hilary Mannings, thank you so much for sharing that valuable advice with us.

**Expert** My pleasure.

## 3D Grammar

### Comparative and superlative structures

**Exercise 1** page 33

- 1 They took longer than planned.
- 2 Your bag isn't half as heavy as mine.

- 3 It's as reliable a car as you'll ever have.
- 4 It's getting more and more difficult to find a job.
- 5 This exam was ten times harder than last year's.
- 6 He isn't such a good player as he thinks. / He isn't as good a player as he thinks.
- 7 We spent more on drinks than we did on food. / We're spending more on drinks than we are on food.
- 8 The further you walk, the fewer people you'll meet.

**Exercise 2** page 33

- 1 as
- 2 as / like
- 3 Like
- 4 As
- 5 Like
- 6 As
- 7 as / like
- 8 as

**Exercise 3** page 33

- 1 less and less interested
- 2 as did his
- 3 as good a driver as
- 4 even later today than (she did) / today even later than (she did)
- 5 is twice as expensive
- 6 like most of / as are most of
- 7 As a police officer
- 8 as frightening a ride as

**Exercise 4** page 33

- 1 Like
- 2 such
- 3 as
- 4 times
- 5 The
- 6 as
- 7 than
- 8 did

## 3E Word Skills

### Metaphors and similes

**Exercise 1** page 34

- 1 plain sailing
- 2 broken heart
- 3 prison
- 4 mirror
- 5 disaster area
- 6 bumpy ride

**Exercise 2** page 34

- 1 as quiet as a mouse
- 2 fit like a glove
- 3 as light as a feather
- 4 cry like a baby
- 5 eat like a horse
- 6 as blind as a bat

**Exercise 3** page 34

- 1 slept like a log
- 2 as deaf as a post
- 3 a face like thunder
- 4 as busy as a bee
- 5 like two peas in a pod
- 6 as cool as a cucumber

**Exercise 4** page 34

- 1 from the bottom of her heart
- 2 had given his heart to
- 3 close / dear / near to her heart
- 4 gave the hikers fresh heart
- 5 Have a heart!
- 6 by heart
- 7 broke her heart
- 8 a radical at heart

## 3F Reading

### Animal partnerships

**Exercise 1** page 35

- 1 miniscule
- 2 profound
- 3 frenetic
- 4 startling
- 5 rigid
- 6 captivating

**Exercise 2** page 35

The topic of the missing paragraph should answer the question at the end of the first paragraph, taking into account the first sentence of the second paragraph (which refers to the situation 20,000 years later). So it should be about the early history of the relationship between humans and dogs.

**Exercise 3** page 35

Paragraph C

**Exercise 4** page 35

- 2 E
- 3 B
- 4 A

## 3G Speaking

### Collaborative task

**Exercise 1** 1.16 page 36

Quality	more + or –?
ambitious	more +
hard-working	more +
self-confident	more +

#### Transcript

**Examiner** Here are some different personality traits that a best friend might have, and a question for you to discuss. Talk to each other about the advantages and disadvantages of having a best friend with one of these personality traits.

**Candidate 1** Um, what do you think about having a best friend who's ambitious?

**Candidate 2** Well, I guess the main advantage of having that kind of friend is that it might be catching! If you're lucky, your friend's ambition might rub off on you and make you a more ambitious person, too.

**Candidate 1** You might be right, but I can also see a problem. The downside of being best friends with someone who's ambitious is that they may value their dreams more than your friendship. I can see them dropping you in the end.

**Candidate 2** I suppose that might happen, but only in extreme cases. Friendship is all about supporting

each other, and if it's a best friend we're talking about here, then surely you'd be happy for the other person? If they achieve their aims, that would be a cause for celebration for both of you, not just your friend.

**Candidate 1** Perhaps you're right.

**Candidate 2** Let's move on, shall we? What about having a best friend who's hard-working?

**Candidate 1** For me, it's a plus. If they're hard-working, they won't mind helping you if you're stuck with your homework, for example. You'd probably do better at school if your best friend was hard-working, as they would motivate you to work hard as well.

**Candidate 2** That's one way of looking at it, I suppose, but I think there's more to it than that. One major drawback of having a best friend who works a lot is that they might not have time to see you. They won't be free in the evenings or at weekends if they're studying all the time. You'd probably end up drifting apart.

**Candidate 1** I don't think you would, actually. In general, people with this quality don't only work hard at their job or their studies; they tend to work hard at everything. That means they would also make an effort with your friendship, so they would be bound to make time for you at some point.

**Candidate 2** That's true.

**Candidate 1** What about having a self-confident best friend. I can't see anything wrong with that, can you?

**Candidate 2** No, I think it would be fine. People who are self-confident are often quite adventurous, so you'd end up doing lots of interesting things together. To be honest, self-confidence is a quality I admire in a person, and I can't see any problems with it.

**Candidate 1** I tend to agree with you. The only difficulty I can see is if your friend is a bit too assertive, you know, they're so self-confident that they start trying to boss you around.

**Candidate 2** But if they did that, they wouldn't be your best friend, would they? You'd get fed up with them and stop seeing them.

**Candidate 1** You're absolutely right. So, it would be a good thing to have a self-confident best friend.

**Candidate 2** I think so, yes.

**Examiner** Thank you. Now you have about a minute to decide ...

### Exercise 2 page 36

1 pros 2 downside 3 benefits  
4 plus 5 drawback 6 bonus

### Exercise 3 1.16 page 36

The speakers use 2, 4 and 5.

#### Transcript

See exercise 1.

### Exercise 4 1.17 page 36

They choose being eccentric. The man says eccentric people are unpredictable, and they tend to be indifferent to the feelings of the people around them.

#### Transcript

**Examiner** Thank you. Now you have about a minute to decide which of the personality traits would affect a friendship the most.

**Candidate 2** So, which one do you think would affect a friendship the most?

**Candidate 1** I would say that being too spontaneous can have the greatest impact. Spontaneous people can sometimes be a bit thoughtless when it comes to the people around them, and that can lead to problems. You wouldn't disagree with that, would you?

**Candidate 2** Um, that's one way of looking at it, I suppose. But don't you think that having an eccentric friend might be more problematic? Eccentric people are often extremely unpredictable, and you would never know what they were going to do next.

**Candidate 1** Maybe, but I just wonder if a spontaneous friend might be more likely to hurt you. I mean, if they suddenly decided to go off and do something without you, you'd be quite upset, wouldn't you?

**Candidate 2** I know what you're getting at, but a spontaneous person would be just as upset as you if they knew they'd hurt you. Eccentric people tend to be indifferent to the feelings of the people around them.

**Candidate 1** Yes, I suppose you're right. That would make it more difficult to forgive them.

**Candidate 2** So, have we come to a decision?

**Candidate 1** Yes, I think so.

**Examiner** Thank you.

### Exercise 5 page 36

1 b 2 a 3 d 4 c 5 b 6 a  
7 c 8 d 9 a 10 c 11 d 12 b

### Exercise 6 1.17 page 36

The speakers use 4, 6, 8, 9, 12.

#### Transcript

See exercise 4.

### Exercise 7 page 36

Students' own answers

### Exercise 8 page 36

Students' own answers

### Exercise 9 page 36

Students' own answers

## 3H Writing

### A proposal

#### Exercise 1 page 37

The writer mentions one existing opportunity, and suggests three more.

#### Exercise 2 page 37

- 3 In this proposal, I will present ...  
6 Following a survey of ... it was revealed that ...  
7 I recommend that ...  
8 There ought to be ...  
12 If these recommendations are carried out ...

#### Exercise 3 page 37

2, 4, 9, 12

#### Exercise 4 page 37

Students' own answers

#### Exercise 5 page 37

Students' own answers

## Review Unit 3

#### Exercise 1 page 38

- 1 fall 2 wreck 3 inseparable  
4 drift 5 stay in touch 6 struck  
7 keep going 8 bonded

#### Exercise 2 page 38

- 1 aggrieved 2 gobsmacked  
3 gutted 4 privileged  
5 ecstatic 6 impervious

#### Exercise 3 page 38

- 1 chalk and cheese 2 house on fire  
3 go back 4 hit it  
5 wavelength 6 eye to eye

#### Exercise 4 page 38

- 1 as a bone 2 sailing  
3 as a feather 4 bumpy  
5 as a cucumber 6 like a glove  
7 cats and dogs

**Exercise 5** page 38

- 1 frenetic 2 startling  
3 captivating 4 rigid  
5 doomed 6 daunting

**Exercise 6** page 38

- 1 pros and cons 2 outweigh  
3 wrap 4 reached 5 purpose  
6 focus 7 drawback  
8 implemented

**Exercise 7** page 39

- 1 Jane denied having done / that she had done / doing anything wrong.  
2 Rob apologised for being late.  
3 The minister confessed to having changed / that he had changed / to changing his mind.  
4 Chloe suggested that the team (should) practise more.  
5 Gary refused to help the boys tidy up after their party.  
6 The policeman ordered them not to go into the / that building.  
7 Lucy admitted to having lied / that she had lied / lying to us.  
8 Mel blamed Rick for missing the film.

**Exercise 8** page 39

- 1 as 2 more and more  
3 than you would 4 longer  
5 the more 6 by far 7 like  
8 as could

**Exercise 9** page 39

- 1 keep 2 that 3 cons 4 more  
5 far 6 had 7 with 8 out

## Unit 4 Changes

### 4A Vocabulary

#### Changing world

**Exercise 1** page 40

- 1 climate change 2 epidemics  
3 life expectancy 4 global capitalism  
5 armed conflicts  
6 poverty 7 refugees 8 famine

**Exercise 2** page 40

- 1 mushroom 2 plateau  
3 fluctuate 4 plunge

**Exercise 3** page 40

- 1 evolve 2 adjustment  
3 transform 4 vary  
5 mutations 6 ingenious

**Exercise 4** 1.18 page 40

- 1 varied widely  
2 gradually evolving

**3 completely transformed****4 making a tiny adjustment****5 made an ingenious modification****6 underwent / has undergone genetic mutations****Transcript**

- 1 I used to work as an engineer for Honda, but I left five years ago because I wanted to be an inventor. My first invention was a new kind of electric bike that makes it much easier to cycle up hills. Initially, I showed it to a few friends of mine who do a lot of cycling. Some of them thought it was a great idea, but others responded very negatively, saying it would make people lazy. I still think it has potential and I'm working on a new version.
- 2 When I moved here 20 years ago, it was very unusual to see tourists in the village – even in July or August. But gradually a few people started to visit, after it was mentioned in a magazine article about villages on the English coast. Then somebody had the idea of opening a small hotel, so of course that brought the tourists in. And it developed from there, really. Every year, more people visit. It's changing slowly but surely. I'd say it's actually quite popular with tourists in the summer now.
- 3 I've been working at this school for ten years now. It was always a really friendly place but, to be honest, the academic standards weren't particularly high. But at the start of this academic year we got a new head teacher and things have really changed. The students are under a lot more pressure to perform well in exams – and that means we're also under pressure, as teachers. I don't mind; in fact, I think it's a good thing. But the school is certainly very different from how it used to be.
- 4 Like most people, I've noticed that my electricity bill has been getting higher and higher over the past few years. Energy prices have rocketed and are likely to keep rising. I suppose that's why I started to look for little ways to reduce my energy consumption. So I changed the timer on my central heating so that it came on a bit later in the morning and went off a bit earlier. It wasn't a big change – just half an hour in the morning and half an hour in the evening. I hardly notice it. But, you

know, it's made a really noticeable difference to my bills.

- 5 My son is disabled and uses a wheelchair to get around. Like all teenagers, he's addicted to his phone. So I've fitted a little dynamo to his wheelchair that uses the power of the wheels to generate a small amount of electricity – just enough to charge a phone. He thinks it's a really clever idea, and so do his friends, who probably use it as much as he does! In fact, last week, I changed it so he can charge two phones at the same time.
- 6 Like some other animals which live in total darkness, this fish has gradually lost the ability to see. Of course, eyes are of no use where there is no light. And over millions of years, tiny variations in the fish's DNA – which occur randomly but then undergo a process of natural selection – have caused the fish to become blind. This has allowed its other, more useful, senses to develop. A sense of sight uses a lot of brain power – and if you're always in complete darkness, that brain power can be used in other ways.

**Exercise 5** page 40

- 1 d 2 b 3 b 4 d 5 b  
6 a 7 a 8 d

## 4B Grammar

### Compound future tenses

**Exercise 1** page 41

- 1 have been 2 have finished  
3 be using 4 have won  
5 be using 6 be arriving 7 have eaten 8 have been travelling

**Exercise 2** page 41

- 2 In 2033, they will have been building for three years.  
3 In 2036, half the homes will be / will have been finished.  
4 In 2036, the first residents will have arrived.  
5 In 2038, the whole village won't have been built yet.  
6 In 2042, the project will be complete / will have been completed.

**Exercise 3** page 41

- 1 will have arrived  
2 won't be enjoying  
3 won't have been able to find

- 4 will have been sent
- 5 will be studying hard for
- 6 won't have been used

**Exercise 4** page 41

- 1 will be spending
- 2 definitely won't be leaving
- 3 will most likely have been reading
- 4 will no doubt have found
- 5 will have turned off
- 6 'll probably be worrying
- 7 won't be worrying
- 8 'll be sleeping

## 4C Listening

### Change.org

**Exercise 1** 1.19 page 42

- 1 b 2 a 3 a 4 b 5 a 6 b

**Transcript**

- 1 We went camping last month. It was a great campsite – very clean, and we were more than happy with the facilities. Next year, we'll probably choose the same company but stay at a site near the sea.
- 2 I managed to spend a few hours in Hyde Park yesterday afternoon. This time, it was cloudy, so we couldn't sunbathe, but we still had a really nice walk.
- 3 I had Thai food for the first time last night, when I was out with some colleagues from work. I have to admit, it was actually quite nice – although I'm not good with spicy food, so I couldn't eat one or two of the dishes. Maybe that's why I'd always avoided it.
- 4 My husband goes running five times a week. He's obsessed! I'll usually go with him once a week – or twice, if I can face it. He slows down when I'm with him, so we can chat. Although I don't find chatting easy when I'm running!
- 5 I've tried phoning a few of my friends, but nobody's answering. There's nothing good on TV tonight so I think I'll go to bed early, for a change – and save my energy for the weekend!
- 6 Misha's party is bound to finish really late. Her parties always do! I'm sure somebody will give me a lift home afterwards, or I could even get a taxi. It's a bit far to walk at that time of night – but not impossible, if I really have to!

**Exercise 2** page 42

- 1 reduce 2 reverse 3 initiate
- 4 bring 5 cut 6 provide
- 7 make 8 put

**Exercise 3** page 42

- 1 bring in legislation
- 2 provide funding for
- 3 make it illegal for people to
- 4 put a stop to

**Exercise 4** 1.20 page 42  
Speakers 2 and 5.

**Transcript**

- 1 To be honest, I didn't even know the e-petitions site existed until I got a Facebook message from my cousin asking me to sign her new petition. She told me that if she got over 100,000 signatures, there would be a debate in Parliament. Anyway, the petition was to protest against the building of a new hospital in her town. She was objecting to it on the grounds that it would spoil the view from her garden. Of course, she didn't put it like that, but that was the gist. How self-centred! No wonder she didn't get many signatures! I didn't sign it myself, and I'm her cousin!
- 2 I was talking to a friend of mine in the park. We were both walking our dogs, and I mentioned to him how unfair it was that they locked the park when it got dark. In the winter, that meant four o'clock – so if you finished work at five, you couldn't actually use the park at all. He thought it would be a good idea if the park had streetlamps or floodlights, so it could be used in the dark. That got me thinking; and when I got home, I went onto the e-petitions website and started a petition to have lights installed in the park. But it never got off the ground. I think only about ten people signed. Obviously, most people felt it wasn't very environmentally friendly to have electric lights in the park.
- 3 I wouldn't say I'm a close friend of my nextdoor neighbour, but we're on fairly good terms – and she sometimes comes round for a coffee and a chat. The last time she was at my house, she told me about a petition that she was starting on the government website. It was something to do with mice. What was really embarrassing was that at first I thought she wanted to get

rid of them – but it turns out she wanted to conserve them. Not the mice you get in houses sometimes, but the ones that live in fields, I think. Anyway, it failed to get many signatures, perhaps because mice aren't really that popular, as animals. I mean, most people want to get rid of them, don't they?

- 4 I was so shocked when I heard that the old town hall was being knocked down that I immediately went online to see if anyone had raised any objections. Sure enough, I found a link to a petition on a government website. It was saying how the town hall was a fine example of a 1930s municipal building and should be preserved – even though it's been empty for five years and is apparently full of toxic substances like asbestos. So I signed the petition. But when I checked back a few weeks later, the petition still only had a handful of signatures. I guess people just don't care about things built in the 20th century!
- 5 When I was growing up in my village, we used to go into town on the number seventeen bus, which ran every hour during the day. But a few years ago, they reduced the timetable to twice a day. Now they're threatening to cancel the service altogether. People like me, who don't have a car, are going to find it very difficult to get into town. I felt so strongly about it that I started a petition on the government's website. Most of the people in my village signed the petition, but of course there aren't very many of us – and the issue isn't of much interest to anyone outside the village. So to be honest, it never had much chance of getting a large number of signatures. But I don't regret doing it.

**Exercise 5** 1.20 page 42

Speaker	1	2	3	4	5
A-H	H	C	F	B	A

Speaker	1	2	3	4	5
A-H	E	H	F	A	C

**Transcript**

See exercise 4.

## 4D Grammar

### Quantity

#### Exercise 1 page 43

1 any 2 Some 3 any  
4 no 5 any 6 No

#### Exercise 2 page 43

1 Very few 2 Both  
3 either 4 Neither 5 no  
6 every 7 all 8 Many 9 None

#### Exercise 3 page 43

1 lots of, no  
2 several, some  
3 each, either, no  
4 a large amount of, less, a little, lots of  
5 a lot of, any  
6 both, no  
7 either, the whole  
8 loads of, little  
9 a great deal of, no  
10 few, all of the, several

#### Exercise 4 page 43

1 b 2 b 3 a 4 a 5 b 6 a  
7 a 8 a 9 a 10 b 11 a 12 a  
13 a 14 a 15 a 16 b

## 4E Word Skills

### Binomial pairs

#### Exercise 1 page 44

1 by 2 short 3 touch  
4 hard 5 make 6 born  
7 trial 8 ins 9 pick 10 high  
11 thick 12 wear 13 here  
14 more 15 aches 16 sooner

#### Exercise 2 page 44

1 Sooner or later 2 touch and go  
3 make or break 4 more or less  
5 ins and outs 6 here and there  
7 By and large 8 short and sweet  
9 high and dry

#### Exercise 3 page 44

1 rant and rave 2 sick and tired  
3 live and learn 4 neat and tidy  
5 fair and square 6 through and through  
7 dos and don'ts  
8 peace and quiet

#### Exercise 4 page 44

1 verb 2 noun 3 noun  
4 adverb 5 adjective  
6 adverb 7 adjective 8 verb

#### Exercise 5 page 44

Students' own answers

## 4F Reading

### How time changes us

#### Exercise 1 page 45

a assume b undermine c shape  
d tend e benefit f stuck

#### Exercise 2 page 45

1 2 and 4 refer to a specific paragraph  
2 5 refers to the text as a whole

#### Exercise 3 page 45

1 d 2 a 3 d 4 b 5 c

## 4G Speaking

### Discussion

#### Exercise 1 page 46

1 marginal 2 minimal  
3 cosmetic 4 subtle  
5 fundamental

#### Exercise 2 page 46

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

#### Exercise 3 1.21 page 46

1 girl, 4; boy, 5  
2 girl, 5; boy, 4

#### Exercise 4 1.21 page 46

2 how many people have; implied answer: Lots.  
3 how likely are they; implied answer: Not very.  
4 can we predict; implied answer: We can't.

### Transcript

**Examiner** How do you think life would be different if we all had robots in the home?

**Girl** Well, in some ways, life would be a lot easier. Robots could do all of the domestic chores. For example, they could have dinner ready for you by the time you get back from work ...

**Boy** Yes – so everyone could stay at work longer. In other words, thanks to robots, everybody will have time to work much harder ...

**Girl** I see what you mean, but at the end of the day, it's up to you how you use the extra time. If robots are doing all the housework, you're bound to have far more time for leisure activities, like sports, reading, going out with friends ...

**Boy** That's true.

**Girl** And imagine never having to tidy your room or do the washing up again. That would be great!

**Boy** Perhaps, although in my view, it's good to do some domestic work – good for your personality, I mean. And some people enjoy domestic tasks. For example, cooking can be very relaxing.

**Girl** I know. But who wants to clean toilets?

**Boy** Hmm. I suppose you're right.

**Examiner** Do you think it would be strange having robots around all the time?

**Girl** Maybe at first. But I'm sure we'd get used to them.

**Examiner** What do you think?

**Boy** I agree. I suppose after a while, it would seem normal, if they were there all the time. I mean, how many people have pets in the house? That seems normal now, but if you think about it, it's a strange idea, having an animal living in your home.

**Examiner** OK. Can you see any dangers of having robots in the home?

**Boy** Well, I'm not sure. I suppose they could go wrong and maybe even cause an accident. But how likely are they to go wrong? I just don't think it's something we need to worry about.

**Examiner** And do you agree with that?

**Girl** I'm not sure. I mean, I can't think of any specific dangers – but new technology often brings risks. I mean, when cars were first invented, nobody worried about greenhouse gases, did they? Robots might bring dangers that we don't know about. How can we predict the future?

**Examiner** OK. Thank you.

#### Exercise 5 page 46

Students' own answers

#### Exercise 6 page 46

Students' own answers

## 4H Writing

### Letter to an editor

#### Exercise 1 page 47

a 2 b 5 c 1 d 3 e 4

#### Exercise 2 page 47

Suggested answers:

1 Not only is the proposal

unnecessary ...

But important as new homes are ...

At no point have local people had the opportunity ...

Only by protecting our woodlands can we ensure ...

In no way does it meet the needs ...  
/ nor is it sensitive ...

2

Paragraph	Informal word or phrase Suggested alternative
1 I reckon	in my opinion
2 loads of sites	many sites
3 are a bit short of money	have little money
4 pretty concerned	deeply worried
5 it is rubbish	the disadvantages outweigh the benefits

### Exercise 3 page 47

Students' own answers

### Exercise 4 page 47

Students' own answers

### Exercise 5 page 47

Students' own answers

## Review Unit 4

### Exercise 1 page 48

- 1 crashed 2 flatline  
3 mounting 4 escalated  
5 overtake 6 fluctuating  
7 plummeting

### Exercise 2 page 48

- 1 poverty 2 life expectancy  
3 epidemic 4 climate change  
5 terrorism 6 famine

### Exercise 3 page 48

- 1 mutations 2 transformed  
3 adapt 4 altered / amended  
5 amendment 6 evolved

### Exercise 4 page 48

- 1 by and large 2 sooner or later  
3 here and there 4 safe and sound  
5 dos and don'ts 6 pick and choose

### Exercise 5 page 48

- 1 cosmetic 2 sweeping  
3 fundamental 4 subtle  
5 profound 6 drastic

### Exercise 6 page 48

- 1 point 2 mean 3 end 4 view  
5 comes down 6 even so

### Exercise 7 page 49

- 1 be living 2 have been using  
3 have developed 4 be doing

- 5 found 6 have discovered  
7 have changed 8 be fighting  
9 be

### Exercise 8 page 49

- 1 a little 2 Many 3 few  
4 whole 5 several 6 much  
7 all 8 some 9 half 10 every

### Exercise 9 page 49

- 1 b 2 a 3 c 4 a 5 c 6 a  
7 c 8 a 9 b

## Exam Skills Trainer 2

### Exercise 1 page 50

D [B: ... we may have to become vegetarians, because the meat industry will become unsustainable. D: ... so less meat would be needed than certain figures suggest. I am sure the meat industry could cope with the increase in meat production.]

### Exercise 2 page 50

- 1 D [A: ... supermarkets stock a variety of meat-free options these days, and it's much easier to eat out. D: If the world became vegetarian, there would only be salad on the menu!]  
2 A [C: ... keeping fewer animals would help us save water ... giving up meat for one day saves the same amount of water used daily by nine people. A: We could use our valuable water supply for human consumption rather than having to reserve so much for the cattle we keep.]  
3 C [A: ... too much can have a detrimental effect. B: ... a vegetarian diet can prevent harmful medical conditions ... D: ... a meat-free diet may reduce the chances of developing certain illnesses ... C: ... would not necessarily give people the nutrients they have until now obtained from meat, which would lead to more sickness and disease ...]  
4 B [D: ... surely, the fumes from a greater number of harvesting and processing machines would outweigh the lack of gases produced by cows ... B: ... there would be a massive drop in greenhouse gas emissions ...]

### Exercise 3 page 50

The answer is 'mud'.  
'wide expanse [of mud]' is paraphrased by the words: 'a vast [mud] flat'

### Exercise 4 page 51

- 1 England 2 the USSR 3 cotton  
4 canals 5 salt 6 desert  
7 dam 8 food

### Transcript

**Presenter** Hi there! My name is Moira Sharp, and I'm here to tell you about the massive changes experienced by what was once one of the world's largest lakes. I'm talking about the Aral Sea, a lake that once covered an area half the size of England in two countries of Central Asia: Kazakhstan in the north and Uzbekistan in the south. During the 1960s, the Aral Sea began to dry up, and today barely 10% of the original lake remains. Where once there was clear water – up to 40 metres deep in some places – there is now only salty brown earth and sand blowing around in the wind. So why is the lake – which once provided the former USSR with a sixth of its fish catch – disappearing?  
The answer lies in a decision made by the Soviet Union to turn Central Asia into the world's largest producer of cotton. To do this, they needed water to irrigate the land, so they set about diverting the two great rivers that fed the Aral Sea: the Syr Darya from the east and the Amu Darya from the south. They built an enormous irrigation network including 30,000 km of canals, 45 dams and more than 40 reservoirs, and for a time their plan succeeded: in 1988 Uzbekistan was the largest exporter of cotton in the world. But by then, the lake was already shrinking.  
Much of the water in the poorly built irrigation system leaked out of the pipes on its way to the cotton fields. From 1961 to 1970, the water level of the Aral Sea dropped around 20 cm per year. This drop increased to between 50 and 60 cm in the seventies, and then 80 to 90 cm per year during the eighties. Meanwhile, the levels of salt in the water soared, and the flora and fauna began to die. In 1987 the lake split into two separate bodies of water: the smaller North Aral Sea in Kazakhstan, and the larger South Aral Sea, most of which is in Uzbekistan. But the shrinking didn't stop there. In 2003 the southern part

divided further, forming a western and an eastern section. At some point, the Amu Darya river in the south ceased to reach the Aral Sea at all, causing the eastern basin to eventually dry up and become a desert.

Fortunately, the North Aral Sea has fared somewhat better. This is not only because the Syr Darya river in the east continues to provide it with fresh water, but also because a dam was built in 2005 to stop excess water escaping in the rainy season. By 2008, the thirteen-kilometre-long Kokoral dam had increased the volume of the North Aral Sea by 68% and the salt levels had begun to fall. Since then, the fish have returned, providing the Kazakhs who live on the shore with a source of food and a means of employment. Many of them have gone back to their previous occupations as fishermen. To sum up, it would appear that much of the Aral Sea is lost to us forever, but there is a glimmer of hope for the northern part, which seems to be making a comeback.

### Exercise 5 page 51 b

### Exercise 6 page 51 1 provided 2 to 3 up 4 less 5 only 6 in 7 keep 8 on

### Exercise 7 page 51 Students' own answers

### Exercise 8 page 51 Students' own answers

### Exercise 9 page 51 describing (outline), recommending (make suggestions), giving reasons (explain)

### Exercise 10 page 51 Students' own answers

## Unit 5 Battles

### 5A Vocabulary

#### War and conflict

### Exercise 1 page 52 1 a 2 c 3 b 4 a 5 b 6 c 7 a 8 b 9 c 10 b 11 c 12 a

### Exercise 2 page 52 1 lay, ambush 2 launched, attack

- 3 came, power
- 4 deploy, force
- 5 go, war
- 6 withdrawn, forces

### Exercise 3 page 52

- 1 seized power
- 2 civilian casualties
- 3 went to war / started fighting
- 4 (peace-keeping) troops was deployed
- 5 security forces
- 6 atrocities

#### Transcript

**Matthew** I'm Matthew Charlton, from the United Nations Children's Fund. Thank you for inviting me to speak here at Cornell about my work in Liberia.

As you probably know, Liberia was established by former slaves from the United States in 1847. For over a century it was fairly democratic. Then, in 1980, a soldier called Samuel Doe seized power. In 1989 a government minister – Charles Taylor – launched an insurgency against Samuel Doe. After heavy fighting, troops loyal to Taylor occupied most of the country and launched an all-out attack on the capital, Monrovia. Doe was captured, tortured and executed in September 1980, but his men put up a lot of resistance. Different rebel groups began to fight among themselves for control of the city and this caused terrible civilian casualties. Finally, African countries and the United Nations managed to get the different sides to attend peace talks. In 1997, a temporary government was established, and then there were general elections. Charles Taylor became the president, but sadly peace only lasted two years. There were still many different armed groups in the country, and they didn't relinquish their weapons. So perhaps it was inevitable that the fighting would start again.

The second Liberian civil war lasted from 1999 to 2003, when Charles Taylor agreed to give up power to break the stalemate between the warring sides. That year, the UN assembled a large peace-keeping force. 15,000 UN troops from countries around the world were deployed to Liberia between 2003 and 2013. Their first job was to keep different groups apart, and persuade their leaders to give up their arms. They also protected Liberia's borders – to stop people

from supplying arms from across the border to the foreign-backed rebels. In addition, the UN trained the security forces of the new Liberian government.

Establishing peace was an uphill struggle. At one time, in 2005, supporters of one politician staged big protests after losing an election – but luckily the protests didn't turn into violence. Slowly, the fighting and political chaos stopped. Most of the UN peace-keepers left in 2016, but a small force is still stationed there. Other UN agencies also came to Liberia – to help the Liberian government and local organisations to rebuild the country. They had a lot of work to do. The capital was in ruins, and people were very poor, and without jobs, education and medical care. Many people had seen or suffered terrible atrocities too. It's been a long road back to normal life, but – for the first time in a generation – people are now looking forward to a brighter future.

I first went to Liberia in 2006 to help with children's education. Liberia still has economic problems and issues with border security, but in my view, teaching young people is the best way to prevent further fighting and ensure a stable and peaceful long term future. It's ...

### Exercise 4 page 52 1 inflicted 2 occupied 3 broke 4 supplies 5 are stationed 6 staged 7 are putting up

## 5B Grammar

#### Passive structures

### Exercise 1 page 53 1 was occupied 2 was seen 3 (who was) caught 4 be arrested / have been arrested 5 being helped / they were helped 6 were produced 7 to be believed 8 were asked 9 set / which was set 10 to be doubted

### Exercise 2 page 53 1 I never like being told what to do by others. 2 Years ago, Tom was given a small part in a Bond movie.



- Today, Amy Adams is regarded as a great actress.
- The film directed by JJ Abrams cost \$50 million.
- To be given a role in any film, you need an audition.
- We were woken up this morning by a loud noise outside.

### Exercise 3 page 53

- The film was shown at the film festival.
- Undercover CIA agents are often killed.
- It is rumoured that Josh is getting divorced.
- That story is / was made up.
- If you want to be chosen for the Olympic team, you need to train harder.
- I was being interviewed (by a reporter) when we heard the explosion.

### Exercise 4 page 53

- had my phone confiscated
- had our wedding dinner cooked
- had the trick explained
- had my bank card taken
- had our army boots given
- had a strange package delivered
- had my bag stolen

### Exercise 5 page 53

- Have you had everything explained to you yet?
- Jack had his photo taken for the film poster.
- I had an amazing trick played on me by a magician.
- We had our passports checked twice at the airport.
- ✓
- Why don't you have your garden tidied?

## 5C Listening

### Arguments

#### Exercise 1 page 54

- conceded
- insisted
- recommended
- observed
- protested
- revealed
- resent
- mention

#### Exercise 2 page 54

- threatened
- denied
- reminded
- fear
- announced
- objected

#### Exercise 3 2.03 page 54

- A 5 B 7 C 3 D 8 E 2 F 6  
G 1 H 4

### Transcript

- I didn't touch your phone, and I don't know where it is.
- Nobody in this room can play the guitar as well as I can.
- Mum, Dad – James and I are going to have a baby.
- What evidence do you have for what you're telling us? Did you carry out a proper study?
- I've never told you this before, but I once made a very stupid mistake. I spent a few months in prison for it.
- Don't forget to pick up the theatre tickets when you're in town, Claire.
- I suggest we organise a party to mark Kelly's graduation.
- When will they stop playing that music and go to bed? It's half two, for heaven's sake!

### Exercise 4 2.04 page 54

- 1 C 2 A 3 C 4 C 5 C 6 A

### Transcript

#### Conversation 1

**Woman** What's up, Matt?

**Man** I had a silly argument with Jenny.

**Woman** Why?

**Man** Well, it started with something really small. She asked who I was going to vote for in the election, and I said nobody. I mean – they're all a bunch of liars.

**Woman** So?

**Man** Jenny kept on arguing that I had to vote. She's quite politically active, you know. In the last election she was out there knocking on doors and giving out leaflets.

**Woman** Well, it doesn't sound like you had an actual row.

**Man** We did. It all blew up when she told me it was my duty to vote. She claimed I was being irresponsible, so I hit the roof. I told her she was totally wrong. I take my responsibilities seriously. She insisted I should make up my mind, so I walked out of the room and slammed the door.

**Woman** I'm sure that didn't help.

**Man** Nope. She hasn't answered my calls today.

**Woman** Well, I'd just do nothing and let it all blow over.

#### Conversation 2

**Woman** You look a bit down in the dumps.

**Man** Yeah, I am. Danika and I had a fight.

**Woman** How did that start?

**Man** It was after she took me to this art gallery with some of her friends

from art college. We had to queue – outside in the rain. Then we went into this dark room, and moving pictures of flowers appeared on the walls.

**Woman** So ... why did you argue?

**Man** Well, she asked me if I liked it, and I said it was rubbish. I mean ... how much talent does it take to set up a projector? She remarked that I didn't understand. I felt like she was judging me so I called her 'pretentious'. I shouldn't have done that. It really upset her.

**Woman** To be honest, I'd be mad if someone called me 'pretentious'.

**Man** I did apologise, but she's still fuming.

**Woman** She'll get over it. And if she takes you somewhere like that again, try engaging with her about it. Ask her to explain why she thinks it's good. Who knows – maybe you'll start to like it too.

#### Conversation 3

**Man** What's the matter, Jess?

**Woman** Stephen and I have had a huge row. He lent me his laptop, and I damaged it.

**Man** How did that happen?

**Woman** I had the laptop on a coffee table, and I knocked the table over when I got up to answer my mobile. The laptop fell onto the floor and two of the keys on the keyboard came loose. I admit I was a little careless, but it could happen to anyone. It's not my fault.

**Man** What did he do when you told him?

**Woman** I was going to tell him, but he noticed it before I could explain it to him. Then he was totally unreasonable. He started yelling at me. Maybe he thought I was going to pretend I hadn't damaged the laptop. But I wasn't going to lie or anything.

**Man** That's really stupid of him. Listen ... how about I go and have a chat with him? It wouldn't cost much to repair the laptop if the damage is as minor as you say it is. That'll probably be enough to make him cool down.

## 5D Grammar

### Uses of it

#### Exercise 1 page 55

- it isn't easy to enjoy
- it is important to be good
- It is accepted as a fact

- 5 like it when
- 6 It takes a lot of training
- 7 it is incredibly difficult
- 8 it is well worth

### Exercise 2 page 55

- 1 finds / found it surprising
- 2 hate it when
- 3 love it if
- 4 accept it as a fact
- 5 regarded / regard it as

### Exercise 3 page 55

- 1 It's anybody's guess who'll win.
- 2 It was rude of you to leave without saying goodbye.
- 3 It's OK if you want to leave, I'll stay behind and lock up the shop.
- 4 It wasn't easy passing the test.
- 5 It isn't important who started the argument.

### Exercise 4 page 55

- 1 appreciate it, said
- 2 It takes, to train
- 3 It makes, to watch
- 4 regard it, didn't shake
- 5 hate it, push

### Exercise 5 page 55

- 1 I love it when we score a goal.
- 2 It wasn't easy for us to get here in this weather.
- 3 It was kind of you to bring me a present.
- 4 It was fun running in the race.
- 5 I'd appreciate it if you tidied up the classroom.

### Exercise 6 page 55

- 1 I see it as a waste of time that we're completing all these forms.
- 2 ✓
- 3 It's unusual for you to be up so early in the morning.
- 4 ✓
- 5 It's a real pain to have to rewrite my English essay.

## 5E Word Skills

### Dependent prepositions

#### Exercise 1 page 56

- 1 of, e
- 2 h, for
- 3 to, b
- 4 to, g
- 5 on, d
- 6 c, in
- 7 a, of
- 8 f, from

#### Exercise 2 page 56

- 1 for
- 2 at / against
- 3 in
- 4 to
- 5 to
- 6 for
- 7 in
- 8 to

### Exercise 3 page 56

- 1 from
- 2 in
- 3 to
- 4 about
- 5 on
- 6 for

### Exercise 4 page 56

- 1 The company says that their chemicals aren't a threat to wildlife.
- 2 Civil disobedience is preferable to violent protest.
- 3 We'll try to discourage Jenny from taking a job with a company that cuts down trees.
- 4 I think I was justified in breaking an unjust law.
- 5 Our lack of civil rights doesn't excuse you for resorting to violence.
- 6 Violence in any form is wrong.

### Exercise 5 page 56

- 1 A, is based; B, concentrate; C, 're depending
- 2 A, approval; B, preparing; C, concern
- 3 A, were confined; B, referred; C, reply

## 5F Reading

### 'Why?' 'Because it's there!'

#### Exercise 1 page 57

- 1 forcibly
- 2 ferociously
- 3 tantalisingly

#### Exercise 2 page 57

A

#### Exercise 3 page 57

- 1 C
- 2 B
- 3 E
- 4 A

## 5G Speaking

### Photo comparison

#### Exercise 1 page 58

Fillers to gain time	Paraphrasing when you don't know a word
Actually, ...	How do you say?
er / um ...	it looks a bit like a ...
I suppose	it's similar to a ...
if you see what I mean	those things that you ...
Let's see	What I mean is ...
What else?	You use it to ...
you know	

### Exercise 2 page 58

#### Students' own answers

### Exercise 3 2.05 page 58

#### Students' own answers

#### Transcript

**Examiner** I'd like you to compare the photos and say what challenges you think these people face every day. What personal qualities might they have?

**Candidate** Let's see ... My initial impression is that the photos appear to be quite different, but, you know, actually they have a lot in common, if you see what I mean. The first one shows a woman working in construction, whereas the second photo shows a person in a wheelchair on a busy street. Although they appear different, both photos show people who are facing challenges of some kind. I imagine that both people have to cope with a lot of difficulties in their day-to-day lives.

The woman in the first photo is on a building site. It looks like the frame of a house in the background. She doesn't appear to be an engineer or an architect, so in all probability she's one of the construction workers. She could be a carpenter as she's carrying pieces of wood. It's highly unlikely that there are many women working on her construction site, and it's probably quite difficult to work alongside lots of men all the time. The chances are that she suffers from prejudice sometimes and ... er ... bad jokes. I wonder how she feels about her situation, but her expression doesn't tell us anything.

What I mean is ... she just appears to be getting on with her work. My initial impression of the second photo is that the man is having great difficulty in getting around because of the traffic. He looks like he's trying to cross a busy road in what looks like ... how do you say ... when everyone is going to work and the roads are very busy. He's moving his wheelchair across the road and the cars in front of him are blocking his way. I wonder if they will move for him. I daresay he runs into problems like this all the time, but I wonder if he gets very frustrated sometimes. It must be exhausting. Let's see, it looks like he is in a British city, because of the British number on the back of the car. It's impossible to say, but my best guess would be London.

The people in both photos face challenges in their lives, and I suppose that they both have to be physically and mentally strong. They're probably very independent and determined people, who know what they want in life ... if you see what I mean. I imagine that they both get on with life ... you know ... without expecting anyone to help them.

#### Exercise 4 2.05 page 58

- 1 impression 2 probability  
3 unlikely 4 chances 5 daresay  
6 wonder 7 best guess

#### Transcript

See exercise 3.

#### Exercise 5 page 58

Students' own answers

#### Exercise 6 page 58

Students' own answers

## 5H Writing

### For and against essay

#### Exercise 1 page 59

- 1 **Pros:** character building, learn life skills, maintain national security  
**Cons:** prevents people getting on with their lives, risk of being sent to war
- 2 The argument that military service teaches you skills for later life, and the argument that it makes you put your life on hold.

#### Exercise 2 page 59

- 1 it is sometimes argued that – people sometimes think that  
2 by the same token – in the same way  
3 by contrast – on the other hand  
4 similarly – likewise  
5 in other words – to put it another way  
6 to sum up – in conclusion

#### Exercise 3 page 59

- 1 maintain 2 reasoning 3 place  
4 least 5 compelling 6 case

#### Exercise 4 page 59

Students' own answers

#### Exercise 5 page 59

Students' own answers

## Review Unit 5

#### Exercise 1 page 60

- 1 terrorists 2 asymmetric warfare  
3 atrocities 4 border  
5 insurgency 6 special forces

#### Exercise 2 page 60

- 1 came under 2 mounted  
3 caught 4 inflicted 5 putting up  
6 been deployed 7 been waging 8 fell

#### Exercise 3 page 60

- 1 mentioned 2 object 3 doubt  
4 advised 5 complain 6 denied  
7 claimed

#### Exercise 4 page 60

- 1 b 2 a 3 a 4 b 5 b 6 c

#### Exercise 5 page 60

- 1 suppose 2 not sure  
3 a kind of 4 what I mean  
5 Actually 6 what else

#### Exercise 6 page 60

- 1 impression 2 doubt  
3 expression 4 guess  
5 clear 6 chances

#### Exercise 7 page 61

- 1 being made / to be made  
2 will be given / are given  
3 To be named / Being named  
4 is seen  
5 written  
6 is rumoured

#### Exercise 8 page 61

- 1 had everything explained  
2 had her bag stolen  
3 had the email translated for us  
4 have them sent  
5 is having her portrait painted  
6 had their concert shown on TV last year

#### Exercise 9 page 61

- 1 It was lovely to  
2 you like it hot  
3 It is necessary to arrive / that we arrive  
4 see it as very rude  
5 finds it difficult to sleep  
6 owe it to Jack

#### Exercise 10 page 61

- 1 b 2 b 3 c 4 a 5 c 6 a  
7 c 8 a

## Unit 6 Dreams

### 6A Vocabulary

#### Life's too short

#### Exercise 1 page 62

- A realised B accomplished  
C fulfilled D achieved  
E completed F met  
G reached H attained

#### Exercise 2 2.06 page 62

- 1 11 2 13 3 7 4 13 5 13  
6 19 7 16 8 13

#### Transcript

**Presenter** Welcome to the programme. Today, we're going to hear about some people who have shown that you're never too young to realise your dreams. Jo Thorne is here to tell us about them. Jo?

**Jo** Hi there. Yes, all of the people I'm going to tell you about achieved their goals at a very early age. Let's start with the arts. American actor Gaten Matarazzo was only eleven when he first appeared on the Broadway stage as Benjamin in *Priscilla, Queen of the Desert*. Gaten is best known today for his role as Dustin Henderson in the Netflix drama series *Stranger Things*. Moving on to music, Singapore-born Vanessa-Mae was a young child when she moved to London and started playing the violin. At thirteen, she became the youngest soloist ever to record both the Beethoven and Tchaikovsky violin concertos. Then there's artist Kieron Williamson, who started painting as a small boy when he was on a family holiday by the sea. Kieron had his first exhibition aged seven and now his paintings sell for thousands of pounds.

**Presenter** What incredible stories, Jo! Where did they find the inspiration?

**Jo** I know. They're amazing, aren't they? No less so is Jamie Edwards, who, at thirteen, is the youngest scientist ever to achieve nuclear fusion. After receiving a £2,000 grant from his school, Jamie built a nuclear-fusion reactor and succeeded in creating helium out of hydrogen. Another thirteen-year-old, Shubham Banerjee, has started his very own company in Silicon Valley. Shubham set up Braigo Labs to develop his design for a low-cost machine to print Braille, the reading and writing system

used by people who are visually impaired.

**Presenter** How enterprising of them both! Who's next on your list?

**Jo** Next is the youngest person to go into politics, a Ugandan woman called Proscovia Alengot Oromait. Proscovia was elected almost as soon as she left school aged nineteen, and since then she's been actively involved in the country's government.

**Presenter** What a responsibility!

**Jo** Absolutely! Let's turn our attention to physical achievements now. Dutch sailor Laura Dekker is the youngest person ever to circumnavigate the world alone. She performed this feat in 518 days, despite objections that, at sixteen, she was too young to attempt the voyage.

**Presenter** What an amazing achievement! Jo, we've got time for one more.

**Jo** OK, so last but not least is one of the youngest athletes ever to perform at the Olympic Games. Nepalese swimmer Gaurika Singh was only thirteen when she went to Rio de Janeiro in 2016. Although she won her heat, unfortunately her time wasn't fast enough to put her through to the final.

**Presenter** Oh, bad luck! How brave of her to compete at such a prestigious event, though. Jo Thorne, that was fascinating! Thank you so much for joining us.

**Exercise 3**  2.06 **page 62**

1 B 2 E 3 G 4 C 5 D  
6 H 7 F 8 A

### Transcript

See exercise 2.

**Exercise 4** **page 62**

- 1 had the time of our lives
- 2 've got / have no time for
- 3 (just) in the nick of time
- 4 right place at the right time
- 5 (to accept the situation) in time
- 6 making up for lost time
- 7 a race against time
- 8 is living on borrowed time

**Exercise 5** **page 62**

- 1 circumnavigate 2 scale
- 3 master 4 conduct
- 5 endure 6 pilot 7 retrace
- 8 traverse

## 6B Grammar

### Relative clauses and reduced relative clauses

**Exercise 1** **page 63**

- 1 The London Marathon, which is a fundraising event, is held in spring.
- 2 That's the woman who gave me a lift home.
- 3 The crowdfunding site they've set up has raised over £2,000 so far. / They've set up a crowdfunding site that has raised over £2,000 so far.
- 4 Angelina Jolie, whose most famous role is Lara Croft, is also a film director.
- 5 We bought some bracelets the local women had made.

**Exercise 2** **page 63**

- 1 The house the thieves broke into is owned by a wealthy banker.
- 2 The people I'd been doing the project with let me down.
- 3 We gave the books, which hadn't been written in, to the teacher.
- 4 The flat is shared by four students, all of whom are / who are all studying music.
- 5 The party, which I've been looking forward to all week, is at Beth's house.
- 6 My aunt gave me two books for my birthday, both of which I'd read before.

**Exercise 3** **page 63**

- 1 that / which was given last night
- 2 , who had been hired at the last moment,
- 3 that / which is playing in the background
- 4 , which is based on a true story,
- 5 who were waiting at the stage door
- 6 , which was light at first,

**Exercise 4** **page 63**

- 1 The profits from the concert given last night are all ...
- 2 The comedian, hired at the last moment, turned out ...
- 3 The song playing in the background is by ...
- 4 His new film, based on a true story, will be ...
- 5 The fans waiting at the stage door were ...
- 6 The rain, light at first, soon ...

**Exercise 5** **page 63**

- 1 who 2 of 3 in
- 4 that / which 5 whom
- 6 whose 7 which 8 on

## 6C Listening

### Against all odds

**Exercise 1** **page 64**

- 1 improper, unsuitable
- 2 hair-raising, thrilling
- 3 intolerant, narrow-minded
- 4 fearless, valiant
- 5 distinguished, great
- 6 chaperoned, escorted

**Exercise 2**  2.07 **page 64**

- 1 T 2 F 3 F 4 T

### Transcript

Born in Worcester, Massachusetts, in 1859, Fanny Bullock was one of the first female mountaineers. She was introduced to climbing by her husband, William Hunter Workman, whom she married in 1882. After spending several summers in the White Mountains in New Hampshire, the couple relocated to Europe, where they undertook a number of cycling tours through Switzerland, France, Italy, Spain and Algeria. Fanny travelled with her liberal husband as an equal, and the two shared the organisation of their trips. It was while they were further afield in India that they took up climbing again, travelling eight times to the western Himalayas over the next fourteen years. Here Fanny set a number of altitude records by being the first woman to climb peaks exceeding 6,000 metres. Not only was she a valiant mountaineer, but she was also an ardent feminist, promoting women's rights and votes for women in the many books she wrote about her adventures. Her aim was to break down the gender barrier in mountaineering and show that women were just as capable as men of scaling the world's highest peaks.

**Exercise 3**  2.08 **page 64**

bicycle, ship, train

### Transcript

Continuing our season on famous female explorers, today we're going to look at the extraordinary journey made in the mid-1890s by a woman known as Annie Londonderry. The trip was the result of an argument between two affluent Boston

businessmen over whether a woman would be capable of supporting herself financially while cycling around the world unaccompanied. The pair stipulated a time limit of fifteen months, fixed the income to be earned at \$5,000 and put up \$10,000 in prize money to be awarded if their specifications were met. They then set out to find a volunteer. The challenge was accepted by twenty-four-year-old Annie Kopchovsky, who had been Annie Cohen before getting married and taking her husband's name. Annie was given a bicycle, and earned her first \$100 in sponsorship from the Londonderry Lithia Spring Water Company by hanging a placard with their name on it on her bike. Then it was time to go.

Annie wasn't new to travel. As a young girl, she had crossed Europe and the Atlantic Ocean with her family to emigrate from Latvia to the United States. However, she was new to cycling, and only took it up just before she set off. At the time, cycling was very popular, especially with women, as it gave them more freedom to go where they liked. The only problem was what they should wear when perched in the saddle. Many people thought cycling unsuitable for women and scorned the loose trousers that had been designed to make it easier. Undeterred by the controversy – and possibly encouraged by it – Annie leaped at the chance to ride a bike. Of course there was the added incentive that she stood to win \$10,000 if she completed the challenge.

Annie's trip did not start well. On 27 June 1894, the small young woman set off from Boston on a bicycle that weighed nearly half as much as her. She was wearing a long skirt and a high-collared jacket and she carried with her a change of clothes and a pearl-handled pistol. It took her three months to reach Chicago, at which point she realised that she wasn't going to be able to continue unless she made some drastic changes. Swapping her bike for one that was 10 kg lighter, and exchanging her skirt for trousers, she cycled back the way she had come, going on to New York. There she boarded a ship bound for France, and continued her trip by sea. The challenge did not specify a minimum cycling distance, so she sailed from place to place, completing day trips on her bike at each stop on

the voyage. In this way, she visited, among other places, Egypt, Yemen, Sri Lanka, Vietnam and Japan, before landing in San Francisco on 23 March 1895.

As well as the travelling, there was also the question of raising the \$5,000 stipulated in the challenge. Unlike the cycling, this is where Annie excelled. Before setting off, she had worked for a newspaper selling advertising space. During her trip, she sold advertising space on her bike. On top of that, she gave lectures about her adventures at every port she visited, exaggerating dangers, inventing wild stories that captivated the media and heightened her popularity. One such tale involved hunting tigers in India with German royalty, when she had never been to the country, let alone met princes! She also gave cycling demonstrations and sold promotional photos of herself, charging for autographs. All of this helped to make her an international sensation and filled the bags on her bike with cash.

Once Annie was back in the US, she still had six months to get back to Boston. She rode her bike much of the way, and took the train when the roads were too muddy. On 12 September 1895, she arrived back in Chicago, where she collected her \$10,000 prize before heading home to Boston, arriving there on 24 September. The following month, she published an account of her exploits in the *New York World*, entitled 'The Most Extraordinary Journey Ever Undertaken by a Woman'. Although she completed most of her trip with her bicycle rather than on it, the headline seems to have been fairly accurate.

So, that's the story of Annie Londonderry. Next week we're going to look at ...

#### Exercise 4 2.08 page 64

1 F 2 T 3 F 4 F 5 F 6 T  
7 T 8 T

#### Transcript

See exercise 3.

#### Exercise 5 page 64

- a Taking  
b Taken
- a Having lost  
b Lost
- a Having worn  
b Wearing
- a Buying / Having bought

- b Bought
- a Leaving  
b Having left
- a Knowing  
b Known

## 6D Grammar

### Modal verbs: speculation

#### Exercise 1 page 65

- 1 will 2 may 3 can't 4 should  
5 can 6 might 7 must 8 could

#### Exercise 2 page 65

- must have been raining
- could have helped
- can't have been invited
- should have arrived
- may have been stolen
- will have been driving
- might have left

#### Exercise 3 page 65

- can't have been listening to me
- must have left a window open
- should be landing now
- can be seen in the fields
- may not have been received
- won't have been marked yet

#### Exercise 4 page 65

- 1 must 2 will 3 have  
4 should 5 can't 6 can  
7 been 8 could

## 6E Word Skills

### Phrasal verbs (2)

#### Exercise 1 page 66

1 I 2 L 3 L 4 I 5 I 6 L

#### Exercise 2 page 66

- 1 make up 2 settle down 3 put out  
4 get on 5 got over  
6 took off

#### Exercise 3 page 66

- took off
- get over
- put, out
- take, in
- didn't go down
- isn't getting on / didn't get on
- settle down
- made up

#### Exercise 4 page 66

1 B 2 A 3 D 4 C 5 F  
6 E 7 H 8 G

## 6F Reading

### I have a dream

#### Exercise 1 page 67

- 1 d 2 h 3 c 4 a 5 g  
6 b 7 e 8 f

#### Exercise 2 page 67

Experts B and C are pro-Brexit.

#### Exercise 3 page 67

- 1 A, Chris Holmes [Phillips: Not only did it cost a fortune to be a part of Europe ... but being a member state also had other drawbacks. Holmes: access to the single market ... more than made up for the expense.]
- 2 C, George Phillips [Holmes: Having left the union, the UK will also have lost much of its bargaining power to establish agreements with other world powers. Phillips: I believe Brexit will bring some clear-cut advantages to the UK, such as favourable trade agreements with influential countries like China, India and the US ...]
- 3 D, Amanda Shaw [Chalmers: A more pressing issue for me is the question of who and what should be allowed to enter the country. Shaw: While security at customs is obviously an issue to be taken seriously ...]
- 4 A, Chris Holmes [Chalmers: The fact that the UK imports more than it exports means that it is in Europe's interest to maintain tariff-free trading if the UK leaves the single market. Holmes: A free-trade deal with Europe is unlikely, as the EU will want to deter other member states from breaking away.]

## 6G Speaking

### Debate

#### Exercise 1 page 68

Students' own answers

#### Exercise 2 2.09 page 68

The speaker agrees with the statement. He believes you need courage:

- 1 to overcome obstacles.
- 2 to stand up to your parents / for yourself.
- 3 to resist peer pressure.

- 4 to admit your mistakes.
- 5 to make the right decisions.

#### Transcript

**Examiner** Are you ready, Jason?

**Candidate** Yes, thank you. First, let me say that I agree with this statement wholeheartedly. You need courage to overcome all of the obstacles that stand in the way of achieving your dreams – and there are many. For one thing, you will probably run up against opposition from some of the people around you. For example, you may be expected to study medicine, while your ambition is to become a world-famous musician. Consequently, you are likely to be involved in some very heated discussions with your parents and you will need courage to stand up for yourself. As far as your friends are concerned, you may need the courage to be different from them, in other words, you will have to resist peer pressure. On the whole, courage helps you believe in yourself, so that you don't let others persuade you to do what they want you to do rather than what you want to do.

**Examiner** Would you say that all dreams are realistic, though? I'm sure there are cases when a person's aspirations are too high and no amount of courage is going to help fulfil them.

**Candidate** It's true that some people start out by aiming too high, but if you realise that you are going over the top, you can always adapt your goals to make them more achievable. And you need courage to do this, too. At some point you will have to stand up in front of everyone and admit your mistakes. That takes courage, in my opinion.

**Examiner** Jason, what about hard work? As far as I can see, if you don't work at your dreams, you aren't likely to achieve them.

**Candidate** Even so, I think that courage is more important. If you have courage, you'll work hard. If you don't have it, you'll have doubts, and you might put off doing the work you need to do. What's more, you might not make the right decisions about the future, and that is sure to make a difference as to whether you achieve your aims or not.

#### Exercise 3 page 68

Students' own answers

#### Exercise 4 page 68

- 1 For one thing, Besides

- 2 It's true, Regarding
- 3 Still, that is to say
- 4 Regarding, It's true
- 5 that is to say, Still, ...
- 6 Broadly speaking, Consequently
- 7 Besides, Broadly speaking
- 8 Consequently, For one thing

#### Exercise 5 2.09 page 68

##### Students circle:

For one thing,  
Consequently,  
As far as ... are concerned  
in other words  
On the whole  
It's true  
Even so  
What's more

##### Transcript

See exercise 2.

#### Exercise 6 page 68

- 1 To start with
- 2 Certainly / It's true / Of course
- 3 Broadly speaking / By and large / On the whole
- 4 As a result / Because of this / Consequently
- 5 Even so / Still / All the same
- 6 Regarding / As for
- 7 in other words / that is to say / I mean
- 8 What's more / Besides / As well as that

#### Exercise 7 page 68

Students' own answers

#### Exercise 8 page 68

Students' own answers

## 6H Writing

### An informal email

#### Exercise 1 page 69

##### Questions:

'... how are you feeling about your new job?'

'Are you doing anything special to prepare for the first day – if so, what?'

##### Answers:

'I feel exactly the same way.'

'I've spent a fortune on clothes ...'

'I've been thinking of questions I can ask my new colleagues when I meet them.'

#### Exercise 2 page 69

- 1 mean
- 2 helps
- 3 consolation
- 4 coming
- 5 know
- 6 everything

**Exercise 3** page 69

1 get through 2 at the crack of dawn 3 an awful lot 4 look the part 5 put (my) foot in it 6 stay cool

**Exercise 4** page 69

1 bridge 2 back 3 day 4 boat 5 shot 6 grade 7 nervous 8 keep

**Exercise 5** page 69

Students' own answers

**Exercise 6** page 69

Students' own answers

## Review Unit 6

**Exercise 1** page 70

1 against time 2 on borrowed time 3 no time 4 in time 5 for lost time 6 of their lives 7 nick of time

**Exercise 2** page 70

1 intolerant 2 fitting 3 fearless 4 distinguished 5 hair-raising 6 chaperoned

**Exercise 3** page 70

1 a, b 2 b 3 b, c 4 a, c 5 b, c 6 c

**Exercise 4** page 70

1 get over 2 went off 3 take off 4 fallen out 5 gone off 6 take off 7 fell out 8 Getting over

**Exercise 5** page 70

1 start 2 concerned 3 large 4 thing 5 Because 6 say 7 so

**Exercise 6** page 70

- The film is about an old man whose life changes when he meets a refugee.
- Did you book that holiday which you were telling me about last week?
- We'd been trekking non-stop for eight hours, by which point we were exhausted.
- At the end of the film, we see a coffee tin which / that has Edward's ashes inside.
- People tend to worry about a lot of things, most of which aren't very important in the end.
- There may be a train strike, in which case Dad will drive us.
- 'Hello', which won a Grammy award in 2017, is still one of my

favourite songs. / 'Hello', which is still one of my favourite songs, won a Grammy award in 2017.

**Exercise 7** page 71

- The play being shown today is a romantic comedy.
- This is a memorial to soldiers killed in the war.
- The film tells the story of a man kidnapped by gangsters.
- It is always great to see someone fulfil their dream.
- The film, directed by Ang Lee, stars Suraj Sharma.
- My mum loves old photos taken in black and white.

**Exercise 8** page 71

1 can hardly have 2 might not have 3 could 4 can't 5 must 6 should have 7 may have 8 can't 9 must 10 could

**Exercise 9** page 71

1 c 2 b 3 a 4 c 5 b 6 c 7 a 8 b

## Exam Skills Trainer 3

**Exercise 1** page 72

Little wonder, then, that the inventors of the latest device intended to rid the world of this curse are two Afghan brothers. Option A is closest to answering the question.

**Exercise 2** page 72

1 A 2 B 3 D 4 C 5 A 6 B

**Exercise 3** page 73

- speaker's main point
- speaker's feeling

**Exercise 4** 2.10 page 73

Part 1

1 D 2 H 3 F 4 C 5 E

Part 2

1 G 2 C 3 A 4 E 5 H

**Transcript**

- I'd always enjoyed spending time with my extended family, so I thought we'd all have a real laugh doing this. And we did to start with: dressing up in the protective gear, choosing teams, and then setting out on our first mission. What I hadn't realised before was how competitive some of them are. I mean, you're supposed to leave the arena when you've been

hit, but some of them just carried on playing, even though they had several paint splodges on their overalls. That kind of spoilt it for me, really, and I'd never go paintballing with them again.

- I'd always longed to go there, probably because of the romantic image associated with it, you know, gliding silently in a gondola through canals and under bridges. Then of course, there's all this talk that the city is sinking; it creates a sense of urgency among those who want to go. Anyway, I was taken there by my partner on my last birthday and we were lucky enough to have glorious weather. The city took my breath away. I was so overjoyed at having finally made it that I burst into tears when we got back to our hotel.
- There was no way I was going to miss this, so I got tickets for myself and a friend months beforehand. It was a rather unconventional interpretation of the novel, but the whole thing was mesmerising. The way the protagonist moved around the walls of his room – a transparent box on the stage – the actor gave the impression he was, in fact, an insect. Knowing the ending didn't make it any less distressing, and it was a while before I could get up from my seat. The whole thing left me feeling shell-shocked for the rest of the evening, and I really didn't feel like going on anywhere else after.
- Every year at Christmas, we do something together as a family, like going to an exhibition, to the cinema or the theatre, something like that. Last year's event was something I really fancied: learning how to make sushi! We went to a Japanese restaurant, where we were given all the ingredients, and a demonstration of how to make some of the different types. Although some of the techniques were a bit complicated, my efforts turned out pretty well, even though I do say so myself. I enjoyed it so much, that I've already signed up to do it all over again with a friend.
- I'd heard a lot about it, so I couldn't wait to go there. We arrived really early to avoid the queues, and we went straight in. The place is so huge, that we didn't know where to start – I'm sure we ended up going the wrong way! Even so, I

was gobsmacked by the collection, I mean, most places like this have one or two specimens of each exhibit, but this one has dozens of them. The thing that impressed me most was the blue-whale skeleton hanging in the main hall – it was huge! I was so impressed by the place that I couldn't stop talking about it for the rest of the day.

### Exercise 5 page 73

- 1 adjective, luxurious
- 2 noun, popularity
- 3 noun, response
- 4 adjective, stressful
- 5 adverb, traditionally
- 6 adjective, affordable
- 7 verb, maximise
- 8 verb, lengthen

### Exercise 6 page 73

Comparing: alike, both, in common, likewise, resemble  
 Contrasting: instead, on the other hand, unlike, whereas, while

### Exercise 7 page 73

Students' own answers

### Exercise 8 page 73

Students' own answers

## Unit 7 Journeys

### 7A Vocabulary

#### Road travel

### Exercise 1 page 74

- 1 car
- 2 drivers
- 3 stop
- 4 test
- 5 traffic
- 6 atlas
- 7 maintenance

### Exercise 2 2.11 page 74

- 1 indicate 2 steer 3 brake
- 4 pull over 5 overtake
- 6 change gear

#### Transcript

1 It isn't a route I'm very familiar with and I wasn't sure exactly where I needed to leave the motorway. But then, just as I was approaching the slip road, I saw the sign – so I turned onto the slip road at the last minute. I got a few hoots from the car behind me. I guess I gave him a shock, as I didn't have time to put my indicator on, I just moved

suddenly to the left, in front of him. Anyway, it was all OK in the end. There was no accident.

- 2 I was in the outside lane, overtaking a lorry, when the lorry started to move out into my lane, towards me. I guess it just hadn't seen me. It was terrifying because I was trapped! I couldn't do anything except drive onto the central reservation and try not to hit the barrier. As soon as my wheels hit the grass, I found it really difficult to keep the car going in a straight line, and for a few seconds I was sure I was going to crash. But I managed to slow down and then pull back behind the lorry. I was really shaken up!
- 3 I don't know how this happened, because I've driven to my cousins' house a hundred times before, but anyway, on this occasion I had my sister in the car with me and we were chatting. Maybe that's why I wasn't concentrating fully. I was probably going a bit too fast, too, and this T-junction kind of took me by surprise. I had to slam the brakes on as I got near it. The tyres made a horrible screeching sound – and so did my sister! But I just about stopped in time.
- 4 It was about eleven o'clock at night and I was driving along the motorway, listening to the radio, when I noticed a police car behind me. At first I wondered if I'd been going too fast – but I was pretty sure I hadn't. Anyway, the police car flashed a sign telling me I had to slow down and stop on the hard shoulder – so I did. The police car stopped behind me and a police officer got out and asked me a few questions – where I was going, whether it was my own car, and so on. Then he said fine, I could go. It was all a bit of a mystery. I still have no idea why he stopped me.
- 5 This happened about a month after I'd passed my test. I was driving home from a friend's house and I was going across a flyover where the traffic usually goes pretty fast. But on this occasion, I got stuck behind a really slow vehicle – I think it was sweeping the road, or clearing the gutter – something like that. Anyway, I didn't know what to do. People started hooting me because they wanted me to go past this vehicle, but I knew I wasn't allowed

to – not on the flyover. I don't remember what happened in the end, but I do remember feeling really embarrassed.

- 6 I used to drive my dad's old car – it was ancient and kept breaking down. I remember on one occasion there was a problem with the gears while I was giving a friend a lift home. I couldn't get it out of second gear! My friend lived at the end of a very long cul-de-sac and I had to drive all the way down it in second. People were looking out of their windows because the car was making such a strange noise! I think after that I refused to drive my dad's old car and always insisted on borrowing his new one.

### Exercise 3 2.11 page 74

- A 4, hard shoulder
- B 5, flyover
- C 3, T-junction
- D 1, slip road
- E 6, cul-de-sac
- F 2, central reservation

#### Transcript

See exercise 2.

### Exercise 4 page 74

- 1 saddle 2 brake levers 3 pedals
- 4 spokes 5 handlebars 6 chain
- 7 tyres 8 pump

### 7B Grammar

#### Modal verbs

### Exercise 1 page 75

- 1 b 2 a 3 b 4 a 5 a 6 b
- 7 b 8 a

### Exercise 2 page 75

- 1 needn't have spent
- 2 didn't need to change
- 3 didn't need to hire
- 4 needn't have bought
- 5 needn't have come
- 6 didn't need to ask

### Exercise 3 page 75

- 2 shouldn't have needed to leave
- 3 may be having to work overtime
- 4 can't have had to pay for
- 5 must have had to walk
- 6 might not have needed to book a table

### Exercise 4 page 75

Students' own answers



# 7C Listening

## Crossing borders

### Exercise 1 2.12 page 76

- 1 haversack 2 contaminated  
3 dinghy 4 doctorate  
5 disconsolate 6 persecute  
7 jetty 8 loudhailer

### Exercise 2 2.12 page 76

- 1 repetitive 2 noisy  
3 faulty 4 cake 5 plastic  
6 relaxing 7 awful 8 birds

#### Transcript

- I'd been working in the same office for ten years and, to be honest, I was starting to find the work really dull and (...). It was time for a change.
- I spent the first month living in a flat that was so (...) that I had to wear earplugs at night just so that I could get to sleep.
- I'd been wanting these new headphones for months, but as soon as I tried them, I realised they were (...), so I took them back to the shop and complained.
- Two women were sitting in the corner of the café. One was drinking a cup of tea. Neither of them had touched the (...) that was on a plate in between them.
- The room was large and everything about it was modern, from the brightly coloured (...) furniture to the smooth, shiny floors.
- We booked a beautiful villa in the Italian countryside, and although the weather was slightly disappointing, we still managed to spend a really peaceful and (...) week there.
- I'd been planning to spend the afternoon fishing, but when it came to it, the weather was so (...) that I decided to stay in.
- It was getting dark as we walked home, and the (...) were flying back to their trees for the night.

### Exercise 3 2.12 page 76

#### Suggested answers:

- 1 point 2 2 point 3  
3 point 3 4 point 1  
5 points 1 / 2 6 points 1 / 2  
7 point 3 8 point 1

#### Transcript

See exercise 2.

### Exercise 4 2.13 page 76

- 1 Saudi Arabia 2 Thailand 3 The USA 4 Spain 5 Ireland

#### Transcript

- When I finished at university, I was really in debt. It wasn't just my student loan – I'd also borrowed money from family, which I needed to pay back. None of the jobs that I could apply for in the UK were offering the kind of money I needed to earn in order to start paying off my debts. I really didn't know what to do. Then a friend of mind suggested going to work in Saudi Arabia. I found several job adverts online, and in the end applied to work at a military base, teaching English. The pay was good, and the job also came with free accommodation and meals, so it was a really good opportunity to save up some money. In fact, after about two years, I'd paid off all my debts, but I like the job – and the people here – so I've stayed. I don't miss Wales much, really – though the weather here is a bit relentless. Sometimes I wish it would be cold and rainy, just for a change ...
- I left school at sixteen and went to work in a restaurant. At first, it was just a job, but gradually cooking became a real passion and I knew I wanted to make a successful career out of it. I moved to Thailand three years ago. It was the food that brought me here. I'd always cooked a few Thai dishes but I didn't really know much about the cuisine or its traditions. So I came here to learn. I don't know how long I'll stay – but I'll know when it's time to leave, and take all my new knowledge and skills back to England. And when I get back home, the first thing I'll do is go to a café and order a full English breakfast! It's the only thing about England that I really miss, and you just can't get it here ...
- We used to live in a quiet suburban street on the outskirts of London. Then we moved to New York, where we have an apartment in downtown Manhattan. It's quite a change! When my wife was offered a job here, we weren't sure what to do at first. You see, I was working in London at the time. But it was such a great opportunity for my wife – and to be honest, I'd had enough of my job anyway. So I handed in my notice and we moved out here! I now work as a freelance journalist, which is fine, although perhaps a bit lonely. I do miss the social life I

had back in London – I had a lot of friends there. But New York is a great city.

- I've been here for many years now – it's definitely my home, even though I was born and grew up in the north of England. I first came to the south of Spain after a serious chest infection, when I was in my twenties. My doctor had suggested that a warmer climate might help my recovery. I certainly did feel a lot better after that first mild winter here, and, to be honest, I didn't seriously consider going back to live in England after that. I'm an artist, and I can paint just as well here as anywhere else – in fact, the light here is perfect for my style of painting. The only thing I wish I had here is English television programmes. I can't use the internet catch-up service as I'm outside the UK. I just can't get them. I know if I had a satellite dish I could pay to receive them, but I can't really afford that. So I make do without.
- I moved to Ireland ten years ago, when my Uncle Samuel died. You see, he lived in a castle in the south-west of the island. It dates back to the eighteenth century and sits in the middle of a large and beautiful estate. To be absolutely honest, I wasn't sure I wanted to come and live here. At that time, I lived in central London. It was a small apartment but the location was amazing – surrounded by bars, restaurants and theatres. I still miss the excitement of a capital city. It's so quiet here in comparison! But anyway, I had to come and live here because if I hadn't, I would have had to pay thousands of pounds in tax. Something to do with inheritance tax. I don't quite understand it all, but my accountant assured me the only solution was to come and live here – so I did.

### Exercise 5 2.13 page 76

1

Speaker	1	2	3	4	5
A-H	E	B	G	A	D

2

Speaker	1	2	3	4	5
A-H	D	G	A	B	H

#### Transcript

See exercise 4.

## 7D Grammar

### Talking about ability

#### Exercise 1 page 77

1 b 2 b 3 a 4 a, b 5 b 6 a

#### Exercise 2 page 77

1 ... I managed to enter ...  
2 ... I couldn't see ...  
3 ... could play ...  
4 ... I could buy ...  
5 I can text ...

#### Exercise 3 page 77

1 be able to 2 being able to 3 to be able to 4 being able to  
5 be able to

#### Exercise 4 page 77

1 can 2 being able to 3 to be able to 4 managed to  
5 managed to 6 couldn't  
7 can 8 could

#### Exercise 5 page 77

Students' own answers

## 7E Word Skills

### Verb patterns

#### Exercise 1 page 78

a to promise b to be made c escaping d being chased e remember  
f broken g having decided h to have happened

#### Exercise 2 page 78

1 to live 2 to be kept 3 to get  
4 to devise 5 made 6 to post  
7 being sent 8 hand 9 giving  
10 to receive 11 appearing  
12 to support 13 to become  
14 touring

#### Exercise 3 page 78

1 insisted on her husband selling  
2 had never heard of an animal being given  
3 longed for his poems to be published  
4 resented her brother getting  
5 confessed to having made his son work  
6 can't face asking the waiter to bring  
7 shouted at his dog to stop chasing

#### Exercise 4 page 78

2 have heard of sth  
3 long for sth  
4 resent sb/sth

5 confess to sth, make sb do sth  
6 not face (doing) sth, ask sb (to do) sth  
7 shout at sb/sth, stop doing sth

## 7F Reading

### Time traveller

#### Exercise 1 page 79

a 5 b 1, 2 c 3, 4

#### Exercise 2 page 79

1 b 2 a 3 d 4 a 5 c

## 7G Speaking

### Collaborative task

#### Exercise 1 page 80

1 d 2 g 3 a 4 f 5 b 6 c  
7 i 8 e 9 h

He's trying his hand at water sports.

#### Exercise 2 page 80

Students' own answers

#### Exercise 3 2.14 page 80

Students tick a, b, c and e.  
They agree that factor e is the most important.

#### Transcript

**Boy** Have you had any more ideas about the holiday? We're meeting the others tomorrow, to talk about it. I think we need to make a decision soon.

**Girl** I know. It's difficult, because I'm not sure we all want the same thing. Personally, I'm going to be so exhausted by the time I finish my exams that I just want to put my feet up for two weeks! Maybe we could rent a villa with a pool ...

**Boy** Really? I'm not sure that's the best idea.

**Girl** Why don't you like the idea of a villa?

**Boy** Well, for a start, there are probably too many of us. Eight people, altogether.

**Girl** That's OK. You can rent villas for eight people.

**Boy** I suppose so. I guess I'm also worried that it would be a bit boring. I don't want to sit by a pool for two weeks. I want some activities ...

**Girl** Well that's possible too. We just need to make sure the villa is in the right place. Maybe near the sea.

**Boy** I'm not a big fan of beaches. Or water sports, for that matter.

**Girl** Would you prefer to stay in the mountains?

**Boy** Yes, I think so. Then I could go hiking ...

**Girl** That's fine. You can go hiking while I lie by the pool.

**Boy** Hmm. Well, we'll see what the others say. Would it be fair to say that the holiday needs to be cheap?

**Girl** Yes, definitely. Nobody wants to spend too much money. Are you worried that a villa would be too expensive?

**Boy** Yes, maybe. What's your view of camping?

**Girl** I'm not a huge fan, to be honest. I'd definitely rather stay in a villa, or a cheap hotel, than in a tent.

**Boy** Oh, not a hotel.

**Girl** What do you dislike about hotels?

**Boy** Well, you have to pay for everything – drinks, meals ... A villa would be much cheaper.

**Girl** I suppose. I like hotels though ...

**Boy** Don't you agree that cost is a really important factor?

**Girl** Yes. Yes, I do. At least, in a practical sense.

**Boy** So maybe we should look at some budget airlines online and see what cheap flights are available.

**Girl** Yes, good idea. Then we can suggest something to the others.

#### Exercise 4 2.14 page 80

1 don't you like the idea  
2 you prefer to  
3 it be fair to say that  
4 your view of  
5 do you dislike about  
6 you agree that

#### Transcript

See exercise 3.

#### Exercise 5 page 80

Questions 2, 3 and 6 are closed.

#### Exercise 6 page 80

Students' own answers

#### Exercise 7 page 80

Students' own answers

## 7H Writing

### Letter of complaint

#### Exercise 1 page 81

1 a pile-up 2 a security alert  
3 a puncture 4 industrial action  
5 road works 6 turbulence  
7 gridlock 8 a mechanical fault

**Exercise 2** page 81  
delays, overcrowding

**Exercise 3** page 81  
Suggested answers:

- a Should you wish to receive any further details of the holiday ...
- b ... the package we had booked did not guarantee our being assigned to any particular hotel.
- c Having endured an early-morning flight / ... we endeavoured to arrange ... / the cost of this proved to be exorbitant / ... vastly inferior in terms of comfort and facilities

**Exercise 4** page 81  
a 3 b 1 c 4 d 2

**Exercise 5** page 81  
Students' own answers

**Exercise 6** page 81  
Students' own answers

## Review Unit 7

**Exercise 1** page 82  
1 saddle 2 road atlas  
3 speed bumps 4 accelerate  
5 automatic car 6 reflectors

**Exercise 2** page 82  
1 Make 2 came 3 give  
4 shot 5 pull 6 gave  
7 changed

**Exercise 3** page 82  
1 to see 2 sitting 3 waiting  
4 to arrive 5 to open  
6 calling 7 to cause

**Exercise 4** page 82  
1 so-called 2 On the face of it  
3 alleged 4 apparent  
5 likely 6 seemingly

**Exercise 5** page 82  
1 cruise 2 sightseeing 3 hit  
4 put 5 take in 6 Get away  
7 trekking 8 Admire 9 sample

**Exercise 6** page 82  
1 delay 2 industrial action  
3 located 4 puncture  
5 purchased 6 declined

**Exercise 7** page 83  
1 b 2 a 3 c 4 c 5 b 6 b  
7 b 8 a

**Exercise 8** page 83  
1 'll be able to relax  
2 has managed to prove  
3 couldn't go

4 wasn't able / was unable to depart  
5 mustn't be able to reach  
6 can't have got  
7 to be able to sing  
8 can't have been easy

**Exercise 9** page 83  
1 for 2 can't 3 must 4 come  
5 been 6 better 7 unable 8 off

## Unit 8 Secrets

### 8A Vocabulary

#### Cover-up and conspiracy

**Exercise 1** page 84  
1 slander 2 hack into  
3 exposé 4 libel 5 plot  
6 face allegations

**Exercise 2** page 84  
1 c 2 a 3 c 4 c 5 a 6 b  
7 a 8 b 9 c 10 b 11 a  
12 b 13 c

**Exercise 3** page 84  
1 condone 2 concur 3 endorse  
4 comply with 5 assented to  
6 acquiesce in

**Exercise 4** 2.15 page 84  
1 F 2 F 3 F 4 T

#### Transcript

In 2013, Edward Snowden was a highly trusted US government employee with a bright career ahead of him. After spending time as a computer specialist with the CIA, he was working for the NSA, or National Security Agency – another US government intelligence organisation. His job gave him access to a lot of information about top-secret computer and phone hacking operations. In May 2013, Snowden left the NSA office in Hawaii and flew to Hong Kong. With him were tens of thousands of top-secret government files that he had downloaded over a long period of time.

Later he showed some of these documents to three journalists. The documents revealed that the NSA and other agencies were hacking into phone and computer systems and listening in on millions of everyday communications between private citizens. The government may have started doing this in order to obtain information about criminals and terrorists, but it now had access to

almost unlimited information about everyone – including their political views and personal lives. Snowden's revelations sounded a lot like a conspiracy theory – the kind of plot that you get in films – but the information that he had was real. As more revelations emerged, there was a huge public outcry, and the reputation of the US government abroad was damaged. People simply didn't know that the government was watching them in this way. In effect, it meant that every time they bought something online, sent an email, posted a message or made a phone call, someone could be watching or listening in.

Snowden may have downloaded up to a million confidential US government documents. Some people say it's possible that there was a cover-up about how much damage Snowden caused – because the government has often denied that he was in a senior position, whilst he claims that he was. One thing is definite – he will certainly be prosecuted and probably serve a long time in prison if he returns to his home country. In June 2013, Snowden flew to Moscow. After a month spent living in Moscow airport, while he waited for the Russian government to issue him with papers, he was allowed to stay in the country. He has been there ever since, although the Russian government doesn't officially condone what Snowden did. The US government wants to arrest him and take him back to America for trial. So far the Russians haven't agreed to their requests to return him.

The US government says that Snowden damaged national security, and hampered the US government's ongoing work to foil terrorist plots and catch terrorists. Some people agree with these accusations and believe that he should be punished. Others say that Snowden should be congratulated for his fearless exposé of the secret and unaccountable world of intelligence gathering. In the end, it all depends on your point of view.

**Exercise 5** 2.15 page 84  
1 everyday communications  
2 political  
3 reputation  
4 condone  
5 return  
6 hampered

## Transcript

See exercise 4.

### Exercise 6 page 84

- 1 frank, views
- 2 misinformation
- 3 let, go
- 4 economically
- 5 thin, top
- 6 put, pounds

## 8B Grammar

### Emphatic forms

#### Exercise 1 page 85

- 1 All I want is for you to be honest with me.
- 2 What puzzled the police was how the criminal managed to escape.
- 3 All we need is more time.
- 4 It's Dan's sense of humour that Kelly loves.
- 5 What we want is more information from witnesses.

#### Exercise 2 page 85

- 1 Goodness knows why he gave up football ...
- 2 Jenny and Greg are both nice, but the trouble is they don't get on.
- 3 What on earth are you doing in my room?
- 4 The truth is, you really upset me ...
- 5 I can't speak any Spanish whatsoever.

#### Exercise 3 page 85

- 1 Students must write the stories for the competition themselves ...
- 2 Do / Please do be on time tomorrow morning.
- 3 You have to cook your dinner yourself tonight.
- 4 Kelly really does sing very well.
- 5 I prepared the presentation myself.

#### Exercise 4 page 85

- 1 did
- 2 ourselves
- 3 do
- 4 on earth
- 5 Do
- 6 All
- 7 The truth
- 8 Goodness

#### Exercise 5 page 85

- 1 What
- 2 problem
- 3 did
- 4 It
- 5 All
- 6 himself
- 7 themselves
- 8 Goodness
- 9 It
- 10 all
- 11 did
- 12 What
- 13 question
- 14 earth
- 15 did
- 16 whatsoever
- 17 All
- 18 truth

## 8C Listening

### Spilling the beans

#### Exercise 1 page 86

- 1 latest
- 2 hearsay
- 3 quote
- 4 hat
- 5 further
- 6 bite
- 7 Rumour
- 8 Between
- 9 sealed
- 10 breathe
- 11 gets out

#### Exercise 2 2.16 page 86

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

#### Transcript

- 1 Did you text everyone to say that Ian went to the cinema with Pete's girlfriend?
- 2 Did you text everyone to say that Ian went to the cinema with Pete's girlfriend?
- 3 Did you text everyone to say that Ian went to the cinema with Pete's girlfriend?
- 4 Did you text everyone to say that Ian went to the cinema with Pete's girlfriend?
- 5 Did you text everyone to say that Ian went to the cinema with Pete's girlfriend?
- 6 Did you text everyone to say that Ian went to the cinema with Pete's girlfriend?

#### Exercise 3 2.17 page 86

See transcript.

#### Transcript

- 1 Mark is very talented, and he's nice.
- 2 I may go to the shops later – they're open 'til late tonight.
- 3 I got my first guitar when I was about twelve.
- 4 We don't think Clara was horrible to Rob at all.
- 5 Don't invite Liam to your party.
- 6 Never trust people who gossip a lot.

#### Exercise 4 2.18 page 86

- 1 C
- 2 C
- 3 C
- 4 A

#### Transcript

##### Conversation 1

**Mick** Have you heard the latest?

**Aisha** What?

**Mick** You know Jessica was really excited about being selected for that summer swimming camp?

**Aisha** Yeah. It's such a shame she hurt her shoulder after training so hard and getting in.

**Mick** Well, get this. She never did get selected. And she's only pretending that she's hurt her shoulder.

**Aisha** You're kidding!

**Mick** I'm not ... don't breathe a word of this ... not even to your best friends. But Jessica's ex-boyfriend told me. He said she boasted about being selected before getting in because she was sure she would get in. Then, when she didn't, she didn't know what to do.

**Aisha** I bet she's really upset. And if this gets out, everyone at school will be mean to her.

**Mick** I know. I'm only telling you because I know it won't go any further.

**Aisha** My lips are sealed.

##### Conversation 2

**Petra** Do you know about Scott's new 'girlfriend'?

**Harry** Yeah, Angela something – she's really good looking ... like a fashion model.

**Petra** Well, she isn't really his girlfriend – she's just a really good friend.

**Harry** No! Really? If this gets out at school ...

**Petra** That's why it mustn't go any further ...

**Harry** I'll bite my tongue ... anyway, how do you know.

**Petra** An old friend of Angela's told me.

**Harry** But why pretend?

**Petra** Well ... this is my best guess. It's no secret that Scott gets bullied by guys in his year from time to time. So ... he wanted to do something to look a bit cooler – you know, get some respect at school.

**Harry** So he came to that party with a really good-looking girlfriend?

**Petra** That's right. But look, don't breathe a word of this to anyone.

**Harry** Trust me. My lips are sealed.

## 8D Grammar

### *whatever, whoever, whenever, whichever, wherever and however*

#### Exercise 1 page 87

- 1 f, however
- 2 whoever, a
- 3 c, whichever
- 4 whenever, e
- 5 However, g
- 6 Whatever, d
- 7 wherever, b

#### Exercise 2 page 87

- 1 Whoever
- 2 whatever
- 3 whenever
- 4 wherever
- 5 whatever
- 6 whatever
- 7 whichever / whatever
- 8 However
- 9 whenever

- 10 However 11 whichever  
12 Whoever

**Exercise 3** page 87

- 2 We visit grandma whenever we can.  
3 Whoever believes that story isn't very clever.  
4 You'll look great at tomorrow's event, whichever of these two dresses you wear.  
5 We saw posters for the concert wherever we went.  
6 It's a difficult decision, whichever way you look at it. / Whichever way you look at it, it's a difficult decision.  
7 Some people are always successful, whatever they do.

**Exercise 4** page 87

- 1 You can find whatever you like to eat in Singapore.  
2 Phone me whenever you have a problem with your computer.  
3 Whoever I speak to is looking forward to the concert.  
4 However hard I train – I'm still not fit enough to run a marathon.  
5 Wherever you go in central London, cameras could be watching you.  
6 You can buy tickets for whichever seats are free.

**Exercise 5** page 87

- 2 whenever I go shopping  
3 to go wherever you want in the city  
4 buy whichever you prefer  
5 whatever you do, don't touch it  
6 record whatever the criminal says  
7 eat whatever you like

**8E Word Skills**

**Productive prefixes and suffixes**

**Exercise 1** page 88

- 1 bullet-proof 2 monorail  
3 Student-led 4 health-conscious  
5 Anglophile 6 under-exposed  
7 class-based

**Exercise 2** page 88

- 1 cyberspace  
2 downplayed / underplayed  
3 newsworthy  
4 under-estimated  
5 US-based  
6 uploading  
7 government-led

- 8 Security-conscious  
9 praiseworthy  
10 upgrading  
11 foolproof  
12 troll-free

**Exercise 3** page 88

- 1 This washing powder is eco-friendly.  
2 They overbooked the flight / The flight was overbooked, so they paid two people to get off.  
3 Our company has downsized its operations in China.  
4 Everything in the airport shop is tax-free.  
5 This car isn't roadworthy. It should be scrapped.  
6 Technology companies are market-led – they invent lots of different things ...

**Exercise 4** page 88

- 1 readable 2 mistake  
3 dependence, dependable  
4 action 5 attendance  
6 outwit 7 inter-city

**Exercise 5** page 88

Students' own answers

**8F Reading**

**Trade secrets**

**Exercise 1** page 89

- 1 called in  
2 researching  
3 are brokering / brokered / have brokered  
4 remains / remained / has remained  
5 confirm

**Exercise 2** page 89

- 1 A / C 2 B 3 C 4 D 5 A 6 B  
7 D 8 A

**8G Speaking**

**Discussion**

**Exercise 1** page 90

- 1 opinion 2 Besides 3 add  
4 reason 5 example 6 Not only

**Exercise 2** page 90

- 1 agree to disagree  
2 not always the case that  
3 principle justification for  
4 agree with you  
5 agree more with  
6 (also) add that

**Exercise 3** page 90

Students' own answers

**Exercise 4** 2.19 page 90

1 Question 1

2 Questions 2 & 3

**Transcript**

**Examiner** Is it ever acceptable to disobey the law? Elena, what do you think?

**Elena** Generally I'd say it's wrong to break the law. The main reason for this is that without laws, society couldn't function. By and large most laws are designed to protect people and their property. However, it isn't always the case that all laws are just. History is full of people who have been forced to disobey unjust laws. To give you just one example, Martin Luther King was clearly right to use civil disobedience. The reason I say that is that the racist laws of his time would never have been changed if people had just accepted them. If anything, that would have made things worse.

**Examiner** What do you think, Fabrizio?

**Fabrizio** I couldn't agree more with Elena. As a matter of fact, I was thinking about civil rights when you asked the question. Incidentally, Nelson Mandela is another good example of someone who had to disobey the law. Besides the arguments that we've heard from Elena, I would add that disobeying the law doesn't have to be something as dramatic as the struggle for civil rights. For example, would you blame someone for breaking the speed limit if they were trying to get a seriously ill relative to hospital in time? Even so, we mustn't see the law as something that we can just break when we disagree with it. To be honest, there are lots of laws that I disagree with, but I wouldn't break them.

**Examiner** Thank you. Here's another question, Elena. Some people think that people respect the law more as they grow older. Do you agree?

**Elena** Hmm ... that's not necessarily true. It isn't always the case that older people respect the law more. Young people tend to behave as if they have no respect for the law, but you won't see many of them getting into serious trouble. As a matter of fact, older people often break laws like tax laws and drink-driving laws without even thinking they're doing anything wrong.

**Fabrizio** I think we'll have to agree to disagree on this one, Elena. I'm of the opinion that younger people do break the law more. For example, most vandalism is committed by younger people. That's totally wrong, but I would add that younger people also break the law for good reasons, like protesting against injustice and environmental destruction.

**Examiner** Right, thank you. When is it right to report someone who is breaking the law, Fabrizio?

**Fabrizio** First of all, the principal justification for breaking a law is that the law is unjust. Anyone who breaks a law that really is designed for everyone's benefit should be punished. Not only that, but people should always report them.

**Elena** I couldn't agree more that people shouldn't break laws that benefit everyone. But I'm not with you 100% on this. Anyone would report a major crime, but would you report a minor offence, like illegally downloading music? The piracy laws are there to protect property rights, which by and large help everyone. But you wouldn't go and report someone. I mean ...

**Exercise 5**  2.19 **page 90**

Students tick all the options except 'anyway'.

### Transcript

See exercise 4.

**Exercise 6** **page 90**

1 As a matter of fact 2 by and large 3 Even so 4 Mind you 5 If anything 6 Incidentally

**Exercise 7** **page 90**

Students' own answers

**Exercise 8** **page 90**

Students' own answers

## 8H Writing

### Discursive essay

**Exercise 1** **page 91**

Students' own answers

**Exercise 2** **page 91**

Point 3 is not mentioned.

**Exercise 3** **page 91**

1 due to the fact that  
2 the main consequences  
3 as a result

4 give rise to  
5 Consequently

**Exercise 4** **page 91**

Students' own answers

**Exercise 5** **page 91**

Students' own answers

## Review Unit 8

**Exercise 1** **page 92**

1 outcry 2 listens 3 comply  
4 cover 5 endorse 6 issued  
7 acceded 8 hamper  
9 allowed 10 exposed

**Exercise 2** **page 92**

1 c, misinformation  
2 a, is expecting  
3 e, pre-owned  
4 d, rest room  
5 b, put on a few extra pounds

**Exercise 3** **page 92**

1 let on 2 latest 3 rumour  
4 hat 5 tongue 6 any further

**Exercise 4** **page 92**

1 cybercrime 2 downsizing  
3 US-based 4 debugging  
5 security-conscious 6 user-friendly  
7 updates 8 download

**Exercise 5** **page 92**

1 monolingual 2 technophobe  
3 fat-free 4 overbooked  
5 eco-friendly 6 cyberspace  
7 underexposed

**Exercise 6** **page 93**

1 agree to disagree 2 point  
3 matter of fact 4 principal justification  
5 be honest  
6 the case

**Exercise 7** **page 93**

1 in the world 2 do 3 What  
4 fact 5 herself 6 is 7 question  
8 it's

**Exercise 8** **page 93**

1 Whenever 2 Whatever  
3 Whoever 4 Wherever  
5 whichever 6 however

**Exercise 9** **page 93**

1 authorised 2 undercover  
3 wherever / everywhere  
4 whoever 5 himself  
6 download 7 downplay  
8 allegations 9 revelations

## Exam Skills Trainer 4

**Exercise 1** **page 94**

Students underline: failed, function, designed for

Answer: C

**Exercise 2** **page 94**

1 C 2 B 3 A 4 D 5 B 6 C  
7 B 8 C 9 A 10 D

**Exercise 3** **page 94**

Students' own answers

**Exercise 4**  2.20 **page 94**

1 mammals 2 Indonesia 3 grass  
4 reindeer 5 dragonfly  
6 freezing winters 7 non-stop  
8 polar regions

### Transcript

Hello everyone. My name is Alistair Moffat and I'm here to tell you about the latest research into animal migration. You may be surprised about some of the findings as they challenge established theories you're probably aware of.

Let's start with marine animals. Until now it's been accepted that whales were the animals which travel furthest in the ocean. A 2007 study tracked humpback whales travelling over 8,000 km between their breeding grounds in Costa Rica and Antarctica, where they feed. While humpback whales still hold the record for the longest migration among mammals, it has been discovered that there are other creatures that cover longer distances through the ocean. The first is a female great white shark that was recorded over nine months making a 20,000-km round trip from South Africa to Australia. More recently, however, a female leatherback turtle has been followed on an even more impressive journey: she travelled 20,500 km – in one go – from her breeding grounds in Indonesia to feed off the Pacific coast of the US. So, it would appear that the leatherback turtle now holds the record for the longest marine migration.

Moving onto land animals, I'm sure you'll have heard about the vast distances covered by blue wildebeest in East Africa. These animals follow the annual pattern of rainfall and grass growth to make a mass migration of around 3,000 km from start to finish. Yet, they do not hold the record for terrestrial migration; that goes to the

caribou of North America. Caribou, known as reindeer elsewhere, travel around 4,800 km annually through Alaska and the Yukon Territory to get from their breeding grounds to their feeding grounds and back. What about animals that travel through the air? Let's look at insects first. Until now the monarch butterfly was considered the insect with the longest migration route, flying around 4,000 km from Mexico to Canada every year and then back again. However, scientists think they have discovered a dragonfly that outdoes the monarch butterfly. The globe skimmer dragonfly travels up to 18,000 km a year as it follows the monsoon rains from India to east Africa and back again. Research into this migration is still underway as the dragonfly's exact route has not yet been determined. Of course, it's birds that dominate the air, and I've chosen three of the most remarkable to tell you about. Let's start with the bar-headed goose of central Asia, recognised as the bird with the migration at the highest altitude. Every year, the bar-headed goose migrates from India to Mongolia and back again over the Himalayas. It flies at an altitude of over 10,000 metres, where the air is so thin that not even helicopters can fly. The bar-headed goose performs this feat each year in order to avoid the monsoon summers south of the mountain range and the freezing winters to the north. Not to be outdone, the bar-tailed godwit is the record holder for the longest non-stop flight ever measured. In fact, this flight is the third leg of the bird's migration. The bar-tailed godwit leaves New Zealand for the wetlands on the border of North Korea with China, where it feeds and rests. Then it flies another 5,000 km to its breeding grounds in Alaska, before embarking on the 11,800-km flight back to New Zealand. This last journey takes around nine days and, not surprisingly, the bird loses around 50% of its bodyweight on the way. Of course, the champion of all birds – as far as long-distance travel is concerned – is the arctic tern, which migrates the greatest distance of any bird, or indeed any other animal. Arctic terns breed north of the Arctic Circle when it is summer in the northern hemisphere, and then fly south to the Antarctic to coincide with summer in the southern hemisphere, a round

trip of approximately 80,000 km. It is believed they make this marathon flight to take advantage of the long summer hours in the polar regions for feeding. That concludes my talk for today. Are there any questions?

### Exercise 5 page 94

Option d is correct.  
*against the idea* is only correct without to  
*disagreed* is the past tense of a verb, not an adjective  
*favourable* has the opposite meaning to the word required

### Exercise 6 page 94

1 b 2 d 3 b 4 a 5 b 6 d  
 7 d 8 a

### Exercise 7 page 95

Suggested answers:  
 It isn't always the case that ...  
 That's not necessarily true.  
 I'm not so sure about that.

### Exercise 8 page 95

Students' own answers

### Exercise 9 page 95

Students' own answers

### Exercise 10 page 95

Students' own answers

## Unit 9 Endings

### 9A Vocabulary

#### End of the world

#### Exercise 1 page 96

A holocaust B shift C pandemic  
 D impact E ascension F collision  
 G eruption H invasion

#### Exercise 2 3.02 page 96

1 C (global pandemic)  
 2 E (robot ascension)  
 3 G (supervolcanic eruption)  
 4 H (alien invasion)  
 5 D (asteroid impact)

#### Transcript

1 The biggest threat to the human race? For me, it's the outbreak of a deadly disease like bird flu or Ebola. The problem with illnesses like this is that they spread like wildfire from one country to another, and absolutely nothing stands in their way. You don't have to go back too far in time to find epidemics

that killed millions of people all over Europe, such as the outbreak of Spanish flu at the start of the twentieth century. Diseases like anthrax also have the potential to be used in biological warfare, which is something I find really scary.

- 2 The global threat I fear most is a result of the rapid advance of technology we are witnessing. I think researchers need to be extremely careful about the direction that artificial intelligence is taking – once machines can think and act on their own, there's a chance they might take over the world. Killing machines have been banned, which would suggest that they are already being developed in some countries. It looks as if Terminator is not far from becoming reality, and when that happens, it'll mean the end of the human race.
- 3 I've heard there's a massive volcano under Yellowstone Park in the US, and there's a possibility it may erupt soon. Scientists say that if a blast did occur, the greatest threat would come from volcanic ash, which would cover huge areas of land, destroying crops and blocking streams and rivers. Clouds of poisonous gases would prevent the sun from reaching us, causing temperatures to plummet and turning rain to acid. It appears that the combination of the two would make breathing increasingly difficult, and this would spell disaster for many people.
- 4 Personally, I find the prospect of an attack from outer space pretty frightening. There is every chance that somewhere out there in the universe intelligent beings exist, and they may well be superior to us. If a large number of them decided to come to Earth, I think we'd be doomed. Initially, they might come in search of natural resources, such as water, and I doubt they'd tolerate any resistance. Some people say it would be a bit like the Europeans' conquest of the Americas: there wouldn't be many of us left once the invaders had finished with us.
- 5 I think it's possible that one day the Earth may be hit by one of those huge rocks that go hurtling around space. It isn't the end of the world if a small one comes crashing down, but a large one is likely to do a lot of damage. Apparently, it would take

an asteroid with a diameter of at least a mile to wipe out civilisation on Earth. The one that is believed to have caused the extinction of the dinosaurs measured six miles across. It's quite alarming when you hear that there have been a number of near misses over the years – let's hope it stays that way!

### Exercise 3 3.02 page 96

A 4 B – C 1 D 5 E – F 2  
G – H 3

#### Transcript

See exercise 2.

### Exercise 4 page 96

1 slammed into 2 hurtled  
3 overthrow 4 was detonated  
5 wreaked havoc 6 unleashed  
7 spell disaster 8 were wiped out

### Exercise 5 page 96

1 a silver spoon in her mouth  
2 time will tell  
3 in Rome, do as the Romans  
4 of a feather flock together  
5 your chickens before they are hatched  
6 no smoke without fire

## 9B Grammar

### Ellipsis and substitution

#### Exercise 1 3.03 page 97

**Tamsin** My great-grandma's 100 on Saturday.

**Millie** Really? Are you having a party for her?

**Tamsin** Yes, we are ~~having a party for her~~. We're having it in our garden.

**Millie** But I thought your great-grandma lived in a nursing home.

**Tamsin** She ~~does live in a nursing home~~, but she's coming out for the afternoon.

**Millie** Can't she stay ~~with you~~ for longer?

**Tamsin** She'd like to ~~stay for longer~~, but the home won't let her ~~stay for longer~~. Anyway, I wanted to ask you if you'd help me with her cake.

**Millie** Of course I will ~~help you with her cake~~!

#### Transcript

**Tamsin** My great-grandma's 100 on Saturday.

**Millie** Really? Are you having a party for her?

**Tamsin** Yes, we are. We're having it in our garden.

**Millie** But I thought your great-grandma lived in a nursing home.

**Tamsin** She does, but she's coming out for the afternoon.

**Millie** Can't she stay for longer?

**Tamsin** She'd like to, but the home won't let her. Anyway, I wanted to ask you if you'd help me with her cake.

**Millie** Of course I will.

#### Exercise 2 page 97

1 I haven't 2 I do 3 I didn't mean to  
4 I will 5 I intended to 6 I should  
7 I'd love to 8 I used to

#### Exercise 3 page 97

1 A I guess so.  
B I guess not.  
2 A I expect so.  
B I expect not. / I don't expect so.  
3 A I presume so.  
B I presume not.  
4 A I think so.  
B I don't think so.  
5 A I imagine so.  
B I imagine not. / I don't imagine so.  
6 A I suppose so.  
B I suppose not. / I don't suppose so.

#### Exercise 4 page 97

2 I expect not. / I don't expect so.  
5 I imagine not. / I don't imagine so.  
6 I suppose not. / I don't suppose so.

#### Exercise 5 3.04 page 97

1 not 2 to 3 couldn't 4 will  
5 might 6 do 7 so 8 won't

#### Transcript

**Boy** Did you get round to asking your grandparents about our history project?

**Girl** I'm afraid not. I meant to, but I didn't see them last weekend. I had to help my brother move into his new flat, so I couldn't.

**Boy** Do you think they'll agree to be interviewed?

**Girl** I'm sure they will. They love talking about the old days.

**Boy** Will they mind if we video them?

**Girl** There's a chance that they might at the start, but if they do, we'll just have to talk them round.

**Boy** Will you be seeing them in the next couple of days?

**Girl** I presume so. They usually come round for dinner on Tuesdays. I'll ask them then.

**Boy** Try not to forget. We haven't got much time left to do the interview.

**Girl** Don't worry, I won't.

## 9C Listening

### Lost civilisations

#### Exercise 1 page 98

1 f 2 d 3 b 4 a 5 e 6 g  
7 h 8 c

#### Exercise 2 page 98

2 enjoyed success  
3 spelled the end  
4 played a role  
5 undermines the theory  
6 give (us) an indication  
7 puts into perspective  
8 fell into decline

#### Exercise 3 page 98

the name of something – a noun (temple)

#### Exercise 4 3.05 page 98

1 Cambodia, Laos, Thailand and Vietnam  
2 Between the 11th and 13th centuries.  
3 They developed a road network, canal system and reservoirs.  
4 The Thais in 1431.  
5 There are no historical records so it remains a mystery.

#### Transcript

Dating back to 802 AD, the Khmer Empire dominated south-east Asia for nearly 500 years. It began in modern-day Cambodia and spread out into Laos, Thailand and Vietnam and reached its peak from the 11th to the 13th centuries. During this time, numerous monuments and buildings were built, such as the vast temple of Angkor Wat, now Cambodia's most popular attraction for visitors and a UNESCO World Heritage Site. As well as impressive architecture, the Khmer built an extensive road network and an ingenious system of canals and reservoirs to ensure a regular water supply during the dry season. After several hundred years of prosperity, however, the Khmer Empire fell into decline and was eventually defeated by the Thai people in 1431. No written records from the period survive, so the reason for the Khmer's change of fortune remains a puzzle to historians.



**Exercise 5**  3.06 **page 98**

- 1 growth rings of trees
- 2 deposits in the water system

**Transcript**

I'm here to tell you about the latest developments in research into the decline of the Khmer Empire. Now, experts have proposed various theories as to why the Khmer civilisation collapsed, ranging from war to overexploitation of the land. The difficulty in determining the precise reason for its demise lies in the lack of historical documentation available. Until now, our knowledge has been pieced together with a combination of evidence from archaeological investigations, engravings on temple walls and written testimonies of Chinese merchants who traded with the Khmer at the time. But two recent studies have shed a new light on the issue, and may help us understand what really caused the downfall of the empire.

The first of the studies involved the examination of the annual growth rings of a species of tree native to Cambodia, and was conducted by a specialist from Columbia University in the US. Brendan Buckley and his team hiked into the mountain forests of the country in search of untouched specimens of the cypress tree, some of which are over 1,000 years old. After extracting parts of the trunks and studying the trees' rings, the scientists were able to reconstruct annual moisture levels in the region from the year 1250 to 2008. The rings revealed evidence of three major periods of drought: the first, a prolonged drought lasting three decades from the 1330s to the 1360s; the second, a shorter but more severe one from the 1400s to the 1420s; and a third towards the end of the 19th century. The first two droughts would have been devastating for the Khmer, who were dependent on farming, and the resulting lack of water could have led to crop failure and a rise in the spread of infectious diseases.

Buckley's study also found that between the periods of drought there had been several unusually intense monsoons, which may have damaged the Khmer's system of canals and reservoirs designed to control their water supply. Although sophisticated in nature, the infrastructure might not have been able to cope with such

heavy rain, and it may have eventually collapsed.

These findings are supported by the results of a second study, this one led by researcher Mary Beth Day from Cambridge University in the UK. Day's research involved the analysis of deposits of stones, sand and mud at the bottom of the canals and reservoirs in the water system. First, the team took a sample from the largest of the Khmer reservoirs, the West Baray. Then, Day travelled around the region alone in a tuk tuk – that's a kind of three-wheeled taxi – to collect more samples from other sources. By studying all the deposits, the researchers were able to compile a thousand-year-long climate history, which gave them an indication of rainfall patterns in the area.

The data allowed Day and her team to identify the same three droughts as Buckley had through his research into growth rings. Moreover, they found evidence that there had been huge storms between the periods of drought. Massive amounts of soil were dumped into the water system at the time, which indicated that severe flooding must have occurred in the surrounding farmland. As a result, there was less and less room in the canals and reservoirs for water to be stored, corroborating Buckley's idea that the infrastructure may not have been able to cope with sudden and intense variations in the climate.

Both studies point towards climate change as one of the factors that triggered the demise of the Khmer Empire, for all the technological advances in water management the civilisation had made. Perhaps this is something we should learn from in the present day.

Now, do you have any questions?

**Exercise 6**  3.06 **page 98**

- 1 war
- 2 merchants
- 3 untouched
- 4 crop failure
- 5 heavy rain/monsoons
- 6 reservoirs
- 7 climate history
- 8 technological advances

**Transcript**

See exercise 5.

**9D Grammar****Advanced uses of the infinitive****Exercise 1** **page 99**

- 1 Navajo is one of the hardest languages to learn.
- 2 That word is too formal to use in this context.
- 3 Can you lend me a book to read on holiday?
- 4 My French isn't good enough to have a long chat.
- 5 I'm the first person in my family to go to university.
- 6 I'm not so brave as to travel around India alone.

**Exercise 2** **page 99**

- 1 last to leave
- 2 shy to make
- 3 easiest to understand
- 4 only to discover
- 5 enough to approach
- 6 emails to answer

**Exercise 3** **page 99**

- 1 only to have it stolen
- 2 the second person to sign up
- 3 The best place to learn
- 4 an app to use
- 5 too fast for me to understand
- 6 so good as to make me

**Exercise 4** **page 99**

- 1 last 2 to 3 first 4 only
- 5 most 6 too 7 enough
- 8 so

**9E Word Skills****Collocations with common verbs****Exercise 1** **page 100**

- 1 take 2 came 3 put 4 doing
- 5 take 6 came 7 put 8 do

**Exercise 2** **page 100**

- 1 came under fire
- 2 does the trick
- 3 took charge
- 4 do well
- 5 put, into practice
- 6 comes to mind
- 7 take, notice
- 8 putting me under pressure

**Exercise 3** **page 100**

- 1 came to an end
- 2 put a stop to
- 3 came as a shock to

- 4 did a lot of harm
- 5 do well
- 6 took it for granted

#### Exercise 4 page 100

- 1 get the picture
- 2 get on sb's nerves
- 3 get sth straight
- 4 get your own back on sb
- 5 get sth off your chest
- 6 get a grip (on yourself)
- 7 get the hang of sth
- 8 get nowhere

## 9F Reading

### Grand finale

#### Exercise 1 page 101

- 1 broke out of
- 2 comes out
- 3 was brought up
- 4 had died down
- 5 holed up
- 6 track down
- 7 is / has been caught up in
- 8 came up with

#### Exercise 2 page 101

- 1 C 2 B 3 A

#### Exercise 3 page 101

- 1 B: '... the action is repeating itself.'
- 2 A: 'The tension mounts as Chigurh nears his prey ...'
- 3 C: 'Bingham discovers that Alex isn't the woman he thought she was.'
- 4 A: 'Moss is killed by someone else – off-screen.'
- 5 C: 'From this point on, the audience is talked through the action ...'
- 6 B: '... the audience is transported to the battle-scarred streets of Baghdad, where a bomb disposal squad is at work defusing an explosive device.'

## 9G Speaking

### Collaborative task

#### Exercise 1 3.07 page 102

- 1 They talk about salary and promotion prospects.
- 2 The boy tries to dominate.
- 3 The girl interrupts the boy three times: once to talk about salary and twice to talk about promotion.

### Transcript

**Examiner** Here are some factors that might influence a person's decision whether to accept a job offer, and a question for you to discuss. Talk to each other about how these factors might affect a person's decision whether to accept a job offer.

**Boy** Um, shall I start then? Well, I think that salary's the most important thing when you're deciding whether to accept a job offer or not. You need to know exactly what you're going to get paid each month, and whether the amount includes any overtime or not. Um, obviously you aren't going to accept a job that is very badly paid, so you need to decide on the minimum you're willing to accept. Um, that kind of covers salary then, so I'll move onto promotion prospects ...

**Girl** Um, before you go on, I'd just like to say ...

**Boy** Oh ... um ... er ...

**Girl** Sorry, but I'd like to put in my bit about the salary, if you don't mind.

**Boy** Um ... sure ... er ... what do you think?

**Girl** Thanks. Well, I'm not sure that I agree with you about the importance of salary. I mean, everybody wants to earn a reasonable amount of money for their work, but there might be other things that matter more than salary. You might be prepared to earn less for doing a job that will teach you an important skill, for example. Once you're proficient in that skill, you'll have a greater chance of promotion, and you'll be paid more. Would you go along with that?

**Boy** Yes, in fact, promotion prospects were going to be my next point. So ... as I was saying, promotion prospects are another important factor when you're considering a job offer. You need to know that you can work your way up the ladder of the company you're considering joining – you might become a department manager one day, who knows? Um, moving onto company ethics, I'm not so sure about this one ...

**Girl** Can I just stop you there for a moment ...

**Boy** Er, can I complete my train of thought? Now, where was I? Oh yes, ...

**Girl** Um, excuse me for butting in, but I'd just like to say something about promotion prospects. I think it's essential to find out what kind of promotion prospects you might have

in the job you've been offered. In fact, it might be something to ask about in the interview. If it turns out you'll be stuck in the same job for years on end, it might be an idea to turn down the job and apply to a different company.

**Examiner** Thank you. Now you have about a minute to decide ...

#### Exercise 2 page 102

- A Interrupting: 2, 4, 5, 9, 13  
 B Allowing an interruption: 1, 10, 14  
 C Rejecting an interruption: 6, 8, 11  
 D Continuing after an interruption: 3, 7, 12

#### Exercise 3 3.07 page 102

Students tick 4, 5, 6, 7, 10, 12 and 13.

### Transcript

See exercise 1.

#### Exercise 4 3.08 page 102

They choose promotion prospects and location.

### Transcript

**Examiner** Thank you. Now you have about a minute to decide which two factors are the most important when accepting a job offer.

**Girl** Um, I think we both agree that the possibility of promotion is a decisive factor when considering whether to accept a job offer or not. Would you go along with that?

**Boy** Absolutely! And I think the other significant factor we should choose is colleagues. It's vital to get on with the people you work with, and if you don't think you'll see eye to eye with the people who interviewed you, it might be better not to take the job.

**Girl** I agree with you up to a point, but I wonder if we should choose location instead? You have to think very carefully about how you're going to get to work every day and consider all the different possibilities: can you go by public transport, for example, or should you go by car? And then ...

**Boy** If I could just come in here ...

**Girl** Yes, of course, go ahead.

**Boy** Thanks. It isn't just a question of how you're going to get to work. A more critical question is whether the job is in the town you're currently living in. Otherwise, you might have to consider moving house.

**Girl** Quite right! And if the job is abroad, you'll have to leave the country!

**Boy** Very true! So we're saying promotion possibilities and location, then. Is that right?

**Girl** Yes. Those two are fundamental factors when deciding whether to accept a job offer.

**Examiner** Thank you.

**Exercise 5**  3.08 page 102

- G** decisive, fundamental  
**B** critical, significant, vital

### Transcript

See exercise 4.

**Exercise 6** page 102

Students' own answers

**Exercise 7** page 102

Students' own answers

**Exercise 8** page 102

Students' own answers

## 9H Writing

### A report

**Exercise 1** page 103

The writer says that the morning classes / theory part were most useful.

**Exercise 2** page 103

- 1 whole 2 downside 3 terms

**Exercise 3** page 103

- 1 b 2 d 3 c 4 a

**Exercise 4** page 103

- 1 evaluate the programme
- 2 explain which part of it was most useful
- 3 recommend changes for future courses

**Exercise 5** page 103

Students' own answers

**Exercise 6** page 103

Students' own answers

## Review Unit 9

**Exercise 1** page 104

- 1 pandemic 2 asteroid  
3 supervolcano 4 pole shift  
5 alien invasion

**Exercise 2** page 104

- 1 detonating 2 wiped, out  
3 wreak havoc 4 spell disaster  
5 overthrow 6 slammed into

**Exercise 3** page 104

- 1 d, silver spoon 2 b, first come  
3 f, my chickens 4 c, ignorance  
5 a, no smoke 6 e, only time

**Exercise 4** page 104

- 1 enjoyed 2 triggered  
3 undermined 4 played  
5 spelled 6 gives

**Exercise 5** page 104

- 1 taken 2 doing 3 coming  
4 doing 5 take 6 come

**Exercise 6** page 104

- 1 Tom's grandparents brought him up.
- 2 Three prisoners have broken out of ...
- 3 It'll take a while for these rumours to die down.
- 4 It wasn't easy to track you down.
- 5 The criminal was holed up in a warehouse ...

**Exercise 7** page 105

- A** want (allowing an interruption)  
**B** allow me (rejecting an interruption)  
**C** stop (interrupting)  
**D** was saying (continuing after an interruption)  
**E** think (allowing an interruption)  
**F** Continuing (continuing after an interruption)  
**G** butting (interrupting)  
**H** train of (rejecting an interruption)

**Exercise 8** page 105

- 1 Have you done your homework yet, because I haven't?
- 2 We don't want to leave, but we have to.
- 3 I don't know if this will work but I hope it does / I hope so.
- 4 We asked Tom to phone us, and he said he would but he hasn't.
- 5 I'd come to the party if I could, but unfortunately I can't.
- 6 Our team could win the match, but I expect they'll lose/ I don't expect they will.
- 7 You keep talking about wanting to learn to play the guitar, so I think you really should.
- 8 I don't know if Rachel is a professional artist, but I imagine so.

**Exercise 9** page 105

- 1 only to find  
2 first person to make  
3 for me to lift  
4 easiest way to go  
5 anything nice to eat  
6 only student to pass  
7 enough to hold

**Exercise 10** page 105

- 1 out 2 so 3 to 4 spell 5 has  
6 not 7 only 8 as

## Exam Skills Trainer 5

**Exercise 1** page 106

Paragraph D does not fit the gap. It appears to fit the paragraph before the gap as it mentions a method for determining the age of a tree. However, the paragraph after the gap also mentions tree-dating, so it does not fit with Paragraph D. The missing paragraph needs to contain a method other than tree-dating in order to fit in the gap.

**Exercise 2** page 106

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

**Exercise 3**  3.09 page 106

- 1 C 2 A 3 C 4 D 5 B 6 B

### Transcript

**Presenter** With only two cities in the final stages of the bid to host the 2024 Olympic Games, it would appear that the competition is losing popularity. Could this be the beginning of the end for the most spectacular of all sporting events? We talk to Jeremy Myers, our sports expert. Jeremy, would you mind giving us a bit of background behind the 2024 bid?  
**Guest** No, of course not. So, originally there were five cities bidding to host the Games: Hamburg, Rome, Budapest, Paris and Los Angeles. The first to withdraw in 2015 was Hamburg, after holding a referendum in which the majority voted against the Olympic bid. The following year, the mayor of Rome announced that the city was withdrawing its bid for financial reasons. And in 2017, a petition was launched in Budapest which collected nearly double the signatures necessary for a referendum, so the city withdrew its bid. That left just Paris and Los Angeles, with Paris being awarded the 2024 Olympic Games.

**Presenter** Why the lack of enthusiasm for hosting the games?

**Guest** Basically, it's down to the expense. If a city is chosen to hold the Games, it has to spend a ridiculous amount of money on infrastructure. With the exception of Los Angeles, which held the 1984 Olympics, most cities have made a huge loss. The 2004

Athens Games cost almost nine billion euros, considerably increasing the country's public debt. London 2012 went three times over budget, and, more recently, the 2016 Games in Rio cost an estimated 12 billion dollars, money which could have been spent on vital social services.

**Presenter** Surely the cities must make some money out of hosting the games. I mean they've got all these wonderful new sports facilities – can't these be used for hosting other sports events?

**Guest** Sadly, it doesn't work that way, and Rio 2016 is a perfect example of that. The Olympic Park is situated in a relatively well-off neighbourhood, a long way out of town. It's technically open to the public, but all there is to see there is a bunch of empty arenas. The golf course is abandoned and the swimming arena is rusting and falling apart. Yes, Rio has a nice new subway line – to the empty Olympic Park – but it also has a lot of unused sports venues it doesn't know what to do with, and a massive debt.

**Presenter** Jeremy, this financial burden didn't seem to be such a problem in the past. Why has that changed?

**Guest** We were less connected in the past, so there wasn't the obligation to put on this fantastic show to impress the neighbours, as it were. Not every event required a brand-new stadium, and cities would make do with the facilities they already had. On top of that, sport wasn't the billion-dollar business that it is today. In recent years, the cost has just spiralled out of control and now everything is coming to a head.

**Presenter** Will this eventually mean the end of the Olympics, do you think?

**Guest** Oh no, I'm sure the Games won't disappear completely, but for them to continue, there will have to be some changes. Maybe we'll have just one Olympic City, where the Games will be held every four years. Another alternative would be to hold different events in separate cities, so maybe you'd have basketball in New York, athletics in Paris and swimming in Beijing. There are all kinds of different possibilities, really.

**Presenter** What would you, personally, like to see in the future, Jeremy?

**Guest** I'd like to see the events spaced out more over the calendar. As it stands the actual sporting events

happen over only sixteen days, and during that time, hundreds of incredible achievements occur, many of which we don't even hear about. If different events took place in separate months, we could give these amazing athletes the full attention they deserve instead of merely focusing on how many gold medals our country has won.

**Presenter** What an interesting idea! Jeremy Myers, thank you for joining us.

**Guest** My pleasure.

#### Exercise 4 page 107

More idioms with 'time': in the nick of time, a race against time, be at the right place at the right time, etc.

Answer: have no time for / don't have time for / haven't got time for

#### Exercise 5 page 107

- 1 has a memory like a sieve
- 2 see eye to eye
- 3 got off on the wrong foot
- 4 couldn't get into
- 5 lips are sealed
- 6 had died down

#### Exercise 6 page 107

- 1 quite, mind
- 2 say, sure

#### Exercise 7 page 107

Students' own answers

#### Exercise 8 page 107

From the prompt material:  
you've been on a school trip  
it was organised by the school  
there have been complaints  
you have to evaluate it, outline the problems and recommend changes

From your own ideas and experiences:

a school trip you've been on  
things that can go wrong on a school trip

#### Exercise 9 page 107

Students' own answers

## Cumulative Review 1 (Units 1–1)

#### Exercise 1 3.10 page 108

1 c 2 c 3 a 4 d 5 c

#### Transcript

**Presenter** With me in the studio today is Karen Satchwell, who taught herself to play the harmonica in just 20 hours, after reading Josh Kauffman's book *The*

*First 20 Hours: How to Learn Anything Fast*. Tell us more, Karen.

**Karen** Of course. Kauffman claims that anyone can learn any new skill in 20 hours. He means picking up the basics, not becoming an expert. For example, enough Spanish to get by in Spain. He goes on to demonstrate this by teaching himself six different skills, each in under 20 hours – things like computer programming and playing the ukulele. The book left a lasting impression on me, so I decided to have a go at learning the harmonica.

**Presenter** Why the harmonica? Why not learn the guitar or the piano?

**Karen** Well, I'd inherited a beautiful old harmonica from my grandfather but never learned to play it. He used to play a lot of instruments, but he was in the habit of playing the harmonica to us at night. So it was about nostalgia really. It brought back recollections of my childhood.

**Presenter** So how good did you become in 20 hours?

**Karen** Well, I can certainly play basic blues tunes, and the refrain from 'Love Me Do', by the Beatles. I think that's pretty good, given the fact that I was an absolute beginner. I'm going to keep on practising, of course. I haven't stopped.

**Presenter** But haven't I read somewhere that it takes 10,000 hours to learn to do something really well?

**Karen** Yes, that figure's in a well-researched book by Malcolm Gladwell, and it's probably true. But the key here is 'really well'. You're not going to be a world-class tennis player or play the piano like Lang Lang in 20 hours. But the figure of 10,000 hours puts people off even trying. That's like practising eight hours a day for three and a half years. Why spend that long on anything, what with life being so short? But what we're talking about with the 20-hour figure is going from knowing nothing to being reasonably OK at doing something. And using Kauffman's techniques, it's been working for me.

**Presenter** So what are those techniques?

**Karen** Essentially they come down to breaking the task down into smaller stages. The first of these stages is learning simple subskills. For example, cookery might involve sub-skills like using a knife well and breaking eggs easily. In stage 2 you then focus on

each subskill, practise it and self-correct.

**Presenter** Right. And stage 3?

**Karen** Changing your attitude. One major block to learning new skills isn't a lack of time or talent, or the inability to memorise new information – it's being cynical about your own abilities. That's why children often make better learners. They're self-assured, and for them anything is possible. But adults often think they'll never be able to do something.

**Presenter** So be open-minded?

**Karen** Yes. And the final stage is short but targeted practice. So if you're apt to let your mind wander or take shortcuts, you have to try and stay focused. It also helps to practise in the last 4 hours before you go to sleep. If you do that, you may find that – surprisingly – you've become a little better at something overnight.

**Presenter** But practice is still crucial, isn't it?

**Karen** Yes, Kauffman agrees with Malcolm Gladwell about that – and they also agree that natural talent isn't essential to doing something well. But the revolutionary idea in Kauffman's book is just how quickly you can learn the basics. Amazingly, even in five or six hours you can start seeing results, but sadly some people give up before they've even got that far.

### Exercise 2 page 108

Students' own answers

### Exercise 3 page 108

1 C 2 B 3 A 4 C 5 A,  
B 6 B 7 C 8 B

### Exercise 4 page 109

1 d 2 a 3 b 4 c 5 b  
6 c 7 b 8 a

### Exercise 5 page 109

Students' own answers

## Cumulative Review 2 (Units 1–3)

### Exercise 1 3.11 page 110

1 variations 2 analysing plots  
3 (much) stronger 4 twist  
5 deserve 6 (good) character  
7 (completely) different 8 retold

### Transcript

*The Seven Basic Plots*, by Christopher Booker, examines hundreds of stories from around the world, written in modern and ancient times, and

comes to a startling conclusion.

Booker suggests that there are only seven basic types of plot. All stories, he claims – whether they are novels, plays, films or folk tales, are variations on those same seven plots. I would probably have dismissed the idea if I wasn't a Literature teacher, and therefore used to analysing plots. Experience tells me that plots in genre such as tragedy do work in similar ways. So the more I read on, the more I wondered if Booker was right. We haven't got time today to look at all seven plots that Booker describes, so I want to focus on three of them. The first is what Booker calls 'overcoming the monster'. A hero must overcome a monster of some kind, like Jaws, Dracula or the villain in a James Bond movie. By far the most important feature of this plot is that the 'monster' seems much stronger than the hero. But as long as the hero is brave – and uses some cunning tricks or gadgets – they will win. Where would James Bond be without his gadgets? And if clever Perseus hadn't used his shield as a mirror, one look from the Medusa would have turned him into stone. Right at the end of the 'overcoming the monster' plot, all appears to be lost. Beowulf kills the monster only to face another, bigger one. James Bond has been captured and is about to die. Then, in a final twist before the end, help comes in some totally unexpected way. Think about the T-Rex that shows up at the end of *Jurassic Park* and kills the dinosaurs which have surrounded our heroes.

The second type of plot I want to examine is 'rags to riches'. In this story, a character who is poor becomes wealthy and successful. Central to this plot is the idea that the character is a good person who doesn't deserve their bad luck – like poor, likeable Aladdin. As the plot unfolds, the main protagonist runs into people who change their life: both nice people and villains in disguise. As they go through life's ups and downs, it's the main character's own good character which finally allows them to triumph. For example, David Copperfield grows as a person as we read about him, but he never loses his good character. Finally, let's look at 'voyage and return' plots, where characters leave their ordinary world and travel to a place where everything is completely

different. Alice falls down a rabbit hole and goes into magical, bizarre Wonderland. Or a scientist travels to an unrecognisable future in HG Wells's novel *The Time Machine*. In 'voyage and return' plots, the hero faces huge challenges but eventually overcomes them to return home, like Odysseus in Homer's *Odyssey*, or Gulliver in *Gulliver's Travels*.

Having read *The Seven Basic Plots*, I can't help thinking that Christopher Booker is on to something – provided that you allow for lots of variety within each plot. Booker offers no explanation of why many plots are similar. However, I tend to think it may come down to two things. Firstly, plots may be similar worldwide because stories have been retold in many different cultures. For example, versions of the rags-to-riches Cinderella story go as far back as Ancient Egypt. Secondly, literary plots relate to real life. We may have so many stories about monsters because in medieval times people really had to fight monster-like animals. In 1450, for example, a pack of hungry wolves entered Paris and killed 40 people. They were finally defeated in an epic battle in front of Notre Dame Cathedral. Now doesn't that sound like a movie plot?

### Exercise 2 page 110

Students' own answers

### Exercise 3 page 110

1 C 2 G 3 A 4 F 5 B 6 D  
Paragraph E is not needed.

### Exercise 4 page 111

1 c 2 b 3 d 4 d 5 a  
6 b 7 c 8 a

### Exercise 5 page 111

Students' own answers

## Cumulative Review 3 (Units 1–5)

### Exercise 1 3.12 page 112

1

Speaker	1	2	3	4	5
A–H	D	B	A	G	H

2

Speaker	1	2	3	4	5
A–H	A	D	F	H	G

## Transcript

1 When we got our new satellite TV package, it had lots of movie and documentary channels – which are what we mostly watch. We didn't bother going for the more expensive packages. Those had a lot of extra sports channels, but I mean ... if you know you won't be watching much sport, why pay extra? It was a bit annoying when they informed us that they had to drill a few holes in the walls – for the cables that come down from the new satellite dish on the roof. But we put up with that minor inconvenience. Anyway, by the end of this month, we'll have had the dish for about three months. For nearly all that time we've been very happy with it. But I turned on the TV recently to watch one of my favourite documentaries – and there was a message recommending that I phone the service provider to unlock the channel. It was the same with several other channels we watched, so I called them. An annoyingly cheerful lady informed me that if we wanted to watch those channels from now on, we'd have to pay for their gold service. But that's just not fair. I feel we've been misled. When we agreed to have the service installed, we chose it because of the channels we could watch. And now those channels have changed.

2 I ordered some things two weeks ago on a popular shopping website. The money was taken straight away, but the product hasn't been sent. I contacted the seller first, but they wouldn't reply. So then I decided to contact the website that they sell through. But could I find a way to contact them? No! I spent a good deal of time looking through their help pages, combing screen after screen for a link that said 'contact us'. But I just couldn't find one. It really annoyed me because I had a lot of other things to do, and I object to having to spend this much time doing something that should be really easy. In the end, I did find a link to email them, but it was so difficult to come across that I don't know if I could find it again. I hope I'll have had a reply from the website by the end of this week, but I'm still waiting for one. And my goods still haven't been sent.

3 You can't get onto Facebook or Twitter this weekend, and there's also been a marked decrease in the speed of the internet all week – often for a whole day. It isn't as if an undersea cable has suddenly been damaged or a satellite has gone down. What it comes down to is the government's desire to control our access to information. There were big protests around the country last week, so they'll no doubt have slowed the internet to stop people finding out what's going on. But it's our right – as citizens of a so-called democracy – to know what's happening. Several major websites have been banned recently too. It's comical really. Do they actually think that they can shut down every website that disagrees with their world view? From now on I'll be connecting to a proxy server more often when I go online. A proxy server is a server that hides your IP address – your online identity and location. So it looks like you're surfing the web from South Africa or Thailand, and not from your home country. In this way, you can access websites that your country has banned. The government is fooling itself if it actually thinks it can stop the flow of information. That would be a bit like going to the beach and trying to stop the tide coming in.

4 Do you get a lot of updates on your computer? I do. I understand the importance of security updates, but most of the things that laptops automatically download are things that you don't actually need, like new versions of programmes that you rarely use. Over time these can slow down your system. Even more annoyingly, your laptop can warn you that you have to restart – right away – to install an update, when you're right in the middle of doing something important at work. I'm a photographic artist, and one time I was working on a photo in Photoshop. I'd already spent a lot of time on it when I went downstairs to the kitchen to get a cup of coffee. When I came back, my machine had rebooted automatically to install an update. It meant that all my work – which hadn't yet been saved – was lost. I remember I found it hard not to scream! Anyway, a friend of mine has now shown me how to switch

off automatic updates. It's actually very easy – just type 'update' in the Start menu, then select 'change settings'. I admit I should have known that before, but at least I'll never lose a piece of my artwork again.

5 Where would we be without social media? It's the only way to stay in touch these days, and I've linked up with friends from my old school that I haven't seen in years. I also use it to promote my band's concerts. But these days I'm spending more and more time on social media. It's starting to take a great deal of time out of my day. And it's not as if you can just check out one site either. I've got my Facebook page and my LinkedIn account, and then there's Instagram – not to mention the several Whatsapp groups I'm in. It just takes ages to follow everything that people have posted. Last week, a friend of mine came second in an important swimming championships, and I completely missed her post. I think she was a little hurt that I hadn't posted a comment, or congratulated her – but I just didn't know about it. I'll be following her posts more carefully in the future – but sometimes it really annoys me when people expect you to 'like' everything they put online. I mean, do I have 'like' every selfie people post, or 'like' the fact that someone's having dinner somewhere? I think I'll have to be more selective in the future about what posts I check and comment on.

### Exercise 2 page 112

#### Students' own answers

### Exercise 3 page 112

1 b 2 c 3 b 4 c 5 a

### Exercise 4 page 113

1 c 2 a 3 c 4 d 5 a 6 a  
7 b 8 d

### Exercise 5 page 113

#### Students' own answers

## Cumulative Review 4 (Units 1–7)

### Exercise 1 3.13 page 114

1 F (The speaker had to visit Selma because her car broke down on the way from Dallas to Savannah.)

- 2 F (Elijah and his brothers were young boys at the time of the civil rights protests.)
- 3 T
- 4 F (Martin Luther King's campaign in Selma focused on registering black people to vote.)
- 5 T
- 6 F (Most Americans were angry and sickened by the police tactics in Selma.)
- 7 T
- 8 F (In the end, the federal government helped the marchers.)

### Transcript

Last year my cousin and I were driving from Dallas, Texas, to Savannah, Georgia, east on Highway 80, when the engine of our vehicle began to overheat. I pulled over to the side of the road, then looked at my cellphone. We were about eight miles from the turnoff to Selma, Alabama – a name that's written large in the history of America. I knew that I should have checked out the truck before setting off – but luckily we were able to get help, so we didn't have to endure an eight-mile walk to Selma on a hot September afternoon. A man who stopped to help us managed to tow our disabled vehicle into Selma – but it was clear it would take a while to get it fixed. We weren't going anywhere that day.

The man, whose name was Elijah, helped to run a local motel. He arranged for us to stay there that night. Then, amazingly, he said he wasn't doing anything much for the rest of the day and offered to show us around. I guess it had always been an ambition to visit Selma and learn more about the momentous events that took place there – so the chance of seeing the town through the eyes of a local was too good to pass up. Elijah and his brothers, several of whom still lived in Selma, had been young boys at the time of the civil rights protests. At the time, African-American people were ostensibly free and equal citizens of the United States – slavery having been abolished a century earlier. In reality they were persecuted in the southern states by a system which treated them as second-class citizens and denied them their constitutional right to vote. Early in 1965, the Reverend Martin Luther King made Selma the focus of his campaign to register black people to vote, something that was fiercely resisted

by many white people in Alabama. A protest march was organised from Selma to the state capital of Montgomery, but the local authorities were determined to stop it.

Elijah took us to Edmund Pettus Bridge – the place where, on March 7th 1965 – a day which became known as Bloody Sunday – 600 peaceful marchers were viciously attacked by police dogs and beaten by Alabama police and state troopers. The march was quickly broken up, but what might have been a heavy defeat soon turned into victory. Images of the brutality used on the protestors, which appeared on national TV, sickened and enraged people around the country. As a result, many ordinary people descended on Selma to offer their help.

The protestors made another attempt to march a few days later, which was also blocked. That night a white priest called James Reeb, who had come to Selma to take part in the march, was murdered. Enough was enough, and the federal government stepped in. They ordered authorities in Alabama not to interfere with the marchers again. On March 21st, protected by the United States army, 2,000 marchers set off again, many of whom had come to Selma from across the United States. They walked for twelve hours a day, sleeping by the roadside at night. Finally reaching Montgomery four days later, they were greeted by a crowd of 50,000 cheering people – black and white. 'No tide of Racism can stop us,' Martin Luther King told the crowd. And he was right.

It was really moving to walk through the streets of Selma and think about those events and how much things had changed since Elijah's childhood. Within months of the protests in Selma, the Voting Rights Act had been passed, safeguarding the right of all African Americans to vote. Just three years after Selma, Martin Luther King was murdered. But by then, King had finally achieved many of his goals. The dream of equality that he had spoken of in that famous speech in Washington was no longer just a dream – it was well on the way to becoming a reality.

The next morning we went to get our car, then visited the National Voting Rights Museum. Then it was time to hit the road for Savannah – one

day later than planned, but with an ambition fulfilled.

### Exercise 2 page 114

#### Students' own answers

### Exercise 3 page 114

#### Suggested answers:

- The cave was accidentally discovered by miners who broke through a rock wall.
- He can't have known how dangerous it was to go into the cave.
- The human body is unable to cope with the high heat and humidity because it can't cool down.
- Paolo Forti's team overcame this problem by taking oxygen and wearing special protective clothing.
- The explorers mapped the caves, took samples and analysed the chemistry which had produced the crystals.
- The writer thinks that people will visit the caves again.

### Exercise 4 page 115

- 1 b 2 d 3 d 4 b 5 c  
6 b 7 a 8 a

### Exercise 5 page 115

#### Students' own answers

## Cumulative Review 5 (Units 1–9)

### Exercise 1 3.14 page 116

- 1 real thing 2 rumour 3 ignorant  
4 touching it 5 (whole) mood  
6 unlucky 7 as a (big) shock  
8 good luck

### Transcript

Some people really do seem to be luckier than others in life. So is luck a real thing? Famous British illusionist Derren Brown presumed not. He supposed that being lucky was all about attitude and keeping your eyes open – and he decided to test his theory on the residents of Todmorden, a small town in the north of England. The town's park – Centre Vale Park – contains a statue of a dog. So Brown decided to spread misinformation about the statue.

Film-maker Dawn O'Porter was sent to the town undercover, posing as a reporter who had come to the town to investigate rumours that touching the statue brought good luck. Of course, there were no such rumours:

it was all a plot to plant an idea in people's minds. Wherever she went and whoever she talked to in the town, Dawn asked people if they had heard of the story of the lucky dog. Of course, most people didn't want to appear ignorant about local matters, so they usually said they had – even though they really hadn't. Pretty soon, a rumour was circulating in town. Everyone was talking about the lucky dog.

Derren Brown's film crew had placed a secret camera in the park to film whoever visited the statue. The first change to take place in the town was that within days more local people were visiting the park to look at the statue. And most of them were touching it, presumably in the hope that it would bring them luck. After all, they probably thought, rumours about good luck are flying around, and there's no smoke without fire.

The rumours had given rise to a change in people's behaviour. And this wasn't the only thing to happen. Slowly, the whole mood of the town started to change. People were becoming more optimistic about what would happen in their lives. In follow-up visits, when Dawn suggested that the dog was bringing luck to the town, most local people couldn't agree more. Many people even told Dawn that personally their luck had changed after visiting and touching the lucky dog.

Perhaps the last person to come around was a local butcher called Wayne Stansfield. He really did seem to think that good luck would never come his way. So Derren planned an experiment to see why the man felt himself to be so unlucky. Brown's team left £50 notes on the pavement in several places on the route that Stansfield took when he walked to work. But Stansfield missed them all – because he wasn't looking around him. Later on, an actress stood outside Stansfield's shop with a fake questionnaire, offering £20 to anyone who could answer six questions. All the questions were about meat – things which any butcher can answer – but Stansfield was too busy to stop and answer her questions. Brown had proved why Stansfield was so unlucky – quite simply, he didn't look out for opportunities and take them. The silver lining to Stansfield's story is that he became confident enough – by the

end of the experiment – to take a risk which won him £5,000.

In the end, of course, Derren Brown had to come clean about the lucky dog. He called a meeting in the town hall and told everyone that he had made up the rumour about the statue. This must have come as a big shock to the townspeople, who had really started to believe in the statue – only to find that it wasn't true. The knowledge that they had been cheated could have wreaked havoc in the town, but surprisingly that wasn't what happened. The town's good luck appeared to continue, even after they knew that the statue was a fake. Perhaps optimism is the key to this. Maybe if you think you will be lucky in life – if you really believe so – then you will be more focused. You will see opportunities when they present themselves, and go for them. Will the town's good luck continue in the long term? We hope so, but only time will tell.

#### Exercise 2 page 116

##### Students' own answers

#### Exercise 3 page 116

1 B 2 A 3 C 4 B 5 A 6 C  
7 A 8 C

#### Exercise 4 page 117

1 c 2 d 3 b 4 c 5 c 6 b  
7 d 8 b

#### Exercise 5 page 117

##### Students' own answers