

1 Necessities

UNIT AT A GLANCE

THEMES: Lifestyles that don't harm the environment, living well with less

TED TALK: *Less stuff, more happiness.* Graham Hill promotes the idea that we can still be happy with fewer things

AUTHENTIC LISTENING SKILLS: Relaxed pronunciation

CRITICAL THINKING: Identifying aims

PRESENTATION SKILLS: Using props

GRAMMAR: The perfect aspect

VOCABULARY: The prefixes *over-* and *under-*

PRONUNCIATION: Vowel sounds at word boundaries

READING: *Why do we sleep?*

LISTENING: Planning a trip

SPEAKING: Luxury and necessity, Talking about things we need, Hedging

WRITING: A statement of opinion

WRITING SKILL: Hedging expressions

LEAD IN

- **Optional step.** If this is the very first lesson of a new course, you might want to start the lesson with a 'getting to know you' activity before opening the coursebook. One way to do this is to stand at the board and invite students to ask you five or six questions such as:

What's your name?

Where are you from?

How long have lived in ...?

What do you do?

What's your favourite ...?

- Don't answer the questions, but write them on the board until you have a good selection. Then answer the questions as the students will be interested in your answers. If you don't want to answer a question (e.g. *How old are you?*), then say *I'm not going to answer that one* (and make a joke of it).
- Next, put students in pairs, preferably with a partner they don't know, and tell them to interview each other with the questions on the board. As they ask and answer, they should take notes about their partner's answers.
- Afterwards, ask each student to introduce their partner to the class, giving their name and one or two interesting pieces of information about them that they discovered in their interviews. This 'presenting your partner' stage is very useful because students will have to give plenty of presentations to the class in *Keynote*.
- Ask students to open their books at page 8 and look at the title of the unit.
- Tell students about a necessity in your life or something you don't think you could live without; it might be something useful like a car or your bike; alternatively it might be a fun item such as chocolate ice cream. Then ask every student to think of one necessity in their life and ask them to tell the class. Afterwards, comment that not everything mentioned by the class is an absolute necessity for life and that this unit is going to look into that issue in more detail.

- Explain to the class every unit in *Keynote* begins with a TED Talk by a speaker. Ask students if they are familiar with TED Talks and if they have ever watched one.

TED TALKS

BACKGROUND

1

- Ask students to look at the photo on pages 8 and 9. Ask questions about the photo and elicit answers from individuals:

Where are these people?

What does the photo show?

What surprises you about any of their possessions?

Could you live with so few possessions? Why? / Why not?

- Ask students to read the paragraph about Graham Hill and his talk. If this is the first day of your course, students might be reticent to talk openly about the three questions or lack confidence to express their opinions. One way to ensure that students become relaxed about talking openly in class is to have them work in groups of three. Then tell them to discuss the three questions in their small groups. Next, have them join another group to create groups of six to share and compare their answers with each other. Finally, ask one person from each group to be a spokesperson and to summarize the main ideas from the group discussion.
- At this stage, you can monitor the discussion and start to notice students' strengths and weaknesses when speaking. However, don't give feedback on any language problems at this stage as you simply want to assess students' ability with this kind of speaking task.

Possible answers

1 Perhaps he recommends using environmentally-friendly means of transport or recycling more. Perhaps he discourages using plastics or fossil fuels.

2 & 3 Students' own answers

KEY WORDS

2

- The aim of this section in every unit is to pre-teach some of the key words students will need to know in order to understand the TED Talk. It will also help them prepare to think about the main themes of the talk.
- Ask students to try to guess the meaning of the bold words from the context, then to match the words with their definitions. Then they can compare their answers with a partner and explain their choices before you check with the class as a whole.

TEACHING TIP

Use of dictionaries in the lesson

It's worth making it clear to students early on in the course whether you encourage them to refer to dictionaries or not when completing a vocabulary activity like the one in the Key Words section. Arguably, you want them to guess at the meaning of the word sometimes and also to guess it from the context. However, students can also learn more about the word by checking in their dictionaries. One way to approach this is to have them try the exercise first and then check their answers by looking in their dictionaries.

Answers

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

- As a follow-up to further check comprehension of the words, ask students to work in pairs and write new sentences with the keywords. Then ask some pairs to read some of their sentences out to the class. Alternatively, if you have less time, ask some students in the class questions which use some of the key words such as *Have you ever **crowdsourced** an idea? How do you **stem the inflow** of paperwork at your workplace?*

AUTHENTIC LISTENING SKILLS Relaxed pronunciation

3a

- Explain to students that this feature on the opening spread of every unit is to help them to develop their listening skills and in particular notice certain features of pronunciation in authentic speech. If this is the first time you have looked at this area in class, you could begin by asking students to comment on what kinds of accents or 'Englishes' they find sometimes difficult to understand. For example, the speaker in this first TED Talk will have a north American accent. Are there any accents which are easier to understand? Note that this first Authentic listening skills feature focuses on use of the /ə/ sound which commonly causes students difficulty, even at C1 level.

- Ask students to read the skills box and then say if they often communicate with speakers who have a 'relaxed pronunciation' or who use informal contractions. Note that students will often say that this is typical of people using American English, but in fact the use of the /ə/ sound is just as common in everyday British English.

- **1** Play the recording and ask students to listen and underline the expressions with *to* and *of* in each sentence that are reduced or changed.

Answers

- 1 So I'm going to suggest that less stuff and less space are going to equal a smaller footprint.
- 2 First of all, you have to edit ruthlessly.
- 3 We've got to cut the extraneous out of our lives, and we've got to learn to stem the inflow.

- **Optional step.** It could be useful to focus on the underlined words in the sentences by briefly drilling them in isolation. Say each underlined phrase at natural speed and ask the whole class to repeat in chorus. For example:

Teacher: *going to* Students: *going to*

Teacher: *first of all* Students: *first of all*

Teacher: *have to* Students: *have to*

Teacher: *got to* Students: *got to*

Note that this listen-and-repeat drill should be brief and quick. Even students at C1 level appreciate a short drill, especially when it helps them with high-level pronunciation issues.

3b

- Having focussed on the types of words which include relaxed pronunciation, students should be able to predict with reasonable accuracy which expressions in extracts 4 and 5 will be reduced or changed.

- Refer students back to the information in the skills box and, working in pairs, students look at the extracts and underline the expressions which they think will be reduced. They can also try saying the sentences to each other and relaxing the pronunciation of the underlined words to see if it sounds correct.

- **2** Play the recording for students to check.

Answers

- 4 ... we combine a moving wall with transformer furniture to get a lot out of the space. My bed just pops out of the wall with two fingers.
- 5 Most of us, maybe all of us, are here pretty happily for a bunch of days with a couple of bags.


- **Optional step.** **1 & 2** Play all five sentences again, pausing after each one. Students listen and repeat. Even at this level, some students may find it hard or unnatural to link the words so monitor their pronunciation for use of reduced

forms and do some remedial drilling with the informal contractions if students are still trying to separate them.

1.1 Less stuff, more happiness

TED TALKS

1

- Before students watch the TED Talk by Graham Hill, ask them to look at the photo of him on stage. Ask students to say why they think he is sitting on a cardboard box. Given that they read his background on the previous page, the class should be able to predict that the talk will have something to do with having more space and living with less.
- Explain to students that for the first viewing they should just focus on understanding the main points. Tell them to read the five topics (a–e). You could give students two minutes to talk to a partner about what they think Hill will say about each of the five topics; this will help them to predict the main details of the talk and the language that is likely to be used.
- Before you play the talk, remind students that that they will have the opportunity to watch it again later so they shouldn't worry if they fail to understand every word at this stage.
-  Play the whole talk. Students number the topics in the order he mentions them.

Transcript

- 0.19** *What's in the box? Whatever it is must be pretty important, because I've travelled with it, moved it, from apartment to apartment to apartment.*
- 0.35** *Sound familiar? Did you know that we Americans have about three times the amount of space we did 50 years ago? Three times. So, you'd think, with all this extra space, we'd have plenty of room for all our stuff. Right? Nope. There's a new industry in town, a 22 billion-dollar, 2.2 billion sq. ft. industry: that of personal storage. So, we've got triple the space, so we've become such good shoppers that we need even more space. So, where does this lead? Lots of credit card debt, huge environmental footprints, and perhaps not coincidentally, our happiness levels flat-lined over the same 50 years.*
- 1.22** *Well, I'm here to suggest there's a better way, that less might actually equal more. I bet most of us have experienced at some point the joys of less: college – in your dorm, travelling – in a hotel room, camping – when you've got basically nothing, maybe a boat. Whatever it was for you, I bet that, among other things, this gave you a little more freedom, a little more time. So, I'm going to suggest that less stuff and*

less space are going to equal a smaller footprint. It's actually a great way to save you some money. And it's going to give you a little more ease in your life.

- 2.02** *So, I started a project called Life Edited at lifeedited.org to further this conversation and to find some great solutions in this area. First up: crowd-sourcing my 420 sq. ft. apartment in Manhattan with partners Mutopo and Jovoto.com. I wanted it all – home office, sit down dinner for ten, room for guests, and all my kite surfing gear. With over 300 entries from around the world, I got it, my own little jewel box. By buying a space that was 420 sq. ft. instead of 600, immediately I'm saving 200 grand. Smaller space is going to make for smaller utilities – save some more money there, but also a smaller footprint. And because it's really designed around an edited set of possessions – my favourite stuff – and really designed for me, I'm really excited to be there.*
- 2.56** *So, how can you live little? Three main approaches. First of all, you have to edit ruthlessly. We've got to clear the arteries of our lives. And that shirt that I hadn't worn in years? It's time for me to let it go. We've got to cut the extraneous out of our lives, and we've got to learn to stem the inflow. We need to think before we buy. Ask ourselves, 'Is that really going to make me happier? Truly?' By all means, we should buy and own some great stuff. But we want stuff that we're going to love for years, not just stuff.*
- 3.33** *Secondly, our new mantra: small is sexy. We want space efficiency. We want things that are designed for how they're used the vast majority of the time, not that rare event. Why have a six burner stove when you rarely use three? So we want things that nest, we want things that stack, and we want it digitized. You can take paperwork, books, movies, and you can make it disappear – it's magic.*
- 4.01** *Finally, we want multifunctional spaces and housewares – a sink combined with a toilet, a dining table becomes a bed – same space, a little side table stretches out to seat ten. In the winning Life Edited scheme in a render here, we combine a moving wall with transformer furniture to get a lot out of the space. Look at the coffee table – it grows in height and width to seat ten. My office folds away, easily hidden. My bed just pops out of the wall with two fingers. Guests? Move the moving wall, have some fold-down guest beds. And of course, my own movie theatre.*
- 4.43** *So, I'm not saying that we all need to live in 420 sq. ft. But consider the benefits of an edited life. Go from 3,000 to 2,000, from 1,500 to 1,000. Most of us, maybe all of us, are here pretty happily for a bunch of days with a couple of bags, maybe a small space, a hotel room. So when you go home and you*

walk through your front door, take a second and ask yourselves, 'Could I do with a little life editing? Would that give me a little more freedom? Maybe a little more time?'

5.16 *What's in the box? It doesn't really matter. I know I don't need it. What's in yours? Maybe, just maybe, less might equal more. So let's make room for the good stuff.*

5.35 *Thank you.*

- Note the differences in American English and British English shown at the foot of the spread. In this unit, these focus on vocabulary differences. See Teaching tip 1 on page 6 of the introduction for ideas on how to present and practise these differences.

2

- Put students into pairs to compare their answers before you check answers as a class.

Answers

1 d 2 c 3 a 4 e 5 b

3

- Explain that students are going to watch the TED Talk again, but in three parts. Before watching the first part, they should try to guess some of the answers to the questions.

- ▶1.1 Play the first part of the talk from 0.00–2.55. Students watch and check their answers.

Answers

- 1 by about three times
- 2 credit card debt and their environmental footprint
- 3 Happiness hasn't increased.
- 4 it saves you some money, you have a smaller footprint and smaller utility bills
- 5 Hill means that he only has his 'favourite stuff' and gets rid of the rest of his unnecessary possessions.

4

- Look at Hill's three approaches with the class. Before watching the talk, ask students what examples they can remember for each approach.

- ▶1.1 Play the second part of the talk from 2.56–4.42. Students watch and make notes with examples for each approach.

Answers

- 1 He mentions letting go of a shirt he hadn't worn in years and only keeping items that 'we're going to love for years'.
- 2 By this he means space efficiency and designing things for how they're used the majority of the time. In particular, he mentions a six-burner stove when you only use three burners and he says we want things that nest, stack and digitize.
- 3 Example for multifunctional spaces and housewares include a sink combined with a toilet, a dining table which becomes a bed, a foldaway office, and a moving wall with fold-down beds.

5

- Look at the questions with the class. Before watching this part of the talk again, students should try to guess some of the answers to the questions.

- ▶1.1 Play the third part of the talk from 4.43 to the end. Students watch and check their answers.

Answers

- 1 He mentions going from 3,000 to 2,000 square feet so is suggesting reducing our living space by 30%.
- 2 That they are happy for a few days with just a couple of bags and staying in a small hotel room.
- 3 Life editing will give us more freedom and time.
- 4 The symbol $< = >$ means less equals more.

Background information

Mathematical symbols

It might be necessary to check if students understand the mathematical symbols in question 4 of Exercise 5, or that they know the words for talking about the symbols:

$<$ is the mathematical symbol for *less than* or *less*

$=$ is *equals* or *is*

$>$ is the mathematical symbol for *greater than* or *more*

6

- All Hill's examples come from the USA so open up the discussion so that students can comment on the topic from the perspective of their own countries; perhaps they feel that the issues described by Hill are less relevant to their lifestyles or perhaps they feel their country is heading the same way as the USA with an increase in possessions and the need for more storage. You could prompt further discussion with questions such as *Do you think people in your country spend too much money on possessions these days? Do they spend more than their parents? Why do you think that is? Are you the type of person who likes an empty living space? Or do you like to be surrounded by lots of personal possessions which are important to you?*

VOCABULARY IN CONTEXT

7

The approach of this Vocabulary in context will probably be new to your students so explain how it works: you are going to play clips from the TED Talk. When the video reaches a particular word, a multiple-choice question will appear on the screen and students should choose the correct meaning of the word from a choice of three definitions. There are different ways in which to deal with the answers to the questions and you may want to vary your approach from unit to unit. One way is to ask students to call out their answers as the questions appear; the only danger with this is that more confident students may dominate the question and answer session. An alternative is for students to work alone and write down the answer each time. Pause the video and check the answer as a whole class before the correct answer is confirmed on screen.

- ▶▶ Play the clips from the talk. When each multiple-choice question appears, pause the video so that students can choose the correct definition.

Transcript and subtitles

1 First of all, you have to edit **ruthlessly**.

- a without hesitation or regret
- b slowly and carefully
- c with the help of friends

2 Secondly, our new **mantra**: small is sexy.

- a rule or law enforced by authority
- b set of possessions
- c personal message repeated to oneself

3 So we want things that nest, we want things that **stack** ...

- a are handmade
- b fit one on top of the other
- c make us happy

4 ... and we want it **digitized**.

- a photographed
- b stored electronically
- c counted

5 Finally, we want **multifunctional** spaces and housewares.

- a inexpensive
- b beautiful to look at
- c serving more than one purpose

Answers

1 a 2 c 3 b 4 b 5 c

8

The aim of this exercise is to make sure students can use some of the new vocabulary in a personal context. Put students into pairs to make personal sentences which contain some of the new words taught in the talk.

Talking about you – the teacher

Whenever you meet this type of exercise in the book where students are asked to make personal sentences about themselves, it's always a good idea for you – their teacher – to begin by giving your own answers to the exercise. There are a number of reasons for this: Firstly, it models the activity so that students know what is expected of them. Secondly, it's another way of presenting the target language being used in context. Thirdly, students enjoy learning about their teacher's own interests and personality; this is especially important early on in the course in order to create rapport between you and your students. So, say what you would ruthlessly edit in your life or your personal mantra before students begin the exercise.

TEACHING TIP

- **Optional step.** Students could stand up and walk around the class meeting other students and describing which possessions they would get rid of, their personal mantras and which items are digitized. The aim is to find other students in the class who have the same (or similar) answers. At this early stage of the course, it's another way for students to get to know each other.

CRITICAL THINKING Identifying aims

Critical thinking

If this is the first time your students have come across the term *critical thinking*, explain that it refers to the skill of thinking more deeply about a topic and considering the main arguments and evidence. It's especially useful at higher levels because it will help students use language more creatively. Point out that after every TED Talk in this book, students will focus on a different aspect of critical thinking.

TEACHING TIP

- 9
- **Optional step.** Books closed. Ask students to work on their own and write one sentence which explains what they think was the main aim of Graham Hill's talk. Then they compare their main aim with other students next to them. How similar are their sentences?
- Books open. Students read through the list of reasons for giving a talk. Point out that Hill does all five things in his presentation, but students should decide which is the actual main aim of his talk. If students completed the optional step above, they can compare the main aim they wrote with the answer.

Answer

Overall, the answer is 3 because Hill attempts to persuade his audience by using objective facts. (This main aim is in fact true for most of the TED Talks that students will watch with this coursebook.)

10

- In this exercise, students need to choose the comment with details which support Hill's main aim.
- Point out that giving supporting details to a main aim is a key aspect of critical thinking.

Answer

KMJ: It's hard to argue with smaller utility bills, more money and a smaller environmental footprint. I think $< = >$ ('less equals more') is a really useful equation.

PRESENTATION SKILLS Using props

TEACHING TIP

Presentations

If this is the first time that you have discussed presentation skills with your class, ask students to talk about the types of presentations they give. For example, students who are in business probably have to present information in their workplace or those at university may have to give academic presentations. You could ask questions such as: *When do you have to give presentations? What are they about? What type of audience do you talk to? How large are your audiences? Where do your presentations normally take place? What was the aim of the last presentation you gave?*

11

- Ask students to read the list of reasons for using a prop in the Presentation skills box. Help with any unknown vocabulary.
- Invite students to say what kind of props they sometimes use in their presentations. If you think they might not use many props, you could also ask them to talk about visual aids and equipment that they use to help their presentation, for example, they probably use projectors with PowerPoint slides or video.
- ▶1.3 Play the clips from the talk of Hill using the cardboard box, then discuss the three questions as a class.

Transcript

1 *What's in the box? Whatever it is, it must be pretty important, because I've moved it from apartment to apartment to apartment.*

2 *(Stands up and moves to his position in front of the box.)*

3 *What's in the box? It doesn't really matter. I know I don't need it. What's in yours? Maybe, just maybe, less might equal more. So let's make room for the good stuff.*

Possible answers

- 1 Hill asks us what's in it, so we assume he's going to show us. This arouses curiosity and reminds everyone of the useless stuff they don't need that they may have stored away.
- 2 The box isn't distracting because it's small. People notice it when he refers to it, but not otherwise.
- 3 Students will have their own ideas for this question but you could suggest that he might show a photo of a packing case instead or perhaps he could show some stuff he wants to get rid of such as the shirt he mentions.

12

- Explain to students that they are going to give a short (two-minute) presentation on the topic of their choice from the list so they should keep their notes brief.
- As guidance for their planning, explain that they should decide what their position will be with regard to the topic of the talk. For example, if they choose 'air pollution', presumably they will talk about ways to prevent it. They will need to think of two or three supporting arguments for their talk.
- If you think some students will find the task of choosing a prop challenging, you could lead into this task by discussing each topic and brainstorming possible props for each topic with everyone in the class. That way, individual students can draw on the ideas of others. Another option is to put students into pairs so that they can choose one of the topics together and help each other to prepare. Then when they are both ready to present, they will separate and work with a new partner.

13

- As students will need a prop, the best way to organize these presentations is to ask students to prepare them at home and then bring the prop to the next lesson.
- Put students into pairs to give their presentations. Encourage students to become familiar with giving each other peer feedback after their presentations as you want to encourage this approach throughout the course. In this case, the listening partner could give feedback on how the presenter used the prop based on the tips in the Presentation skills box.

▶ Set Workbook pages 4–5 for homework.

1.2 Luxury or necessity?

GRAMMAR The perfect aspect

1

- Books closed. Bring in some objects from your own life or use any objects you have with you such as car keys, a pen, a smartphone. Hold one of the objects up to the class and ask students to say if they think it is a luxury object or a necessity. When a student answers either 'luxury' or 'necessity', get them to explain why. If students disagree, then allow time for them to debate and try to reach an agreement on the object. Repeat this with a few of your own objects before starting this section of the unit.

- Books open. Read the questions together and then give students time to think of examples from their own lives. They can tell their partner about their choices and find out if their partner has similar objects.

Extra activity

Guess the luxury

As an extension task, you could ask students to write down two things in their life which are absolutely necessities and one thing that is important to them, but is a luxury rather than a necessity. Put students into pairs to read out their list. Their partner guesses which one is the luxury out of the three choices.

2

- Students look at each item and write N (for necessity) or L (for luxury) next to each one.
- Note that in each case there are arguments for the item being a necessity or a luxury so allow plenty of time for students to explain their reasons either to a partner or the rest of the class.
- The exercise should generate plenty of discussion and some disagreement. For example, a car might be a necessity if you live in the countryside, but it could also be considered a luxury if you have access to good public transport.

3

- Give students some time to look at the graph and think about the questions.
- Put students into small groups to discuss their answers to the questions.

Answers

- They consider it a necessity.
- A healthy economy because more and more people start to regard the items as necessities, presumably because they can afford them.
- The graph shows that in 2005 many people suddenly changed their minds about certain items. This was probably brought about by the global financial crisis that occurred during that period.

- As a follow-up to students reading the graph and answering the questions, you could ask them to speculate on the reasons for the changes in trends, for example, *Why do you think the fall in cars was less dramatic in 2005 than for other items? Why did home computers continue to rise and remain steady regardless of the fall in 2005? If you were to add trend lines on the graph after the year 2010, which items do they think would rise? Which would fall?*

Background information

Pew Research Center

The graph shown comes from the Pew Research Center. It's an American organization that regularly carries out polling and questionnaires on a wide variety of topics related to public opinion. You can see more examples of its data on their website; it's often a useful resource for classroom materials or student research projects.

4

- The text relates back to the graph and explains some of the reasons for the rise and falls.
- Optional step.** Ask students to read the text and identify the names of the verb forms (1 present perfect, 2 past perfect continuous, 3 past perfect, 4 present perfect continuous, 5 future perfect).
- Then ask students to match the verbs in bold to the letters (a–e) on the time line.
- Students can check their answers and overall understanding of the perfect aspect by turning to the Grammar summary on page 140.

Answers

- a had been increasing b has changed
c had fallen d has been continuing
e will probably have changed

- If you feel that the students need more controlled practice before continuing, you could complete some or all of the exercises in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Answers to Grammar summary exercises

1

- had, just
- owned, for
- seen, recently
- lived / been living, for
- Are you still working, already
- been arriving, all week
- been trying, for
- used, since

2

- 1 My sister has been repairing bicycles since she was a kid.
- 2 James has been using the washing machine all week.
- 3 We've already been flying for five hours.
- 4 They've been working since nine o'clock.
- 5 I've been living in this apartment all year.

3

- 1 used
- 2 started
- 3 turned on
- 4 You'd been working
- 5 hadn't seen
- 6 haven't finished

4

- 1 will we have been driving
- 2 won't have completed
- 3 won't have had
- 4 won't have arrived
- 5 will have been talking
- 6 Will you have been studying
- 7 will have finished
- 8 won't have seen

5

- 1 have just decided
- 2 will have sold
- 3 have lived / have been living
- 4 will have been sailing
- 5 had never done
- 6 had been talking
- 7 have been having
- 8 won't have completed

6

- 1 **I've known** Simon for six years.
- 2 ~~They're~~ **They've been** working in this office since 2012.
- 3 **Have Had** you been talking for long before your phone died?
- 4 I **had** already posted the letter before I realized the address was wrong.
- 5 By this time tomorrow, I ~~finish~~ **will have finished** my final exam.
- 6 By the end of September, I **will** have been walking to work every day for ten years.

5

- Put students into pairs to read the pairs of sentences and discuss the difference in meaning caused by use of the perfect aspect.
- Next, ask one pair of students to work with another pair and present their answers and reasons. This process of explaining the difference will help students to remember how the particular language structures are used to express different meanings.

Possible answers

- 1 a The decision was made before the breakdown.
b The decision was a result of the breakdown.

- 2 a The action will be complete in a year.
b The action will happen in a year.
- 3 a The thinking is happening now.
b The thinking happened in the past.
- 4 a The action continues now.
b The action took place in the past.
- 5 a The 'trying to think' happened before something else.
b The 'trying to think' may be going on now.

6

- Ask students to match the two sentence halves.
- They can compare their answers with a partner before you check with the class as a whole.

Answers

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

- **Optional step.** Students could also take the sentence stems in 1–6 and complete them with their own personal sentences. So instead of saying *I've been spending a lot of time reading about how to live more simply*, they might write *I've been spending a lot of time going out to parties and seeing old friends recently*.

7

- Ask students to choose the correct verb forms to complete the sentences.
- Ask students to say if any of the five sentences are in any way similar or true for them. For example, for sentence 1, *Has the phone become a necessity for them?* For sentence 2, *Do any of them play the guitar or any other musical instrument? Do they think of this as a luxury?*

Answers

1 be able 2 hadn't played 3 've run 4 spend
5 hadn't ever used

8

- Ask students to complete the sentences with the correct perfect form of the verbs.
- They can compare their answers with a partner before you check answers as a class.
- In whole class feedback, you could ask students to read the eight sentences aloud and remind them to use the 'relaxed pronunciation' that they worked on in the opening part of this unit. They should remember that we normally contract verb forms when speaking informally, for example, *He has* → *He's*, *We will have* → *We'll (ha)ve*.

Answers

1 's never owned 2 'd been driving 3 've been trying
4 'll have saved 5 hadn't installed 6 'll have been living
7 's used 8 've been working

▶ Photocopiable communicative activity 1.1: Go to page 213 for further practice of describing graphs using the present perfect. The teaching notes are on page 237.

SPEAKING **Luxury and necessity**

9 **21st CENTURY OUTCOMES**

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of the page which is *Respond open-mindedly to different ideas and values*. Ask students why this is important in any kind of discussion especially when people's values are under discussion; in other words, we shouldn't make judgements on the person or their views when expressing opinions. This kind of ability to be open-minded will be important throughout this course as students will be required to discuss a variety of ideas and issues.
- Ask students to spend a few minutes working on their own to choose a luxury and a necessity. Then put students into small groups of three or four to tell each other their choices.

10

- Students ask and answer each other's questions about their luxury and necessity. Encourage them to be detailed in their description of each item.
- As students ask and answer, make a note of any good examples of use of the perfect aspect and also any incorrect usage. Give feedback afterwards on these language points.
- **Optional step.** After a few minutes, stop the activity and invite volunteers to share some interesting things that they learnt about students in their group with the whole class.

11

- Students compare their responses and tell the rest of the class if any members of the group chose similar luxuries or necessities. Students can also challenge each other as to whether something is a luxury or necessity as they did at the beginning of this section.

Feedback on speaking tasks

During speaking tasks such as the one above, students should be focussing on fluency practice, but they should also be trying to use vocabulary and grammar presented in the unit so far. As you monitor their speaking, make a note of any good use of target language by students and mention these at the end of the lesson. Equally, if students have said something which has an error or could be improved upon by using the new language taught, write the sentence on the board at the end and show them how to reword it.

▶ Set Workbook pages 6–7 for homework.

1.3 I'm wide awake

READING **Why do we sleep?**

1

- Books closed. Tell students you are going to read out three questions and they should write down their answers. Read out the three questions from the coursebook and give time for students to make notes of their three answers.
- Books open. Ask students to read the questions in Exercise 1 and check that they heard correctly and that their answers make sense.
- Put students into pairs to tell each other about the answers they wrote for each question. Alternatively, discuss the three questions as a class, but make sure each student comments on at least one of the questions.

2

- Students will read the article twice so set a time limit for this first task of three to four minutes. This will encourage students to read quite quickly and not read for too much detail.
- Ask students to underline or circle parts of the text which they feel relate to the sentence and therefore indicate that it's included. This will help them to support their opinions when giving answers.

Answers

The text includes 1, 4 and 5.

3

- For this next reading task, students will have to read the article more thoroughly to find a sentence which supports or contradicts each statement.
- Put students into pairs to find the corresponding sentences in the article. Then let them compare their answers in the whole class afterwards.

Answers

- 1 Contradicts (Gardner's record has been broken several times since ...)
- 2 Supports (On day four, he began to hallucinate, imagining that he was a famous American football player.)
- 3 Contradicts (Research has found that as we sleep, our minds are able to continue working ...)
- 4 Contradicts (But there's no 'magic number' of hours you need to sleep each night.)
- 5 Supports (Soldiers have been kept awake – and focused – by wearing special goggles that shine a light the colour of sunrise into their eyes, keeping their brains in 'wake-up' mode.)
- 6 Supports (Chronic sleep deprivation can increase the risk of heart disease and other serious health problems.)

7 Contradicts (As part of her training, a sleep expert trained MacArthur to take ten half-hour naps each day, resulting in a total of five hours sleep in every twenty-four. Judging by her successes, this approach appears to have worked well for MacArthur.)

8 Contradicts (The 2001 TV game show *Touch the truck ...* The winner ... was Jerry Middleton who stayed awake for 81 hours, 43 minutes and 31 seconds without letting go of the truck.)

4

- Explain that students are going to look closer at some expressions from the article. The expressions are all ways of referring to falling asleep or being awake.
- Put students into pairs and ask them to find the expressions in the article and try to guess the meaning from the context. Then ask pairs to match the expression with the definitions.

Answers

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

Extra activity

Summarizing a reading text

As a useful follow-up to the reading and vocabulary work, put students into A/B pairs. Student A has the book open and reads out the six questions which appear in the reading text. They are:

- How long can a human go without sleeping?*
- What happens when you stay awake for eleven days?*
- How much sleep do we need?*
- What tricks do people use to stay awake?*
- Can sleep deprivation cause any problems?*
- Why do we sleep?*

Student B has the book closed and has to answer the questions in as much detail as they can by trying to recall the key information from the reading text and summarizing it.

Alternatively, to make it fairer so that both students try summarizing parts of the text, Student A could ask the first three questions with B answering, and then Student B asks the next three questions with A answering.

VOCABULARY The prefixes *over-* and *under-*

5

- Students should be familiar with other words that use these two prefixes so ask the class to suggest two or three that they know, for example, *overworked* and *underpaid*.
- Put students into pairs to guess the meaning of the words in bold.
- Let them compare their answers with the whole class afterwards.

- Note that we often teach students that as a general rule the prefix in a word is unstressed. However, with certain prefixes, such as *over-* and *under-*, the prefix is stressed. You could drill the five words here in order to demonstrate this.

Answers

- 1 not thought of as being as good or necessary as it is (adjective)
- 2 guessed to be lower than they really are (verb)
- 3 in the condition of doing too much work (adjective)
- 4 being done more than is good (verb)
- 5 not getting enough sleep (verb)

6

- Ask students to read the first sentence and decide which word can be re-used with a prefix in the second sentence. If necessary, do the first item as an example with the whole class.
- Students can compare answers with a partner before you take feedback as a class.
- As you check answers, monitor students' pronunciation of these words and give remedial help where necessary.

Answers

- 1 understaffed 2 overused 3 overspend
- 4 underdeveloped 5 overcrowded 6 overestimated
- 7 underrated 8 overpriced

7

- **Optional step.** Ask students to look at the five questions and circle the word with the prefix *over-* or *under-*.
- Put students into pairs to take turns to ask and answer the questions. Remind students that as well as answering the questions, they should also give reasons for their answers, for example, *The place in my area which is frequently overcrowded is the city centre because that's where all the shops are and in the evening people go there for the nightlife.* The partner student can also ask supplementary questions following their answer such as *Do you often go there?*

SPEAKING Talking about things we need

8 **21st CENTURY OUTCOMES**

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of page 15 which is *Effectively analyse and evaluate claims and beliefs.* Ask students to say what they think it means to be able to analyse claims and beliefs. When do they have to be able to do this either at work or in their studies?
- Students can work alone to create a list or they could work with a partner. If students are slow to start thinking of items, make a few suggestions such as food, water, shelter, reproduction, air and clothing. As students think of them, they should write them down in preparation for the next stage.

9

- Put students into groups of four or five to compare their lists. If possible, they could write all their ideas onto one page or onto a flipchart.
- Now they discuss which of the five necessities are the most important.
- At the end, each group can present their top five and find out if the rest of the class agree.

▶ Set Workbook pages 8–9 for homework.


1.4 Keep it to the bare minimum

LISTENING Planning a trip

1

- As a lead-in to this lesson, ask students to look at the photo of the people on a canoe and camping trip. Ask students if they (would) enjoy this kind of holiday. If you have some students who have been on a canoe or camping trip, ask them to tell the class about it and whether they enjoyed it.
- Discuss the question as a class and brainstorm the necessities for such a trip. Write students' ideas on the board.

2

- Explain that students are going to listen to four friends planning a canoeing trip.
-  Play the recording and students note down what the four friends decide and decide not to bring.
- Alternatively, you could make the listening task into an information gap exercise by putting students into A/B pairs. Student A is in charge of noting down what they decide to bring and Student B notes down what they decide not to bring. Then afterwards, the two students tell each other what they noted down.
- After students have compared their answers with a partner, nominate people to share their answers with the class.
- Compare the list of things in the recording with the ideas that the class brainstormed on the board in Exercise 1.

Transcript

Paul: So we've set the date, we've got the time off work. We need to talk about what we're going to pack.

Lea: Definitely. We'll have two canoes, and with the tents and sleeping bags, I'm guessing we probably won't have a huge amount of extra space, so we might want to keep it to the bare minimum.

Ella: It might not be a bad idea to have a couple of phones with us, in case we get separated.

Fred: I'm no expert, but I don't think that we can expect to have a phone signal, especially as we'll be in a canyon most of the time.

Lea: Good point. Personally, I feel that we don't want to be weighed down with too much stuff, so maybe we should just bring one phone, in case of emergency.

Paul: Right. We only need one phone, no more.

Ella: I don't know about you, but I don't think we'll want a lot of devices on this trip. Can I just suggest we leave our other electronics at home?

Paul: OK, so we shouldn't bring any tablets or MP3 players.

Fred: Since it's summer, I think it's reasonable to assume that we're not going to need a lot of warm clothing – maybe just a jumper each, for night time?

Lea: Sounds good. If we get cold or wet, we should be able to build a fire and we can dry things that way.

Ella: All I know is that I'm going to want at least three pairs of socks. I can't stand having wet feet!

Paul: So let's agree, everyone should bring three pairs of socks and a spare pair of shoes.

Fred: Fine. And it seems to me that we should probably take along a few torches and some spare batteries. It will be dark out there after the sun goes down.

Lea: Definitely. I wonder if we should consider leaving the camping stove behind? We'll be able to cook over the fire, won't we?

Fred: I don't think there's a law against fires, but we should check the rules. I can do that.

Ella: Thanks. As for the camping stove, we might possibly want it if we have rainy weather. At least then, we could cook in the tent, right?

Paul: Let's bring the stove. But speaking of cooking – what about food?


Ella: I've actually made a menu already, but it might not be a bad idea for all of us to look at it together.

Answers

Decide to bring: two canoes, tents, sleeping bag, one phone, a jumper, three pairs of socks, spare pair of shoes, a few torches and spare batteries, a stove, food

Decide not to bring: more than one phone, electronics such as tablets and MP3 players, not too much warm clothing

3

- Explain that students are going to listen to statements from the conversation and decide if they are very polite or more direct and to the point.
- As an example, write the first statement from the conversation on the board (*We need to talk about what we're going to pack.*) Ask the class if they think this statement is very polite or does it sound very direct. The answer is that it's direct and to the point. Note that this doesn't mean it's impolite in any way, but that it doesn't include any polite forms or distancing language (known as hedging).
-  Play the recording once for students to circle P or D, then play it again for them to check and discuss their answers.

Transcript

- 1 We need to talk about what we're going to pack.
- 2 I'm guessing we probably won't have a huge amount of extra space.
- 3 It might not be a bad idea to have a couple of phones with us.
- 4 Maybe we should just bring one phone, in case of emergency?
- 5 We only need one phone, no more.
- 6 We shouldn't bring any tablets or MP3 players.
- 7 I think it's reasonable to assume that we're not going to need a lot of warm clothing.
- 8 Everyone should bring three pairs of socks and a spare pair of shoes.
- 9 It seems to me that we should probably take along a few torches and some spare batteries.
- 10 Let's bring the stove.

Answers

1 D 2 P 3 P 4 P 5 D 6 D 7 P 8 D 9 P 10 D

- **Optional step.** As an extension activity (if you have time), you could treat the listening like a dictation and ask students to listen and write out the ten statements in full.

4

- Explain to the class that the more polite expressions from Exercise 3 all include some kind of distancing expression.
- Ask students to look the list of statements in the transcript on page 164 of their coursebook and underline the words which make the statements more polite.

Answers

- 2 I'm guessing we probably won't have a huge amount of extra space.
- 3 It might not be a bad idea to have a couple of phones with us.
- 4 Maybe we should just bring one phone, in case of emergency?
- 7 I think it's reasonable to assume that we're not going to need a lot of warm clothing.
- 9 It seems to me that we should probably take along a few torches and some spare batteries.

5

- To check students' understanding and use of the polite forms, ask students to complete the sentences.
- **115** Play the recording for students to listen and check their answers.

Answers

- 1 no expert 2 Personally 3 don't know
4 just suggest 5 know 6 wonder
7 might possibly want 8 might not be

Pronunciation

 Vowel sounds at word boundaries

TEACHING TIP

Connected speech

This following set of exercises draw students' attention to an important feature of connected speech in pronunciation. In isolation, some words end with a vowel sound. However, when they are spoken with another word in a sentence, the end sound of the word becomes a consonant sound.

6a

- **116** Play the recording for students to listen to the three words and decide if they end with a consonant sound or a vowel sound.

- You could also write the words in phonemes on the board if your students are familiar with phonemic script, like this, to point out the end vowel phonemes:

- 1 know /nəʊ/
- 2 wonder /wʌdə/
- 3 personally /pɜːsənəlɪ/

Answers

They end with a vowel sound.

6b

- Explain that students are going to listen out for a new (or intrusive) sound when one word ends with a vowel sound and the next word also begins with a vowel sound.

- **117** Play the recording of the three phrases. Students should notice that a consonant sound is added when the words are followed by another word with a vowel sound. In this case the consonant sounds /w/, /r/ and /j/ are added to the word.

- Again, it might be helpful to write the words in bold in phonemic script to illustrate exactly what is happening between the words in bold:

- 1 know is ... /nəʊwɪs/
- 2 wonder if ... /wʌdəɪf/
- 3 Personally I ... /pɜːsənəlɪjaɪ/

6c

- Explain that students are going to listen to what happens when one word ends with a vowel sound and the next begins with a vowel sound.

- **118** Play the recording. Students should notice how consonant sounds /w/, /j/, and /r/ appear between the two words:

- 1 I'm **no** /w/ **expert**.
- 2 It might **be** /j/ **a bad idea** to...
- 3 I don't think there's a **law** /r/ **against** fires.

6d

- Ask students to practise reading the sentences in Exercise 5 aloud.

- Don't be afraid to drill students a little if necessary by saying the phrases and asking them to repeat the words with the consonant sounds added. Even students at higher levels will appreciate a quick 'listen and repeat' drilling on an area of pronunciation like this.

▶ Photocopiable communicative activity 1.2: Go to page 214 for further practice of the sounds /w/, /r/ and /j/ using pronunciation snap. The teaching notes are on page 237.

SPEAKING Hedging

Background information

Hedging

If you haven't introduced the term 'hedging' already in this section of the unit, explain that it means using language to add distance and politeness when expressing your opinion. Quite often we use hedging language when we don't want to come across as too direct. 'Hedging' is particularly useful in workplace situations where you are discussing a delicate matter or expressing an opinion with people you don't know very well.

7

- **Optional step.** In the speaking exercise, the aim is for students to practise using the hedging expressions in the Useful expressions box. In Exercise 5, students' attention was drawn to these through the listening task. However, if you think they need to review the expressions, you could play the recording again and ask students to tick any expressions that they hear. This will help to review the target language before speaking.
- Put students into small groups of three or four. Explain that they are going to have a similar discussion to the one about the canoeing trip in the recording, but this time they are planning a two-week stay on a tropical desert island. Read through the instructions, the hedging expressions in the Useful expressions box and make sure everyone understands what to do.
- Set a time limit of about ten minutes for the discussion. You could also insist that students come up with a list of ten necessities for the trip.
- One way to ensure that they are using the hedging expressions is to ask students to tick an expression in the Useful language box every time they use it. Their aim should be to have used and ticked every phrase in the list by the end of their group discussion.
- At the end, students can compare their lists with the other groups.

WRITING A statement of opinion

8

- Ask students to read the two statements of opinion.
- Invite students to tell the class if they agree or disagree. You could also invite students to give reasons for their opinions though the aim is only to introduce the topic in preparation for the writing skill section.

Writing skill Hedging expressions

9a

- Read through the list with the class, then ask students to find the hedging language for the first item in the first statement of opinion text in Exercise 8.
- Then put students into pairs to find and underline the other hedging language.

Answers

- 1 Arguably, potentially
- 2 almost certainly
- 3 In all likelihood, It's not unreasonable to imagine
- 4 This suggests

9b

- Ask students to read the second statement of opinion in Exercise 8 again and underline the six hedging expressions.
- They can compare their list with a partner before you check answers as a class. Check that everyone understands the meaning and use of these hedging expressions.

Answers

While ... may seem	It could be said
it's worth considering	would be very likely
It's widely accepted	We can probably conclude

10 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOME at the foot of the page which is *Interpret information and draw conclusions*. Briefly ask students why they think these skills are important and what types of problems they have to solve in their work/studies and everyday life.
- Explain the problem to be solved in this exercise is to decide who they might take on a one-year desert island adventure. Students write a paragraph about either a farmer or fisherman, using hedging expressions.

11

- Students swap their paragraphs and identify the hedging expressions their partner used.
- If you have any extra time, students could also comment on the content of the paragraph, for example, do they agree with their partner's views as to who they might take.
- As this is the first unit of the coursebook, it might be your first opportunity to see your students' writing. So, it's worthwhile collecting in everyone's paragraphs for marking and assessing future areas to work on.

▶ Set Workbook pages 10–11 for homework.

▶ Set Workbook Presentation 1 on pages 12–13 for homework.