

# insight

Upper-Intermediate Teacher's Book

**OXFORD**  
UNIVERSITY PRESS

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UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
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First published in 2014

2018 2017 2016 2015 2014

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 401084 9      Teacher's Book  
ISBN: 978 0 19 401089 4      Teacher's Resource Disk  
ISBN: 978 0 19 401079 5      Teacher's Book Pack

Printed in Hong Kong

This book is printed on paper from certified and well-managed sources

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## Introducing *insight*

### A note from the author

I'm reading a book called *The Element* by Ken Robinson. On a table nearby, a few teenagers are chatting with their friends after a long day at school. 'Our task is to educate (our students') whole being so they can face the future,' I read. 'We may not see the future, but they will and our job is to help them make something of it.' I look at the kids and think: 'That's quite a big task!'

It's a challenge we all face, whether we're teachers, parents, educational writers or youth workers. Our short-term objectives may be different: we may help teenagers or young adults pass school-leaving exams, understand maths formulae, or take part in community projects. But ultimately our long-term objectives are the same: to help young people develop a passion for and curiosity about life, to give them confidence in their own ideas, to help them become open-minded, global citizens.

When I started writing *insight* I immediately understood that the course was trying to satisfy these two objectives: a rigorous syllabus would help students develop their language skills, but it also had its eye on long-term objectives, too.

Today's students are very sophisticated. They have an amazing ability to multitask, and they often have a broad knowledge of other cultures and countries. They also have a point of view, and in *insight* we value that and seek it out – we also challenge it. We constantly ask students to question, evaluate and make cross-cultural comparisons: What do you think? Do you agree? What would you do? Speaking helps develop their confidence as language learners, but it also develops confidence in their own opinions and beliefs.

In *insight* we've added a special ingredient, too: in many texts and topics there is a fact or point of view students may not have come across before, something surprising or thought-provoking, something they may want to tell their friends in a café after school. The aim of this extra ingredient is to inspire curiosity, and a passion to discover and learn. It might help them think about an issue in a different way, and make a lesson more memorable.

That's what *insight* is all about. It strives to create the right conditions for students to grow, learn and develop their ideas and experience. To become lifelong learners. 'You cannot predict the outcome of human development,' adds Ken Robinson, wisely. 'All you can do is like a farmer create the conditions under which it will begin to flourish.'

Jayne Wildman

## Aims of the course

### To challenge students to think critically about the world around them

*insight* has been developed not only to teach students English, but also to increase their awareness of the world around them. Amongst other topics, *insight* addresses social issues, culture, literature, history, social media, science and technology. Students are encouraged to think critically about the issues raised, to evaluate their current point of view, and to share their opinions with others even once they have left the classroom. Texts and recordings include an interesting fact or unexpected opinion which students may want to tell their friends and families about. This will help make the lesson more memorable and help students recall the language and ideas they have learned.

Video documentary clips also cover cultural and historical themes broadening students' understanding of the customs, traditions and history of English-speaking countries.

*Literature insight* introduces students to classic works of English literature and offers an alternative way of exploring the culture of English-speaking countries.

### To inspire discussion in the classroom

The information-rich and thought provoking texts and recordings will inspire discussion amongst students. Structured activities encourage students to question their existing opinions and the opinions of others. Activities are designed to stimulate critical thinking, to encourage participation and the exchange of opinions.

The speaking sections also teach the skills needed to be an active participant in discussions, such as interrupting, asking for clarification, disagreeing, and encouraging others to speak.

### To give a deeper understanding of vocabulary and build the confidence to use it

*insight* gives students a deeper understanding of language and goes beyond purely teaching meaning. *insight* explores such areas as collocation, word-building and connotation to provide a fuller understanding of how vocabulary is used. This comprehensive approach allows students to use new language with greater confidence.

Vocabulary is taught in the context of reading or listening texts. All reading and listening texts are accompanied by vocabulary exercises that focus on the meaning of new vocabulary in context. Additionally, the understanding of new vocabulary is reinforced through exercises which practise their use in a new context.

All vocabulary is taught in sets organized by topic, word type or theme. Research has shown that teaching vocabulary in this way makes it easier for students to recall and use.

*Vocabulary insight* pages not only explore language in more depth, but also build students' study skills, including keeping vocabulary records, ways of recording new vocabulary, using a dictionary and a thesaurus.

These skills will help students decode, retain and use new vocabulary correctly in the future.

### **To help students explore the rules of grammar**

The guided discovery approach to grammar in *insight* allows students to work out grammar rules for themselves and furnishes them with a better understanding of how grammar works. This approach actively engages students in the learning process making them more likely to understand and remember the grammar point.

New structures are always presented in the context of a reading or listening text, so that students become familiar with the usage and meaning of the grammar, before manipulating its form. The guided discovery approach means students analyse examples from the texts before they deduce the rules. If necessary, the rules can be checked in the Grammar reference section in the Workbook.

The practice exercises are topic-based, so students are required to understand the usage and meaning of the grammatical structures, as well as the form. The free speaking activities allow students to use the new language in a personalized, productive and creative way.

### **To encourage students to reflect and take responsibility for their learning**

Self-reflection plays a key role in developing active, directed and responsible learners. Learners who are able to look to themselves for solutions to problems rather than always seeking out the help of others will be better equipped for later life in academic or professional environments.

*insight* encourages students to reflect on their learning in a variety of ways. The Review sections in the Student's Book are an opportunity for them to see what they already know and where more work is needed. Students get marks for completing the Reviews, so they can self-monitor their progress through the book.

The Progress checks in the Workbook help students to identify gaps in their knowledge and skills, and encourage students to rely on themselves when seeking ways of improving.

The self-check feature in the Writing sections teaches students how to evaluate their own work against a set of criteria. The corrected writing assignments can also be a record of their progress.

### **To encourage autonomous and lifelong learning**

*insight* prepares students for further study and life outside the classroom environment by developing their skills for lifelong learning and encouraging autonomous learning. Strategy boxes in every unit offer step-by-step guides on how to improve core skills. Students apply the strategy immediately in a series of exercises to allow them to see how the strategy can benefit them. The strategies are relevant to students' studies now and in the future, so they will be able to use the same strategy again and again.

Writing preparation covers extensive practice and development of key skills, such as brainstorming, planning, checking, paraphrasing, avoiding repetition, etc. These skills will also help students beyond the classroom environment.

The use of authentic texts builds students' confidence by showing them that they can tackle these kinds of texts outside the classroom, in real-life situations. The accompanying activities teach students how to think critically – question ideas, analyse, rationalize, synthesize, and make reasoned judgements – skills that students will need in all areas of their lives, especially in higher education and the workplace.

Autonomous learning is also encouraged by developing dictionary and thesaurus skills. Students gain a better understanding of how dictionaries and thesauruses look, the information they provide, and how and when to use them. Learning how to use these reference sources will help students with their learning now and in their future life.

These are all skills that teach self-reliance and foster autonomous learning, equipping students for life after school or university.

## Components of the course



The **Student's Book** contains

- ten topic-based **units** divided into clear sections that logically follow on from one another.
- ten **Vocabulary insight** pages that develop a deeper awareness of how language works and build students' dictionary skills.
- ten **Review** pages that test of all the grammar and vocabulary points from the unit.
- five **Cumulative reviews** which review all the language taught up to that point in the Student's Book through a series of skills-based activities.
- a ten-page **Vocabulary bank** section with twenty additional topic-based vocabulary sets.



The **Workbook** contains:

- further practice of everything taught in the Student's Book.
- **Plus**
- **Challenge** exercises for stronger students.
- ten **Progress check** pages which provide an opportunity for student reflection and self-evaluation.
- five **Literature insight** lessons based on classic works of English literature.
- five **Exam insight** sections with typical exam tasks and strategies to help students become better exam takers.
- a twenty-page **Grammar reference and practice** section containing comprehensive grammar explanations and further practice.
- a **Wordlist** with dictionary-style entries giving students more information about core vocabulary.



The three **Audio CDs** contain:

- all the listening material for the Student's Book and Workbook.
- the Workbook audio is also available at [www.oup.com/elt/insight](http://www.oup.com/elt/insight)



The **Teacher's Book** contains:

- **teaching notes** for the Student's Book and **answer keys** for both the Student's Book and Workbook.
- **ideas for optional extra activities** for greater flexibility.
- **background notes, cultural information** and **language notes**.
- **suggestions** for teaching **further vocabulary** from reading texts and questions for discussions.
- the **scripts** for the audio from Student's Book and Workbook.



The **Teacher's Resource Disk** contains:

- additional **communication worksheets** to practise key language from the Student's Book.
- **Documentary video clips** linked to each Student's Book unit plus accompanying ready-to-use video worksheets and lesson guides.
- **How to guides** which tackle key teaching issues and provide ideas and suggestion for activities to use in the classroom.
- **Functional language bank** – compilation of key communicative phrases from throughout the book.
- **Writing bank** – a compilation of the key writing formats practised throughout the course with notes and tips on how to write them.



The **Test Bank MultiROM** contains:

- unit **tests** and mid- and end-of-course tests available as PDFs and editable Word files which you can adapt according to your students' needs.
- A and B of each test versions to help with classroom management.
- **audio** for all the listening tasks. This can be played on a CD player.
- **audio scripts** for all the listening exercises.
- **answers** to all exercises.

The **Classroom Presentation Tool** contains:

- a **digital version of the Student's Book** and **Workbook** with integrated audio.
- interactive class **games** which practise key language from the Student's Book by involving the whole class.
- **answer keys** for all exercises.
- **synched audio scripts** which highlight text as it is played.

### Websites

- Student's website ([www.oup.com/elt/insight](http://www.oup.com/elt/insight)): Workbook audio
- Teacher's website ([www.oup.com/elt/teachers/insight](http://www.oup.com/elt/teachers/insight)): Exam insight answer key

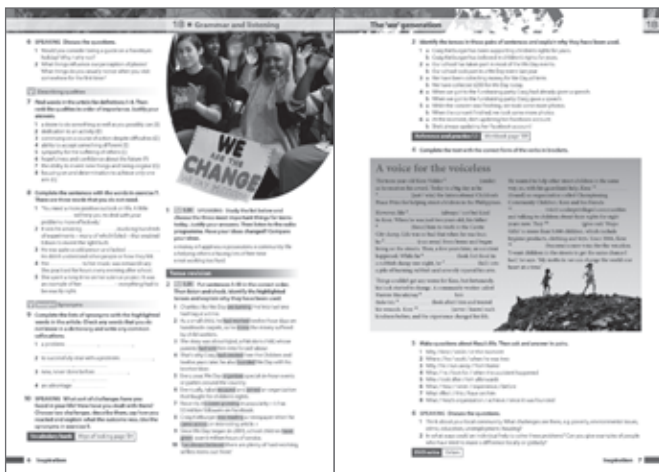
# Student's Book at a glance

There are ten units in the Student's Book. Each unit is divided into five sections (A–E), with a Vocabulary insight page and a Review. After every two units, there is a Cumulative review. At the back of the book, there is a ten-page Vocabulary bank.



## A – Reading and vocabulary

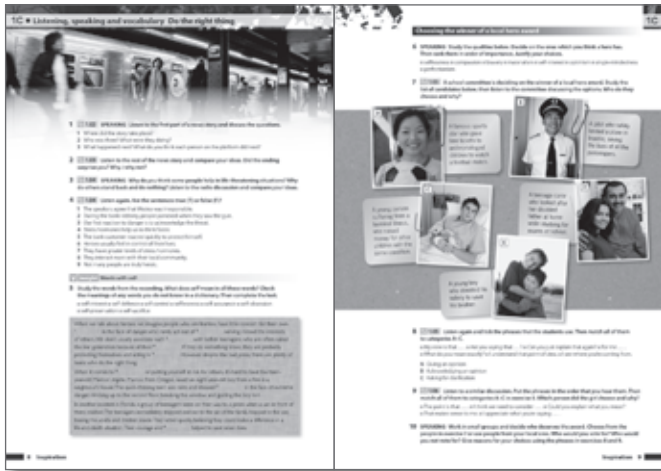
- an information-rich text establishes the topic of the unit.
- the reading text also contextualizes two vocabulary sets which are recycled and practised through the rest of the unit. One of these is a Vocabulary insight (V insight) set which explores language in greater depth.
- the text previews grammatical structures that students will study in the next section. Students are not expected to engage actively with the new grammar at this point.
- there is a link to the **Vocabulary bank** at the back of the Student's Book where another lexical set is presented and practised.
- the section closes with a speaking activity which allows students to react to the text and demonstrate their understanding of the issues raised.



## B – Grammar and listening

- section B picks up on the grammatical structures that students met, but may not have recognized, in the reading text in section A.
- the new language is presented in a meaningful context – either a reading or listening text.
- the listening or reading text also establishes a new topic for the section and contextualizes some of the vocabulary from section A.
- the guided discovery approach to grammar ensures that students actively engage with the new language.
- students analyse examples, complete rules or answer questions about the grammar which help them to focus on the new structures, their meaning and use.
- a final speaking activity allows students to use the new language in a personalized and productive way. This happens throughout the book.
- there is a link to **Grammar reference and practice** in the Workbook where students can find further practice activities and explanations of the grammar for reinforcement.





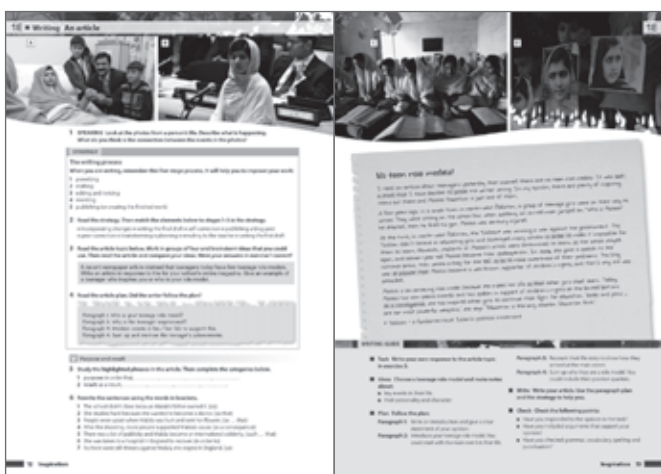
### C – Listening, speaking and vocabulary

- section C offers students opportunities to practise the grammar and vocabulary from the previous sections.
- one or more listening activities contextualize a new vocabulary set which is recycled through the rest of the unit.
- through carefully selected text types and tasks, students learn a variety of strategies for developing listening skills.
- students are encouraged to react to the topic of the listening and exchange ideas and opinions.
- the section also presents functional language through several model dialogues, as well as controlled and free practice.



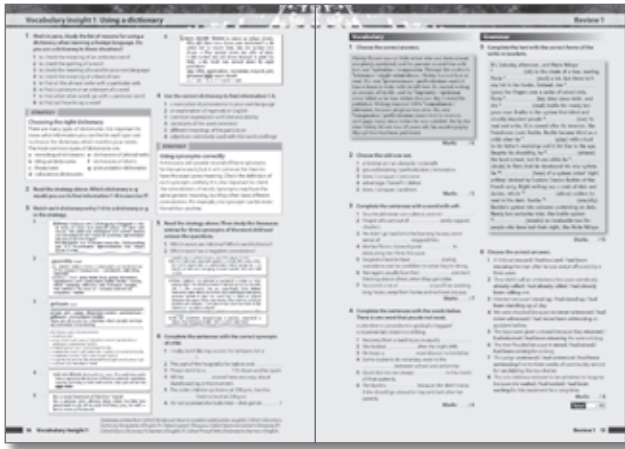
### D – Culture, vocabulary and grammar

- section D introduces students to the culture of the English-speaking world through a text on the customs, traditions and history of English-speaking countries.
- there is a cultural comparison element, which encourages students to think about similarities and differences with their own culture.
- the culture text contextualizes a new vocabulary set and models the key grammar of the section.
- students learn about the grammar in a guided inductive way.
- there is a link to **Grammar reference and practice** in the Workbook.



### E – Writing

- section E always presents a model text which students analyse for the language, structure and format used.
- a language point illustrates and practises useful writing language and structures.
- a writing strategy develops key elements of the writing process, for example, planning, brainstorming, deciding on register, etc.
- every section includes a step-by-step writing guide which takes students through the process of generating ideas, planning, writing and checking their work
- the writing task lets students use the language taught throughout the unit in a personalized, productive and creative way.

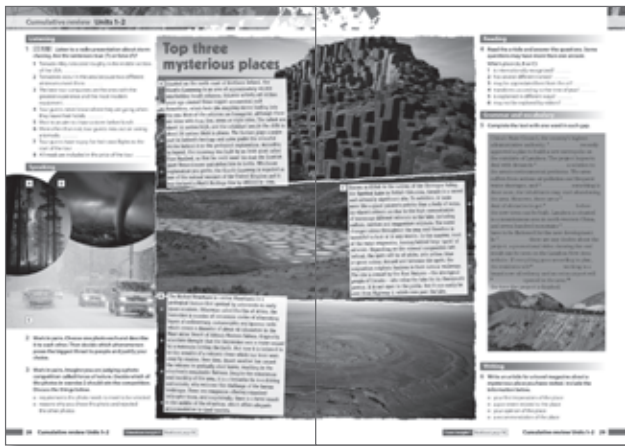


### Vocabulary insight

- this page raises awareness of how language works by developing a deeper understanding of a language point introduced earlier in the unit.
- there are also activities building students' study skills, including ways of recording vocabulary, using a dictionary or a thesaurus.
- through a series of strategies students learn how to use reference sources that can help them with their learning now and in their future life.

### Review

- the review gives students another opportunity to recycle and check how well they know the vocabulary and grammar they have learned in the unit.
- students get marks for every completed review, so it is easy to monitor progress through the book.



### Cumulative review

- there is a two-page cumulative review at the end of every two units. This reviews key language and skills from the Student's Book up to that point through a series of skills-based tasks. Each Cumulative review includes listening, speaking, reading, use of English and writing exercises.
- there is a link to the **Literature insight** and **Exam insight** sections in the Workbook.



### Vocabulary bank

- there are two cross-references to the Vocabulary bank from each unit.
- each Vocabulary bank presents and practises two vocabulary sets that are topically related to the unit.

### Strategies

- in every unit, there is a writing strategy and either a listening or reading strategy.
- each strategy develops students' language skills and helps them to become more confident and autonomous learners.
- the strategies are practised through a number of activities, so that students can immediately apply the skills they have learned.

### DVD extra

- there is a link from every unit to a **documentary video clip**.
- each documentary clip builds on a topic of the unit.
- each video is accompanied by a ready-to-use **DVD worksheet** which contains comprehension, language and speaking activities, along with teaching notes.





# insight Classroom Presentation Tool

The Classroom Presentation Tool is a software that allows you to present and manipulate course content in an interactive way. The Classroom Presentation Tool is designed to be projected in class. To take full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with a computer connected to a screen or a data projector.

## insight Classroom Presentation Tool contains:

- the complete Student's Book and Workbook.
- audio tracks integrated into the pages. If you choose to display the script, the words are automatically highlighted as they are spoken, making it easy for students to follow.
- integrated answer keys that make self or peer marking much simpler as students will be able to see the correct answer on screen. You can reveal answers one by one or all at once to suit your students. You can even hide the answers and then reveal them again to see how many they can remember correctly.



# 1

# Inspiration

## Map of resources

### Section A: Student's Book pages 4–6

Workbook page 4

Vocabulary bank, Ways of looking page 134

Teacher's resource disk, Communication worksheet 1A

### Section B: Student's Book pages 6–7

Workbook page 5

Grammar reference and practice 1.1, Workbook page 109

Teacher's resource disk, DVD extra + worksheet, Oxfam page 7

### Section C: Student's Book pages 8–9

Workbook page 6

Teacher's resource disk, Communication worksheet 1A

Teacher's resource disk, Functional language bank

### Section D: Student's Book pages 10–11

Workbook page 7

Grammar reference and practice 1.2, Workbook page 110

Vocabulary bank, Qualities of a hero page 134

Teacher's resource disk, Communication worksheet 1B

### Section E: Student's Book pages 12–13

Workbook page 10

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

### Vocabulary insight 1 page 14

Using a dictionary

### Review 1 page 15

Progress check Unit 1, Workbook page 11

Language and skills tests 1A and 1B, Test Bank

## 1A Reading and vocabulary

### Challenges

#### Summary

**Topic:** Overcoming difficulties

**Vocabulary:** Describing qualities; synonyms

**Reading:** The only way is forward

**Speaking:** Discussing quotes about challenges

**Communication worksheet 1A:** Define it, use it, give an example

#### Lead-in

- Write the word *CHALLENGES* on the board. Ask students to work in pairs and brainstorm the different kinds of challenges they might meet in life (e.g. starting at a new school, recovering from an illness, learning a new skill).
- Ask a few students to write their ideas on the board. Then read out the ideas to the class and ask them to vote on the most difficult challenges and the least difficult. (Keep a note of this list as it can be used again in exercise 10.)

#### Exercise 1 page 4

- Go through the quotes with the class. Check that students understand *inevitable*, *optional*, *meaningful* and *disability*.
- Students then discuss the quotes in pairs or groups. Encourage them to give reasons for their answers.
- Invite one or two students to tell the rest of the class which quote they like the most and why.

#### Language note: The only way is forward

The heading for the article, *The only way is forward*, is a variation of the more common saying 'The only way is up'. It refers to being at your lowest point, in a difficult situation, and is a motivational saying, meaning that there can only be improvements from now on.

#### Culture note: Amar Latif

**Amar Latif** had suffered ninety per cent sight loss by the time he was twenty years old. However, over the last fifteen years, he has travelled the world, worked as a TV actor and a director, and taken on public speaking engagements as well as setting up *Traveleyes*, which organizes holidays for visually-impaired people. In the BBC2 documentary series *Beyond Boundaries*, he was part of a team of eleven travellers, all with some form of disability, who trekked 350 kilometres across Nicaragua from the Atlantic to the Pacific coast. During the journey they climbed a 1,500-metre volcano and crossed the second largest lake in the world. Amar describes himself in the following words: 'I'm the blind guy ... who wants to show you the world!'

## Exercise 2 page 4

- Students read the article for gist. You could point out the sentence *This was his second major blow* (line 15) and explain that this tells them there are at least two challenges or difficulties described in this article.
- In order to identify Amar's attitude, students need to look for nouns which describe personal qualities. Give a couple of general examples, e.g. *patience, independence*. Then tell students to scan the article for these types of nouns.
- Check answers as a class.

**Challenges:** His parents sold his bike. Travelling was difficult because his eyesight was getting worse. He started a career in finance. He set up his own company.

**Attitude:** enthusiasm, ingenuity, single-mindedness

## Exercise 3 page 4

- Read the strategy together and explain to students that when reading an article, it is important to think about a) why the author is writing and b) how this might affect the way that they write.
- Give students a minute to read questions 1–3 and then read the first two paragraphs of the article again.
- Students discuss their ideas in pairs before a general class feedback session. As these questions deal with interpretation rather than facts, there are no clear right or wrong answers. However, students should give reasons or quote from the article to support their answers.

(Possible answers)

- 1 The author is focusing on the challenges faced by Amar and his positive attitude in facing them. He / She is trying to make the point that Amar overcame the difficulties in his situation.
- 2 The author quotes Amar in order to show his point of view.
- 3 He / She doesn't explain why Amar has experienced these problems. This is probably to encourage the reader to continue reading and find out why Amar faced these setbacks.

## Exercise 4 page 4

- Students read paragraph C quickly and discuss their ideas in pairs.
- You could tell students that the strategy the writer uses is sometimes referred to as a 'teaser' – the reader wants to continue reading because they know that some important information will be revealed further on.
- Check answers as a class.

The author tells us that Amar is blind. He / She tells us now because it increases the impact of the first two paragraphs; the reader realizes the nature of Amar's challenges.

## Exercise 5 page 4

- Tell students to use their scanning skills for this activity. Ask them to read through the questions first and think about key words that they should look for in the text. With a **stronger class**, ask students to read the article again and write a topic sentence to summarize each paragraph before they do the exercise. With a **weaker class**, help students to summarize each paragraph. Then tell them to use the summary sentences as guides to help them answer the questions.
- Check answers as a class.

1 D 2 B 3 E 4 C 5 G 6 F 7 A

## Extra activity: Further discussion

In groups, students discuss the following questions:

- *Imagine that you have to guide a blind person around your local area. Where would you take them? What would you do with them?*
- *Think about your school. How well is it adapted for students with disabilities? Can you think of any ways it could be improved?*
- *What barriers exist in society for disabled people?*

## Additional vocabulary

The following words are from the article *The only way is forward*:

- *undeterred* (adj) /,ʌndɪ'tɜ:d/ If somebody is undeterred by something, they do not allow it to stop them from doing something.
- *degenerative* (adj) /dɪ'dʒenərətɪv/ getting or likely to get worse as time passes
- *deteriorate* (v) /dɪ'tɪəriəreɪt/ to become worse
- *social inclusion* /səʊʃl ɪn'klu:ʒn/ being included in society; taking part in the activities of society
- *vivid* (adj) /'vɪvɪd/ producing very clear pictures in your mind
- *adversity* (n) /əd'vɜ:sɪti/ a difficult or unpleasant situation

## Exercise 6 page 6

- Students discuss the questions in pairs or groups. Try to encourage positive discussion of disability and be aware of disability issues that may affect your students or their family members.
- For question 2, elicit the five different senses: hearing, sight, touch, taste and smell. Ask students to think about all five senses and how they might affect our perception of places.

## Exercise 7 page 6

- Students scan the article for words to match the definitions. The paragraph letter A–F in which the word appears is given at the end of each definition. With a **weaker class**, you can give students the line numbers to help them find the correct words.
- Check answers as a class, writing the words on the board. Then ask students to vote for the most important quality. Ask a volunteer to count and write the votes next to each quality on the board so that the final list shows the students' ranking for the qualities.

1 perfectionism [line 20] 2 commitment [line 41]  
3 perseverance [line 42] 4 tolerance [line 50]  
5 compassion [line 50] 6 optimism [line 68]  
7 ingenuity [line 76] 8 single-mindedness [line 78]

## Exercise 8 page 6

- Tell students to read all the gapped sentences first and identify those where they know the correct answer. Ask them to complete these sentences first.
- Check answers as a class, asking different students to read out their sentences.

- 1 optimism 2 perseverance 3 compassion  
4 commitment 5 perfectionism

### **Insight** Synonyms

Encourage students to recognize synonyms and to use them in their work. At this level, they should be using a thesaurus to extend their vocabulary and keeping notes of lexical sets. It is also worth noting that true synonyms are quite rare: often there are subtle differences, and there are reasons why a writer may use a particular word rather than one of its synonyms.

### Exercise 9 page 6

- Focus attention on the highlighted words in the article. Remind students to use context to help them with comprehension. They should look at the sentences before and after a highlighted word as well as the words before and after it.
- Remind students to keep vocabulary notebooks with information about meaning, usage, pronunciation and common collocations.
- Check answers as a class.

- 1 **obstacle, blow, hindrance**  
2 **get over, overcome, conquer**  
3 **innovative, revolutionary, ground-breaking**  
4 **benefit**

### Extra activity

In groups, students prepare a TV advertisement for Traveleyes. Encourage them to use some of the vocabulary in exercises 7 and 9. If they have access to video cameras, they could film their advertisement and add background music.

Students can perform their advertisement or play their video for the rest of the class. The class can vote on the best advertisement.

### Exercise 10 page 6

- If students brainstormed a list of challenges in the lead-in activity, you can refer to this again. Alternatively, get them to brainstorm some ideas about challenges, e.g. moving to a new country, learning to play a sport or a language, making new friends, studying a new subject.
- With a **stronger class**, extend the discussion by asking students to talk about how they can define their own destiny and the role of luck in the choices people make.

### Vocabulary bank: Ways of looking page 134

- 1 **1 d 2 e 3 h 4 c 5 f 6 a 7 g 8 b**  
2 **1 gawped 2 glared 3 gazing 4 squinted**  
**5 glanced 6 gaped 7 glimpsed 8 peeked**  
3 **Students' own answers**

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about facing challenges. I can scan a text for information. I can use vocabulary to describe qualities and synonyms for words about challenges. I can talk about challenges in my life.*

## 1B Grammar and listening

### The 'we' generation

#### Summary

**Topic:** Teen activists

**Grammar:** Tense revision

**Listening:** We Day

**Speaking:** Issues in your local community

#### Lead-in

##### 1

Write the following sentence on the board: *Teenagers today don't care about society.* Ask students to work in groups and think of two reasons why they disagree with the statement and two reasons why they agree with it. Give them two minutes to discuss their ideas and then go round the class, asking a few students to share their group's ideas.

##### 2

Ask students to brainstorm a list of issues that are important for today's teenagers. You could start them off with a couple of ideas, e.g. *appearance, celebrity*. Build up a list of ten to twelve words on the board. Then ask students to open their books and see if their ideas are included in the list of words in exercise 1.

### Exercise 1 1•01 page 9

- Give students two minutes to work in pairs and discuss the list of things. Then ask one or two students to tell the rest of the class which three things they think are the most important and why.
- Play the recording once and ask students if their opinions have changed after listening to the programme.

### Audio script

**Presenter** Were you born between 1982 and 1999? If so, then congratulations. You're part of the 'me generation', a generation which, according to recent studies, is lazy, materialistic and self-obsessed ... or is it? Today in the studio, we're talking to James Radcliffe, a youth worker from London, who has come to argue the opposite. Welcome, James.

**James** Thank you ... Well, as you've just said, I don't think the 'me generation' label is entirely fair. Many teenagers volunteer their time to help their local community, or work for charities such as We Day.

**Presenter** Yes, that's a very popular one. What does it involve, exactly?

**James** We Day is all about getting young people involved with issues they care about. It could be a local issue, such as collecting food for the homeless, or a global issue, such as providing children with an education. And the money raised by We Day supports its sister charity Free the Children, which was founded by a twelve-year-old boy.

**Presenter** That's interesting. What's the story?

**Youth worker** Well, in 1995, twelve-year-old Craig Kielburger was reading a newspaper when he came across an interesting article. The story was about Iqbal, a Pakistani child, whose parents had sold him into forced labour. Eventually, Iqbal escaped and joined an organization that fought for children's rights. You see, as a small child, he had worked twelve-hour days on handmade carpets, so he knew the misery suffered by child workers. Iqbal wanted to stop it.



**Presenter** Did Craig ever meet him?

**Youth worker** Sadly, no. When he was twelve years old, the same age as Craig, he was murdered. But Iqbal's story had a huge impact on Craig and his classmates, inspiring them to help with the fight for children's rights. That's why Craig had created Free the Children, and twelve years later, he also founded We Day with his brother Marc.

**Presenter** So how does the charity work?

**Youth worker** Well, every year, We Day organizes special six-hour events or parties around the country. There are eleven in America this year. Often, celebrities and inspirational people speak or perform at them, so everyone wants to go. Kids have to 'earn' tickets by getting involved in one local and one global service project. It educates children about the importance of providing help to those in need, and aims to turn kids into life-long givers.

**Presenter** That's impressive.

**Youth worker** And recently it's been growing in popularity – it has 3.3 million followers on Facebook. That makes it one of the largest charities on Facebook.

**Presenter** So the 'me' generation are using the connections they build on Facebook to become the 'we' generation.

**Youth worker** That's right. I've always believed there are plenty of hard-working, selfless teens out there. Since We Day began, school children have given over six million hours of service, and they've collected food worth over three million pounds for local food banks. Charities like We Day are turning 'me' into 'we' one hashtag at a time.

### Exercise 2 1•01 page 6

- Students work individually or in pairs to put the sentences in the correct order. With a **weaker class**, tell students which the first and last sentences are.
- Play the recording again for students to check their answers. Then go through the highlighted verbs. If necessary, write the main tenses on the board (present simple, present continuous, past simple, past continuous, present perfect, past perfect and present perfect continuous) and elicit the correct form of the verb *play* for each tense.
- Go through each sentence with the class, eliciting the correct tense and checking that students understand why the tense has been used.

**Order:** 8, 3, 6, 2, 4, 5, 7, 10, 9, 1

- 1 *are turning*: present continuous – an action happening around now
- 2 *had worked*: past perfect – an action which occurred before another past action; *knew*: past simple – an action in the past
- 3 *had sold*: past perfect – an action which occurred before another past action
- 4 *had created*: past perfect – an action which occurred before another past action; *founded*: past simple – an action in the past
- 5 *organizes*: present simple – a routine action
- 6 *escaped, joined*: past simple – an action in the past
- 7 *'s been growing*: present perfect continuous – an action that started in the past and is continuing now
- 8 *was reading*: past continuous – an action in the past that was interrupted by a shorter action; *came across*: past simple – an action in the past
- 9 *have given*: present perfect – an action that happened at an unspecified time in the past

### 10 've always believed – an action or state that started in the past and is still happening now

#### Exercise 3 page 7

- Students can refer to exercise 2 to help them with this activity. You can also ask the following questions to help them understand the nuances of meaning:
  - 1 *Does he still support children's rights in a and b? Why aren't both sentences in the continuous?*
  - 2 *Which sentence tells us when the school took part in a We Day event?*
  - 3 *In which sentence are they still collecting money? In which have they finished collecting?*
  - 4 *In which sentence did they hear the speech?*
  - 5 *Which sentence describes two events happening at the same time? Which describes a sequence of events?*
  - 6 *Which sentence describes an activity going on now? Which describes an annoying habit?*
- Check answers as a class.

**1a** present perfect continuous

**1b** present perfect

In both sentences, the action or state started in the past and continues in the present. However, in 1b the continuous tense is not used because *believe* is a stative verb.

**2a** present perfect

**2b** past simple

The present perfect is used in 2a because it refers to an indefinite time in the past. The past simple is used in 2b because the event happened at a specified time in the past.

**3a** present perfect continuous

**3b** present perfect

The present perfect continuous is used in 3a because the action is ongoing. The present perfect is used in 3b to stress that the activity is completed.

**4a** past perfect

**4b** past simple

The past perfect is used in 4a because Craig gave the speech before we arrived. The past simple is used in 4b because Craig gave the speech after we arrived.

**5a** past continuous

**5b** past simple

The past continuous is used in 5a because we took the photos while the concert was still in progress. The past simple is used in 5b because we took the photos after the concert finished.

**6a** present continuous

**6b** present continuous

The present continuous is used in 6a because it describes what she is doing at the moment. The present continuous is used in 6b to express that the activity is annoying.

## Grammar reference and practice 1.1 Workbook page 109

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

2 1 do you usually go 2 haven't heard  
3 was driving, saw 4 had never experienced  
5 's developing 6 did you first learn  
7 Have you been waiting 8 left, started

3 1 changed 2 lost 3 had died 4 had left  
5 was looking 6 was thinking 7 heard  
8 want 9 am I dreaming 10 've travelled  
11 've helped 12 was

### Exercise 4 page 7

- Ask students to read the whole text for gist before they do the exercise. Then ask one or two general comprehension questions:

*Was life difficult or easy for Kesz when he was a child?*

(It was difficult.)

*Who helped Kesz to change his life? (Harnin Manalaysay)*

*What organization did Kesz start? (Championing Community Children)*

- Give students three minutes to complete the text.
- Students compare their answers in pairs.
- Check answers as a class.

1 is smiling  
2 has just won  
3 wasn't always / hasn't always been  
4 forced  
5 ran away  
6 was looking for  
7 fell  
8 took (him) in  
9 looked after  
10 had never known  
11 founded  
12 have been visiting  
13 have given out  
14 has become

### Exercise 5 page 7

- If necessary, use the different tenses of the verb *play* from exercise 2 to elicit the question forms of each tense.
- Students form the question individually.
- Check that students have formed the questions correctly before they do the pair work activity. Ask individual students to read out their questions. Remind them that we use a falling intonation pattern with *Wh-* questions and demonstrate with the first question:  
*Why is Kesz smiling at the moment?* ↘

1 Why is Kesz smiling at the moment?  
2 Where did he work when he was two?  
3 Why did he run away from home?  
4 What was he looking for when the accident happened?  
5 Who looked after him afterwards?  
6 What had Kesz never experienced before?  
7 What effect did this have on him?  
8 What has Kesz's organization achieved since it was founded?

### Extra activity

In pairs, students use the questions in exercise 5 as a framework for a radio interview with Kesz. One student plays the part of Kesz and the other student the part of the interviewer. Encourage students to make up more questions and answers about Kesz's experiences.

Ask a few pairs to perform their interviews for the class.

### Exercise 6 page 7

- It might be useful to prepare for this activity by asking students to bring in copies of local magazines or newspapers in their L1. Give them a few minutes to leaf through the magazines and find out about some of the problems in their local community and who is helping to solve these problems.
- Begin the discussion with the class, brainstorming examples of challenges in the local community. You could also ask students to think of challenges or problems within their school and encourage them to think of possible solutions.
- Put students into groups to discuss how individuals can help to solve these problems. If students cannot think of any local people, mention some well-known people who have helped globally, e.g. Bono, Angelina Jolie, Bill Gates.

DVD extra Oxfam

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a report about charity work. I can use different tenses to describe past and present activities. I can understand a text about the origins of a charity. I can write, ask and answer questions about activities in the past and present.*

## 1C Listening, speaking and vocabulary

### Do the right thing

#### Summary

**Topic:** Heroes

**Listening:** A news story; what makes a hero

**Vocabulary:** Words with *self-*

**Functional language:** Giving opinions, debating and discussing

**Speaking:** Discussing how people react in life-threatening situations; deciding who deserves a local hero award

**Communication worksheet 1A:** Define it, use it, give an example

### Lead-in

1

Tell students that in this lesson they are going to discuss heroes. Brainstorm some heroes and heroines on the board. Encourage all ideas – celebrities, historical figures, local heroes and even comic book heroes like Superman or

Batman. Then ask students to work in groups and choose their top three heroes from the list on the board. Go round the class, asking different groups to tell you about their choices and the reasons for those choices.

## 2

Ask students to work in groups of four and play a game of 'heroic consequences'. Each group has a sheet of paper. The first student writes the name of an imaginary hero at the top of the paper. They then fold the paper over and pass it to the next student. This student writes who the hero rescued, e.g. a baby. Then they fold the paper again and pass it on. The third student writes what the person is saved from, e.g. a burning building. The last student writes the consequence of the heroic action, e.g. the hero became famous all over the world. Finally, students unfold their paper and read out the whole story to the class.

### Exercise 1 1.02 page 8

- Focus attention on the three questions and tell students to take notes about the answers as they listen to the recording. Remind them that they should just listen for the answers to the questions and not try to understand every word of the recording.
- Play the recording once for students to find the answers.
- Check answers as a class. Then give students, in pairs, two minutes to discuss what they guess the people on the platform did.

### Audio script

It was a normal afternoon on the New York subway. The platform was crowded with people as they waited for the Number 1 train to arrive. There was an old man sitting down reading a newspaper; a couple of teenagers leaning against the wall, listening to their MP3 players; a young mother carrying her small baby in one arm and a bag of shopping in the other. There was also a construction worker called Wesley Autrey, who was taking his four-year-old and six-year-old daughters home before going to work. Just another ordinary day on the subway ... until the unthinkable happened. A young man moved too close to the edge of the platform and, just as the headlights of the train appeared in the tunnel, fell onto the tracks.

- 1 It took place on the New York subway.
- 2 There was an old man reading the newspaper, two teenagers listening to their MP3 players, a young woman with a baby and some shopping, and a construction worker taking his daughters home.
- 3 A young man fell onto the tracks.

### Exercise 2 1.03 page 8

- Tell students they are going to listen to the rest of the story. Play the recording once and ask students if their ideas in exercise 1 were correct. Check that students understand who took action to help the young man (Wesley, the construction worker).

### Audio script

'I had to make a split decision,' Wesley said later. So he jumped. The man had fallen between the two rails, so Wesley lay on top of him, pushing him down into a 35 cm-deep space. The train was too close to stop, and five carriages rolled overhead as people on the platform screamed in horror. 'We're OK down here,' shouted Wesley once the train had stopped, 'but I've got

two daughters up there. Let them know their father's OK.' That's when the cries of wonder started, and the applause. That's when Wesley became known as The Subway Superhero.

### Exercise 3 1.04 page 8

- Give students a few minutes to discuss the questions in pairs.
- Write two headings on the board:  
*Why some people help*  
*Why some people do nothing*  
Elicit students' ideas and write them on the board under each heading. If students are struggling to think of ideas, you could give them some prompts, e.g.  
*some people help: because they are brave; because they have experience of such situations*  
*some people do nothing: because they are scared; because they are thinking about something else*
- Play the recording so that students can compare their ideas with those in the discussion.

### Audio script

**Presenter** The question many people ask themselves after hearing The Subway Superhero's story is: Would I have acted in the same way? Then they might ask: What made Wesley Autrey risk his life to save a stranger? What was going through his mind? Didn't he think about his children? Was it a heroic act or was it thoughtless and irresponsible? Today on *Story of the Week*, psychologist Mindy Manson is going to give some answers.

**Psychologist** I think most of us will recognize it as a heroic act, but for me the real question is: why was it Wesley who reacted rather than anyone else? Several years ago there was a similar incident in a bank. During an armed robbery, a customer jumped on the gunman – he was shot in the leg (he survived), but he helped to stop a robbery.

**Presenter** That's extraordinarily brave.

**Psychologist** True, but what was really interesting about this event was not what the hero did, but what other people did. On the CCTV recording, when the armed robber walked into the bank with his gun, the other customers didn't react. They simply carried on with their business. One man continued to drink his coffee while another filled out a loan application form.

**Presenter** Perhaps they didn't see the robber.

**Psychologist** Maybe, although I think what was happening was a typical first reaction to unexpected, dangerous situations. In these situations, our brains find it difficult to accept that something is wrong. We try to rationalize what we're seeing; in effect, we're refusing to acknowledge the threat. It's a problem, as it can waste time.

**Presenter** That's interesting.

**Psychologist** Another typical reaction is 'freezing'. When there is great danger, our stress hormones react, making it difficult for our brains to process information and make decisions. So people 'freeze' ... They literally move and think more slowly. This probably happened to people on the platform when the passenger fell onto the track.

**Presenter** But why do some people take the lead? What makes people become heroes?

**Psychologist** In the case of the bank robbery, the customer who stopped the robber was threatened directly. In this situation, his brain had no choice but to accept the situation immediately – it was self-preservation, and his actions were partly in self-defence. But it's also true to say that some people are better-prepared mentally than others.

**Presenter** You mean people like firefighters and soldiers?  
**Psychologist** Yes, these people are trained to deal with life-and-death situations, so react a lot better. But the way ordinary people perform often depends on their attitude. If people have a lot of self-assurance, if they feel they are in control of their destiny and can change things, then they usually react more effectively. People who tend to feel helpless and at the mercy of fate are less likely to take action.

**Presenter** So having self-belief and confidence are qualities a hero might have.

**Psychologist** That's right. Another explanation is that heroes tend to be natural risk-takers and produce lower levels of the stress hormone, so they aren't overwhelmed or 'frozen' with fear. They have more self-control.

**Presenter** That makes sense.

**Psychologist** And interestingly, they are usually more involved with people and the society around them, and not particularly motivated by self-interest. A study in 2005 found that heroes interacted with friends and family more frequently, and were more aware of the needs of others.

**Presenter** So are heroes pretty rare?

**Psychologist** Not really. Heroism happens more often than we think, and it doesn't only occur in life-and-death situations. Look at the aftermath of disasters where people share resources and look after those who need assistance, or a person who donates a kidney to a relative, or a single mother working all hours to pay for her child to go to college. We can find these examples of selflessness and self-sacrifice everywhere we look; all these people are putting others' needs before their own and they don't think they're doing anything special. As Wesley Autrey said, 'I don't feel like I did something spectacular. I just saw someone who needed help. I did what I felt was right.'

**Reasons some people help: they are threatened directly; they are trained to deal with life-and-death situations; they have a lot of self-assurance / self-belief and confidence; they produce less of the stress hormone; they are more involved with the people and world around them.**

**Reasons some people stand back and do nothing: they don't believe anything bad is actually happening; they produce more stress hormones so they 'freeze'.**

#### Exercise 4 1.04 page 8

- Tell students to read through the questions first. With a **stronger class**, ask students to decide if the sentences are true or false before listening again. With a **weaker class**, you can play the recording in short chunks, stopping after each section and allowing students to compare their answers in pairs.
- Check answers as a class. Play the recording again, if necessary.

1 F 2 F 3 F 4 F 5 T 6 T 7 F 8 T 9 F

#### Extra activity

Ask students to work in groups and write a newspaper article about Wesley's heroic act. Tell them to think of a good headline, invent some quotes from witnesses and use a range of past narrative tenses.

#### **V insight** Words with self-

Ask students if they already know any words beginning with *self*. (They should know *selfish* and *unselfish*.) Remind them that we also use *self* with reflexive verbs, and elicit some examples: *to wash yourself*; *to hurt yourself*.

#### Exercise 5 page 8

- Play the recording again if necessary, pausing after each example of a word with *self-* in it. Ask students to identify two examples of words with a negative meaning (*self-interest*, *self-obsession*) and four examples of words with a positive meaning (*self-control*, *selflessness*, *self-assurance*, *self-sacrifice*).
- Students work individually to complete the text.
- Check answers as a class by asking different students to read out sentences from the text.

- |                     |                  |
|---------------------|------------------|
| 1 self-preservation | 5 self-defence   |
| 2 self-interest     | 6 self-sacrifice |
| 3 selflessness      | 7 self-control   |
| 4 self-obsession    | 8 self-assurance |

#### Exercise 6 page 9

- Go through the qualities with students and check they remember the meanings of all the words. If necessary, refer them back to exercise 7 on page 6.
- Students discuss their ideas in pairs or groups.
- Write the words on the board. Read them out one at a time and get students to vote on which quality is the most important for a hero.

#### Exercise 7 1.05 page 9

- Ask different students to read out the five options and check that students understand the different scenarios. If necessary, explain the meaning of *underprivileged* and *terminal*.
- Play the recording.
- Check answers as a class.

#### Audio script

**Boy** It's going to be really difficult to decide. There are so many people here who I'd say are real heroes.

**Girl 1** True, but I think we can cross the sports star off the list, can't we? What she did wasn't particularly heroic.

**Girl 2** What do you mean exactly?

**Girl 1** Well, I don't think that giving away free tickets cost her anything in particular.

**Boy** Although it was a nice thing to do ... The kids loved the match.

**Girl 2** What about the pilot? It was pretty amazing that he kept calm and managed to save the lives of so many people.

**Boy** Yes, but he was saving his own life, too, so there was a bit of self-interest involved. And, you know, it is his job. He's been trained to stay calm and save lives in that sort of situation.

**Girl 2** OK, I see where you're coming from.

**Boy** My view is that we have to look for an action that was totally selfless.

**Girl 2** What about the teenager carer who looked after her disabled father? She lives on her own with her dad and does everything for him, and she managed to pass her exams as well.

**Boy** That's impressive.

**Girl 1** It is, but for me, it has to be someone who has done something brave and selfless.

**Boy** Are you saying that it has to be a life-and-death situation, then?

**Girl 1** More or less. For example, the boy who gave his kidney to save his brother is my idea of a hero.

**Girl 2** Hmm, shall we go with him, then?

**All** Yes. / OK. / Let's do it!

**They choose E because what the boy did was brave and selfless.**

### Exercise 8 1•05 page 9

- Play the recording again for students to tick the phrases. Then give them a few minutes to match the phrases to the categories.
- With a **weaker class**, give one answer for each category and then ask students to find one more example.
- Check answers as a class.

**My view is that ...**

**Are you saying that ... ?**

**For me ...**

**What do you mean exactly?**

**I see where you're coming from.**

**A My view is that ... ; For me ...**

**B I understand that point of view. ; I see where you're coming from.**

**C Are you saying that ... ? ; Can you just explain that again? ; What do you mean exactly?**

### Exercise 9 1•06 page 9

- Ask students to read the phrases before listening to the recording.
- Play the recording for students to put the phrases in order.
- Students match the phrases to the categories in pairs.
- Check answers as a class.

### Audio script

**Boy 1** I think we need to consider what we mean by 'a hero' first.

**Girl** It's someone who thinks of others before themselves, isn't it?

**Boy 2** In that case, they all qualify. But what about bravery?

**Girl** Could you explain what you mean?

**Boy 2** Sure. The point is that if someone risks their life to save someone else, they're a hero, aren't they?

**Girl** I appreciate what you're saying, but it's not just about saving lives. It's about helping someone in any way when there is no obvious benefit for yourself.

**Boy 1** That makes sense to me, although I think we should consider bravery, too.

**Girl** In that case, I think the young person suffering from a terminal illness is the most heroic.

**Boy 2** Hmm, I'm not sure I agree ...

**Order:**

**I think we need to consider ...**

**Could you explain what you mean?**

**The point is that ...**

**I appreciate what you're saying ...**

**That makes sense to me.**

**A I think we need to consider ... ; The point is that ...**

**B I appreciate what you're saying ... ; That makes sense to me.**

**C Could you explain what you mean?**

**The girl chooses C because he helped someone when there was no obvious benefit for himself and demonstrated bravery.**

### Exercise 10 page 9

- You could prepare for this discussion by bringing in some newspaper articles about people in the students' local community who have done something to help others. Students read the articles in groups and write one or two sentences on the board to summarize each story. Then organize a discussion based on the people who have helped others.
- Alternatively, you could ask students to imagine some local heroes, e.g. someone who raised money for a local charity, someone who spent their holiday helping disadvantaged children. Write their ideas on the board and use them as the basis for the discussion.
- Circulate and monitor, helping with vocabulary if necessary. Make sure that students give reasons for their choices using the language in exercises 8 and 9.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a discussion about bravery and heroic actions. I can use words with self-. I can use language to give opinions, acknowledge opinions and ask for clarification. I can take part in a discussion about local heroes.*

## 1D Culture, vocabulary and grammar

### Belief and commitment

#### Summary

**Topic:** Nelson Mandela

**Reading:** *From Robben Island: the Dark Years* (Nelson Mandela)

**Vocabulary:** Word analysis

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

**Communication worksheet 1B:** Why on earth ...?

### Lead-in

1

Write *Nelson Mandela* on the board. Ask students to work in groups and try to think of at least four facts about Nelson Mandela. Give students two or three minutes to discuss their ideas in pairs or groups and then ask a few students to share their ideas with the class.

2

Write the following names on the board:

*Aung Sang Suu Kyi, Mahatma Gandhi, Martin Luther King*

Ask students to discuss the names in pairs or groups and try to guess what links these people. When they have finished, ask a few students to share their ideas with the class. Elicit that all these people have been imprisoned.

- Aung Sang Suu Kyi (born 1945) is a Burmese politician who opposed the ruling party in Burma. She spent fifteen years under house arrest and was finally released in 2010.

- Mahatma Gandhi (1869–1948) was an Indian lawyer and politician who campaigned for Indian independence when India was under British rule. He was a strong advocate of non-violent protest.
- Martin Luther King (1929–1968) was a leader of the African–American Civil Rights movement. He campaigned for an end to segregation. He was arrested twenty-nine times during his life for his participation in non-violent protests.

### Exercise 1 page 10

- Focus attention on the first text in green and give students a minute to read it quickly. Check comprehension:  
*What is the name of Mandela's autobiography? (Long Walk to Freedom)*  
*When did he first become involved in the ANC? (1942)*  
*When was he arrested? (1963)*  
*What was the name of the prison where he was held? (Robben Island)*
- Go through the things in the list, checking that students understand the meaning of all the words. Students then work individually to rank the things.
- When they have finished, ask a few students to tell the rest of the class about their rankings and explain why they made those choices.
- Ask students to read the text to find out which things were important to Nelson Mandela (the writer).
- Check answers as a class.

A political movement, family and the fight against discrimination were important to the writer. The political movement was more important than his family.

#### Culture note: Nelson Mandela

Nelson Mandela's biography, *Long Walk to Freedom*, was published in 1995. It covers his childhood, his years of political struggle and his twenty-seven years in prison. Mandela was the President of the African National Council and campaigned for an end to the system of apartheid in South Africa. He was imprisoned for terrorist activities and was released in 1990. He became the first black President of South Africa in 1994.

Mandela received the Nobel Peace Prize in 1993. Within South Africa, he is revered and often referred to as Madiba, his Xhosa clan name, or simply as Tata (Father). He died in 2013.

A film based on the book, also called *Long Walk to Freedom*, starring Idris Elba as Nelson Mandela, was released in 2013.

### Exercise 2 page 10

- Ask students to read the questions and underline the key words. This should help them to identify the relevant information in the text.
- Students discuss the questions in pairs.
- Discuss answers as a class. Be prepared to accept different interpretations, but insist that students quote from the text to support their ideas.

(Possible answers)

- 1 He was in prison, where time seems to stand still.
- 2 He realized that they had grown older (and therefore he had been in prison for a long time).

- 3 He was happy to see her, but he was worried about her health because she looked thin and unwell.
- 4 They had strict rules, but were willing to make small changes under certain circumstances.
- 5 He was forced to break the tradition that the oldest son or child buries his mother.
- 6 His mother's death made him think about her life and his upbringing. He regretted that he hadn't been able to help her when he was in prison. He wondered if he had been right to put other people's welfare before that of his family.
- 7 He refers to the political struggle against apartheid. His family had initially not understood his struggle and they didn't want to get involved.
- 8 He concludes that he made the right life choices although he was sad that he couldn't support his mother more.

#### V insight Word analysis

Encourage students to get into the habit of analysing vocabulary carefully: studying it in context and then trying to use the new vocabulary in their own writing. They should use monolingual dictionaries, for example, the *Oxford Advanced Learner's Dictionary*, to understand the nuances of more complex vocabulary.

### Exercise 3 page 10

- These questions are quite challenging and require students to read the text again closely. You could pair up **weaker** and **stronger** students, so that the stronger students can help the weaker students.
  - Alternatively, with a **weaker class**, write all the answers on the board in the wrong order and get students to match the questions with the answers on the board.
  - **Fast finishers** can write their own example sentences with the new words and then set them as gapped sentence challenges for other **fast finishers**.
  - Check answers as a class.
- 1 gradual, incremental – *gradual* means 'happening slowly over a long period; not sudden'. *Incremental* means 'increasing regularly in number or amount'.
  - 2 striking – the author uses this to emphasize the effect his mother's appearance had on him.
  - 3 interim
  - 4 haggard – it describes his mother's face.
  - 5 a great deal – it refers to Mandela's thoughts about his mother. It is more emphatic and more formal than *a lot*.
  - 6 attentive – he refers to how he should have been in relation to his mother.
  - 7 conundrum – he wondered whether he had been right to put the welfare of the people in his country ahead of the welfare of his family.
  - 8 penalized – his family was penalized by his absence because he was in prison or spending time on his political campaigns.

### Additional vocabulary

The following words are from the extract from *Long Walk to Freedom*:

- *halt* (v) /hɔ:lɪt/ to stop; to make somebody/something stop
- *uneasy* (adj) /ʌn'i:zi/ feeling worried or unhappy about a particular situation, especially because you think that something bad or unpleasant may happen or because you are not sure that what you are doing is right
- *quarry* (n) /'kwɒri/ a place where large amounts of stone etc. are dug out of the ground
- *evaluate* (v) /ɪ'vælju:ɪt/ to form an opinion of the amount, value or quality of something after thinking about it carefully
- *struggle* (n) /'strʌgl/ a hard fight in which people try to obtain or achieve something
- *lay somebody to rest* to bury somebody

### Extra activity: Further discussion

In groups, students discuss the following questions:

- *Do you have any beliefs that you would put before family and friends? What are they?*
- *What is more important: the welfare of your family and friends or the welfare of your community?*
- *Imagine you have to spend a long time in prison. You can take just three songs with you and three books. Which would you choose? Why?*
- *If you could have interviewed Nelson Mandela, what would you have asked him? Think of three questions for your interview.*
- *Do you think there is ever a justification for violent protest?*

### Language note: Past perfect and past perfect continuous

Both the past perfect and the past perfect continuous are used to talk about actions that took place before another past action or time. The difference is that the past perfect continuous emphasizes the duration of the action and is often used to give background information about an event.

### Exercise 4 page 11

- Give students a few minutes to look at the underlined sentences in the text. Remind them about the difference between the present simple and the present continuous: the present continuous usually describes actions happening at the moment of speaking. The present simple describes routine actions.
  - Students discuss their answers in pairs.
  - Check answers as a class.
- a** *I had been able to support her happened before I went to prison.*
- b** *sentences 1 and 2*
- c** *yet, never, still*

### Grammar reference and practice 1.2 Workbook page 110

- 1 1 a 2 b 3 b 4 a 5 a 6 b
- 2 1 *had been swimming* 2 *hadn't finished*  
3 *had climbed* 4 *hadn't expected*  
5 *had been working* 6 *had you been looking for*  
7 *had been shopping*

### Exercise 5 page 11

- Ask students to read the text for gist before completing it.
- When they have finished, ask different students to read out their answers. The rest of the class should put their hands up if they think there is a mistake. This ensures that the whole class pays attention and is also a good way of checking how well students have understood the grammar.

- 1 *had been camping*  
2 *looked*  
3 *had been waiting*  
4 *had fought / had been fighting. 'Had fought' implies that the fight was now over. 'Had been fighting' implies that the fight might continue.*  
5 *had not come*  
6 *arrived*  
7 *slowed down*  
8 *walked*  
9 *had never experienced*  
10 *raised*

### Exercise 6 page 11

- Ask students to brainstorm some qualities a leader would be expected to have and write them on the board, e.g. ambition, intelligence, integrity, honesty, compassion. Then ask for examples from Mandela's life that show how he displayed these qualities. Students may not agree about the qualities or that Mandela had them, but this is a discussion, so accept all points of view. However, students must give reasons for their opinions.
- For question 2, students could discuss leaders in their community, in their school and even in their family. Students can talk about the sacrifices these people may have made to achieve their objectives.

### Vocabulary bank: Qualities of a hero page 134

- |                          |                          |
|--------------------------|--------------------------|
| 1 1 <i>compassion</i>    | 6 <i>persistence</i>     |
| 2 <i>humility</i>        | 7 <i>determination</i>   |
| 3 <i>courage</i>         | 8 <i>resourcefulness</i> |
| 4 <i>inspiration</i>     | 9 <i>dignity</i>         |
| 5 <i>dedication</i>      | 10 <i>willingness</i>    |
| 2 1 <i>determined</i>    | 6 <i>inspirational</i>   |
| 2 <i>humble</i>          | 7 <i>dedicated</i>       |
| 3 <i>dignified</i>       | 8 <i>resourceful</i>     |
| 4 <i>courageous</i>      | 9 <i>compassionate</i>   |
| 5 <i>willing</i>         | 10 <i>persistent</i>     |
| 3 1 <i>inspirational</i> | 5 <i>resourcefulness</i> |
| 2 <i>determined</i>      | 6 <i>dedication</i>      |
| 3 <i>persistence</i>     | 7 <i>compassion</i>      |
| 4 <i>willing</i>         | 8 <i>courageous</i>      |

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an extract from an autobiography. I can use the past perfect and past perfect continuous. I can analyse words in a text. I can discuss the qualities of a leader.*

## 1E Writing

### An article

#### Summary

**Topic:** Teen role models

**Reading:** No teen role models?

**Vocabulary:** Purpose and result

**Writing:** An article stating your opinion

#### Lead-in

Ask students if they can name any famous teenagers. At this point, do not mention the idea of role models; just get them to name as many famous teenagers as they can. Write students' suggestions up on the board. Then ask: *Do you think any of these people are good role models? Which ones? Why? What qualities do you think they have?* Students discuss their ideas in pairs or groups.

#### Exercise 1 page 12

- Ask students if they can name the girl in the photos and if they know any details about her life.
- You can ask some more questions about the photos:  
*Where is the girl in photo A? Who do you think the other people are?*  
*What is she doing in photo B?*  
*Where do you think the girls are in photo C? Why is this important?*  
*Why do you think the people have lit candles in photo D?*
- Do not tell students yet whether their ideas are correct or incorrect, but explain that they will find out the connection between the photos later on.

#### Exercise 2 page 12

- Go through the strategy with students. Emphasize the importance of following the five stages in order to produce a well-organized, accurate piece of work.
- Students work individually to match the elements to the stages.
- Check answers as a class.

**1 prewriting:** brainstorming, planning

**2 drafting:** writing the first draft

**3 editing and revising:** self-correction, peer-correction

**4 rewriting:** incorporating changes, writing the final draft

**5 publishing:** publishing a blog post, emailing to the teacher

#### Exercise 3 page 12

- Give students a few minutes to read the article topic and brainstorm some ideas in groups.
- They can then compare their ideas to exercise 1 as they read the article.

The photos are all connected to Malala Yousafzai.

Photo C shows girls studying at school. Malala is fighting for education for girls in Pakistan (the Taliban do not believe in educating girls).

Photo A shows Malala in hospital after she was seriously injured by the Taliban for her beliefs.

Photo D shows children praying for Malala after she was injured.

Photo B shows Malala giving a speech to the national press.

#### Exercise 4 page 12

- Students read the plan and look at the article again to see if the writer has followed the plan. Explain that it is acceptable to stray from a plan sometimes, as long as the final piece of work is well-organized and makes sense.

The writer has followed the plan for paragraphs 1, 3 and 4, but paragraph 2 does not say why the teenager is inspirational.

#### Exercise 5 page 12

- Write the following sentences on the board:  
A *I bought a dictionary in order to improve my English.*  
B *Because I bought a dictionary, my English improved.*  
Ask students to identify which sentence talks about purpose (A) and which sentence describes a result (B).
- Students then categorize the highlighted phrases in the article.
- Check answers as a class and write up the phrases under the example sentences A and B on the board.

**1 purpose:** in order that, to prove, in order to, so as to, so that

**2 result:** as a result, such a shock that, so, so popular that, As a consequence

#### Exercise 6 page 12

- Explain to students that they may need to change the order of the words and clauses when they rewrite the sentences. Do the first sentence together with the class. Elicit that *so* is an expression of result. Then ask what the result was (the school did not close). Ask students to find the sentence using *so* in the text (*... students at Malala's school were determined to learn, so the school stayed open ...*). Point out that the result clause comes after *so*. Elicit and write the new sentence on the board: *Malala's father owned the school, so it didn't close.*
- With a **weaker class**, point out the other changes to sentences:  
After *so that* we use *could*.  
We always use an adjective with *so ... that*: *so + adjective + that*  
We always use a noun with *such ... that*: *such + noun + that*
- Students work individually to rewrite the sentences.
- Check answers as a class.

**1** Malala's father owned the school, so it didn't close.

**2** She studied hard so that she could become a doctor.

**3** People were so upset when Malala was hurt that they sent her flowers.

**4** As a consequence of the shooting, more people supported Malala's cause.

**5** There was such a lot of publicity that Malala became an international celebrity.

**6** She was taken to a hospital in England in order to recover.



## 7 There were still threats against Malala, so she stayed in England.

### Writing guide page 13

- Read the **task** together, making sure students are clear that they have to write an article with their own response to the topic. If you did the lead-in activity, students can refer to one of the teenagers they discussed as their role model.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their article. Encourage them to think of at least two or three examples to support their argument.
- Circulate and monitor while students **write** their articles, making sure they organize their paragraphs according to their plan. Check that they are using expressions of purpose and result.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Extra activity: Fast finishers

Ask **fast finishers** to compare their articles with a partner. Whose is the most interesting?

### Additional writing activity

Write an article about a person in your family who has inspired you. Explain:

- what they have done to inspire you.
- what qualities you think this shows.
- how the person has affected your life and actions.

### Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write an article about a role model. I can use expressions of purpose and result.*

## Vocabulary insight 1 page 14

### Using a dictionary

#### 1 Students' own answers

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

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

#### 4 (Possible answers)

- 1 Students' own answers
- 2 the ability to invent things or solve problems in clever new ways
- 3 to suffer the same fate; a twist of fate; our fate was sealed; fate was kind to me; a fate worse than death; to tempt fate  
to be in control of one's destiny; a sense of destiny; the destinies of nations
- 4 control, prevail (over), deal with, defeat, conquer, vanquish, overpower
- 5 in or into a position covering, touching or forming part of a surface  
supported by somebody / something  
used to show a means of transport  
used to show a day or date

immediately after something; about something / somebody  
being carried by somebody  
in the possession of somebody  
used to show that somebody belongs to a group or an organization  
eating or drinking something  
using a drug or a medicine regularly  
used to show direction  
at or near a place  
used to show the basis or reason for something  
paid for by something  
by means of something  
using something  
used with some nouns or adjectives to say who or what is affected by something  
compared with somebody / something  
used to describe an activity or a state  
used when giving a telephone number  
6 exciting, interesting, (the) biggest ... of his life/career, serious, direct

5 1 **informal:** kid, brat **formal:** infant  
2 brat

6 1 brat 2 infants 3 brat 4 kids 5 infants 6 kids

## Review 1 page 15

1 1 compassion 2 single-mindedness 3 perseverance  
4 optimism 5 commitment 6 perfectionism

2 1 a benefit 2 perfectionism 3 blow 4 defeat  
5 conquer

3 1 self-defence 2 self-interest 3 self-preservation  
4 selflessness 5 self-assurance 6 self-obsession  
7 self-sacrifice

4 1 gradual 2 haggard 3 striking 4 interim  
5 attentive 6 conundrum

5 1 is sitting 2 reads 3 passes / is passing 4 has been  
5 has been reading 6 use 7 was playing  
8 attended 9 was studying 10 heard / had heard  
11 allowed 12 simplified 13 remains

6 1 rescued  
2 had already called  
3 had been standing up  
4 had never witnessed  
5 had returned  
6 had been raining  
7 sentenced  
8 had been waiting

# 2

# The world around us

## Map of resources

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## 2A Reading and vocabulary

### Real education

#### Summary

**Topic:** Education in remote communities

**Vocabulary:** Word analysis; nouns + prepositions

**Reading:** Making school meaningful

**Speaking:** Discussing school and education

#### Lead-in

- Write the following sentences on the board or read them out to students:  
*It's as big as England, France, Italy and Spain combined.*  
*It's got more than three million lakes.*  
*Its name means 'great lands.'*  
*The state flag was designed by a twelve-year-old.*
- Tell students that these are all facts about a US state and ask them to guess the state (Alaska).
- Then ask students to brainstorm any other facts they might know about Alaska. Ask about wildlife, weather and landscapes.

#### Exercise 1 page 16

- Focus attention on the photos. Ask some basic questions to stimulate a discussion:  
*Who is in the boat? What are they holding?*  
*Do you think the weather is warm or cold here?*  
*What kinds of jobs do you think people who live here have?*
- Give students a few minutes to read the article quickly. They then work in pairs or groups to discuss the questions in exercise 1. Ask students to share their ideas with the class.

**There is a harsh climate and landscape. In their free time, many teenagers play video games and watch TV.**

#### Culture note: St. Lawrence Island

**St. Lawrence Island** in Alaska is part of the USA, although it is closer to Siberia than to North America. It is about 140 km long and 36 km wide, and is the sixth largest island in the United States. In early June, the sun only sets for two hours. During the winter, there are many months with no sunlight at all.

There are only two villages on St Lawrence Island, Savoonga and Gambel, and no roads to connect them. Savoonga has a fishery that provides fourteen jobs. The only retail business in Gambell is the general store, but supplies from here are far more expensive than on the mainland. The nearest hospital is nearly 250 km away.

The people of St. Lawrence Island are Siberian Yupik and speak a Yupik dialect that can be understood in Siberia but not very well by any other Alaskan Yupik-speaking people.

## Exercise 2 page 16

- Ask students to read the questions and the answer options before they read the text again. They should identify key words and look for them or synonyms in the text.
- With a **weaker class**, tell students which paragraphs contain the answers to the questions (1: paragraph B; 2: paragraph C; 3: paragraph D; 4: paragraph D; 5: paragraph F; 6: paragraph I).
- Check answers as a class.

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

## Exercise 3 page 16

- Read out the opening paragraph or ask a student to read it. Ask students:  
*How do we know that Wagner is good at biology?* (Because he knows whether a walrus is too sick to eat.)  
*How do we know that he is good at meteorology?* (Because he knows if the weather will turn dangerous.)  
*How do we know that he is good at maths?* (Because he can calculate angles for throwing a harpoon.)
- Students then discuss why the writer has used these examples of Wagner's knowledge of school subjects.
- Tell students to read the final paragraph again. Check that students understand the message of the text by asking:  
*Did the resident learn to cut fish at school?* (no)  
*Did the resident have to practise the skill for a long time?* (yes)  
*Does the resident think that these skills are taught at school?* (no)
- Check answers as a class.

(Possible answers)

- 1 The author gives unexpected examples of knowledge of school subjects. The purpose is to show that the way subjects are taught at school is not always relevant to the way these subjects are experienced in real life.
- 2 The story about the fish shows that sometimes we need to learn something through many hours of practice rather than simply learning facts about it.

### Extra activity: Further discussion

In groups, students discuss the following questions:

- Give some examples of practical things you can learn in life but not at school.
- What traditional skills are still practised in your country or local community?

### DVD extra An English education

#### V insight Word analysis

This word analysis exercise focuses on words that give clues about the writer's attitude to her subject. Encourage students to read newspaper and magazine articles critically, to think about why the writer is writing and to look for clues in the text that express the writer's point of view.

## Exercise 4 page 18

- Students work individually to answer the questions.
- With a **weaker class**, help students by identifying the key words in the questions. (1 island; 2 way of life; 3 educational; 4 challenges; 5 culture; 6 landscape and climate; 7 changes)

- Check answers as a class. You could explain that *stifling* describes something that stops you from breathing, and elicit that it is used metaphorically in this context.

- 1 remote – it makes them feel that the education system doesn't relate to them.
- 2 subsistence lifestyle, e.g. hunting walruses, seals and whales; gathering berries
- 3 stifling
- 4 profound – no, they will not be easily overcome; these challenges are profound, with no easy solutions.
- 5 endanger
- 6 harsh, e.g. snow-capped ridges, stony shorelines; the sun disappears in the winter; there is a lot of snow
- 7 inevitably

### Extra activity: Stronger students

**Stronger students** can recycle the vocabulary in exercise 4 by discussing the following questions:

- Would you like to live in a remote community?
- Would you find it stifling? Explain why / why not.
- How might the lifestyle differ from your current lifestyle?

#### V insight Nouns + prepositions

Students should keep lists of phrasal verbs, and verbs and nouns with prepositions. The most common prepositions to follow a noun are *on*, *in*, *with*, *for*, *to* and *of*. It is easy to make mistakes with prepositions and many of the noun–preposition combinations simply have to be learned. Encourage students to practise and revise these combinations regularly.

## Exercise 5 page 18

- Tell students to read the gapped text quickly. Ask a few questions to check comprehension:  
*Where does Theo study?* (at a small school in the Orkney Islands)  
*What is he working on at the moment?* (a magazine article)  
*Who is John Greenaway?* (Theo's teacher)  
*Who found the unusual lobster?* (Kelly's father)
- Students work individually or in pairs to complete the text.
- Check answers as a class.

- 1 handful of 2 grasp of 3 knowledge of
- 4 responsibility for 5 benefit of 6 demand for
- 7 respect for 8 sense of

### Additional vocabulary

The following words are from the article *Making school meaningful*:

- *harpoon* (n) /hɑ:'pu:n/ a weapon like a spear used for catching large fish, whales, etc.
- *unseasonably* (adv) /ʌn'si:znəbli/ unusually for the time of year
- *choppy* (adj) /'tʃɒpi/ with a lot of small waves; not calm
- *sacrifice* (v) /'sækrɪfaɪs/ to give up something that is important to you in order to get or do something that seems more important
- *ice floe* (n) /aɪs fləʊ/ a large area of ice in the sea
- *distinction* (n) /dɪ'stɪŋkʃn/ a clear difference or contrast, especially between people or things that are similar

## Exercise 6 page 18

- Remind students that if they state their opinion about something, they should give reasons for that opinion.
- Give students a few minutes to think about the questions before they discuss them in pairs. Circulate and monitor, helping with vocabulary if necessary.

### Students' own answers

#### Extra activity

Organize a class debate on one of the discussion questions in exercise 6. Choose a few students to propose a motion, for example, *Wagner should go to college*, and a few students to oppose it. Give both groups five minutes to prepare their arguments.

They then debate the motion in front of the rest of the class. When they have finished, the rest of the class vote to decide who wins the debate.

#### Vocabulary bank: The natural world and outer space page 135

1 1 mountain range 2 ice floe 3 tundra  
4 glacier 5 peninsula 6 stream 7 bay  
8 plain 9 grassland 10 swamp 11 pond  
12 estuary

2 1 planet 2 sun 3 universe 4 meteorite  
5 star 6 constellation 7 solar system  
8 galaxy 9 moon 10 asteroid

#### 3 (Possible answers)

1 meteorite 2 asteroid 3 moon 4 planet  
5 star 6 sun 7 solar system 8 constellation  
9 galaxy 10 universe

Accept some variation in students' answers, e.g. the ordering of moon / planet and star / sun.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about education in remote communities. I can analyse words in a text and use nouns with prepositions. I can discuss the value of education as preparation for future life.*

## 2B Grammar and listening

### Life on the edge

#### Summary

**Topic:** Dangerous jobs

**Grammar:** Future tenses; future continuous, future perfect, future perfect continuous

**Listening:** Volcano photographers

**Speaking:** Interviewing someone with a dangerous job

**Communication worksheet 2B:** Spend, spend, spend!

#### Lead-in

Tell students that they are going to find out about people who do dangerous jobs. Ask them to brainstorm ideas for dangerous jobs and write them on the board. Then ask them to work in pairs and rank the jobs from the most dangerous

to the least dangerous. Ask a few pairs to explain their rankings and give reasons for their choices. (Leave students' ideas on the board for use in exercise 7.)

## Exercise 1 1-07 page 18

- Focus attention on the photos and ask students to describe what they can see, e.g. a man standing in a boat and holding a crab pot.
- Ask students to answer the questions in pairs.
- Elicit students' ideas and write them on the board. Then play the recording for students to see if their ideas are included. Remind them that they do not have to understand every word of the recording.
- Check the answer as a class.

### Audio script

**Interviewer** Today on *Life on the Edge*, we're talking to Brad, a bush pilot from the Wrangell–St. Elias National Park in Alaska. The park is huge – to give you a sense of its size, imagine Yellowstone in the USA and times it by six – that's 20,000 square miles of mountain wilderness. It's not surprising then that the most popular form of transport is bush plane. An unusual job, Brad, and also very hazardous. What exactly are the dangers?

**Brad** Well, the weather is inevitably extreme and pretty changeable. A clear sky might suddenly become cloudy without warning, with very little visibility. As a result, it's quite easy to fly into the side of a mountain, and that unfortunately does happen from time to time. And when you get into trouble – and it's 'when' rather than 'if' – there aren't many places where you can land safely.

**Interviewer** But it's a seaplane, so, if necessary, you could land on a lake or a glacier, couldn't you?

**Brad** Yes ... if you find one in time. We have a saying in Alaska: it's a good landing if you can walk away from it. Although unfortunately the danger doesn't stop there; once, after a particularly difficult landing, a brown bear attacked my plane. That doesn't happen very often, though.

**Interviewer** That's good to know! What about today's flights? What's the weather forecast?

**Brad** Well, they say it'll be unseasonably warm and sunny, but we'll see. There are clouds on the horizon, which tells me it's going to snow later. We might have to cancel the afternoon flight – wet snow sticks to the plane wings, which makes it impossible to gain height.

**Interviewer** Better to be safe than sorry, I suppose. And where are you flying today?

**Brad** I'm taking food supplies and mail to McCarthy.

**Interviewer** How often do planes fly out there?

**Brad** Usually three times a day, as long as the weather is good. On today's flight, there are a handful of tourists, too. There's quite a demand for tours at the moment, so I'm going to fly over some remote glaciers and icefalls – they're pretty awesome. Hopefully, we'll see some wildlife as well, such as eagles, bears and moose.

**Interviewer** It sounds like a fantastic experience.

**Brad** It is. Hop in and I'll take you for a quick tour. I have some time.

**Interviewer** Sure, but what you were saying about the snow ...

### They're talking about a bush pilot's job.

## Exercise 2 1-07 page 18

- Tell students to read the sentences and think about what information they should listen for.

- With a **stronger class**, ask students if they can remember if the sentences are true or false before listening to the recording again. With a **weaker class**, pause the recording after each chunk of information and give students time to compare their ideas in pairs before playing the next section.
- Check answers as a class.

1 F 2 T 3 F 4 T 5 F 6 T 7 F 8 T

### Language note: Future tenses

We use the following tenses to talk about the future:

#### will

- for predictions about the future: *In the future, we will take better care of the planet.*
- for promises: *I'll never forget you!*
- for sudden decisions: *'What do you want to drink?' 'I'll have a coffee.'*
- for offers: *'I'm cold.' 'I'll close the window.'*

#### going to

- for intentions and plans: *We're going to spend the afternoon in London.*
- for predictions based on evidence: *He's driving too fast. He's going to crash.*

#### present continuous

- for fixed arrangements: *I'm meeting my friends tomorrow.*

#### present simple

- for scheduled events: *The train leaves at 7.15.*

### Exercise 3 page 18

- Ask students to look at the sentences in exercise 2 again and to underline the verbs. Elicit the tenses used.
- Give students a few minutes to read through the uses in exercise 3 and match them to the sentences in exercise 2. With a **weaker class**, write the example sentences in the language note on the board and revise the future tenses.
- Remind students that we often use the present continuous and *going to* interchangeably to talk about future plans and intentions. The present continuous gives the impression that the plan is definitely arranged, whereas *going to* can seem less certain.
- Check answers as a class.

a 4 b 1, 2; sentence 2 is based on evidence  
c 5 d 3, 1 e 6 f 8 g 7

### Grammar reference and practice 2.1 Workbook page 111

- 1 1 're going to 2 I'll finish 3 won't 4 leaves  
5 might 6 is coming
- 2 1 A What are you going to do at the weekend?  
B I might go swimming or I might visit my cousins in London.
- 2 A What time does the film start?  
B The doors open at 5.30 p.m., but the film doesn't start until 5.50 p.m.
- 3 I think you might enjoy this book.
- 4 She isn't going to return to college after the holiday. She's going to work at her mother's company.
- 5 I think we will be much more concerned about global warming in the future.
- 6 By 2050, everyone on the planet will probably live for over 100 years.

### Exercise 4 page 19

- Explain that both future tenses in each sentence are correct, but most convey slightly different meanings. Refer students back to the sentences in exercise 2 if necessary.
- If students find this exercise too challenging, supply the differences in meaning and get students to match the meanings to the correct tense in each sentence.
- Give students two or three minutes to do the exercise.
- Students compare their answers in pairs.
- Check answers as a class.

- 1 'I'm meeting' implies that the arrangement is fixed and certain. 'I'm going to meet' implies that there is a strong intention, but it is not as certain as 'I'm meeting'.
- 2 'I'll probably do' implies that the speaker hasn't yet decided. 'I'm doing' implies that this has been planned and the decision has been made.
- 3 'Leaves' implies a scheduled event. 'Might leave' implies that the arrangement could change.
- 4 'You'll fly' and 'you might fly' have the same meaning in this context.
- 5 'I might call' implies that the speaker hasn't decided yet. 'I'm going to call' implies that the speaker intends to make the call.
- 6 'I'll close' implies that the speaker has offered to close the door. 'I'm going to close' implies that the speaker was already planning to close the door.
- 7 'It's going to leave' implies that the speaker is predicting an event based on the evidence. 'It's leaving' implies that the event is actually happening.

### Extra activity

Ask students to write five sentences about the future: one prediction about their future, one hope for tomorrow, one definite plan for the weekend, one scheduled event for the week and one uncertain plan for the week.

Give students three minutes to write their sentences. Then ask a few students to read out their sentences. The rest of the class decide if the correct tense has been used.

### Language note: Future continuous, future perfect and future perfect continuous

**future continuous**  
to talk about an action that will be in progress at a certain time in the future:

*Next month we'll be studying food technology.*

#### future perfect

to talk about an action that will be have been completed by a certain time in the future:

*By Christmas we will have completed our work on food technology.*

#### future perfect continuous

to stress that an action will continue up to a specific point in the future and perhaps beyond that point:

*We will have been working on our food technology topic for three months by the time the holidays start.*

### Exercise 5 page 19

- Ask students to read the extract quickly to find out what the job is. Tell them that the job is illustrated in one of the photos on page 18.

- Students read the extract again and think about the function of each underlined phrase.
- With a **stronger class**, ask students which sentences could use the present simple (sentence 4) or the present continuous (sentence 3) instead of a future tense.
- Check answers as a class.

### volcano photographer

1 c (this focuses on duration) 2 d 3 a 4 b 5 c

### Grammar reference and practice 2.2 Workbook page 111

- 1 1 will have travelled 2 will be travelling  
 3 will have been travelling 4 will have been studying  
 5 won't have studied 6 won't be studying
- 2 1 will have visited 2 will be appearing  
 3 will have read 4 will have been waiting  
 5 will be sitting, relaxing 6 will have worn

### Exercise 6 page 19

- Explain that this text is about the people interviewed in exercise 5 and elicit their job – volcano photographers.
- Students work individually to complete the text.
- Check answers as a class.

- 1 will be preparing 6 will be camping  
 2 will probably be packing 7 will also be swimming  
 3 will be checking 8 will probably have risked  
 4 won't be staying 9 will have been working  
 5 will have taken 10 will have visited

### Extra activity

Students work in pairs and use the information in the text to role-play a longer interview with Logan.

Ask a few pairs of students to perform their role plays for the rest of the class.

### Exercise 7 page 19

- If you used the lead-in activity, you could refer to the jobs brainstormed by students. Alternatively, brainstorm ideas now for different dangerous jobs.
- Give students a few minutes to prepare their questions and think about the answers before working in pairs. With a **weaker class**, check that students have formed the questions with the correct future tense as a class.
- Circulate and monitor, checking that students are using the future tenses correctly and helping with vocabulary.

(Possible answers)

- 1 What will you be doing this time tomorrow?  
 2 Where will you be working this time tomorrow?  
 3 How long will you have been working as a (war correspondent) by this time next month?  
 4 How many (times will you have appeared on TV) by this time next week?  
 5 Will you still be working as a (war correspondent) this time next year? Why / why not?

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an interview with a bush pilot. I can use different tenses to describe future actions. I can understand a text about a volcano photographer. I can ask and answer questions about plans for the future.*

## 2C Listening, speaking and vocabulary

### Urban stories

#### Summary

**Topic:** Urban communities

**Listening:** I wish this was ...

**Vocabulary:** Antonyms: urban regeneration

**Functional language:** Deciding on a new community project

**Speaking:** Talking about community spirit and the importance of public spaces; planning an innovative community project

**Communication worksheet 2A:** A team crossword

### Lead-in

1

- Ask students to work in groups and think about the facilities available in their local area. Give them some ideas, e.g. children's playgrounds, sports centres.
- Elicit students' ideas and write them on the board. Then ask students to rank them in order of importance for the whole community. Remind them to think about the needs of all the people who live in their community.

2

- Students work in groups and construct a word web around the word *city*. Encourage them to think of different categories, e.g. buildings, adjectives, positive features, negative features.
- Give students two minutes to discuss their ideas and then build up a word web on the board, eliciting suggestions from different groups.

### Exercise 1 page 20

- Students look at the photos and discuss the questions. Encourage them to guess where these buildings might be. Ask if there are buildings or areas like this near where they live. Have they seen any new community projects or developments in these areas?
- You can expand this discussion by referring students to [www.iwishthiswas.cc](http://www.iwishthiswas.cc). There they will see many more examples of stickers.

### Exercise 2 1•08 page 20

- Play the recording for students to listen and find out if any of their ideas from exercise 1 are mentioned.
- Write the following questions on the board to check comprehension of the recording:  
*Where are the buildings?* (New Orleans)  
*Were the stickers popular?* (yes)  
*Were all the suggestions practical?* (no)  
*Who is Candy Chang?* (a young artist)  
*How did she expand the project?* (She set up a social network site called Neighborland.)

### Audio script

In 2010, small stickers started to appear on empty storefronts and boarded-up buildings in neighbourhoods in New Orleans.

These stickers weren't like posters advertising products. They weren't offering work or publicizing events. On each one, a single sentence was written – 'I wish this was' – and a pen was left for people to add their suggestions. Soon, the buildings were covered with ideas from local residents: there was a big demand for practical solutions like cafés and shops. But a handful of suggestions were poetic and humorous: 'I wish this was a place to sit and think.' 'I wish this was heaven.' 'I wish this was Brad Pitt's house.'

This unusual project was the idea of Candy Chang, a young artist who lives in New Orleans. In 2005, after Hurricane Katrina, many buildings and public spaces were damaged or destroyed. A few years later, when Candy moved to the city, many neighbourhoods still had run-down buildings and empty, abandoned plazas in desperate need of regeneration. They were no-go zones that needed someone to turn them into thriving, dynamic spaces attractive to the local community. The question was: what and where? 'Who knows a place better than the people who live or work there?' reasoned Candy, and 'What if we could easily say what we want, where we want it?' The 'I wish this was' project used people's knowledge of places and helped them record their ideas for shops and services on an actual location. 'The responses reflected the hopes, dreams and colourful imaginations of different neighbourhoods,' she explained. But the project didn't stop there. Inspired by the response, Candy developed the idea and started a social network website called Neighborland.

### Extra activity

Prepare similar stickers for the class, one for each student. Ask them to write their idea for how to develop an empty building in their area. Then collect all the stickers and display them on a poster or on the board. Students can read each other's suggestions and discuss them.

### Culture note: SIER hierarchy

The **SIER hierarchy** of active listening was developed in the early 1980s by American communication researchers Steil, Watson and Barker. It is often used in marketing and sales.

### Exercise 3 1•09 page 20

- Go through the strategy with the class and encourage students to keep a record of the SIER hierarchy so that they can apply it in the future when they have a listening task.
- Give students a minute to read the questions and then play the recording. Students answer the questions individually.
- Ask a few students to share their answers with the class and encourage the class to respond. Questions 3 and 4 require individual responses – there are no right or wrong answers.

### Audio script

**Interviewer** Nowadays, in most neighbourhoods, people don't usually knock on your door, offer help or even introduce themselves. Communities are less sociable and open than they used to be in the 1940s or 50s, for example, and residents don't often come together as a community. However, people still care about their local environment – they also use social media. That's why Neighborland is so exciting. Today in the studio we have Shelley, who works for the Neighborland website in Manhattan, and she's here to explain exactly what it is and the projects it will be supporting in the future. Welcome, Shelley.

**Shelley** Thank you. Well, put simply, Neighborland provides an area for people to share ideas about how to improve their urban environment. By signing into the website, you can connect with other residents and propose and discuss issues like better shops and services, more efficient public transport, less wasteful use of resources, or local spaces which need to be renovated. You can see what other people want and click the 'me too' button. It's a totally new idea and a real opportunity for citizen-powered change, an opportunity to reclaim our public spaces.

**Interviewer** What kind of things are people asking for?

**Shelley** Things like 'I want more bicycle lanes,' 'I want the canal to be cleaned' or 'I want free Wi-Fi in the park on 57th Street.'

**Interviewer** All very practical suggestions.

**Shelley** Yes, they are. But besides the practical suggestions, there are also more innovative ideas which might make public spaces worthwhile and improve the quality of everyday life. For example, in New York, residents want to create stairs with a line from a story on each step. So the story will gradually develop, encouraging people to carry on walking rather than take an elevator. Another suggestion is for daily music and dance performances in neglected plazas in Manhattan, supporting businesses and encouraging regeneration.

**Interviewer** Yes, I can see the benefits of that.

**Shelley** Other proposals include a free community stage or table tennis facilities in the park. So we have a lot of ideas, and hopefully some of them will be realized. After all, public space is where life happens – it gives you a sense of community.

**Interviewer** So how will these projects be realized?

**Shelley** Well, once enough people have clicked the 'me too' button to support an idea, Neighborland makes sure that local agencies see it, and encourage funding. Inevitably, many of them won't happen, but the most popular ideas have a good chance of funding.

**Interviewer** So it's a valuable way to put pressure on the local authorities to listen to what local people want.

**Shelley** Exactly. It's about creating a conversation among citizens who care. The 21st century is being called the urban century, and in the near future, seventy per cent of the world's population will be living in urban places. Ideas like Neighborland help us take responsibility for that future and shape the environment we want to be part of. It makes us consider the type of communities we live in today and how they can be improved.

**Interviewer** Thank you, Shelley. And now to look at another approach, we have ...

**1** It's about the Neighborland website, which encourages people to discuss their local environment.

**2** Social networking websites like Neighborland bring about changes in local environments, encourage funding, publicize regeneration projects and put pressure on local authorities to respond to the community.

**3** Students' own answers

**4** Students' own answers

### Exercise 4 1•09 page 20

- Ask students to read the questions before listening to the recording again. If they already know the answers, encourage them to make a note of them and check their answers when they listen again.
- Students compare their answers in pairs.
- Check answers as a class.

- 1 They were more sociable and open in the past than they are today.
- 2 People care about their local environment and they use social media.
- 3 It allows people to share ideas about how to improve their local environment.
- 4 They want more bicycle lanes, they want the canal to be cleaned and they want free Wi-Fi.
- 5 They improve the quality of everyday life and encourage a sense of community.
- 6 When enough people have clicked the 'me too' button, Neighborland shares the ideas with local agencies, which encourages funding.
- 7 It is known as the urban century.
- 8 They will help us to take responsibility for the future and to play a part in shaping our local environment.

### Exercise 5 page 20

- Focus attention on the different adjective endings, and remind students that they should look at the root of the word for clues about meaning.
- Check answers as a class.

1 neglected 2 abandoned 3 thriving 4 attractive  
5 wasteful 6 worthwhile 7 run down

#### Extra activity: Fast finishers

Write the following on the board:

*an attractive park, a neglected building, a pointless shop, a thriving area, an unappealing café/restaurant*

Ask **fast finishers** to think about their local area. Can they name one place in their town or village to match each of the descriptions above? Give an example: *Rijsblok Park is an attractive park in my town, Schilde.*

### Exercise 6 page 21

- Focus attention on the photo and ask students to guess what Candy Chang's project is. They then read the text quickly to check their prediction.
- If necessary, remind students that a synonym is a word that has the same or nearly the same meaning as another word. Students do the exercise in pairs.
- Check answers as a class.

1 abandoned 2 attractive 3 thriving  
4 neglected 5 worthwhile 6 renovated 7 efficient

### Exercise 7 page 21

- Students can discuss the opinions in groups. Choose one of the statements. Students vote on whether they agree or disagree with it. Then ask a few students to give reasons for their answers. Build up a list of reasons for and against the statement. Finally, ask students if they have changed their minds at all and have another class vote to find out.

#### Extra activity: Discussion

Students discuss the following opinion in groups:

*We don't do enough to create an environment we want to be part of. We need to consider the type of communities we live in today and how they can be improved.*

### Vocabulary bank: Urban landscape page 135

- 1 1 speed bump 2 parking meter 3 road sign  
4 bus shelter 5 pedestrian crossing  
6 industrial estate 7 high-rise building 8 cycle path
- 2 1 bus shelter 2 cycle paths 3 pedestrian crossings  
4 speed bumps 5 high rise buildings 6 road signs  
7 parking meters 8 industrial estates
- 3 positive: flourishing, prosperous, refurbished, robust  
negative: boarded-up, crumbling, derelict, shabby
- 4 Students' own answers

### Exercise 8 page 21

- Brainstorm some ideas for community projects with the class and write their ideas on the board, e.g. local arts centre, recording studio for local bands, community vegetable garden.
- Students work in pairs and choose three things from the list on the board. Ask a few pairs to share their choices with the class and explain their reasons for choosing them.

### Exercise 9 1•10 page 21

- Tell students to be prepared to take notes as they listen to the recording. You could choose one or two students to write notes on the board as the rest of the class listen.
- Play the recording. Then ask students if any of their ideas from exercise 8 were mentioned.

### Audio script

**Tom** Our top priority today is to discuss proposals for the abandoned area in Firth Street near the school. Would anyone like to make an opening suggestion?

**Katie** Um, well, we could do with a park. My main concern about this area is the lack of green space. It's so grey and run-down – there's nowhere to just sit and think.

**Ryan** I know what you mean, but I think that's a 'nice to have'. What we really need is somewhere to spend our free time, but I think a cinema is better than a park. For me, it's a 'must'. A sports centre would be a big plus, too. That sort of development would also generate jobs so there's a long-term benefit.

**Tom** Jobs are important, but a cinema isn't a good idea. I mean, they're way too expensive, and who actually watches films there? And just think, when it gets warmer, the park could have cheap open-air cinema screens.

**Katie** That's a nice idea ...

**Tom** I'm not convinced by the sports club either – it'd be more valuable to have a natural space where you can rollerblade, play football or take part in community events like fun runs.

**Ryan** Hmm, but sports clubs offer more activities – and in all kinds of weather. They have swimming pools as well. The park might have a duck pond, but you probably wouldn't swim in that!

**Katie** Yes, that's true. Well, let's have a vote ...

a park, a cinema, a sports centre / club

### Exercise 10 1•10 page 21

- Play the recording again for students to complete the phrases.
- Check answers as a class.

1 concern about this area 2 really 3 plus  
4 nice 5 do with 6 convinced



### Exercise 11 1•11 page 21

- Tell students to read the phrases. Then play the recording.
- Students compare their answers in pairs.
- Check answers as a class.

#### Audio script

**Tom** On a related matter, we all have the opportunity to vote for the Innovative Community Competition. There are five suggestions altogether, and local residents and students on the school board can vote for their favourite. The most popular idea will receive money from the local authority.

**Katie** What sort of ideas are they?

**Tom** Well, there's one idea to install a slide instead of steps down to the underground train station on Warren Street.

**Ryan** That sounds fun.

**Tom** Another idea is to put musical steps in shopping malls.

**Katie** That'd encourage people to exercise rather than use the escalators all the time. Good for your health, but perhaps not that good for the community.

**Tom** You're probably right. Here's another suggestion for a street party. Streets are closed off, the road is covered with artificial grass, then people come along and have a picnic, sunbathe, or play ball games. Simple.

**Ryan** Great idea, but probably not that useful or practical in April – it rains most days, remember.

**Tom** Or turn three underground pedestrian walkways into community art galleries, and make them safer.

**Katie** OK, but not many people are into art.

**Tom** Actually, I think this last idea is the best. It's a street circus which performs in underused or abandoned public spaces in the city.

**Ryan** That's a fantastic idea! It's important to highlight neglected parts of the city – you know, like that plaza near the school. It'd help put them on the map again and that should be a priority. An event like this could have real long-term benefits – it'd encourage people to use these spaces again.

**Katie** I totally agree. It has my vote ...

The following phrases are mentioned:

That should be the / a priority (in this area).

It's important to highlight neglected ...

It's probably not that useful or practical.

**A** It's important to highlight neglected ...

**B** It's essential / crucial to ...

**C** It might be an idea to have ... ; That could be useful for some people.

**D** It's probably not that useful or practical. ; That should be the / a priority in this area.

### Exercise 12 page 21

- Students can use their ideas from exercise 8 or discuss some of the suggestions in the recordings.
- Circulate and monitor, ensuring that students are using the new language and allowing everyone to contribute.

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about community projects. I can use the SIER hierarchy to listen actively. I can use vocabulary about urban regeneration. I can use language to discuss and evaluate requirements for a community project. I can take part in a discussion about a community project.*

## 2D Culture, vocabulary and grammar

### Songlines

#### Summary

**Topic:** Aboriginal culture

**Reading:** Songlines

**Vocabulary:** Adjective suffixes: *-able* and *-ible*

**Grammar:** Future time clauses

#### Lead-in

- Put students into four or five teams. Tell them that you are going to set a quiz on natural geographical features of the world and write the following names of famous landmarks on the board:
  - *Uluru* (Australia) *Mount Fuji* (Japan) *Vesuvius* (Italy)
  - *the Angel Falls* (Venezuela) *Grand Canyon* (USA)
  - *Kilimanjaro* (Tanzania) *the Giant's Causeway* (Ireland)
  - *the Victoria Falls* (Zambia and Zimbabwe)
- Give students three minutes to write the correct country for each geographical feature. Set a time limit. The team that gets the most correct answers is the winner.

### Exercise 1 page 22

- Go through the discussion questions with the class. Elicit examples of manmade landmarks in the students' local area, e.g. a famous church or castle.
- Give students a few minutes to discuss how they find their way and then ask them to read the text quickly.
- Check answers as a class.

The Aborigines use songs, dance and paintings to find their way around. They use natural landmarks and traditional stories passed down through the generations.

#### Culture note: Songlines

A **songline** is an Aboriginal trail, and in traditional Aboriginal society there were songlines going across the landscape of Australia, linking important sites. They were marked by natural landmarks and also by 'marker trees' – trees which had been cut in a special way so that they grew into a certain shape.

The routes along these different tracks were described in special songs, and the Aboriginal people memorized these songs and then sung them in order to find their way along the correct route. There were thousands of different songlines to learn, and these songlines are powerfully linked to the landscape and the ecology of the land.

Songlines can stretch for hundreds of miles, crossing from one tribe's territory to another. When a songline crossed over into another tribe's territory, the language of the song would change into that tribe's language.

### Exercise 2 page 22

- Give students one or two minutes to read sentences A–F. Tell them to look carefully at the first word of each sentence, as this often gives a clue about the sentence that precedes it, e.g. if the sentence begins with *They*, the preceding sentence might refer to more than one thing.

- Students work individually or in pairs to do the exercise.
- Check answers as a class.

1 D 2 C 3 E 4 A 5 B

### Exercise 3 page 22

- Ask students to brainstorm names of famous landmarks in their country and write their ideas on the board.
- Students choose one of the places on the board and discuss any stories or myths related to this place.

#### **Insight** Word adjective suffixes: *-able* and *-ible*

We often use suffixes to transform one type of word to another type of word, e.g. a noun to an adjective (*help – helpful*) or a verb to a noun (*apply – application*).

The suffixes *-ible* and *-able* give the meaning of being capable of or suitable for something. When we create new adjectives, e.g. *bloggable*, we use *-able* rather than *-ible*.

### Exercise 4 page 22

- Write the highlighted words in a list on the board, leaving a space between the root of the word and the suffix, e.g. *sens\_ible*, *navig\_able*, *leg\_ible*. Point out that the root word before the suffix is not always a complete word.
- Go through questions 1–3 with the class. Explain that there are many exceptions to the rule, including *amicable* and *navigable*. Stress the importance of checking new vocabulary in a dictionary.

1 **considerable, valuable** 2 **navigable, amicable**  
3 **legible, visible, audible, navigable, amicable**

#### Alternative activity

Ask students to make *-ible* or *-able* adjectives from the following nouns: *destroy, terror, permit, afford, renew*. They then write an example sentence for each adjective.

### Exercise 5 page 23

- Students work individually to complete the sentences.
- They then exchange their answers with a partner and check their partner's answers using a dictionary.

1 **incredible** 2 **eligible, unacceptable**  
3 **incomprehensible** 4 **fashionable, collectible**  
5 **inaccessible, advisable** 6 **edible, horrible** 7 **treatable**

#### Additional vocabulary

The following words are from the article *Songlines*:

- *wilderness* (n) /'wɪldənəs/ a large area of land that has never been developed or used for growing crops because it is difficult to live there
- *terrain* (n) /tə'reɪn/ used to refer to an area of land when you are mentioning its natural features, for example, if it is rough, flat, etc.
- *etching* (n) /'etʃɪŋ/ strong, clear marks or patterns
- *sacred* (adj) /'seɪkrɪd/ very important and treated with great respect
- *serpent* (n) /'sɜ:pənt/ a snake, especially a large one
- *preserve* (v) /prɪ'zɜ:v/ to keep something in its original state in good condition

#### Extra activity: Further discussion

In groups, students discuss the following questions:

- *Could you survive in a natural landscape? Would you know how to get food, water and shelter?*
- *Imagine you have to write a song about a journey you regularly make. What would you include in the song?*

#### Language note: Future time clauses

Future time clauses are dependent clauses and they are attached to a main clause. The verb of a future time clause can be in the present perfect, present simple or present continuous, but we never use a future tense in the future time clause.

*After I've finished my work, I'll go to bed.*

*After I finish my work, I'll go to bed.*

*While I'm finishing my work, I'll have a biscuit.*

### Exercise 6 page 23

- Give students a few minutes to look at sentences a–e in the last paragraph of the article and answer the questions.
- Students compare their answers in pairs.
- Check answers as a class.

1 **present perfect, present simple**

2 **unless**

3 **until**

4 **... Baamba is waiting outside Arkaroo Rock until we've finished exploring. ... as soon as we've taken some photos, we leave. By the time we reach camp, the rain will be here.**

5 **as soon as we've taken some photos, we leave**

6 **as long as; suppose / supposing**

#### Grammar reference and practice 2.3 Workbook page 112

- 1 **I've bought the tickets, I'll call you**
- 2 **he reads the guidebook, he won't understand what he's looking at**
- 3 **you arrive at the hotel, it will already be dark**
- 4 **we know what the result is, we won't be happy**
- 5 **she's studying for the exam, he will be rebuilding his house**
- 6 **I leave the house, I'll lock the doors**

### Exercise 7 page 23

- Remind students to think about the correct tense, word order and punctuation when they rewrite the sentences.
- Students work individually to do the exercise. They then compare answers with a partner.
- Check answers as a class.

1 **Baamba won't do the tour unless he has a GPS system.**

2 **We'll tell people where we're going in case we get lost.**

3 **As soon as you enter the outback, you'll lose your phone signal.**

4 **As long as you take a satellite phone, you'll be perfectly safe.**

5 **Supposing we get lost, what will we do?**

6 **Stay close to the car until a helicopter sees you.**

7 **Hopefully, it won't be too late by the time they find you.**

## Exercise 8 page 23

- Ask students to brainstorm some general plans for the future and write their ideas on the board, e.g. get married, start my own company, have children, travel, work for a charity, write a best-selling song, move to another country.
- Students discuss the questions. Circulate and monitor, checking that students are using future time clauses.

### Alternative activity

Rather than talking about their real plans, students can make up very extravagant or extreme plans, e.g. *By the time I've finished school, I will have made my first million dollars.* Go round the class, with each student trying to make an increasingly absurd sentence, and award a prize for the funniest or most extreme plan.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about Aboriginal songlines. I can use adjectives ending in -ible and -able. I can use future time clauses. I can talk about my plans for the future.*

## 2E Writing

### Describing a place

#### Summary

**Topic:** Sydney, Australia

**Reading:** A travel blog entry

**Vocabulary:** Modifying adverbs with gradable and non-gradable adjectives

**Writing:** A travel blog entry

### Lead-in

Tell students that you are going to tell them some facts about a famous city. They have to guess the city as quickly as they can. Read out the following facts:

*It's got a population of 4.5 million.*

*It's one of the most visited cities in the world.*

*English is the main language, but Mandarin, Cantonese, Greek and Arabic are also spoken in this city.*

*The most popular summer sport in this city is cricket.*

*It's got the world's third largest fish market.*

*It's got some beautiful beaches.*

*It's got a very famous opera house.*

*It's in Australia.*

When students think they can identify the city (Sydney), they should put up their hands. Check if they have guessed correctly.

## Exercise 1 page 24

- Students look at the extracts without reading them and try to guess where they are from. Remind them that they can find out a lot about a text just by looking at the visual clues, e.g. layout, photographs, headings, fonts and colours.
- Ask students to read each extract and check their ideas.

(Possible answers)

1 A: an encyclopaedia or a textbook; B: a tourist guidebook; C: a blog or online review site; D: a novel

- 2 A: students or researchers; B: tourists; C: people interested in travel; D: people who read fiction  
3 A: facts and figures; B: information about interesting and important sights; C: personal opinions; D: anything

## Exercise 2 page 24

- Go through the strategy with students. Tell them that they probably already use this strategy when they read in their own language, but that they need to be aware of the strategy when they apply it to a text in another language.
- Students work in pairs to answer the questions about each extract and decide which are formal and which informal.
- Check answers as a class.

Extracts A and D are formal. Extracts B and C are informal.

### Extract A

- 1 It uses subheadings. There is clear paragraphing.
- 2 The sentences and linking words are long and complex.
- 3 There is an example of the passive. There are no personal pronouns. There are no imperatives.
- 4 There are no examples of idiomatic or colloquial language, phrasal verbs or abbreviations.
- 5 There are full forms. There are no exclamation marks or capital letters used for emphasis.

### Extract B

- 1 It has a heading, but no sub-headings. There is clear paragraphing.
- 2 The sentences and linking words are simple.
- 3 There are no examples of passive or reported speech. There are no personal pronouns. It uses imperatives.
- 4 There is an example of a phrasal verb.
- 5 There are contractions. Exclamation marks are used for emphasis.

### Extract C

- 1 There are no headings or sub-headings. There is no clear paragraphing.
- 2 The sentences and linking words are simple.
- 3 There are no examples of the passive. There is an example of reported speech. There are personal pronouns. There are no imperatives.
- 4 There are examples of idiomatic and colloquial language and abbreviations.
- 5 There are contractions. Exclamation marks and capital letters are used for emphasis.

### Extract D

- 1 There are no headings or sub-headings. There is clear paragraphing.
- 2 The sentences and linking words are long and complex.
- 3 There are no examples of the passive. There is an example of reported speech. There are personal pronouns. It uses imperatives.
- 4 There are examples of idiomatic and colloquial language and phrasal verbs.
- 5 There are contractions. There are no exclamation marks or capital letters used for emphasis.

**Formal texts:** Long, complex sentences; passive or reported speech; full forms

**Informal texts:** Shorter, more simple sentences; direct speech; abbreviations; contracted forms; idiomatic and colloquial language; exclamation marks; capital letters used for emphasis

### Exercise 3 page 25

- Students can use dictionaries to check the meanings of the adjectives and to find other example sentences.
- Check answers as a class.

**Positive adjectives:** knowledgeable, overwhelming, vibrant, awesome, spellbinding, ideal, magnificent, extraordinary

**Negative adjectives:** tedious, disappointing

**Neutral adjectives:** well-known, diverse, enormous, recognizable, last-minute, kid-friendly

#### Language note: *quite*

The adverb *quite* can have two different meanings, which depend on intonation. For example, *He's quite angry* can mean 'He's a little angry' or 'He's very angry'.

### Exercise 4 page 25

- Remind students that adverbs can be used to give more information about adjectives. Focus attention on the underlined adverbs and give them a minute to read the adverb–adjective combinations and answer the questions.
- Check answers as a class.

- (1) well-known; diverse; vibrant; last-minute; knowledgeable; tedious; kid-friendly; disappointing  
(2) enormous; recognizable; awesome; extraordinary; spellbinding; ideal; magnificent
- (1) very; a little bit; extremely  
(2) totally; extremely; totally; utterly; absolutely  
**Both:** pretty; fairly; quite; particularly

#### Grammar reference and practice 2.4 Workbook page 112

- 1 1 totally 2 particularly 3 utterly 4 really  
5 absolutely 6 quite

### Exercise 5 page 25

- Remind students that non-gradable adjectives describe extreme qualities. We can use adjectives like *utterly*, *totally* and *absolutely* with these adjectives.
- Give students two or three minutes to do the exercise.
- Students compare their answers in pairs.
- Check answers as a class.

- 1 utterly 2 particularly 3 fairly 4 pretty  
5 extremely 6 totally 7 absolutely 8 quite 9 really  
**Non-gradable adjectives:** exhausting, delicious, fascinating, magnificent

### Exercise 6 page 25

- Give students a few minutes to read the text again and analyse its style. Remind them of the strategy on page 24 and tell them to use the five criteria in the strategy box.
- Students compare their answers in pairs.
- Check answers as a class.

- The style is informal. It uses personal pronouns and colloquial language (e.g. *a bit of peace and quiet; the place for you*).
- The writer's first impression was negative: *baking hot; lots of flies; pretty ordinary; had a lot more to offer than I initially thought*.
- The writer visited the museum.

### 4 The writer concluded that Oodnadatta was very interesting, but also peaceful and quiet.

#### Writing guide page 25

- Read the **task** together, making sure that students are clear that they have to write a travel blog entry about a place that they have visited or know well.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their travel blog entry. Encourage them to think of negative and positive things about the place.
- Circulate and monitor while students **write** their blog entries, making sure they organize their paragraphs according to their plan. Check that they are using a good range of gradable and non-gradable adjectives, with grading or non-grading adverbs.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Extra activity: Fast finishers

Ask **fast finishers** to compare their travel blog entries with a partner. Whose is the most interesting?

#### Additional writing activity

Write a travel blog entry about a place that you have found very disappointing. Include information about:

- what kinds of attractions or excursions were available.
- your expectations and why the place did not meet them.

#### Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a travel blog entry. I can use gradable and non-gradable adjectives and grading and non-grading adverbs.*

## Vocabulary insight 2 page 26

### Using suffixes to build complex words

- sacred* is the root word  
*considerable* is the adjective from the verb *consider*  
*attachment* is the noun from the verb *attach*  
*Australian* is the adjective from the noun *Australia*  
*valuable* is the adjective from the noun *value*  
*predates* is a verb from the verb *date*; *pre-* has the meaning of 'before'
- able/-ible** e **-al** c **-ed** d **-ful** a **-ish** f **-less** b
- 1 restful 2 Swedish 3 political 4 collectible  
5 homeless 6 childish 7 worried 8 changeable
- The root word is *season*  
one prefix (*un-*) and two suffixes (*-able* and *-y*)  
*-able* makes the noun into an adjective  
*-y* makes the adjective into an adverb
- 1 **-ized / -ised; -ization / -isation**  
2 **-ized / -ised = adjective**  
**-ization / -isation = noun**  
3 **-ized / -ised means 'changed so that it becomes (urban)'**  
**-ization / -isation means 'the process of changing (a place) so that it becomes (urban)'**

- 6 1 urbanized 2 urbanization 3 urban 4 urban  
5 urbanized 6 urbanization

7 Students' own answers

## Review 2 page 27

- 1 1 responsibility for 2 demand for 3 handful of  
4 respect for 5 benefits of 6 relevance of
- 2 1 profound 2 harsh 3 subsistence  
4 remote 5 Inevitably 6 stifling
- 3 1 neglected 2 abandoned 3 declining  
4 unappealing 5 worthless 6 wasteful 7 run down
- 4 1 accessible 2 comprehensible 3 visible  
4 acceptable 5 considerable 6 advisable
- 5 1 He is going to return before it gets dark.  
2 Hopefully, we will see some polar bears.  
3 Our train departs / leaves at 10.30.  
4 She's doing a bungee jump next weekend.  
5 That car is going to crash. It's out of control.  
6 I'll get you a glass of water.
- 6 1 we will have finished 2 will you be going  
3 I will be flying 4 we will be travelling  
5 we will have arrived 6 will you be doing  
7 I will have been speaking
- 7 1 as long as, follow 2 in case, decide  
3 Supposing, spot 4 unless, says 5 until, comes  
6 as soon as, tells 7 by the time, return

## Cumulative review Units 1–2 page 28

- 1  1–12

### Audio script

And now for something different. If you're looking for adventure on your next holiday, why not try storm chasing in the USA? In case you didn't know, storm chasing is the hunt for extreme weather conditions such as thunderstorms and tornadoes, to watch them develop, grow and disappear again. Ninety per cent of the tornadoes in the USA hit Tornado Alley, which runs down the centre of the country. In this area, cold, dry air from Canada and the Rocky Mountains meets warm, moist air from the Gulf of Mexico and hot, dry air from the Sonoran Desert in the south-west, causing atmospheric instability, heavy precipitation and intense thunderstorms. This makes Tornado Alley the ideal place for storm chasing.

The best way to go storm chasing is by taking a tour organized by experts in the field. Several companies offer different tours, but you should look for a company which has existed for a long time and has invested in the latest technology to locate severe weather in action. About sixty per cent of storm chasing relies on visual clues from the sky and it takes years to be able to recognize these clues. The other forty per cent is knowing how to read weather data recorded by machines. Without the necessary experience and equipment, a company is unlikely to realize your expectations.

A typical day on a storm chasing tour starts once the experts have analysed all the data and located some severe weather. They inform the tour guests of the route and set off for the target area at around 9 a.m. This may require a long drive – a chase usually covers between 300 and 750 km a day. Prime

storm chasing time is usually late in the afternoon or in the early evening, so the group will stop off for lunch at a popular restaurant on their way. The organizers aim to arrive in the vicinity of the severe weather by 4 to 6 p.m. When conditions are right and a tornado forms, the tour chases it until it disappears. Only twenty-five to thirty per cent of the tours are lucky enough to witness an actual tornado, but they are all able to see how great storms form and discharge the contents of the clouds over the plains. The rain is usually accompanied by loud claps of thunder and dramatic lightning shows. Some companies offer a discount to guests who don't see storms that have been issued tornado warnings by the National Weather Service. Storm chasing holidays can be booked online. The first set of tours run from early May to late June and cost around \$2,600 per person. This usually includes six days of storm chasing, seven nights' accommodation and road transport during the tour. It does not include the airfare to and from the base city or any food. Tour guests can expect to stay in comfortable hotels and motels while they're away and they travel in special storm chasing vans belonging to the company. So if you're a risk-taker and you love to get your adrenaline running, why don't you give storm chasing a go? You're sure not to regret it.

- 1 T 2 T 3 T 4 F 5 F 6 T 7 T 8 F

2 Students' own answers

3 Students' own answers

- 4 1 the Giant's Causeway  
2 the Richat Structure, the Spotted Lake  
3 the Richat Structure  
4 the Spotted Lake  
5 the Giant's Causeway, the Richat Structure  
6 the Spotted Lake

- 5 1 has 2 for 3 unless 4 great 5 over  
6 will 7 case 8 be 9 have 10 by

6 Students' own answers

### Additional materials

Literature insight 1 Workbook page 84 Answer key: Teacher's book page 152

Exam insight 1 Workbook page 94 Answer key: See website

# 3

## Things that matter

### Map of resources

#### Section A: Student's Book pages 30–32

Workbook page 20

Vocabulary bank, British vs American English page 136

Teacher's resource disk, Communication worksheet 3B

#### Section B: Student's Book pages 32–33

Workbook page 21

Grammar reference and practice 3.1, Workbook page 113

Grammar reference and practice 3.2, Workbook page 113

Teacher's resource disk, Communication worksheet 3B

#### Section C: Student's Book pages 34–35

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Teacher's resource disk, Functional language bank

#### Section D: Student's Book pages 36–37

Workbook page 23

Grammar reference and practice 3.3, Workbook page 114

Vocabulary bank, Objects in a museum page 136

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Teacher's resource disk, DVD extra + worksheet, Museums page 37

#### Section E: Student's Book pages 38–39

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Grammar reference and practice 3.4, Workbook page 114

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

#### Vocabulary insight 3 page 40

Phrasal verbs

#### Review 3 page 41

Progress check Unit 3, Workbook page 27

Language and skills tests 3A and 3B, Test Bank

### 3A Reading and vocabulary

#### Hoarders

##### Summary

**Topic:** People and possessions

**Vocabulary:** Synonyms; phrasal verbs with *out*

**Reading:** The stuff in our lives

**Speaking:** Discussing the role of possessions in our life

**Communication worksheet 3B:** Dice challenge

#### Lead-in

##### 1

- Ask students to think about their possessions and to make a list of the three things that are most important to them.
- Students work in groups to tell each other about their possessions. Ask them to explain:
  - what the possessions are.
  - why they are important.
  - how long they have had these possessions.
- Ask a few students to share their ideas with the rest of the class.

##### 2

- Tell students to circulate around the classroom and try to find a person who has one of the following things:  
*a lot of CDs, two pets, a silver bike, more than five pairs of jeans, an unusual hat, a musical instrument.*
- The aim is to find one person for each possession.

#### Exercise 1 page 30

- Write the word *hoarders* on the board and elicit or explain that a hoarder is someone who collects and keeps very large amounts of food, money, possessions, clothes, etc.
- Give students one or two minutes to read the questions and the reasons and then ask them to discuss the reasons in pairs. Ask a few students to tell the rest of the class about their ideas.

#### Culture note: Hoarders

A number of reality TV programmes in the UK and in the USA have recently brought the problem of compulsive hoarding to the public's attention. Compulsive hoarding is recognized as a mental health problem and is often linked to obsessive compulsive disorder (OCD).

The reasons someone might become a hoarder are still not completely understood, but hoarders may have other mental health conditions, e.g. a history of alcohol dependence, a feeling of isolation from the community, a stressful lifestyle or a background of deprivation.

It is important to differentiate between a generally messy lifestyle and compulsive hoarding. A compulsive hoarder will be obsessively attached to possessions, refusing to let other people touch or borrow them. They usually have difficulties making decisions and carrying out everyday household tasks and they find it difficult to organize their possessions. Compulsive hoarders can be helped through psychological counselling or they are sometimes treated with anti-depressants.

## Exercise 2 page 30

- Students read the article to identify the reasons given for hoarding. First give them time to read through the reasons in exercise 1 again and identify a key word in each (1: mine; 2: waste; 3: future; 4: sentimental; 5: time; 6: space). Remind them that as they are reading the article in order to find the reasons, they can skip those parts of the article that deal with other things (e.g. the everyday life of the sisters, the lists of things in Sharon's house).
- Check answers by reading out the reasons from exercise 1 and asking student to put up their hands if this reason is mentioned in the article. Then elicit any other reasons given in the article.

### Reasons mentioned from exercise: 1 and 4

**Other reasons: people are naturally resistant to change; people attach more value to things once they own them**

## Exercise 3 page 30

- Go through the strategy with the class. Ask students to think of examples of text types in which the writers must not express a point of view (e.g. encyclopaedias, text books, surveys). Then elicit some examples of text types in which writers do usually express a point of view (e.g. reviews, political commentary, newspaper articles about social issues).
- Point out, if necessary, that the three sentences come from the article. Focus attention on the italicized words and ask students to think about how they illustrate the writer's point of view. Go round the class, asking different students for their ideas. Encourage them to state whether the author is praising or criticizing modern society.

### (Possible answer)

**The author believes that in today's society we are encouraged to accumulate too much stuff and this results in clutter and sometimes hoarding. The author sees this as a negative thing.**

### Extra activity: Further discussion

In groups, students discuss the following questions:

- *Do you agree with the writer that today's society puts too much value on possessions? Why / why not?*
- *Imagine you have to leave your home forever. You can take one item of clothing, one book and one other possession with you. What will you take? Why?*
- *What is more important to you, possessions or experiences? Why?*

## Exercise 4 page 30

- Students work in pairs to do the exercise. Remind them to read the sentences carefully and look for key words,

which will help them to identify the relevant section of the article.

- With a **weaker class**, tell students the line numbers where they can find the answers (1: lines 12–16; 2: lines 23–27; 3: lines 35–37; 4: lines 38–40; 5: lines 46–48; 6: lines 55–57; 7: lines 67–74).
- Check answers as a class.

**1 F: Susie complains about her mum's hoarding.**

**2 T**

**3 T**

**4 F: Elaine is frustrated by her mother's hoarding.**

**5 F: Advertisements encourage us to believe we need their products to improve our lives.**

**6 T**

**7 T**

### Extra activity: Fast finishers

Ask **fast finishers** to write three more true / false sentences about the text and then exchange them in pairs.

## Exercise 5 page 30

- Ask students to brainstorm the names of products which they have recently seen advertised. Encourage them to think about viral videos, magazine and newspaper advertisements and TV commercials, and ask whether they feel advertising affects their decision to buy something. Students should also think about Twitter campaigns and 'liking' companies or products on Facebook.
- Elicit Elaine's advice to her mother (*Mum needs to ask herself: if I didn't have it, would I go out and buy it? If the answer is 'no', then she should bin it.*). Students then discuss this advice in pairs or groups.

## Exercise 6 page 32

- Explain that *loads of*, *things* and *rubbish* (when this does not mean 'the rubbish you put in your bin') are all examples of informal vocabulary. With a **stronger class**, elicit more formal ways to express these things (e.g. *loads of* = a large number of; *things* = objects; *rubbish* = unnecessary possessions).
- Point out that *junk* is highlighted twice in the text and elicit or explain that in the fourth paragraph, it is used as a noun whereas in the sixth paragraph it is a verb.
- Write words 1–5 on the board in five columns: *loads of*, *things*, *rubbish*, *throw out* and *hoard*. Then ask different students to write the highlighted words from the article in the correct column.

**1 loads of: piles of, mountains of, stacks of, heap of**

**2 things: stuff, objects, possessions, products, belongings**

**3 rubbish: junk, clutter**

**4 throw out: get rid of, bin, junk**

**5 hoard: amass, accumulate**

## Exercise 7 page 32

- If possible, bring in some pictures from magazines or newspapers to encourage the discussion about possessions. You could look for pictures of minimalist homes and cluttered homes; these could also act as an introduction to the concept of minimalism, which is covered in exercise 9.

- Students work in groups to describe the photos. They then discuss whether they think the things are junk or valuable possessions. They could also discuss their own belongings.
- Circulate and monitor, checking that students are using the vocabulary in exercise 6.

### Exercise 8 page 32

- If necessary, remind students that phrasal verbs are verbs with prepositions or adverbs that change the meaning of the verb. Give some examples of familiar phrasal verbs, e.g. *give up*, *look after*, *turn off*.
- Give students a minute to find the phrasal verbs in the article and do the exercise.
- Check answers as a class.

**a** pick out   **b** clear out, throw out   **c** run out  
**d** spread out   **e** opt out   **f** help out

### Exercise 9 page 32

- If you used pictures of minimalist rooms for exercise 7, refer to these again and ask students if they like this kind of aesthetic.
- Tell students to read the text for gist. Then give them two minutes to complete the text and match the phrasal verbs to their meanings.
- Students compare their answers in pairs.
- Check answers as a class.

**1** reaches out to (f)                      **4** took out (b)  
**2** drop out of (e)                      **5** sort out (a)  
**3** spilt out of (d)                      **6** worn out (c)

#### Additional vocabulary

The following words are from the article *The stuff in our lives*:

- *deceptive* (adj) /dɪ'septɪv/ likely to make you believe something that is not true
- *crammed* (adj) /kræmd/ full of things or people
- *reluctant* (adj) /rɪ'lʌktənt/ hesitating before doing something because you do not want to do it or because you are not sure that it is the right thing to do
- *nomadic* (adj) /nɒs'mædɪk/ being part of a community that moves with its animals from place to place
- *laundry* (n) /'lɔːndri/ clothes, sheets, etc. that need washing, that are being washed, or that have been washed recently
- *emotional currency* /ɪ'məʊʃənl 'kʌrənsi/ a value which comes from the way that we feel about something

### Exercise 10 page 32

- Ask students:  
*Have you bought any new clothes in the last week/month/three months?*  
Encourage them to think about the things they have bought recently.  
*Are they fashion items or practical items?*  
*Will you still be wearing them in a year's time?*
- Students could think about alternatives to throwing things away, e.g. giving things to charity shops, swishing (exchanging items with friends), selling things to a second-hand shop or using online auction sites.
- Students then discuss the questions in pairs.

### Vocabulary bank: British vs American English

page 136

- 1** 1 lift – elevator   2 dustbin – trash can  
3 flat – apartment   4 tap – faucet  
5 chest of drawers – dresser   6 curtains – drapes  
7 cooker – stove   8 garden – yard  
9 wardrobe – closet   10 torch – flashlight
- 2** 1 elevator   2 yard   3 apartment   4 drapes  
5 trash can   6 faucet   7 dresser   8 flashlight  
9 stove   10 closet
- 3** block of flats – apartment block; clothes peg – clothespin; high street – main street; pavement – sidewalk; rubbish – trash; tea towel – dishtowel

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about compulsive hoarding. I can identify synonyms and use phrasal verbs with 'out'. I can discuss attitudes towards possessions and minimalism.*

## 3B Grammar and listening

### What's left behind

#### Summary

**Topic:** Holiday possessions

**Grammar:** Articles; determiners

**Listening:** What people leave on holiday

**Speaking:** Discussing consumption and recycling

**Communication worksheet 3B:** Dice challenge

### Lead-in

**1**

- Write the following items on the board:  
*a purple ball gown*  
*a set of false teeth*  
*a lawnmower*  
*two human skulls in a bag*  
*a wheelchair*  
*a 1.2-metre tall teddy bear*
- Tell students to work in groups and try to guess how all the items are linked.
- Reveal that this is a list of some of the more unusual items which have been left behind on the London Underground. Explain that 'things which have been left behind' is the topic of the lesson.

**2**

- Ask students to work in pairs and make lists of things they have forgotten recently, e.g. books for school, a travel ticket, money, an umbrella.
- Students then choose one thing from the list and ask and answer in pairs to find out more details about it, e.g. *What did you forget? Why did you forget it? When did you remember about it? What happened?*
- Ask a few students to tell the rest of the class about their partner.



### Exercise 1 1-13 page 32

- Write the following questions on the board:  
*Where are they?*  
*What's the problem?*  
*What's the solution?*
- Before playing the recording, tell students that these dialogues are short, so they will have to pay attention to find the answers. Play the recording twice if necessary.
- Check answers as a class.
- Focus on the two questions in exercise 1. Give students a few minutes to discuss them in pairs. Write a list of items on the board. Ask students to vote on which item they think is most commonly left behind.

#### Audio script

1

**Check-in assistant** Tickets and passports, please.

**Girl** Here you are. What's the matter, Mark?

**Boy** Hmm. I can't find my passport.

**Girl** Isn't it in your bag? Let me look ... There's so much junk in here.

**Boy** I'm pretty sure it's in my wallet.

**Girl** Last time I saw your wallet, it was on the table at the hotel, next to a pile of magazines.

**Boy** Hmm, sorry, but I think it's still there. How much time have we got before the flight?

**Girl** About an hour. I can't believe you forgot ...

**Boy** Listen, if we jump in a taxi we can get back to the hotel and ...

2

**Boy** You get the rucksack, I'll bring the tent.

**Girl** Hey, have you got the keys to the flat?

**Boy** No, you said you had them.

**Girl** Did I? Well, they're not in my jacket. Didn't you pick them up when we were clearing out the tent?

**Boy** Nope. Perhaps they were thrown out with the rubbish.

**Girl** You're joking! They must be in the rucksack.

**Boy** No, not here.

**Girl** What a disaster! How are we going to get in?

**Boy** Look! The bathroom window's open ...

**Dialogue 1: They are at the airport. The boy has left his wallet with his passport in it in the hotel. They are going to take a taxi back to the hotel.**

**Dialogue 2: They are at their flat. They have left their flat keys at the campsite. They are going to try to get in through the bathroom window.**

### Exercise 2 page 32

- With a **weaker class**, remind students that *a* and *an* are indefinite articles, which are used to refer to something for the first time. *The* is a definite article, which is used to refer to specific objects or something that has been mentioned before. There are also times when we do not use an article at all, e.g. before school subjects, languages and sports.
- Ask students to read the text quickly for gist. They then read it again to choose the correct articles.
- Ask students if any of their ideas from exercise 1 were included in the article.
- Check answers as a class.

1 – 2 The 3 the 4 a 5 a 6 the 7 the 8 –

People usually leave behind toiletries or mobile phone chargers.

### Exercise 3 page 32

- Students match examples 1–8 to rules a–h. Remind them to read the sentences around the examples so that they can understand the context for each example.
- With a **stronger class**, ask students to write one more example sentence for each rule a–h.
- Check answers as a class.

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

#### Grammar reference and practice 3.1 Workbook page 113

1 1 the, –, the 2 –, the, the 3 a, – 4 an, –, –, a  
5 the, – 6 –, – 7 a, the 8 the, an

### Exercise 4 page 33

- Focus attention on the photo and ask students to describe what they can see. If necessary, teach *flip-flop* and elicit that this kind of sandal is very popular for beach holidays and holidays in hot countries. Ask students:  
*Do you have a pair of flip-flops?*  
*How many pairs have you got?*  
*Do you buy new flip-flops every summer?*
- Students discuss the questions in pairs or groups. When they have finished, ask a few students to share their ideas with the rest of the class and write them on the board.
- Give students a few minutes to read the article and then ask: *Are any of the ideas on the board included in the article?*
- Check answers as a class.

1 flip-flops

2 They can float out to sea and pollute coastlines.

3 The solution is to collect the flip-flops, wash them and make them into other things, such as jewellery or sculptures.

#### Extra activity

Students can find out more about Julie Church's project by visiting the following website: [www.ocean-sole.com](http://www.ocean-sole.com). Ask them to choose five or six products from the website and design a flyer or a small catalogue using pictures of these products. Students should include details of how the products are made, descriptions of the products and a brief history of Ocean Sole (previously called UniquEco).

#### Language note: Determiners

Students need to have a good understanding of the difference between countable and uncountable nouns before they can use determiners correctly. Write the following words on the board: *apple, happiness, fun, coin, bread, clock, electricity, chair, person, money, book*. Ask students to work in groups and categorize them as countable or uncountable. **Fast finishers** can add more words to each category.

**countable:** apple, coin, clock, chair, person, book  
**uncountable:** happiness, fun, bread, electricity, money

### Exercise 5 page 33

- Encourage students to look at the noun after each determiner and decide whether it is countable or

uncountable. With a **weaker class**, go through the text with students first, getting them to underline the countable nouns and circle the uncountable nouns. This will help them to categorize the determiners more easily.

- Students compare their answers in pairs.
- Check answers as a class.

1 **much of, a little, little, far too much**

2 **many, several, far too many, a few, few**

Both countable and uncountable nouns: **hardly any, some, a lot of, (almost) none of, (almost) all of**

### Exercise 6 page 33

- Students complete the chart to show the difference in meaning between the determiners. Encourage them to keep a copy of this chart in their vocabulary books and to refer to it when they want to describe quantity.
- Check answers as a class.

1 **almost none**

2 **hardly any**

3 **(a) little, (a) few**

4 **some**

5 **several**

6 **many, much, a lot of**

7 **far too much / many, almost all**

### Exercise 7 page 33

- Remind students to look at the nouns following the determiners and decide if they are countable or uncountable.
- Point out the difference in meaning between *a little* (= some) and *little* (= not much), and between *a few* (= some) and *few* (= not many).
- Students compare their answers in pairs.
- Check answers as a class.

1 **some** 2 **not many** 3 **some** 4 **not much**

### Grammar reference and practice 3.2 Workbook page 113

1 **1 little, a lot of** 2 **several** 3 **hardly any**  
4 **almost no** 5 **Almost none of** 6 **a little, a few**

### Exercise 8 page 33

- Give students a minute to choose the correct options for each sentence and check their answers.
- Elicit or explain that *consumption* means 'the energy, food or materials that we use'.
- Students then choose one opinion and discuss it in pairs. Circulate and monitor, helping with vocabulary if necessary.

1 **almost all, few**

2 **too many, a lot of, much**

3 **Few, little**

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand dialogues about things which have been left behind. I can use determiners and articles. I can understand texts about things left in hotels and cleaning the coastline. I can discuss consumption and recycling.*

## 3C Listening, speaking and vocabulary

### One man's trash ...

#### Summary

**Topic:** Making art from rubbish

**Listening:** *Trash People*

**Vocabulary:** Adjectives describing objects

**Functional language:** Selecting things to exhibit

**Speaking:** Describing a photo of a piece of artwork; choosing items to display at a museum exhibition about your local community

### Lead-in

1

- Write the following gapped sentences on the board:
  - 1 Up to \_\_\_% of what you throw away could be recycled. (60)
  - 2 The unreleased energy in the average dustbin each year could power a television for \_\_\_ hours. (2,500)
  - 3 On average, \_\_\_% of the money you spend on a product pays for the packaging. (16)
  - 4 Up to \_\_\_% of a vehicle can be recycled. (80)
- Ask students to work in pairs and try to guess the numbers that complete the sentences.

2

- Write the word *RUBBISH* on the board. Put students into groups of three or four. Ask them to create a word web for *rubbish*. You can suggest different categories, e.g. synonyms, adjectives, recycling words, or students can come up with their own ideas.
- Give students a few minutes to create their word webs. Then ask one student from each group to draw their group's word web on the board.

### Exercise 1 page 34

- Focus attention on the title: *One man's trash* and remind students that *trash* is the American English word for *rubbish*.
- Students look at the photos and discuss the questions in groups.
- Ask a few students to share their group's answers with the rest of the class and write notes on the board.

### Exercise 2 1•14 page 34

- Explain to students that they should listen to the recording to compare their ideas in exercise 1. Remind them that they do not have to understand every word.
- Play the recording and then ask students to look at the notes on the board from exercise 1. Which of the ideas are mentioned in the recording?

### Audio script

**Presenter** Arms and legs made from rusty aluminium cans, bodies made up of dated, decaying plastic keyboards and smooth, transparent car headlights becoming broad, triangular shoulders. One man's trash is another man's treasure, and controversial German artist HA Schult used other people's rubbish to create something quite extraordinary – an exhibition called *Trash People*. So today in

the studio, we have James, the editor of *Art Now* magazine, to answer some of our questions. I guess the first one has to be: what exactly is *Trash People*?

**James** Well, *Trash People* is an army, or rather an exhibition of 1,000 individual people – or soldiers, if you like – all made out of the waste we throw out. It took Schult and thirty assistants six months to make these striking sculptures using all sorts of junk, from crushed aluminium cans to tangled copper wire and anything else they could find. // In fact, each of the figures is different, with their own trashy ‘personality’! So while one figure has a face made of beaten metal, another has ripped packaging for a mouth. Who would have thought that all that rubbish could look so stunning? //

**Presenter** It’s true that they’re very striking ... disturbing, even ... So once his army was assembled, what did he do with it?

**James** Well that’s the interesting thing. You see, Schult took the sculptures all around the world, exhibiting them in famous places such as the Great Wall of China, the pyramids at Giza, Moscow’s Red Square, New York and the Arctic. In fact, he travelled with his *Trash People* for more than ten years.

**Presenter** And what do you think he was hoping to achieve with all this rubbish?

**James** Probably that *Trash People* would encourage us to reflect and to think about the amount of waste in our society – and, hopefully, to do something about it. The people in a way are images of ourselves. In fact, Schult himself famously said: ‘We produce trash, are born from trash and will turn back into trash.’ //

**Presenter** Is Schult an environmental artist, then?

**James** You could say that. He’s often tried to promote awareness of environmental issues. // He filled St Mark’s Square in Venice with trash and paper and he created a huge winding paper river in New York, using old editions of the *New York Times*. He’s also built an experimental hotel in Rome made from twelve tons of smelly debris picked up from Italian beaches. It’s called *Save the Beach*.

**Presenter** That’s impressive, although he’s not the only artist using trash to promote environmental awareness. //

**James** No, and he’s not the first. Artists have been using junk for a long time. In the early 20th century, Pablo Picasso used newspapers and bits of old objects in his cubist paintings. Expressionist painters like Jackson Pollock also used rubbish, but nowadays artists use junk for different reasons – many want to underline the problem of modern life – life overwhelmed by trash. //

**Presenter** That’s an interesting point, but does environmental art really influence us? Is there any point in doing it?

**James** That’s a tricky question, but as each person in the West produces around two kilos of garbage a day, 13.4 kilos a week or 726 kilos a year, someone needs to do something. It’s a fact of life that most of this waste ends up in rubbish dumps or the sea, so if environmental art discourages us from throwing so much away, perhaps reusing and recycling a little more, then yes, there is a point. I think that for many of us, there are so many things going on in our lives that we need a small reminder every now and then of the consequences of our actions. These reminders make us more environmentally aware and encourage us to behave more responsibly. ‘We must change the world before the world changes us,’ says Schult, and I think that these environmental artists, well, I think they believe that people can do that.

- 1 An environmental artist is someone who uses art to highlight the impact of modern society on the environment.
- 2 Environmental art reminds us to consider the consequences of throwing so much away. This may encourage us to reuse and recycle more.
- 3 Students’ own answers

### Extra activity: Internet research

Ask students to find out about other well-known environmental artists. Write the names of the following artists on the board:

*Andy Goldsworthy, Joseph Beuys, Rosalie Gascoigne*

Students choose one of the artists, do some online research and prepare a presentation about the artist and his/her work.

### Exercise 3 1•14 page 34

- Give students a minute to read the sentences before they listen to the recording again.
- With a **weaker class**, pause the recording where shown (//) and check the answer to each question.
- With a **stronger class**, ask students to write correct versions of the false sentences.
- To check answers, read out each sentence and ask students to raise their hands if they think it is false. This is a good way of finding out how many students in your class are correctly identifying the true and the false sentences.

- 1 F: Thirty people worked with Schult on *Trash People*.
- 2 F: Each trash person was made from different materials.
- 3 F: His main aim was to make us think about the amount of waste we produce.
- 4 T
- 5 F: He finds Schult’s work impressive.
- 6 T
- 7 T

### Exercise 4 page 34

- Give students a minute to read the phrases first. They then work in pairs to match the adjectives to the categories.
- Check answers as a class.

- a **type or purpose:** car
- b **material:** aluminium, plastic, copper, paper
- c **size:** broad, huge
- d **age:** dated
- e **colour:** transparent
- f **origin or nationality:** German
- g **shape:** triangular, winding, crushed, tangled
- h **opinion:** controversial
- i **other qualities:** rusty, smooth, ripped

### Exercise 5 page 34

- Students do the exercise individually or in pairs.
- Tell students there is one category that does not have an example and one adjective is not used.
- Ask **fast finishers** to add one more adjective to each category, using a dictionary if necessary.
- Check answers as a class.

- a **type or purpose:** no example
- b **material:** silk, bronze, wooden

- c** size: tiny
- d** age: contemporary, antique
- e** colour: colourful
- f** origin or nationality: Indian
- g** shape: rectangular
- h** opinion: witty, troubling, stunning, delicate
- i** other qualities: abstract

**Order of adjectives:** opinion, size, shape, age, colour, origin or nationality, material, type or purpose, other qualities

### Exercise 6 page 34

- Students use the information in exercises 4 and 5 to complete the sentences.
- Do the first sentence together and tell students that they can see a photo of Slinkachu's work at the top of page 35.
- Students do the exercise individually.
- Check answers as a class.

- 1 troubling, tiny, contemporary
- 2 controversial, bronze
- 3 stunning, rectangular, abstract
- 4 antique, Chinese, wooden
- 5 delicate, Indian, silk
- 6 witty, colourful

### Exercise 7 page 35

- Read out sentence 1 in exercise 6 again and ask students to look more carefully at the photo.
- You could tell students that the figures used in Slinkachu's art are all about one centimetre high and he gets them from a company that makes model railway components.
- Give students a few minutes to discuss the questions in groups. Then ask for each group's suggested title for the artwork. Finally, reveal that the actual title is *Life as we know it*.

### Exercise 8 page 35

- Give students a minute to look at the photos and think about the possible location of the museum (Spain). You could give them clues, e.g. a place where football is very popular, a place associated with Christopher Columbus, a place with Moroccan influences.
- Students discuss the question in pairs. Then ask a few students to share their ideas with the class and write them on the board.

### Exercise 9 1•15 page 35

- Play the recording for students to check their ideas in exercise 8 and to find out which objects were selected.
- Check answers as a class.

#### Audio script

**Boy 1** What do we have to do, exactly?

**Girl 1** Well, our main objective is to decide which objects tell our local story best for a community museum. We need objects for display cases dealing with the environment, culture and history.

**Girl 2** OK, so if we want to say something about the environment, we could have something from the beach. It's a big part of local life.

**Girl 1** You mean like seashells or a pair of flip-flops?

**Girl 2** Seashells would be good – they're prettier and more eye-catching. There are quite a few issues surrounding the beach, too. We could include some litter, for example, to raise people's awareness of local problems.

**Girl 1** That sounds like a really good idea.

**Boy** We might want to have a carnival mask, as well. We have a lot of local fiestas and the mask will help illustrate that.

**Girl 1** True, but I'm not sure this is the right place. Won't that go in the culture display case?

**Girl 2** Yes, that could be the best place for it. But we're forgetting the history display case. How about having a mosaic tile there to show the Arabic influences in our local culture?

**Girl 1** Maybe, although a picture of Christopher Columbus might be better. People associate him with Spain, don't you agree?

**Boy** Won't everyone do that? Let's try and be a bit more original. The tile could be more intriguing – there's more of a story behind it.

**Girl 1** OK, you've convinced me!

**Girl 2** Me too.

The museum is located in Spain.

The people selected seashells, litter, a carnival mask and a mosaic tile.

### Exercise 10 1•15 page 35

- Play the recording again for students to complete the phrases and write the correct headings.

- Check answers as a class.

- 1 objective 2 might 3 sounds 4 could
- 5 illustrate 6 convinced 7 sure 8 agree

- A Stating aims B Making suggestions
- C Approving suggestions D Rejecting suggestions

### Exercise 11 1•16 page 35

- Ask students to read the phrases. Then play the recording for students to tick the phrases they hear and match them to categories A–D.
- If necessary, play the recording again so that they can decide which display case the students are talking about.
- Check answers as a class.

#### Audio script

**Girl** What about a fan to represent culture? It's part of our regional identity.

**Boy** That's true, although not many young people use them nowadays.

**Girl** Still, they represent tradition – our past. Surely that's important.

**Boy** Well, I'm not convinced. I think the aim is to concentrate on things that are relevant now, isn't it? The football would be a good object to display. After all, we do have the best team in the world.

**Girl** I don't think that's the best choice. There's nothing cultural about football!

**Boy** Or maybe the carnival mask? That might be the solution.

**Girl** Sorry, but I still think fans are more important.

**Boy** Well, I can see we're not going to see eye to eye on this one. Let's look at history instead ...

**Phrases mentioned:** I don't think that's the best choice. ; We're not going to see eye to eye on this one! ; Let's look at ... ; That might be the solution. ; Well, I'm not convinced. ; The aim is to concentrate on ...

- A **Stating aims:** The aim is to concentrate on ...
- B **Making suggestions:** Let's look at ... ; We should focus more on ...
- C **Approving suggestions:** That might be the solution. ; I think that's an excellent point.
- D **Rejecting suggestions:** Well, I'm not convinced. ; We're not going to see eye to eye on this one! ; I don't think that's the best choice.

The students are talking about the culture display case.

### Exercise 12 page 35

- You could bring in some local newspapers, magazines and tourist leaflets about local attractions to generate some ideas about possible objects to display.
- Students work in pairs. Circulate and monitor, ensuring that students are using the new language and that everyone is contributing suggestions.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about environmental art. I can use adjectives to describe objects. I understand the order of adjectives in a sentence. I can take part in a discussion about selecting things to exhibit.*

## 3D Culture, vocabulary and grammar

### Lost treasures

#### Summary

**Topic:** Museums and their exhibits

**Reading:** Saved or stolen?

**Vocabulary:** Compounds with participles

**Grammar:** Verb patterns

**Communication worksheet 3A:** A wide-ranging discussion

### Lead-in

1

- Tell students that they are going to learn about the British Museum, one of the most famous museums in the UK. Ask them to discuss the following questions in pairs or groups:  
*How often do you visit museums?*  
*Do you prefer specialist museums or general museums?*  
*Can you name any famous museums in your own country or other countries?*
- Ask a few students to share their ideas with the rest of the class.

2

- Write the following on the board:  
*an Egyptian mummy, the Rosetta Stone, sculptures from the Parthenon, a statue from Easter Island*
- Ask students to work in pairs or groups to discuss what links them. (They are all exhibits in the British Museum.) Students may guess that the items are all of historical or cultural importance, which is true, but encourage them to think of one place in particular that links these things.

- If no one can guess the answer, tell students to open their books and read the first line of the article.

### Culture note: The British Museum

The British Museum has several controversial objects in its collections and there are ongoing disputes with various countries demanding the return of their artefacts.

As well as those mentioned in the article, there are also the Benin Bronzes claimed by Nigeria; the Ethiopian Tabots claimed by Ethiopia; and many manuscripts, paintings and relics from the Mogao Caves, claimed by China.

In 2006, after a twenty-year-long dispute with Australia, the British Museum agreed to return the ashes of Aboriginal ancestors to Tasmania.

The term 'Elginism', although not in most dictionaries, is used to describe an act of 'cultural vandalism' and refers to the British Museum's custody of the Elgin Marbles.

### Exercise 1 page 36

- Go through the discussion questions with students. Point out that the first question is specifically about national museums and remind students about the discussion that they listened to in 3C. Elicit the meaning of *encyclopaedia*. From this, students should be able to deduce that an encyclopaedic museum is a museum that includes objects representing a wide range of subject areas.
- Students discuss the questions in pairs. They then read the first two paragraphs of the article and compare their ideas with those in the article.

### Exercise 2 page 36

- Students read the article to identify the key information in each paragraph. Remind them that the first one or two sentences in each paragraph usually give a good indication about the topic of that paragraph. Discourage students from trying to understand every word in order to do this matching activity.
- Check answers as a class.

A 6 B 2 C 3 D 4 E 1

### V insight Compounds with particles

Compound adjectives are adjectives made of two or three words. They usually have a hyphen between them.

Many compound adjectives have these patterns:  
adjective/adverb + present/past participle (e.g. *fast-paced*)  
noun + present/past participle (e.g. *sun-kissed*)

### Exercise 3 page 36

- Give students a minute to find the words in the article and decide what kind of compounds they are. Ask:  
*Are the highlighted words compound nouns?* (no)  
*Do they describe a verb or a noun?* (a noun)
- Remind students, if necessary, that regular past participles end in *-ed* and present participles end in *-ing*.
- Check answers as a class.

They are compound adjectives.

**adjective + past participle:** broad-minded

**adverb + past participle:** well-earned, well-documented, well-known

**noun + past participle:** hand made

**adjective + present participle:** wide-ranging  
**adverb + present participle:** never-ending  
**noun + present participle:** self-defeating, breathtaking

#### Exercise 4 page 36

- Go through the words with students and ask them to identify the nouns (*heart, thought, mind*), the adverbs (*highly, well, much*) and the adjective (*fast*).
- Then ask them to identify the present participles in the sentences (*provoking, breaking, blowing*) and the past participles (*anticipated, known, felt, respected, paced*).
- Students work in pairs to complete the sentences.
- Check answers as a class.

1 much, well 2 thought, heart  
3 heart, highly 4 fast, mind

#### Exercise 5 page 36

- Demonstrate the activity by telling students a little about an exhibition you recently went to, e.g. *Last week I went to an exhibition of thought-provoking paintings by the well-known artist Jackson Pollock. It was a mind-blowing collection.*
- If students are struggling to think of an exhibition or museum they have visited, they could practise using the compound adjectives to discuss a film or book.

#### Extra activity: Further discussion

In groups, students discuss the following questions:

- In the UK, most large museums do not charge an entrance fee. Do you think this is a good idea? Why / why not?*
- Imagine you could set up an exhibition at the British Museum. What would you include in your exhibition? Why?*
- In what ways do you think museums help to educate people about culture? How could they be improved?*

#### Exercise 6 page 36

- Go through the verbs in 1–5 and make sure that students understand the meaning.
- Give them two minutes to match the verbs to the patterns and then ask them to work in pairs to find examples in the text.
- Refer students to the Grammar reference in the Workbook to find more verbs for each pattern and to see examples of the meaning changes for pattern e.
- Check answers as a class.

a 2 b 1 c 5 d 3 e 4

#### Exercise 7 page 37

- This exercise focuses on verbs which are followed either by the infinitive or an *-ing* form. Tell students to read the sentences carefully and think about the meaning before they complete the sentences.
- Check answers as a class.

1a to read (you should read)  
1b reading (I remember reading this in the past)  
2a to talk (he stopped in order to talk)  
2b talking (he was no longer talking)  
3a taking (as an experiment)  
3b to take (I attempted to take)  
4a to see (I should have seen)

4b seeing (I'll never forget this experience)  
5a to inform (to give bad news)  
5b informing (to be sorry for doing)  
6a to describe (the guide described Ice Age art after ...)  
6b describing (the guide continued to describe Ice Age art)

#### Grammar reference and practice 3.3 Workbook page 114

1 1 singing 2 wearing 3 to listen, to persuade  
4 switching 5 to walk 6 to have

#### Exercise 8 page 37

- With a **weaker class**, tell students to refer back to their answers in exercise 6 to help them with this exercise.
- Students compare their answers in pairs.
- Check answers as a class.

1 to go 2 to explore 3 visiting 4 to look  
5 focusing 6 being 7 to think 8 (to) realize

#### Additional vocabulary

The following words are from the article *Saved or stolen?*:

- acquire* (v) /ə'kwɪə(r)/ to gain something by your own efforts, ability or behaviour
- trophy* (n) /'trɒfi/ an object that you keep to show that you were successful in something
- decree* (n) /dɪ'kriː/ an official order from a ruler or a government that becomes the law
- loan* (n) /ləʊn/ the act of lending something; the state of being lent
- crucial* (adj) /'kruːʃl/ extremely important, because it will affect other things
- legacy* (n) /'legəsi/ a situation that exists now because of events, actions, etc. that took place in the past

#### Exercise 9 page 37

- Students discuss the questions in pairs. They could look at the website of a famous national museum in their country and make a list of some of the artefacts that come from other countries. Alternatively, they can brainstorm examples of national treasures.
- Circulate and monitor, helping with vocabulary if necessary.

#### Vocabulary bank: Objects in a museum page 136

1 1 mummy 2 tablet 3 coins 4 statue 5 vase  
6 helmet 7 sculpture 8 weapons 9 jewels  
10 pottery 11 mask 12 tools  
2 1 sculpture 2 vase 3 helmet 4 tools  
5 sculpture 6 weapons 7 pottery 8 tablet  
9 jewels 10 coins 11 mummy 12 mask  
3 Students' own answers

DVD extra Museums

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the British Museum. I can use different verb patterns. I can use compound adjectives with participles. I can talk about a country's museums and what kind of artefacts they should have.*

## 3E Writing

### A story

#### Summary

**Topic:** Fiction

**Reading:** Lost and found

**Grammar:** Ordering events in a story

**Writing:** A short story

#### Lead-in

1

- Tell students that they are going to write a short story in this lesson. Ask them to work in groups and discuss the following questions:  
*Do you ever read short stories?*  
*Which of these things do you think are most important when you read a short story: an exciting plot, romance, believable characters or a fast pace?*

2

- Write the first four sentences from the story *Lost and found* (page 39) on the board:  
*Having found it, I wasn't sure what to do with it. At first I looked around me. Perhaps the owner wasn't far away? Realizing they'd probably gone, I slipped it into my backpack and decided to hand it in at the next stop.*
- Ask students to get into groups and discuss possible answers to the following questions:  
*What has the writer found?*  
*Where is the writer?*  
*What is the writer going to do next?*
- Give students a few minutes to discuss their ideas in groups. Then ask a few students to share their group's ideas with the rest of the class. Write notes on the board so that students can check their predictions later, when they read the whole story.

#### Exercise 1 page 38

- Demonstrate the activity. Tell students a true story about yourself, or use this idea: *Last week, I missed my stop on the bus. I got off at the next stop, but then I realized I'd forgotten my basket. It had my cat in it! Fortunately, someone on the bus had noticed, so they got off at the next stop with the basket and managed to find me. I was so happy to see my cat again!*
- Students work in pairs to make up a story about when they lost something or to tell a true story.

#### Exercise 2 page 38

- Give students time to read parts 1 and 2 of the story and check their predictions in lead-in activity 2.
- Go through the questions with students and elicit answers.
- Ask students to suggest an ending for the story. Accept all suggestions and write them on the board. Explain that students will find out how the story ends a little later.
- Check answers as a class.

**A smooth black folder with drawings was lost. It was a shock to the owner because she only found out during her interview. However, she didn't panic. Students' own answers**

#### Exercise 3 1.17 page 38

- Play the recording for students to check their ideas.
- Check comprehension by asking the following questions:  
*What did Sarah see when she got off the train?* (a poster)  
*Where was the folder?* (under Mark's desk)  
*When did Sarah arrive at the exhibition?* (at 7 p.m.)  
*What was the boy looking at?* (her black and white drawings)

#### Audio script

##### Lost and Found: Part 3

A few days later, Sarah was travelling back to St Martins for a second interview. As she got off the train, she saw a poster. The poster was advertising an exhibition of lost and found artwork on London transport. It was in Hoxton Square, which wasn't that far away. Sarah thought about her portfolio and decided to go that evening.

Later that day, Mark was on the same train, and looking up, he read the same advert. It reminded him of the black folder that was still in a heap of clutter under his desk at home. He decided he must make time to return it. That evening, after finishing college, he went back home.

At around 7 p.m., Sarah turned up at the exhibition. There were a lot of photos, some sculptures, and of course, there were drawings, too. Having searched through some of them, she noticed a boy. He was looking at some black and white pictures and all at once she realized they were the drawings from her portfolio. Sarah walked over to him: 'Interesting, aren't they?' she said. 'Yes, they're great,' he replied. 'I hope they find their owner.' Sarah smiled and said: 'I'm sure they will.'

#### Exercise 4 page 38

- Go through the strategy with the class. Ask students to give you an example of a first person text (e.g. a diary).
- Give students three or four minutes to read the story again and to answer the questions. Play part 3 of the story again, if necessary.
- Check as a class.

**1 Parts 1 and 2 are told in the first person. Part 3 is told in the third person. The first person narrative in parts 1 and 2 allows the reader to experience the story from the girl and boy's perspective. The third person narrative in part 3 is used when their stories meet.**

**2 Part 1 uses a hook at the beginning. It doesn't immediately tell us what the narrator found and this makes us want to keep on reading.**

**3 Part 2 starts in the middle of the action, by describing the protagonist rushing somewhere because she is late.**

**4 Suggested answers: bored, annoyed, frustrated. He probably doesn't enjoy his journey to college.**

**5 Sarah sees lots of books, drawings and photographs, and two people who are older than her. This shows that she is probably nervous and wants to make a good impression on the people in the room.**

**6 Part 3 tells us that Sarah has found her photos. We don't know if she will meet Martin, or if the boy in Part 3 is him.**

#### Exercise 5 page 38

- Explain to students that the sentences are examples of ways in which we can put events in order. Two of the sentences describe a sequence of events – one event happens after another event. The other two sentences describe events that happen at the same time.

- Demonstrate this:
    - Do two things one after the other. Open your bag and then sit down. Then say: *Having opened my bag, I sat down. After opening my bag, I sat down.*
    - Do two things at the same time. Stand up and drop a pen. Then say: *As I stood up, I dropped my pen. Standing up, I dropped my pen.*
  - Students work in pairs to do the exercise.
  - Check as a class.
- a We use *having* + past participle and *after* + *-ing* to describe an action that happens before another action.
- b We use *as* + past simple or a present participle to describe two actions that happen at the same time.

### Grammar reference and practice 3.4 Workbook page 114

1 1 b 2 c 3 e 4 a 5 d

### Exercise 6 page 38

- Remind students to think about the sequence of events. Does one thing happen after the other, or do the two things happen at the same time?
  - Students work individually to do the exercises.
  - Check answers as a class.
- 1 After studying long and hard in the city library, Lucas caught the bus home.
  - 2 Having sat down beside him, an old lady started to complain about the dreadful weather.
  - 3 After quickly getting off at the next stop, he realized he'd picked up the wrong bag.
  - 4 Hurrying after the departing bus, he tried to get the driver's attention.
  - 5 As he clumsily dropped the bag, something fell out.

### Extra activity: Fast finishers

**Fast finishers** continue the story in exercise 6. Encourage them to include answers to the following questions:  
*What fell out of the bag?*  
*Was it unusual/surprising/funny/dangerous?*  
*How did the discovery of the thing in the bag affect his life?*

### Writing guide page 39

- Read the **task** together, making sure students are clear that they have to write a story about an object they have lost. They can tell a true story or they can make one up.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their story. Encourage them to think about the personalities of the people in their story and remind them to refer to the *Telling a story* strategy on page 38.
- Circulate and monitor while students **write** their stories, making sure they organize their paragraphs according to their plan. Check that they are ordering events in the story, using a hook, and giving the ending some kind of twist.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Extra activity: Fast finishers

Ask **fast finishers** to compare their stories with a partner. Whose is the most interesting?

### Additional writing activity

Write a story with this beginning:

*It was early in the morning – very early. I was still lying in bed when I heard footsteps coming up to my door. I waited for the knock but there was none. Just a pause, and then the footsteps disappearing again. I rolled out of bed and stumbled to the door. When I opened it, I saw ...*

### Learning outcomes

Ask students: What have you learned today? What can you do now? and elicit answers: *I have learned how to write a story. I can order events. I can use strategies for telling a story.*

## Vocabulary insight 3 page 40

### Phrasal verbs

- 1 1 turn out 2 throw away / out  
3 opt in to / out of 4 clear out
- 2 1 movement from inside to outside 2 in
- 3 1 f 2 e 3 a 4 d 5 c 6 b
- 4 give out d find out b turn out c  
cross out a set out f bark out e
- 5 1 barking out 2 give out 3 find out 4 set out  
5 turns out 6 crossed out / 've crossed out
- 6 Students' own answers

### Review 3 page 41

- 1 1 accumulate / amass 2 belongings / possessions  
3 bin / get rid of 4 clutter / junk 5 heaps / stacks
- 2 1 throw 2 run 3 spreading  
4 spilling 5 sort 6 reach
- 3 1 There's a rusty old bronze statue in the square.  
2 He's a young contemporary French artist.  
3 They drink tea in tiny, delicate china cups.  
4 She was wearing a stunning colourful silk outfit.  
5 There is a large rectangular wooden table in the room.  
6 We saw a witty French abstract play.
- 4 1 breathtaking 2 handmade 3 heartfelt  
4 never-ending 5 thought-provoking  
6 well-respected 7 well-earned
- 5 1 an 2 – 3 The 4 the 5 – 6 the 7 a
- 6 1 a lot of 2 few 3 a little 4 far too many  
5 a few 6 almost all of 7 little
- 7 1 They recommended us to book / They recommended booking a guided tour of the exhibition.  
2 Remember to apply sunscreen regularly.  
3 The guide didn't let them take photos.  
4 When I was sixteen, I stopped collecting stamps.  
5 I can't afford to buy new furniture (because it's too expensive).  
6 After art school, she went on to become a sculptor.  
7 The travel programme inspired us to visit Greece.



# 4

## Mind and body

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Teacher's resource disk, Communication worksheet 4B

#### Section C: Student's Book pages 46–47

Workbook page 30

Teacher's resource disk, Communication worksheet 4A

Teacher's resource disk, Functional language bank

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#### Cumulative review Units 1–4 pages 54–55

Literature insight 2, Workbook page 86

Exam insight 2, Workbook page 97

### 4A Reading and vocabulary

#### Perfect people

##### Summary

**Topic:** Genetic engineering

**Vocabulary:** Verbs and nouns with the same form; noun suffixes: *-ness*, *-ity*, *-ion*

**Reading:** *Gattaca*

**Speaking:** Discussing the ethics of genetic engineering

#### Lead-in

Write the words *SCIENCE FICTION* on the board. Elicit the meaning (a type of book, film or story based on the imagined scientific discoveries of the future). Ask students to work in pairs and discuss the following questions:  
*Which science fiction books have you read? / Which science fiction films have you seen?*  
*Which ideas from these books / films do you think might come true in the future?*

#### Exercise 1 page 42

- Check that students understand the concept of genetic engineering. Elicit or explain that it is possible to affect how a living creature develops by changing its genetic information. Ask students to think of reasons why parents might want to engineer the genes of their future children, e.g. to prevent genetic disorders, to improve their physical fitness.
- Read out the instructions and give students a minute to think about their responses. Ask a few students to share their ideas with the rest of the class.

#### Exercise 2 page 42

- Students skim-read the article to find out in which paragraph the writer mentions points 1–7. Remind them that they only need to understand the gist of each paragraph.
- Check answers as a class.

1 G 2 D 3 A 4 C 5 E 6 B 7 F

#### Culture notes: *Gattaca*

The 1997 film *Gattaca* was not a huge box office success, but it received positive reviews from critics and has since become a cult science fiction film. It presents a negative vision of a world in which there are clear distinctions between 'valid' genetically-engineered people and 'invalid' non-genetically-engineered people. This vision is often referred to by those who oppose genetic engineering.

The letters in the film's title (G, A, T and C) are the initial letters of the four bases of DNA that make up our genetic code: guanine, adenine, thymine and cytosine.

### Exercise 3 page 42

- Check understanding of the film's plot by asking the following questions:  
*Which brother has been genetically engineered?* (Anton)  
*What problems does Vincent have?* (He has several disabilities, including a heart defect.)
- Students discuss the first question in pairs.
- For the first part of question 2, write the following sentence on the board: *Parents have the right to genetically engineer their children.* Give students a few minutes to discuss the statement. Then elicit arguments in favour of and against the statement and hold a class vote.
- Finally, discuss the second part of question 2 as a class. Some possible answers might be that parents will be denying their children advantages that other children have; they will be exposing their children to a greater possibility of ill health; they will be exposing society to problems that may come from less-than-perfect children.

#### Extra activity: Further discussion

In groups, students discuss the following questions:

- *What are the pros and cons of screening embryos for conditions such as depression and a tendency to addiction?*
- *Do you think there will be laws forcing people to have genetically engineered children in the future? Why / why not?*
- *Would you genetically engineer a child if this gave them a better chance in life?*

#### **V insight** Verbs and nouns with the same form

Many English words can be both a verb and a noun, and students should keep a record of them and example sentences to show the words in context.

### Exercise 4 page 42

- Give students time to find the highlighted words and read them in context before they do the exercise.
  - Check answers as a class, making sure that students understand when the words are used as verbs and when they are used as nouns.
  - Give students a few minutes to find other examples of verbs and nouns with the same form in the article. There are numerous examples, so you could ask students to concentrate just on the first two paragraphs.
- 1a** screen (noun: the flat surface at the front of a television, computer or other electronic device, on which you see pictures or information)
- 1b** screen (verb: to examine people in order to find out if they have a particular disease or illness)
- 2a** mind (noun: the part of a person that makes them able to be aware of things, to think and to feel)
- 2b** mind (verb: to not care or not be concerned about something)
- 3a** cause (verb: to make something happen, especially something bad or unpleasant)
- 3b** cause (noun: an organization or idea that people support or fight for)
- 4a** shift (noun: a change in position or direction)
- 4b** shift (verb: to move, or move something, from one position or place to another)

- 5a** burden (verb: to give somebody a duty, responsibility, etc. that causes worry, difficulty or hard work)
- 5b** burden (noun: a duty, responsibility, etc. that causes worry, difficulty or hard work)
- 6a** engineer (noun: a person whose job involves designing and building engines, machines, roads, bridges, etc.)
- 6b** engineer (verb: to arrange for something to happen or take place, especially when this is done secretly in order to give yourself an advantage)
- There are numerous other examples in the article, including *defect, report, chance, smile, start, risk, profile, advance, lead, drop and work.*

#### Extra activity: Fast finishers

On the board, write some examples from the article of verbs and nouns with the same form. **Fast finishers** choose a few of the words and write gapped sentences for them. They then swap their sentences with a partner.

#### **V insight** Noun suffixes: *-ness, -ity, -ion*

We use the suffixes *-ness, -ity* and *-ion* to make nouns from adjectives (or verbs). Sometimes the root of the adjective changes. The nouns formed often describe states, emotions or abstract concepts.

### Exercise 5 page 44

- Write three headings on the board: *-ness, -ity* and *-ion*. Then say *happy* and point to *-ness* to elicit the noun *happiness*. Write *happiness* under the *-ness* heading. Continue with the following adjectives, writing the noun under the relevant heading: *possible* (*possibility*), *impressed* (*impression*), *responsible* (*responsibility*), *sad* (*sadness*), *informative* (*information*).
- Students then work individually to complete the text. Do not check answers yet.

### Exercise 6 page 44

- Ask volunteers to write their answers for exercise 5 under the correct headings on the board.
- Give students a few minutes to check their answers in the article and then ask if anyone wants to change any of the answers on the board.
- Check answers as a class.

**-ion:** depression (4), aggression (5), addiction (8), imperfections (9)

**-ness:** baldness (2), deafness (6), short-sightedness (7)

**-ity:** obesity (1), disability (3)

#### Additional vocabulary

The following words are from the article *Gattaca*:

- *defect* (n) /'di:fekt/ a fault in something or in the way it has been made which means that it is not perfect
- *underclass* (n) /'ʌndəklɑ:s/ a social class that is very poor and has no status
- *trait* (n) /treɪt/ a particular quality in your personality
- *scrutiny* (n) /'skru:təni/ careful examination
- *unreserved* (adj) /,ʌnrɪ'zɜ:vɪd/ complete and without any doubts
- *commodity* (n) /kə'mɒdətɪ/ a product or a raw material that can be bought and sold

## Exercise 7 page 44

- Go through the opinions with the class, pointing out that they are all quotes from the article. You can ask further questions for each opinion to encourage debate:
  - 1 *Do you think we are under pressure to be perfect? How? Do you think this pressure is greater now than it was in the past? Why / why not?*
  - 2 *How does genetic engineering make a child into a 'commodity'?*
  - 3 *Do you think that genetic engineering could make us all the same? Why / why not?*
- Students discuss the opinions in groups. Circulate and monitor, helping with vocabulary if necessary.

### Alternative exercise

You could organize a debate on the discussion questions in exercise 7.

Divide the class into three groups and give each group a different opinion. One half of each group proposes one of the opinions as a motion and the other half opposes it. Give students five minutes to prepare their arguments.

Each group then debates the motion in front of the class. Hold a vote to decide the winners of the debate.

### Vocabulary bank: Phrases with *mind* page 137

- 1 **1 b** 2 **c** 3 **j** 4 **a** 5 **g**  
6 **f** 7 **h** 8 **i** 9 **d** 10 **e**
- 2 **1 go out of their minds** 2 **change my mind**  
3 **give me a piece of her mind** 4 **make up my mind**  
5 **have something on your mind** 6 **cross your mind**  
7 **take her mind off** 8 **Keep in mind**  
9 **slip my mind** 10 **be in two minds**
- 3 **Students' own answers**

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about genetic engineering. I can use verbs and nouns with the same form. I can use the suffixes -ity, -ion and -ness to make nouns from adjectives. I can discuss the ethics of genetic engineering.*

## 4B Grammar and listening

### Fact or fiction

#### Summary

**Topic:** TV hospital dramas

**Grammar:** Talking about habitual behaviour

**Listening:** Ambulance paramedics

**Speaking:** Talking about habits in the past and changes in your life

**Communication worksheet 4B:** Habits

### Lead-in

- 1
  - Write the word *HOSPITAL* on the board. Working in pairs, students try to think of one word related to hospitals for

each letter contained in the word *HOSPITAL*. The first pair to think of eight words wins.

### (Possible answers)

**H** health, hurt   **O** operation, outpatient  
**S** surgery, stretcher   **P** patient, pill   **I** injection, injury  
**T** trauma, treatment   **A** ambulance, anaesthetic  
**L** laboratory, life-saving

### 2

- Tell students that they are going to read about hospitals and TV hospital dramas. Then ask them to discuss the following questions in groups:

*Have you ever been to hospital? Was the experience different from your expectation?*  
*Do you think that hospitals are scary places? Why / why not?*
- Ask a few students to share their group's ideas with the class.

### Exercise 1 page 44

- Give students a minute to look at the photos and ask if they can name the TV hospital dramas (*Grey's Anatomy* and *House*). They then discuss the questions in groups.
  - Go round the class, asking different groups for their answers to the questions. Find out how popular hospital dramas are by asking students to put up their hands if they regularly watch a hospital drama.
  - Students then read the article and compare their ideas with those in the article. You can follow up by asking them a few questions:

*Did any information in the article surprise you?*  
*Do you think that hospital dramas have had their day?*
- 1 **According to the text, the characters in hospital dramas are ordinary people. Storylines often deal with real-life problems. Today, the storylines are a lot more believable than in the past.**
  - 2 **People like this type of drama because they deal with real-life problems. This allows them to reflect on what they would do in those extraordinary situations. They are not very realistic. However, hospital dramas today are more realistic than they used to be.**

### Extra activity

If there is a very popular hospital TV drama that many of your students watch, you could challenge them to give a three-minute summary of one of their favourite episodes. Ask students to work in pairs and make notes about what happened in the episode, who it affected and the results. Then ask them why they enjoyed the episode. Invite a few students to tell the class about their episode.

### Exercise 2 page 45

- Tell students to find the sentences in the text, read them carefully in context and match them to the uses.
- Elicit the main tenses that we use to talk about the past (past simple, past continuous, past perfect) and those that we use to talk about the present or future (present simple, present continuous, *will* and *going to*).
- With a **weaker class**, elicit that the first paragraph is about hospital dramas in the past and the second is about hospital dramas now. The third paragraph has sentences about both the past and the present.

- Write the first use on the board: *habits in the past*. Ask individual students to read out the relevant sentences. Continue with the other two uses: *habits in the present or future; expressing irritation or criticism*.
- Check answers as a class.

1 1, 2, 3, 4, 8 2 5, 6, 7, 9, 10 3 9, 10

### Language note: Describing habits

We use:

- *used to* to talk about repeated past actions or habits and to describe past states.
- *would* to talk about repeated past actions or habits, but not to describe past states.
- the past simple to talk about repeated past actions and to describe past states.

We use:

- the present simple to describe present habits and repeated actions.
- *will* to describe present habits and repeated actions and / or to imply that the behaviour is annoying.
- the present continuous to describe a new or temporary habit or to describe habits that are annoying.

### Exercise 3 page 45

- Students analyse the five sentences describing habits in the past. Write the following on the board and ask students to identify which are habits and which are states:  
*I rode my bike every weekend.* (habit)  
*I lived in a big house.* (state)  
*I was always afraid.* (state)  
*I always watched TV.* (habit)
- Ask students to identify the habits and states in the five sentences in the text and complete the rules.
- After students have completed the exercise, emphasize that *used to* and *would* always imply that the repeated action and habit was in the past, whereas the past simple is ambiguous. For example:  
*I used to / would ride my bike every day.*  
In this sentence, we can be sure that the subject no longer rides their bike every day.  
*I rode my bike every day.*  
In this sentence, we can assume that the subject no longer rides their bike every day, but we can't be sure. Statements in the past simple require further information to clarify, e.g. *I rode my bike every day when I was younger, but I don't any more.*
- Check answers as a class.

a **used to** b **would** c **the past simple**

### Grammar reference and practice 4.1 Workbook page 115

- 1 1 I used to love watching hospital dramas on TV, but now I'm not interested in them.  
2 (correct)  
3 She's not used to having such a big breakfast; she usually just has a piece of toast.  
4 (correct)  
5 I can't get used to the cold weather in this country!  
6 (correct)
- 2 1 would go 2 used to have 3 Did you use to believe  
4 wouldn't get 5 didn't use to understand  
6 would travel 7 used to like 8 would always walk
- 3 1 a 2 b 3 b 4 a 5 a 6 b

### Exercise 4 page 45

- Students work individually or in pairs to rewrite the sentences. Remind them to think about whether the sentences describe past habits, repeated actions or states.
  - Check answers as a class.
- 1 Many medical dramas will often repeat the same storylines.  
2 When my mum was a nurse, she would always work very long hours.  
3 My sister is always insisting / always insists on watching *House* when *CSI* is on!  
4 A few years ago, I used to love detective dramas, but I will rarely watch them now.  
5 In early science fiction dramas, directors would use simple special effects.  
6 In the 1950s, westerns used to be one of the most successful TV genres.  
7 Most evenings, we won't usually have time to watch TV.  
8 I don't like fantasy programmes, but my friend is constantly talking about the new *True Blood* series!

### Exercise 5 1.18 page 45

- Elicit or explain that a paramedic is a medical professional who attends emergencies in an ambulance. Ask students if they have ever watched any TV dramas specifically about paramedics or other emergency services.
- Give students time to read the questions before playing the recording.
- With a **weaker class**, pause the recording after each chunk of text (marked //) and check answers before continuing.

### Audio script

**Presenter** Today in the studio we have Dillon Crawley, an actor from the popular hospital drama *Paramedics*. Before he got his TV job, Dillon used to act in children's theatre. Then, a year ago, his life changed when he was offered a part on the show. Nowadays he's known as Phil Durham, an ambulance paramedic, // but he often wonders how true-to-life his role is. To help him find out, Capital FM arranged for him to go out with real paramedics from a local hospital. How did Dillon, who's used to special effects and made-up storylines, react to real-life drama? Dillon, did anything surprise you?

**Dillon** Well, I'm used to seeing accidents and blood in the TV studio – I witness them every day – but they're not real, I suppose. // I'm used to hearing people screaming or crying,

too, but they're actors, of course. When we finish filming, they just get up and go home.

**Presenter** So going out in the ambulance, was it a bit of a shock?

**Dillon** Yes, it was. The thing is, when you're a paramedic, every day, it's different – you never know who you are going to meet and what problems you'll come across – it's pretty stressful. But despite this, most of the guys I met were incredibly calm and patient. I personally found it really difficult, but they were used to dealing with difficult situations – they worked long twelve-hour shifts, too. By the end of the day, they were fine, but I was exhausted – both physically and emotionally. //

**Presenter** What sort of people did you help?

**Dillon** Everyone from a seventy-year-old diabetic lady who collapsed in a shopping centre, to a twenty-year-old boy who had a motorbike accident. They were both OK in the end, but the boy broke his arm and was crying with pain. It made me cry, too. Being around real pain wasn't a good experience, and it's something I'll never get used to. // But there were some happy stories as well. You get a good feeling when you save someone or even just help them out.

**Presenter** Did you get used to the job at all?

**Dillon** No, not really. You see, paramedics are always on call, and always under pressure. They can't have proper breaks, so they've got used to taking breaks whenever they can – a few minutes to grab a burger or use the toilets at a petrol station. Then it's on to the next emergency call, in all conditions and all weathers. It's such a demanding job and I really respect the people who do it. But I don't think I could get used to it. No, I couldn't get used to such a stressful job.

- 1 Dillon used to work in children's theatre. No, he doesn't work there now.
- 2 Dillon is used to seeing accidents in the TV studio. He witnesses them every day.
- 3 Yes, they are used to working long hours. No, they don't get exhausted.
- 4 Dillon cried when he saw someone in pain. He doesn't think he could get used to it.
- 5 Demanding, stressful. They have to get used to taking breaks whenever they can and working in all conditions and all weathers.

### Exercise 6 page 45

- Remind students about the meanings of *used to*, *get used to* and *be used to*. Then ask students to do the exercise individually.
- Check answers as a class.

a used to (past)

b be used to (past, present and future)

c get used to (past, present and future)

### Exercise 7 page 45

- Ask students to read the sentences and think about whether they describe states in the past, something that is part of someone's life, or something that is becoming normal (but that was not normal before).
- Students work in pairs to complete the sentences. Ask different students to read out their completed sentences. Tell the rest of the class to listen and raise their hands if they think a student has made a mistake.

- 1 wasn't used to
- 2 will get used to
- 3 used to
- 4 get used to
- 5 used to
- 6 get used to
- 7 is used to

### Exercise 8 page 45

- For the first question, ask students to think about TV programmes that they watched when they were younger. Encourage them to think about the characters and the storylines. Students then discuss the question in pairs.
- For the second question, demonstrate by talking briefly about a change to your routine, e.g. *I used to get up at half past seven every morning, skip breakfast and drive to school. But now I get up at half past six and go for a run. Then I have breakfast and cycle to school. At first, it was difficult to get used to waking up so early. I was used to lying in bed and listening to the radio. But then ...*
- Students can discuss their ideas in pairs. Ask a few students to tell the rest of the class about changes to their routines.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about hospital dramas in the past and now. I can understand an interview with an actor in a medical drama. I can talk about my habits and routines in the past and now.*

## 4C Listening, speaking and vocabulary

### Face value

#### Summary

**Topic:** Aesthetics and surgery

**Listening:** Cosmetic surgery

**Vocabulary:** Phrases with body parts

**Functional language:** Discussing a controversial topic

**Speaking:** Discussing the importance of body image; reacting to controversial statements

**Communication worksheet 4A:** Advice line

### Lead-in

- Write *PLASTIC SURGERY* on the board. Elicit or explain that plastic surgery is surgery to repair someone's skin or to improve their appearance. Ask students, in groups, to think of reasons why a person might have plastic surgery.
- Write students' suggestions on the board. Then ask them to open their books and check if any of their ideas are included in exercise 1.

### Exercise 1 1•19 page 46

- Focus attention on the photos. Ask students to guess why there are photos of the dolls in a lesson concerned with appearance and plastic surgery. (Because they represent an idealized and unrealistic image of the human body.)
- Give students a few minutes to read through the reasons for having plastic surgery and to rank them in order of importance. Then read out each reason and ask students to vote if they think it is the most important. Get a volunteer to count the votes and find the class's most important reason for having plastic surgery.

- Play the recording once for students to tick the reasons mentioned in the radio programme.
- Check answers as a class.

### Audio script

**Presenter** Today on *Real Life Profiles*, we have guest psychologist Doctor Andre Lutén, looking at the profiles of two ordinary people who have gone to extraordinary lengths to achieve their dream. Although one is from Japan and the other from America, their goals in life are remarkably similar. Welcome, Dr Lutén.

**Dr Lutén** Thank you.

**Presenter** Let's start with Vanilla Chamu. She's from Tokyo, Japan, and right now she's quite famous and popular.

**Dr Lutén** That's right, she's a model and a popstar, but when she was at high school she wasn't popular at all – her school mates used to call her 'busaiku'.

**Presenter** For our listeners out there, that means 'ugly' ...

**Dr Lutén** According to Chamu, their name-calling and nastiness was very upsetting ... She says they broke her heart and that she became increasingly depressed.

**Presenter** But didn't her parents do something about it?

**Dr Lutén** Well, she did complain to her father, with surprising results. He told her that she was ugly and that she just had to get used to the insults.

**Presenter** How awful!

**Dr Lutén** But what's strange about the remark is that it wasn't actually true. If you look at the photo of Chamu before her operations, she looks just like a normal teenager, a little shy, but certainly not ugly.

**Presenter** So there was no reason for her to feel ashamed or embarrassed?

**Dr Lutén** Exactly, which leads me to conclude that she probably has a poor body image and is obsessed with her physical appearance. And like many people who suffer from this illness, she has put her faith in plastic surgery – it's her 'salvation', she thinks. She wants to be pretty and above criticism, just like the dolls she had when she was a child. But the surgery has become an addiction – today she's had over thirty procedures and has no intention of stopping. Of course, the problem is that, in the process, she's looking less and less like a real person. During a recent television appearance, she was rudely referred to as a cyborg.

**Presenter** She can't be happy with that ...

**Dr Lutén** The sad thing is she will probably never be happy with the way she looks, so she won't stop having surgery. But Chamu isn't alone in her desire to become a living doll ...

**Presenter** Which brings us to our second profile – of a man called Justin Jedlica.

**Dr Lutén** Justin is interesting. He's from a working class family in New York, and did very well at school – he was a straight 'A' student – and yet he wasn't happy. He says the cause of his dissatisfaction was his nose, which he thought was huge – a classic symptom of body dysmorphia.

**Presenter** So what did he do about it?

**Dr Lutén** Well, he asked his parents to pay for an operation. When they refused, he waited until he was eighteen, then dug his heels in and had the surgery without their consent.

**Presenter** So that first operation was only the beginning ...

**Dr Lutén** Correct, and today, over 100 operations later, he is known as the '21st century human Ken doll'.

**Presenter** He looks quite muscular and healthy in these pictures, though.

**Dr Lutén** Perhaps, but he doesn't exercise. Instead, he's had silicone implants put in his chest and arms – the majority of his body is made of plastic.

**Presenter** That can't be good for him.

**Dr Lutén** No, it isn't. Jedlica is aware he is compromising his health, but he insists it's worth it. He no longer worries about his appearance, which is a weight off his shoulders.

**Presenter** So has his quest for perfection come to an end? Has he come to his senses and stopped having surgery?

**Dr Lutén** The answer, unfortunately, is no. Jedlica claims it's impossible to stop – it would be 'like asking Picasso not to paint'.

**Presenter** That's a comparison that is hard to swallow!

**Dr Lutén** Maybe, although some of the things Jedlica says do make sense – there is definitely more to him than meets the eye. He realizes that everyone has a different idea of perfection, and that a positive body image can allow us to thrive. But whether Chamu or Jedlica have a good body image or not is open to debate. Will they ever be happy with the way they look? I very much doubt it. The thing is that real self-confidence, and real happiness only comes from accepting ourselves, warts and all.

The following reasons are mentioned: to stop people bullying you, to help with depression or other mental illness, to improve self-esteem and self-image.

### Exercise 2 1-19 page 46

- Give students a minute to read the statements before playing the recording again.
- Play the recording again.
- Check answers as a class.

1 A 2 A, B 3 – 4 A 5 – 6 A 7 B 8 B

### Exercise 3 page 46

- Go through the strategy with the class. Brainstorm some situations in which students might need to summarize or paraphrase information, e.g. when writing a review of a film or a book, when telling a friend about a conversation with someone else, when writing a research-based essay. Remind students that they frequently use this skill in their own language, both when reading and writing and when listening or speaking.
- Elicit ideas for paraphrasing the first sentence and write it on the board, e.g. *She got sadder and sadder because she was being bullied.*
- Students work in pairs or groups to summarize the rest of the sentences. This will be a challenging activity for **weaker students**. Where possible, pair a weaker student with a stronger student.
- Check answers as a class.

(Possible answers)

- 1 She got sadder and sadder because she was being bullied.
- 2 She believes that plastic surgery can save her. Many other people who think they are ugly also believe this.
- 3 Jedlica knows that he is putting his health at risk, but he doesn't mind.
- 4 He knows that we all have different opinions about perfection, and that we need to believe that we look good.
- 5 Jedlica doesn't think that he can stop having plastic surgery.

#### Exercise 4 page 46

- Explain to students that in English there are many idioms which use parts of the body. Elicit some common ones, e.g. *to give someone a hand* (= to help someone), *to keep your fingers crossed* (= to wish someone luck).
- Students read the sentences and use the context to understand the meaning and do the exercise.
- Check answers as a class. Point out that for 4e we often use the verb *take* with the idiom *a weight off his / her shoulders*.

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

#### Exercise 5 page 47

- Explain to students that a cleft palate is a condition in which somebody is born with the roof of their mouth split, which makes them unable to speak clearly. Ask them to think how this condition might affect a child.
- Students work individually to complete the text.
- Check answers as a class.

- 1 warts and all
- 2 hard to swallow
- 3 there is more to her than meets the eye
- 4 broke her mother's heart
- 5 dug her heels in
- 6 has taken a weight off her shoulders

#### Extra activity

Ask students to do some online research into Operation Smile ([operationsmile.org.uk](http://operationsmile.org.uk)) and use the information to create a poster to advertise the charity.

#### Exercise 6 page 47

- In pairs or groups, students discuss questions 1 and 2. Ask students to think about the effect of the glamorized images that we see in the media. Ask:  
*Do you sometimes compare yourself with people in magazines or on TV?*  
*Do you think that body image is more important today than it used to be?*  
Remind students that the psychologist in the radio programme mentioned that both Jedlica and Chamu have low self-esteem. Ask them to think about how getting attention might affect that self-esteem.

- 1 Students' own answers
- 2 Students' own answers

#### Exercise 7 1:20 page 47

- Tell students to read the questions quickly and try to predict what the news story is about. They should be able to guess that it is about a student called Nadia who has a problem at school.
- Play the recording. Students discuss the questions in pairs.

#### Audio script

**Presenter** When fourteen-year-old Nadia Ilse returns to school, she won't just be carrying a new bag or wearing a new uniform. The high school pupil is preparing to return to classes with a new-look nose, chin and ears after undergoing plastic surgery. Nadia from Georgia in the USA, has been bullied with names such as 'Dumbo' and 'Elephant Ears' since she was six. Her plastic surgery is an attempt to stop

the abuse and end her misery. Nadia feels confident and happy about her return to school, although she's also a little nervous. She's not sure how her tormentors will react to her transformation. Can plastic surgery really beat the bullies?

- 1 She was bullied because of her ears. She had plastic surgery.
- 2 Students' own answers
- 3 Students' own answers

#### Exercise 8 1:21 page 47

- Play the recording for students to compare their ideas in exercise 7 with those in the recording.

#### Audio script

**Girl 1** Personally, I think her plastic surgery is well justified. Being bullied is really unpleasant – can't imagine anything worse.

**Boy** I see where you're coming from, but I firmly believe it's better to ignore it. I mean nasty comments and all that – just not react, you know?

**Girl 1** No, I don't actually. I don't know about that at all ... How can you ignore it if it's really bad? Plastic surgery could help stop it, or at least give someone the confidence to deal with it. It can make a real difference to self-esteem.

**Girl 2** But what if the operation went wrong? Having surgery is risky ...

**Girl 1** Hmm, I'm not convinced by that argument either – it's no different from having braces on your teeth.

**Girl 2** You must be joking! You're going under the knife ...

**Girl 1** Look, I understand what you're saying, but not many operations go wrong ... Really, they don't. And the end result is great ...

**Boy** I think you're both missing the point. Bullying is not going to stop because someone gets their nose straightened or their ears pinned back.

**Girl 1** But what can bullies pick on if you look perfect?

**Boy** Anything they want to. It's not just about looks. What you're saying is that victims need to change and not bullies – which is the wrong message to give.

**Girl 1** Hmm ... I see what you mean.

**Boy** And having plastic surgery is saying everyone needs to look a certain way, when what we should respect is the differences, you know, that we are all different ...

#### Exercise 9 1:21 page 47

- Ask students to try to complete the phrases from memory. Then play the recording again for them to listen and check.
- With a **weaker class**, pause the recording after each phrase to give students time to check their answers and make a note of any corrections.
- Check answers as a class.

- 1 know
- 2 argument (either)
- 3 firmly
- 4 where
- 5 understand
- 6 joking
- 7 missing

#### Exercise 10 1:22 page 47

- Give students a minute to read the phrases. Then play the recording. With a **stronger class**, ask students to match the phrases to the categories A–D before listening.
- Check answers as a class.

## Audio script

**Girl** Well, there's no doubt in my mind that if someone is scarred or born with a physical defect then yes, plastic surgery's absolutely fine. It helps people live a normal life. But when someone generally looks fine, and they still have surgery ... well, in that situation there's no real reason for it, apart from vanity.

**Boy** I understand what you're saying, but if a teen suffers from depression or a poor self-image, plastic surgery can improve their quality of life.

**Girl** But there are other ways of improving your self-esteem which don't involve surgery. Appearance is emphasized far too much, I think.

**Boy** But that's the way it is. We can't do anything about it.

**Girl** Oh, come on! That's just not true.

**Boy** Sorry, but I'm absolutely certain that if it makes you feel better, you should do it.

**Girl** But when you're a teenager your body is still growing and developing. Look around you – many awkward-looking teens grow up to be absolutely fine. They don't need surgery.

**Boy** Hmm ... OK, maybe you have a point ...

**Used in the recording:** I'm absolutely certain that ... ; Oh, come on! ; OK, maybe you have a point. ; There's no doubt in my mind that ... ; That's just not true.

**B** I'm absolutely certain that ... ; I'm completely certain that ... ; There's no doubt in my mind that ...

**C** I know what you're getting at, but ... ; OK, maybe you have a point.

**D** Oh, come on! ; That's just not true.

## Exercise 11 page 47

- Students discuss the opinions in pairs. One student should propose each opinion and the other should oppose it.
- Circulate and monitor, checking that students are using the new language and that they are giving each other the opportunity to speak.

**DVD extra** Surgery: old and new

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about plastic surgery. I can paraphrase or summarize information. I can use phrases with body parts. I can use language to discuss a controversial topic. I can have a discussion about the advantages and disadvantages of plastic surgery.*

# 4D Culture, vocabulary and grammar

## Frankenstein

### Summary

**Topic:** Science fiction

**Reading:** Frankenstein (Mary Shelley)

**Vocabulary:** Word analysis

**Grammar:** Future in the past

## Lead-in

1

- Put students into teams. Tell them that you are going to set a quiz about science fiction writers. Write the names of these famous science fiction novels on the board in one column and authors (in a different order) in another:  
*Frankenstein* (Mary Shelley)  
*Dracula* (Bram Stoker)  
*War of the Worlds* (H.G. Wells)  
*Journey to the Centre of the Earth* (Jules Verne)  
*1984* (George Orwell)  
*Fahrenheit 451* (Ray Bradbury)  
*Dune* (Frank Herbert)
- Give students three minutes to match the novels with the authors. The team that gets the most correct answers wins.

2

- Write the word *MONSTERS* on the board. Ask students to brainstorm the names of famous monsters from films, TV or books. Write their ideas on the board.
- Students then write sentences in pairs about one monster.
- Ask a few students to read out their sentences to the rest of the class.

## Exercise 1 page 48

- Give students a few minutes to read the list of qualities. Make sure they understand all of the words.
- Students work in pairs to discuss their choice of the most important qualities.
- Set a time limit of two minutes for students to read extracts A and B and find Dr Frankenstein's qualities. Remind them that they should scan the text to look for descriptions of personality and character rather than read intensively to understand every word.
- Check answers as a class.

**(Possible answers)**

creativity, determination, self-discipline, patience

## Exercise 2 page 48

- Tell students to read the statements and then scan extract A to find out if they are true or false. Point out that there is also a 'not given' category.
- Tell students to quote the part of the text that proves whether a statement is true or false.
- Check answers as a class.

1 T (lines 11–12: 'the story was a powerful warning against scientific advances')

2 T (lines 11–14: 'the story was a powerful warning against ... the Industrial Revolution, which was about to spread across Europe')

3 NG

4 NG

5 T (lines 27–28: 'Mary inherited her rebellious spirit')

6 T (lines 31–36: '... the couple stayed with the poet Lord Byron, and in the evenings they often entertained themselves by reading ghost stories. After a while, Byron suggested they write their own, and Mary decided she was going to write about her nightmare')

7 NG

8 NG



## Culture notes: Mary Shelley and *Frankenstein*

Mary Shelley's writing was strongly influenced by her father's ideas. He believed that people should only ever act altruistically (for the good of others), and that selfishness would bring about the breakdown of society. Mary's characterization of Dr Frankenstein is an example of this selfish behaviour and the disastrous results arising from it. *Frankenstein* was also seen by some people as a revolutionary book because Dr Frankenstein creates life and is therefore challenging the role of God.

Another important influence on Mary Shelley was the development of scientific knowledge during the early 19th century. While she and her husband were staying with the poet Lord Byron in Switzerland, they discussed recent news stories about two scientists, Galvani and Aldini, who had apparently managed to re-animate dead tissue using electricity.

Many people confuse the title of the book – *Frankenstein* – with the monster itself. *Frankenstein* is the name of the scientist creator, and the monster itself has no name. It is usually referred to as 'Frankenstein's monster'.

### Exercise 3 page 48

- Allow students plenty of time to read extract B again. With a **weaker class**, go through the extract with students and help them to identify the key words in the questions.
- Point out that when analysing a text in detail, students should think about simile, metaphor and what the writer is trying to achieve by using certain words.
- Students compare their answers with a partner.
- Check answers as a class.

#### (Possible answers)

- 1 dreary, dimly, failing, dim. These adjectives and adverbs give an impression of gloom, darkness and depression.
- 2 a) breathless, unable to sleep, tiredness, cold sweat, teeth chattered, every limb was tense  
b) anxiety, horror, disgust, disturbed by the wildest dreams  
The weather reflects Frankenstein's feelings of exhaustion and horror because it is dark and depressing.
- 3 The light may represent the failure of Frankenstein's morality and sense of responsibility for his monster. This might tell us that the writer disapproves of Frankenstein's experiment.
- 4 lifeless thing, the creature, the (terrible) wretch, the being, the (miserable) monster.  
Frankenstein uses the pronouns 'he' and 'it' to refer to the monster. 'The use of 'he' implies that he sees the monster as human to some extent, but 'it' implies that he sees the monster as somehow less than human at the same time.
- 5 eyes: dull, yellow, watery  
teeth: pearly whiteness  
hair: black and flowing  
skin / complexion: yellow, shrivelled, black lips  
This creates an impression of horror, illness and death.
- 6 The creature watches Frankenstein while he sleeps; it tries to communicate, but it is inarticulate; it stretches out its hand to Frankenstein; it smiles at Frankenstein.

## 7 Students' own answers

### Exercise 4 page 48

- You could discuss the questions as a class, encouraging students to contribute their opinions and justify them. For question 1, tell students to look at the second paragraph in extract A for guidance about some of the issues covered in *Frankenstein*. They could mention the creation of life, the role of a parent, and the issue of taking responsibility for one's actions.
- For question 2, explain that there are no right or wrong answers, but students must be prepared to give reasons for their interpretation of the book's purpose.
- For the final question, ask students to read extract B carefully. Is the overall impression optimistic or pessimistic? Does Frankenstein come across as a sympathetic character? What does this tell us about Mary Shelley's views of society or people?

### Additional vocabulary

The following words are from *Frankenstein*:

- *windswept* (adj) /'wɪndswɛpt/ having strong winds and little protection from them
- *agony* (n) /'æɡəni/ extreme physical or mental pain
- *agitate* (v) /'ædʒɪteɪt/ to make something move around, e.g. by stirring or shaking it
- *deprive* (v) /dɪ'praɪv/ to prevent somebody from having or doing something, especially something important
- *inarticulate* (adj) /,ɪnɑ:'tɪkjələt/ not using clear words; not expressed clearly
- *refuge* (n) /'refju:dʒ/ shelter or protection from danger, trouble, etc.

### Extra activity: Further discussion

In groups, students discuss the following questions:

- *Imagine a conversation between Dr Frankenstein and his creation. What questions do you think the creature would ask? How would Dr Frankenstein reply?*
- *Shelley's story is partly a moral tale about the dangers of interfering with nature. Can you think of any other books or films that deal with the same subject?*

### Language note: Future in the past

If, during the past, we were thinking about the future or making plans for the future, we use future in the past to express this. We use different forms depending on whether we are describing intentions, plans, possibilities, predictions or events that actually took place at a later time.

### Exercise 5 page 49

- Give students an example of future in the past: *I went to a café yesterday. I was about to buy a coffee when I realized that I had left my wallet at home.*  
Then ask:  
*When was I in the café? (yesterday)*  
*Did I want to buy a coffee? (yes)*  
*Did I actually buy a coffee? (no)*
- Give students a few minutes to find the underlined sentences in extract A and match them to their functions.

- Check answers as a class.

- 1 Sentence 4: Mary decided she was going to write about her nightmare.
- 2 Sentence 1: a tale that would become the most recognized horror story in the world; sentence 3: the effect it would have on man's relationship with nature
- 3 Sentence 2: the Industrial Revolution, which was about to spread across Europe

### Grammar reference and practice 4.2 Workbook page 116

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

- 2 1 We were going to visit our grandmother over the weekend, but then we changed our minds.  
2 They were about to leave the house when they realized the windows were still open.  
3 We didn't know at the time that he was to become so famous.  
4 In less than two months, we would leave school and begin the rest of our lives.  
5 We had packed our suitcases and we were about to begin our journey.  
6 I believed that our situation was going to get far worse.
- 3 1 was about to become 2 was to orbit  
3 was going to work 4 was to enter  
5 was going to make 6 would advance  
7 would never 8 would die

### Exercise 6 page 49

- Students work individually to complete the text. Tell them to look at the phrases first and match them to the functions in exercise 5 (1: *was going to change*; 2: *would write*; *would spend*; *would find*; 3: *were to become*; *was to emerge*; *were about to develop*). They should then read the text and think about the meaning for each gap.
- Check answers as a class.

1 was going to change 2 were about to develop  
3 would spend 4 were to become 5 would find  
6 was to emerge 7 would write

### Exercise 7 page 49

- Students discuss the questions in pairs or groups.
- Circulate and monitor, checking that they are using language to express future in the past correctly, and helping with vocabulary if necessary.

### Vocabulary bank: Body parts page 137

- 1 1 heart 2 (thigh) bone 3 liver 4 artery  
5 ribs 6 lungs 7 spine 8 vein 9 skull  
10 brain 11 stomach 12 skin
- 2 1 brain 2 vein 3 heart 4 lung 5 liver  
6 stomach 7 artery 8 skin 9 skull 10 rib  
11 spine 12 (thigh) bone

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an extract from Frankenstein. I can analyse words. I can talk about the future in the past.*

## 4E Writing

### A letter to a newspaper

#### Summary

**Topic:** Unhealthy lifestyles

**Reading:** Letters to a newspaper

**Vocabulary:** Addition and contrast

**Writing:** A letter to a newspaper

#### Lead-in

- Write the words *UNHEALTHY LIFESTYLE* on the board. Ask students to work in groups and think of examples of unhealthy lifestyle habits, e.g. smoking, drinking alcohol.
- Elicit suggestions and write them on the board. Then ask students to rank the habits from the most unhealthy to the least unhealthy.
- Ask students to think about their own lifestyles. Are they healthy or unhealthy? How could they make their lifestyles healthier?
- Tell students to open their books and check if any of their ideas are included in the text in exercise 1.

#### Exercise 1 page 50

- Give students a minute to read the extract and to get an idea of the main issues. Check comprehension by asking a few questions:  
*What will be a problem for governments in the future?* (covering the medical costs of an ageing population)  
*How can governments 'punish' people with unhealthy lifestyles?* (by making them pay for their own medical care)  
*Give five examples of unhealthy behaviours in the article.* (smoking, excessive drinking, sunbed use, overeating, not wearing a seatbelt)
- Elicit a sentence to summarize the article, e.g. *We should make people with unhealthy lifestyles pay for their own medical care in future.* Ask students to vote on whether they agree or disagree with the statement.

#### Exercise 2 page 50

- Go through the strategy with students. Ask them to think about situations in which they have to take a view and then support their ideas. Encourage them to think about formal situations, e.g. writing a letter to a newspaper.
- Focus attention on letter A on page 51 and ask students to think about how the writer uses the strategy.
- Check answers as a class.

- 1 The writer agrees with the point of view given in the article. He / She believes that people should have to pay for their unhealthy lifestyle choices.
- 2 We have a moral responsibility to keep ourselves in good health. There is enough information about healthy lifestyles available for people to make an informed choice.
- 3 **Arguments:** information isn't enough to encourage change; charging more for insurance and taxing alcohol and cigarettes would force people to live more healthily  
**Examples:** 25% of health care funding in the USA is spent on diseases that result from unhealthy lifestyles;

smoking decreased by 61% in Canada when taxes on cigarettes were increased

### Exercise 3 page 50

- Explain that letter B on page 51 puts forward the opposite point of view to letter A.
- Students read the two ideas and match the arguments. They then compare their answers with a partner.
- Check answers as a class.

1 a, b, c, e, g

2 d, f

#### Extra activity: Fast finishers

Ask **fast finishers** to work in pairs or groups and discuss the following question: *Why do people sometimes make the wrong health choices?* Students choose the three main causes from the following list and give reasons for their choice: *addiction, poverty, genetic predisposition, manipulative advertising, lack of information, peer pressure, poor self-image.*

### Exercise 4 page 50

- Write the following sentences on the board:  
*I like oranges and apples.*  
*I like oranges. However, I hate apples.*  
Elicit that the first sentence is an example of adding using *and*, and the second pair of sentences are an example of contrasting using *however*.
- Students work individually, reading the words in context and deciding if they are expressions of addition or contrast.

#### Adding ideas:

*Furthermore*, + clause (idea 2)

*Besides*, + noun (idea 1), (clause) (idea 2)

clause (idea 2) + *too*

clause (idea 2) + *as well*

*What's more* + clause (idea 2)

clause (idea 2) + *also*

*In addition*, + clause (idea 2)

*Moreover*, + clause (idea 2)

#### Contrasting ideas:

*even though* + clause (idea 1), clause (contrasting idea 2)

*in spite of* + noun (idea 1), clause (idea 2)

*despite* + *-ing* (idea 1), clause (contrasting idea 2)

*although* + clause (idea 1), clause (contrasting idea 2)

clause (idea 1); *however*, + clause (contrasting idea 2)

*while* + clause (idea 1), clause (contrasting idea 2)

clause (idea 1), *whereas* + clause (contrasting idea 2)

clause (idea 1), *no matter what* + noun (contrasting idea 2)

*... is less about* + noun (idea 1), *and more about* + noun (idea 2)

### Exercise 5 page 50

- Tell students to read the sentences first and to identify the two ideas in each sentence. They then think about whether the ideas support or contrast with each other.
- Give students a few minutes to work individually to rewrite the sentences.
- Check answers as a class.

1 **Advances in medicine mean we can have healthier babies. Moreover, we can live longer.**

- 2 The main issue is less about producing perfect children and more about appreciating difference.
- 3 Even though hospital dramas aren't very realistic, I still enjoy watching them.
- 4 No matter what the risks, many teenagers still choose to have plastic surgery.
- 5 Besides having a bad effect on your health, smoking makes you age more quickly, too.
- 6 In spite of some celebrities being terrible role models, they are still very popular.
- 7 While I understand your reasons for supporting genetic engineering, I don't agree with them.
- 8 Plastic surgery can improve self-image, so it's good for the mind as well as the body.

### Writing guide page 51

- Read the **task** together, making sure students are clear that they have to read the article and write a letter in response.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their letter. Encourage them to think of arguments and examples to support their ideas.
- Circulate and monitor while students **write** their articles. Check that they are using expressions of addition and contrast.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Extra activity: Fast finishers

Ask **fast finishers** to compare their letters with a partner. Whose is the most interesting?

#### Additional writing activity

Write a letter in response to this article from a newspaper. *When you look at an advertisement featuring a beautiful model, what are you really looking at? Photographs used in advertisements are frequently altered to make the models look thinner, to remove any imperfections or to make them look more toned. Is there too much 'photoshopping' used in advertisements? Is it giving young, impressionable people an impossible ideal to aspire to? Many campaigners now believe that photoshopped photos should include information about the amount of photo manipulation that has been used.*

#### Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a letter in response to a newspaper article. I can use expressions of addition and contrast.*

## Vocabulary insight 4 page 52

### The origin of idioms

- 1 **head and shoulders above** = far superior to  
**heart's just not in it** = not interested in it  
**feel it in my bones** = have an intuitive feeling about it  
**at the back of my mind** = aware of something, but not actively thinking about it

face up to reality = to accept or deal with reality, even though it is difficult or unpleasant to do so  
 two heads are better than one = two people can achieve more than one person working alone

**Other idioms in the text:**

come across as = to make a particular impression  
 big-headed = arrogant  
 brainy = clever  
 not cut out to be = to lack the qualities and abilities needed for something

- 2 a at the back of my mind  
 b head and shoulders above  
 c feel it in my bones; face up to  
 d heart's not in it  
 e come across as  
 f two heads are better than one

- 3 1 head and shoulders above  
 2 feel it in my bones  
 3 face up to reality  
 4 her heart's not in it  
 5 two heads are better than one  
 6 at the back of my mind

- 4 1 c 2 d 3 b 4 a

- 5 1 b 2 a 3 c 4 a 5 b 6 c

6 Students' own answers

**Review 4** page 53

- 1 1 burden 2 cause 3 engineer 4 mind  
 5 screen 6 shift
- 2 1 addiction 2 baldness 3 deafness  
 4 disability 5 imperfection 6 obesity
- 3 1 than meets the eye 2 broke my heart  
 3 dug in their heels 4 come to his senses  
 5 weight off my shoulders 6 hard to swallow
- 4 1 dismally 2 lifeless 3 shrivelled  
 4 watery 5 flowing 6 pearly
- 5 1 is usually 2 used to treat / would treat  
 3 used to think 4 often extracted / would extract  
 5 didn't exist 6 started 7 will see / often see
- 6 1 am used to doing 2 get used to eating  
 3 used to spend 4 isn't used to sitting  
 5 are used to getting up 6 used to have  
 7 didn't use to enjoy 8 get used to wearing
- 7 1 was about to 2 was going to 3 would need to  
 4 was to save 5 were going to 6 would not have

**Cumulative review Units 1–4** pages 54–55

- 1 1•23

**Audio script**

1  
 This is going to sound really weird, but the thing I'd most like to change about my body is my arms. I'm not particularly short myself, and neither are my arms an abnormal length, but I never seem to be able to reach anything high up. There's no way I can get anything off the upper shelves in the

supermarket and I've got into the habit of refusing if anybody offers to help. Instead I just walk away, which I suppose is a bit rude. At home, we've got a footstool I can stand on, and if I'm really desperate, I can use my dad's ladder, but I can't really take that with me every time I go shopping, can I?

2  
 I'm extremely self-conscious about my teeth and you'll never see me showing them in a photo. I guess a brace would help, but that would mean going to an orthodontist, and I'm not doing that. The problem is my front teeth, which have grown at a strange angle. I suppose I shouldn't complain, really, because they don't make it difficult for me to do practical things, like eating, for example. They just make me feel awkward when other people are around. Apparently, this can happen if you suck your thumb when you're little, but I never did that. Whatever the reason is, I'd just like a brand new set of teeth!

3  
 I'd really like to trade in my right ankle for a new one. They say that it's usually bad habits that cause physical problems, but my injury happened while I was doing exercise. I'm a long-distance runner, you see, and I used to compete professionally; that is, until I hurt my ankle. It was an internal injury, so you couldn't see any scars or anything. The problem wasn't diagnosed properly though, so I started running on it again, not realizing that I was causing some fairly extensive damage to the bone. Now the bone has deteriorated and I'm stuck with a limp. At least I can still walk, I suppose.

4  
 I got used to biting my nails when I was very small, and now they are really short. I always tell myself to stop, and I will sometimes for a week or so, but I always go back to biting them. I do it so much that the skin around my nails is all torn and ugly and the ends of my fingers just look a mess. I don't bite them because there's anything wrong with them or anything; I do it subconsciously. And my problem doesn't prevent me from doing anything – except getting the lid off the jam! I'd really like to have beautiful hands, like the ones in the adverts on TV, but I can't see that happening until my nails grow.

- 1 C 2 B 3 A 4 E

2 Students' own answers

3 Students' own answers

- 4 1 D 2 H 3 E 4 B 5 G 6 A

- 5 1 The main purpose of the article is to discuss the likelihood of cloning a woolly mammoth and the ethical problems this possibility raises.  
 2 The author believes that it is unlikely that a woolly mammoth will be cloned in the near future.

- 6 1 b 2 d 3 a 4 b 5 d 6 b 7 a 8 c 9 a 10 c

7 Students' own answers

<b>Additional materials</b>	
Literature insight 2 <small>Workbook page 86</small>	Answer key: <small>Teacher's book page 153</small>
Exam insight 2 <small>Workbook page 97</small>	Answer key: <small>See website</small>

# 5

# Words

## Map of resources

### Section A: Student's Book pages 56–58

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Vocabulary bank, Acronyms page 137

Teacher's resource disk, DVD extra + worksheet, Look it up! page 56

### Section B: Student's Book pages 58–59

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Grammar reference and practice 5.1, Workbook page 117

Grammar reference and practice 5.2, Workbook page 117

Teacher's resource disk, Communication worksheet 5B

### Section C: Student's Book pages 60–61

Workbook page 38

Teacher's resource disk, Communication worksheet 5A

Teacher's resource disk, Functional language bank

### Section D: Student's Book pages 62–63

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### Section E: Student's Book pages 64–65

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Teacher's resource disk, Writing bank

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### Vocabulary insight 5 page 66

Verbs and nouns

### Review 5 page 67

Progress check Unit 5, Workbook page 43

Language and skills tests 5A and 5B, Test Bank

## 5A Reading and vocabulary

### A word is born

#### Summary

**Topic:** Etymology of English

**Vocabulary:** Phrasal verbs with *on*; verb prefixes: *en-* and *em-*

**Reading:** Words, words, words

**Speaking:** Different ways of forming new words in English and your own language

#### Lead-in

##### 1

- Write the words *WORD GAME* on the board. Put students into three or four teams. Ask them to make as many English words as they can using only the letters on the board. The words must be at least three letters long. Teams score one point for each correctly spelled word and a bonus of four points for any word longer than five letters.
- Set a time limit of two minutes. Check each team's answers and calculate the score.
- There are more than a hundred possible words, although many of these are quite obscure.

#### (Possible answers)

age, ago, are, arm, dog, ear, mad, oar, ode, owe, rag, ram, raw, red, rod, row, war, woe, dear, drag, draw, drew, gear, grow, made, more, read, road, wage, ward, warm, wear, wore, worm, dream, adore, dogma, grade, mower, rowed, wager, dowager, meadow, roamed, warmed, wormed

##### 2

- Write the following words on the board: *rhythm, orange, bookkeeper, scissors, queue, madam*.
- Ask students if they notice anything about the words. Students work in pairs to decide what is unusual about each of these words.
- Check answers as a class.

**rhythm** This word is the longest word in the English language with no vowels.

**orange** There are no words which rhyme with this word.

**bookkeeper** This word has three sets of double letters.

**scissors** This word only exists in the plural form.

**queue** If you take the last four letters away from this word, it still sounds exactly the same.

**madam** This word is the same if you read it backwards.

#### Exercise 1 page 56

- Students work in pairs to think about the possible meanings of the words. Ask a few pairs to share their ideas with the rest of the class. Write the words on the board and get a volunteer to note down students' suggestions.

- Students then check their ideas in the text. Refer back to the notes on the board and ask students to identify which of their ideas were mentioned in the text.

**manga:** a Japanese form of comic strip (Origin: Japan)

**embiggen:** to make bigger (Origin: comedy, combining the prefix 'em', the adjective 'big', and the suffix 'en')

**cyberbully:** a person who bullies another person using the internet (Origin: the noun 'cyber' as a prefix in order to show that the bullying is 'to do with the internet')

**chillax:** chill out and relax (Origin: a mixture of the words 'chill out' and 'relax')

**americano:** a black coffee (Origin: Italy)

**floordrobe:** floor and wardrobe (Origin: a mixture of the words 'floor' and 'wardrobe')

**soz:** sorry (Origin: an abbreviation used in text language)

### Extra activity: Fast finishers

Ask **fast finishers** to look at the words in exercise 1 again and match them to the following categories:

- a word with a prefix and a suffix (embiggen)
- two word blends, i.e. words made up of parts of different words (floordrobe, chillax)
- two words from another language (manga, americano)
- a word which is used in text messages (soz)
- a compound noun (cyberbully)

### Exercise 2 page 56

- Go through the strategy with students. They should realize by now that it is not necessary to know every word in a text in order to understand its general meaning or to find specific information.
- Give students a few minutes to read sentences A–F. Then ask which of the underlined words in these sentences they decided they could skip. Elicit definitions of the other words.
- With a **weaker class**, read out the definitions and ask students to match them to the underlined words in the sentences.

**A** concocted = invented; gaining = increasing

**B** aeons = a very long period of time; crop up = appear or happen

**C** hyperbole = exaggeration

**D** acronym = a word formed from the first letters of the words in a phrase or name

**E** sophisticated = clever and complicated

**F** ubiquitous = seeming to be everywhere

### Culture note: The English language

The original language spoken in the British Isles was Celtic, but in the fifth century AD, England was invaded by three Germanic tribes: the Angles, the Saxons and the Jutes. The Celts were pushed out to Wales, Ireland and Scotland and the invaders' language, Old English, became the language of England. Although this is a different language from modern English, about fifty per cent of our most common modern English words come from Old English, for example, *be* and *strong*.

When William the Conqueror (from Normandy in France) invaded and conquered England in 1066, French became the language of the court and the aristocracy. Gradually,

French words were added to English and the language evolved to what is now called Middle English. This is the English of the great medieval poet and writer Geoffrey Chaucer. It has some recognizable words but a native English speaker today would find it difficult to understand.

Several important factors affected the development of English in the fifteenth and sixteenth centuries. As people began to travel more widely, words from other languages became absorbed into English. The invention of printing led to a gradual standardization of spelling and grammar, and the first English dictionary was printed in 1604. The language spoken at this time is known as Early Modern English.

The language we speak today is called Late Modern English, and it developed from the beginning of the nineteenth century. There was a huge expansion of vocabulary, much of it arising from the Industrial Revolution and the need for new words to describe new technology. During the nineteenth century, Britain controlled a huge empire – over one quarter of the land surface of the earth – and words from many other countries entered the English language.

### Exercise 3 page 56

- Give students a minute to read sentences A–F again before they try to match them to the gaps in the article. Remind them to read the sentences before and after each gap as these will give clues about the context and content of the missing sentences.
- Check answers as a class.

1 E 2 F 3 A 4 D 5 B

DVD extra Look it up!

### Exercise 4 page 56

- Explain to students that they need to read the sentences with the highlighted phrasal verbs and think about the meaning of the verbs in the context of the sentences.
- Students can work individually to match the verbs to their meanings and then check their answers in pairs.

**a** add on **b** switch on **c** cheer on, go on

**d** slip on **e** carry on, keep on **f** move on

### Exercise 5 page 58

- Ask students to read the text and then ask a few questions to check comprehension:  
*What is the writer's new skill?* (texting)  
*What do parents want schools to do?* (ban mobile phones)
- Students then complete the text with the phrasal verbs. With a **weaker class**, students can check the meanings of the verbs in their dictionaries before they do the exercise.
- Check answers as a class.

1 turn on; a 2 thrown on; d 3 Come on; c

4 live on; e 5 urged on; c 6 cling on to; e

### Extra activity: Further discussion

In groups, students discuss the following questions:

- *Have any new words come into your language recently? Where have they come from?*

- Should we preserve languages from change, or is change a natural part of a language's development?
- How does texting affect our communication skills? Are we better at communicating because we can easily send texts, or worse because we reduce everything to short messages?

**Insight** Verb prefixes: *en-* and *em-*

The verb prefixes *en-* and *em-* usually convey the meaning of 'to cause to be in a place, a condition or a state', e.g. *enliven* = to make something more lively; *encircle* = to put a circle around something. We use *en-* before most verbs, and *em-* before verbs beginning with *b*, *p* or *ph*.

**Exercise 6** page 58

- Students work individually to find the words in paragraph D and answer the questions.
- With a **stronger class**, ask students to think of *en-* or *em-* words to match the following definitions:  
to put someone in chains (enchain)  
to put someone in a tomb (entomb)  
to make someone feel sad or bitter (embitter)  
to give special importance to something (emphasize)

• Check answers as a class.

- 1 We use the prefix *em-* in front of words beginning with *p* (and *b* and *ph*).
- 2 It means 'to cause something to happen'.

**Exercise 7** page 58

- Students do the exercise individually and then check their answers in pairs.
- To check answers, ask different students to read out the sentences and tell the rest of the class to listen and raise their hands if they think they hear a mistake.

- 1 enlarge, ensure, enable    2 entrusted
- 3 enclosed, entitled    4 empower, encourage

**Additional vocabulary**

The following words are from the article *Words, words, words*:

- *fascinate* (v) /'fæsɪneɪt/ to attract or interest somebody very much
- *coin* (v) /kɔɪn/ to invent a new word or phrase that other people then begin to use
- *unheard of* (adj) /ʌn'hɜːd ɒv/ that has never been known or done; very unusual
- *abbreviation* (n) /ə,briːvi'eɪʃn/ a short form of a word
- *fan fiction* (n) /fæn 'fɪkʃn/ a type of literature, usually written on the internet, by people who like a particular novel, film etc., with characters taken from these stories
- *convert* (v) /kən'vɜːt/ to change or make something change from one form, purpose, system, etc. to another

**Exercise 8** page 58

- Students discuss the questions in pairs or groups.
- Circulate and monitor, helping with vocabulary if necessary.

- 1 Loan words from other languages; giving new meaning to old words; making new compounds from existing words; adding prefixes or suffixes to words; blending

two words together; using abbreviations and acronyms; converting nouns into verbs.

2 Students' own answers

**Vocabulary bank: Acronyms** page 138

- 1 1 f    2 d    3 e    4 j    5 h    6 g  
7 k    8 b    9 l    10 i    11 a    12 c
- 2 1 fyi    2 tmi    3 imho    4 btw    5 idk    6 afaik  
7 yolo    8 lol    9 asap    10 tia    11 fwiw    12 bfn
- 3 **brb** be right back    **glhf** good luck, have fun  
**lmk** let me know    **nagi** not a good idea  
**rofl** rolling on floor laughing    **ttyl** talk to you later

**Learning outcome**

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about words and their origins. I can use phrasal verbs with on. I can use words with the prefixes en- and em-. I can discuss the way words are formed in my language.*

**5B Grammar and listening**

**Fast track to fluency**

**Summary**

**Topic:** Learning a new language

**Grammar:** Advice, obligation and prohibition; past modals

**Listening:** Ways of learning a new language

**Speaking:** Advice on how to learn a language

**Communication worksheet 5B:** Top tips for TV talent shows

**Lead-in**

- Tell students that you would like them to learn four new words. Explain that they are all concocted words, but you are challenging them to learn them as quickly as possible. Write the following words on the board with their definitions:  
*tumberhop* = a small wheel  
*yepster* = someone who loves biscuits  
*hendore* = to sleep on a sofa  
*dripty* = tired and angry
- Give students a minute to learn the words. Tell them that they can use any technique they like.
- Remove the words from the board. Call out the definitions and ask students to write down the correct word for each definition.
- Check answers as a class. Invite students who got five correct answers to tell the rest of the class about the technique they used to learn the words.

**Exercise 1** 1•24 page 58

- If you used the lead-in activity, you could continue by asking other students to contribute their ideas on how to learn vocabulary, and then expand the discussion to include other areas of language learning.
- Ask students to write their ideas on the board.
- Play the recording and then ask a few students to tick the ideas on the board which are mentioned in the recording.

## Audio script

**TV presenter** Imagine knowing so many languages that you can communicate with almost anyone in the world. Impossible, you think? Then you'd better think again. Sixteen-year-old New Yorker Tim Doner has already mastered an incredible twenty-three languages and is planning to learn many more. Here's our education correspondent, Susie Green, to explain how he does it. Susie?

**Susie** Well, Tim Doner is proof that you don't need to spend your childhood in different countries or have multilingual parents to be a brilliant language learner. He has never lived outside the USA, and he didn't speak in any language except English until he started French at school when he was eight. So what exactly does it take to learn as many languages as Tim? Well, you need to be fairly intelligent to match Tim's achievements – although he assures me that he's no genius in his other subjects at school. More importantly, you have to put in a lot of hard work – several hours a day, in Tim's case. You needn't have formal language lessons, although they can be a great help, of course. Tim has learned the basics of lots of languages through grammar books and flashcard applications on his phone. After that, the critical thing is practice. // Tim usually practises between ten and fifteen different languages every day. He chats with bilingual friends at school and on the internet, and with random people from all over the world in the New York streets and subways. You don't have to have perfect grammar to hold a conversation, but when it comes to speaking practice, you mustn't be shy. According to Tim, you ought to follow your interests when you're practising languages, as this helps you to stay motivated. Tim likes world music, so he often learns the words of foreign songs. He's fascinated by current affairs, so he reads the news in at least eight different languages every morning. He also loves the soap operas on American TV, but knows that he shouldn't waste his time on them. Instead he watches DVDs of foreign soap operas, so he can practise his languages and have his soap opera fix at the same time. There's really nothing that Tim does to learn languages that we can't all do. In fact, I must stop making excuses for my own terrible language skills and start studying!

## Exercise 2 1:24 page 58

- Ask students to read the sentences and think about the information they should listen for.
- With a **stronger class**, ask students to try to remember if the things were mentioned in the programme before they listen again. With a **weaker class**, tell them to concentrate on the first four sentences and pause the recording after the first half (//). Give students time to compare their ideas in pairs before playing the second half of the recording.
- Check answers as a class.

1, 2, 3, 5, 6, 8

### Language note: Advice, obligation and prohibition

We use the following modal verbs to talk about:

**Advice:** *should / shouldn't, ought to, had better (not)*

#### Obligation:

- *must* to imply obligation felt by the speaker
- *have to* to imply external obligation
- *need to* to imply external obligation

**Lack of obligation:** *don't have to, don't need to / needn't*

**Prohibition:** *mustn't*

## Exercise 3 page 58

- Check that students understand the meaning of *advice, obligation* and *prohibition*.
- Give students a few minutes to read the sentences in exercise 2 again and think about the functions of the modal verbs in each sentence.
- Check answers as a class.

**a** ought (not) to, had better (not)   **b** must   **c** need to  
**d** mustn't   **e** don't need to, needn't

## Grammar reference and practice 5.1 Workbook page 117

1 1 must work   2 needn't work   3 shouldn't work  
4 should work   5 mustn't work   6 have to work

- 1 We have to pay for this language course by Wednesday.
- 2 You should listen to an English radio station for fifteen minutes every day.
- 3 Students mustn't use their mobile phones in the classroom.
- 4 You don't need to live in France in order to learn French.
- 5 They shouldn't go out tonight.
- 6 We must phone our cousins this evening.

## Exercise 4 page 58

- Remind students that they will need to think about the function of each verb and to understand the sentence as a whole in order to choose the correct option.
  - Check answers as a class.
- 1 shouldn't, need to   2 must, don't need to  
3 needn't, had better   4 ought to, don't have to

### Extra activity

Write the word *GHOTI* on the board. Explain that this is actually a strange way of spelling a word that students know. Then read out the following clues:

*Pronounce the 'gh' as in the word 'enough'.*

*Pronounce the 'o' as in the word 'women'.*

*Pronounce the 'ti' as in the word 'pollution'.*

Students work in pairs to guess the word. After one minute, ask students for their guesses. The word is *fish*.

## Exercise 5 page 59

- Put students into three groups and ask each group to read one of the texts and then tell the rest of the class about the advantages and / or disadvantages of the language method. Encourage students to skim the texts to find the advantages and the disadvantages of each method.
- With a **stronger class**, ask students to find the answers to the following questions:  
*What language did Larissa try to learn? (Italian)*  
*Who spent twenty-three hours in total learning a language? (Richard)*  
*Why was it important for Felix to walk outside? (It was supposed to get oxygen to his brain.)*
- Students then discuss their own language learning experiences in pairs.



### Language note: Past modal verbs

We use the following modal verbs to talk about regret and necessity in the past:

#### Regret

- *should have / shouldn't have* + past participle
- *ought to have* + past participle

#### Necessity

- *had to* + infinitive
- *needed to* + infinitive

#### Lack of necessity

- *didn't have to* + infinitive: it was unnecessary (and it probably did not happen)
- *needn't have* + past participle: it was unnecessary but it happened
- *didn't need to* + infinitive: it was unnecessary; it may have happened or may not have happened

### Exercise 6 page 59

- Give students a few minutes to read the texts again, focus on the underlined phrases and answer the questions. Elicit that all the texts are about past experiences and therefore the writers use past modals.
- Check answers as a class.

1 **shouldn't have, ought to have, should have**

2 **needed to, had to**

3 **didn't have to, didn't need to**

4 **needn't have**

### Grammar reference and practice 5.2 Workbook page 117

- 1 **1 shouldn't have hidden**    2 **needn't have driven**  
3 **should have brought**    4 **didn't have to make**  
5 **had to leave**    6 **ought to have woken**

### Exercise 7 page 59

- Ask students to read the sentences and think about whether they express regret, necessity or lack of necessity in the past.
- Do the first sentence together with the class and point out that *everyone* becomes the subject of the sentence.
- Students then work in pairs to do the exercise.

1 **In my first job, everyone had to speak good Spanish.**

2 **I needed to work hard to improve my language skills.**

3 **I didn't have to take any exams.**

4 **I ought not to have given up Spanish at school. / I ought to have continued doing Spanish at school.**

5 **We didn't need to learn a modern language after the age of fourteen.**

6 **I needn't have learned Latin to a high level; it's never been useful to me.**

7 **My parents should have encouraged me to study modern languages.**

### Exercise 8 page 59

- For question 1, students can think about the grammar, pronunciation and alphabet of the language, e.g. *Is it a tonal language (like Chinese or Thai)? Is it a language with a very large vocabulary? Does it follow strict rules?* etc.

- If there are students in your class who speak a different language, e.g. because they have lived abroad, or have parents whose first language is different, ask them to tell the rest of the class about the language and how they learned it.
- Circulate and monitor, helping with vocabulary if necessary.

### Students' own answers

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about someone who can speak many different languages. I can talk about obligation, prohibition and advice. I can use past modals. I can discuss different ways of learning languages.*

## 5C Listening, speaking and vocabulary

### A good read

#### Summary

**Topic:** Books and reading

**Listening:** The future of libraries

**Vocabulary:** Phrases with *point*

**Functional language:** Choosing a book for a book club

**Speaking:** Talking about the future of public libraries; talking about books you have enjoyed reading

**Communication worksheet 4A:** Break time dialogue

### Lead-in

1

- Write the word *BOOKS* on the board. Ask students to work in pairs and construct a word web with *BOOKS* at the centre. You could suggest some of the categories: *people* (e.g. *librarian, writer*), *genres* (e.g. *horror, romance*), *places* (e.g. *library, bookshop*).
- Invite students to add to the word webs on the board.

2

- Write the following questions on the board:  
*How often do you read books?*  
*Do you prefer reading fiction or non-fiction?*  
*Do you think that reading is more educational than playing computer games? Why / why not?*  
*Describe your ideal place to read. Where is it? Is there music in the background? Do you read alone or with other people?*
- Ask students to discuss the questions in groups.

### Exercise 1 1.25 page 60

- Focus attention on the photos. Elicit or teach the word *knitting* and ask students if any of them know how to knit. Ask students what the plastic boxes in the left-hand picture are (DVD cases). Point out the word *telephone* in the right-hand picture and ask students to think about what this place was in the past. Give students a minute to discuss, in pairs, what might link the photos.
- Play the recording and check answers as a class.

## Audio script

**Presenter** Where can you go in a town centre that's warm and dry in all weathers, and allows you to stay for hours without buying anything? The public library, of course! For more than a century, public libraries have been an important feature of our town centres. But with the new technology of recent years, times are changing for libraries. Our special guest, Jo Scott, is Libraries Director at Yorkshire County Council, and she's here to explain exactly what's happening. Jo, thanks for joining us today.

**Jo** It's a pleasure.

**Presenter** So, could you tell us a little about how libraries have changed in your area?

**Jo** Well, they're not just places to borrow books any more, although that's still an important part of the service. We've moved on ... evolved. We now lend music, films and computer games as well as books. Our visitors have free use of the internet on our computers. We have craft clubs, where people learn a new hobby like sewing or knitting, and we offer free advice on financial help from the government.

**The link is public libraries.**

**Knitting, films, computers and books are mentioned.**

**Other activities mentioned are free use of the internet, sewing, new hobbies, financial advice.**

## Exercise 2 1•26 page 60

- Check that students understand the difference between a private library (a library that only certain people can use) and a public library (a library that is free and that anyone can use). Brainstorm reasons for having public libraries and write students' ideas on the board.
- Play the second part of the recording. Ask students to check if the ideas on the board are included, and to make notes of any other ideas mentioned. Students could work in groups; a strong student in each group can write the notes while the other students make suggestions.

## Audio script

**Presenter** All that sounds great for adults, but what about teenagers? Presumably they're more likely to download e-books and music from the internet than come to the library?

**Jo** That's what I once thought, but I needn't have worried. In fact, teenage book borrowing is going up, not down, at least when it comes to fiction. We've been working really hard to get young people involved in our libraries. There's a new initiative called Headspace, where we provide a special area in the library for people aged eleven to nineteen. Around the country there are now more than a hundred libraries with a Headspace. A group of teenagers works together to decide what this area should look like and what should happen there. They're the people in charge, and they do an amazing job. They've created some wonderful social environments for young people, where they can share the experience of reading, listening to music, doing homework, surfing the net or just chatting with friends. They can often take part in activities like creative writing or manga drawing, too. Public libraries these days provide a really fun and stimulating environment for teenagers.

**Presenter** So libraries are still popular ... for now. But as more and more people choose e-books, won't the need for public libraries disappear?

**Jo** You're right ... up to a point. If everybody moves to e-books, lending will only happen online – for most people, there's no point in using a library building in a town centre for that. But libraries do a lot more than lend books, as I've already said.

And I'm not convinced that e-books will replace paper books completely, not in the near future, anyway. E-books have some advantages, but paper books have plenty of advantages over e-books, too – and it's not just older people who think so. Lots of young people have pointed out that with paper books it's easier to mark parts of a text that you want to return to later, which can be really important when you're studying. And every paper book has a look, a feel, a smell, even, that's unique. Looking at a website to choose a book to read just isn't the same – it's much less interactive and exciting. So I think there will be paper books in libraries a long time into the future.

**Presenter** But what if paper books do disappear at some point in the future?

**Jo** Well, twenty-five per cent of people in Britain today don't have broadband access at home, and a lot of them depend on the library for their computer use. It's the only place where they can use a computer for free. So as people have to do more everyday things online – banking, shopping, book borrowing and so on – the need for the free computers that libraries provide will be more and more important.

**Presenter** I take your point, but surely it would be cheaper for the government to close libraries and give free broadband to the homes where it's unaffordable. The cost of library buildings is huge!

**Jo** Personally, I think libraries are worth the money. They do so much to encourage literacy and a love of literature, and that's vital these days, when people are spending less of their free time reading than they did in the past. We have storytelling sessions for pre-school children, talks with local authors, poetry readings, book clubs. The point is, a library isn't just a room full of books. It's a meeting place for people with an interest in culture. Without a library, a community loses something very important.

**Presenter** A lot of village libraries have already closed down ...

**Jo** Yes, and from my point of view that shouldn't have happened. But in other places, when a library has been on the point of closing, the community has worked together to keep it open. When there isn't any money to pay librarians, volunteers work in their place. When there isn't any money for a library building, they use part of the village church for books, or one of my favourite ideas is reusing old telephone boxes. Take out the old phone, add some bookshelves and some books donated by local people and ... there you have it. A mini library. There are several of these now in British villages, and to me they're a symbol of hope for the libraries of the future. I just don't think people will allow libraries to disappear.

**Presenter** Well, Jo, this has been very interesting. Thank you so much for joining us. And now, it's five o'clock and time for the news.

**Libraries provide a fun and stimulating social environment for young people; provide an interactive and exciting way for people to choose their reading material; provide free computer use for people who don't have broadband at home; encourage literacy and a love of literature; provide a meeting place for people with a love of culture.**

## Exercise 3 1•26 page 60

- Give students a minute to read the questions and answer options. With a **stronger class**, ask students to try to answer the questions before listening to the recording again.
- Play the recording again.
- Check answers as a class.

**1 b 2 c 3 a 4 d 5 b 6 c**

### Extra activity

Tell students to imagine that they have been asked to design a Headspace area for their local library. Ask them to discuss the following questions in groups:

- What kind of books should there be?
- What other types of resources should be available?
- What kind of furniture should the area have?
- How should the area be decorated?

Each group makes a presentation to the class about their plans. The class vote on the best plan.

### Exercise 4 page 61

- Play the recording again and pause after each example of a phrase with *point*. This will help students to understand the phrases in context. You could also give students a copy of the audioscript to read as they listen and ask them to underline the phrases with *point*. Students can use a dictionary to look up the meanings of the phrases.
- Check answers as a class.

1 on the point of 2 The point is 3 points out  
4 at some point 5 up to a point 6 there's no point in  
7 take your point 8 From my point of view  
In the phrase *to point out*, *point* is a verb.

### Exercise 5 page 61

- Students discuss the quotes in pairs. Ask them to think about their personal experiences of libraries, e.g. How often do they visit their local library? What would make them use it more frequently? etc.
- Circulate and monitor, helping with vocabulary if necessary.

### Exercise 6 page 61

- Ask students to brainstorm genres of books and write their suggestions on the board. Then ask them to work in pairs and think about the genre of the books in the photos.
- Ask a few pairs to share their ideas with the class. Make sure that students give reasons for their answers.

### Exercise 7 1•27 page 61

- Focus attention on the title *Choosing a book for a book club* and explain to students that they will hear members of a book club discussing which book they will talk about next.
- Play the recording once.
- Check answers as a class.

### Audio script

**Kristin** Well, I take your point, but I really liked it, actually.

**Alice** Guys, we've got to finish soon, and we haven't chosen our next book to read yet. What shall we decide on?

**Jack** Hi. Is this the Sixth Form Book Club?

**Kristin, Alice and Tom** Yeah.

**Jack** Cool. I was wondering if I could join. I'm new at the school, and ...

**Kristin** Sure. In fact, we're just on the point of choosing the next book to read. Got any suggestions?

**Jack** Umm, I don't know ... Could you tell me what sort of books you usually read?

**Tom** Well, we sometimes read classics: *Sense and Sensibility* was last month's book. But we read more modern stuff, too.

**Alice** I was hoping we could pick something modern this time, because classic novels take so much longer to read.

**Jack** OK. Well, do you know Rhiannon Lassiter? We could read one of her horror stories. They're fantastic. There's one called *Bad Blood* that I haven't read.

**Kristin** Oh, please no, not a horror story! I won't be able to sleep at night.

**Tom** Oh, come on, Kristin. Don't you think you should try to be a bit braver? If you never read any horror stories, you'll miss out on some fantastic literature.

**Jack** Well, we needn't read a scary story if it stops people sleeping. Wouldn't it be better to choose something else? How about *Out of this World* by Ali Sparkes? It's a sci-fi thriller. Or if you like fantasy, we could read *Pendragon* by Julia Golding. Her novels are brilliant.

**Alice** Which one shall we go for? How about the sci-fi one?

**Kristin** Sorry, I've already read *Out of this World*. But sci-fi sounds like a good idea. Any other suggestions?

**Tom** We don't have to decide right now. Perhaps I ought to have a look at the science fiction section in the library tomorrow and come up with some options.

**Kristin** OK, great.

**Alice** Yeah, thanks Tom.

**Sense and Sensibility** classic **Bad Blood** horror  
**Out of this World** sci-fi thriller **Pendragon** fantasy

They don't choose a book in the end.

### Exercise 8 1•27 page 61

- Give students a minute to read the phrases before playing the recording again.
  - Students compare their answers with a partner.
  - Check answers as a class.
- 1 what 2 hoping 3 Don't 4 Wouldn't  
5 decide 6 What 7 go  
A Asking politely for information B Persuading  
C Delaying action D Asking for a decision

### Exercise 9 1•28 page 61

- Ask students to read the phrases before listening to the recording.
- Students compare their answers with a partner.
- Check answers as a class.

### Audio script

**Dan** Yeah, I completely agree. It was so unconvincing ...

**Hayley** Oh, look at the time! We should probably pick our next book. Can we make a quick decision?

**Amy** Umm, I dunno ... *Finding Sky* is meant to be good.

**Dan** What's it about?

**Amy** An English girl who moves to the USA and meets a boy with special powers. You know me – I love a good love story.

**Dan** Look, Amy ... I don't mind reading that sort of thing, but doesn't it make more sense to choose a different genre this time? We've read a lot of romantic stuff recently.

**Hayley** Mmm, you know, Dan's probably right, Amy. We could read it another time, maybe, but let's have a change this month. How about an adventure story?

**Amy** But most adventure stories are really badly written, and ...

**Dan** That's so not true, Amy! Surely you have to agree that Mark Twain and Jack London were good writers?

**Amy** Well, I s'ppose ...

**Dan** And they wrote lots of adventure stories. There are loads of great adventure writers today, too. Why don't we read something by David Miller?

**Amy** OK, if you're sure it'll be good.

**Dan** Definitely. There's a new one, but I can't remember its name. I'll look online later and find out.

**Amy** Sounds like a good plan. Could you let us know what the book's called, so we can get it, too?

**Dan** Sure, no problem.

The following phrases are mentioned: *Doesn't it make more sense to ...? Surely you have to agree that ...? Can we make a quick decision? Could you let us know what the book's called? We could read it another time, maybe, but ...*

**A Asking politely for information:** *Could you let us know what the book's called?*

**B Persuading:** *Doesn't it make more sense to ...?; Surely you have to agree that ...?*

**C Delaying action:** *We could read it another time, maybe, but ...; Let's sleep on it and decide tomorrow.*

**D Asking for a decision:** *Can we make a quick decision?*

### Exercise 10 page 61

- Ask students to brainstorm ideas for books and write their ideas on the board. Then ask them to work in groups and choose three books from the list on the board.
- Students discuss which book they will read for their book club. Circulate and monitor, checking that students are using the language from the lesson.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about public libraries. I can use phrases with point. I can take part in a discussion to choose a book for a book club.*

## 5D Culture, vocabulary and grammar

### Shakespeare

#### Summary

**Topic:** Shakespeare and English literature

**Reading:** A writer for all time

**Vocabulary:** Word analysis

**Grammar:** Talking about ability

#### Lead-in

- Tell students that they are going to find out about Shakespeare. Then write the following jumbled play titles on the board:  
*night's midsummer a dream (A Midsummer Night's Dream)*  
*Venice of the merchant (The Merchant of Venice)*  
*nothing ado much about (Much Ado about Nothing)*  
*shrew the of taming the (The Taming of the Shrew)*  
*like as it you (As You Like It)*  
*well ends all's that well (All's Well that Ends Well)*
- Challenge students to unjumble them as quickly as possible and to stand up when they have finished. When half the class is standing up, check answers.

### Exercise 1 page 62

- Ask students to work in pairs and discuss the following questions:  
*What did Shakespeare write? When did he live? Why is he still popular today? What kind of language did he use?*
- Students then check their ideas in the article.

#### 1 Students' own answers

2 **It means that Shakespeare's writing will be relevant for ever. It was not just relevant in his lifetime. The 'he' in the quote refers to Shakespeare.**

### Culture note: William Shakespeare

**William Shakespeare** (1564–1616) is considered to be the finest writer in the English language. His plays have been translated into every major language and they are more frequently performed than those of any other playwright.

He was born in Stratford-upon-Avon and married Anne Hathaway in 1582. They had three children: Susanna, Hamnet and Judith. Shakespeare moved to London some time between 1585 and 1592, where he worked as an actor and playwright with a theatrical company.

He was a successful playwright and actor during his lifetime and was wealthy enough to buy the second-largest house in Stratford by 1597. However, although he was popular during his lifetime, it was not until two hundred years later, during the nineteenth century, that he was generally acknowledged to be a writer of genius.

### Exercise 2 page 62

- Remind students to read the sentences and identify the key words or facts. Point out that for some sentences the information is 'not given'.
- Students compare their answers with a partner.
- Check answers as a class. Ask students to quote the relevant lines from the article to show how they decided whether a sentence was true or false.

1 **T** [*'His reputation grew and grew...'*; line 7]

2 **F** [*'He rarely came up with original plots for his plays...'*; lines 18–19]

3 **F** [*'... he usually took them from traditional stories, history or other writers. In his hands, however, they became powerful tales that transcend time and culture'*; lines 19–22]

4 **NG**

5 **T** [*'Shakespeare even managed to make a sympathetic character out of Shylock ...'*; lines 49–50]

6 **F** [*'... their language, though old-fashioned, still resonates powerfully with modern audiences. His rude jokes ensure that the theatre is often filled with laughter, but moments later there might be an achingly beautiful passage about love or chilling words about death, revenge or jealousy'*; lines 55–60]

7 **NG**

8 **T** [*'Of the 17,000 different words that he used in his plays and poems, he made up an incredible 1,700 of them ...'*; lines 75–77]

### Exercise 3 page 62

- Students will have to read the article carefully to answer these questions. The paragraph letter A–F in which each

word or phrase appears is given in brackets at the end of each question.

- 1 **preface:** The significance changed because Shakespeare became more well-known and respected over time so the preface proved to be prophetic.
- 2 **quirky:** It is describing a fairy tale / a play based on a fairy tale (*A Midsummer Night's Dream*).
- 3 **tales that transcend time and culture:** The writer tells us that theatre and film directors often use his plays for their material, and that his plays are also reinterpreted in many different ways.
- 4 **ruthless:** Students' own answers
- 5 **protagonist, villain:** A protagonist is the main character in a story. A villain is the evil or bad character in a story.
- 6 **abuse:** It was experienced because the character was Jewish and his enemies hated Jews.
- 7 **chilling:** Other emotions mentioned in this paragraph include passion, humour, jealousy and love.
- 8 **he stands at the pinnacle of English literature:** A pinnacle is a piece of stone or rock at the top of a mountain or a building, so the metaphor refers to Shakespeare being above everyone else.

#### Exercise 4 page 63

- Focus attention on the heading *Talking about ability* and elicit the meaning of *ability*. Ask students to give you examples of things they can or cannot do. Begin by asking simple questions, e.g. *Can you read? Can you write?*
- Give students two minutes to find and study the underlined sentences in the article and match them to the rules. They then compare their answers with a partner.
- Read out the rules and ask individual students to supply the missing words.
- For rule e, refer students back to the verb patterns they studied in 3D (page 36), and elicit the correct forms to complete these examples:  
*She needs (to be able to) speak French better.*  
*He wants to (be able to) drive.*  
*They love (being able to) Skype their cousins in Australia.*

- a can, 2 b could, 1 c managed to, 3  
d will be able to, 5 e being able to, 4

#### Grammar reference and practice 5.3 Workbook page 118

- 1 1 a 2 b 3 b 4 b 5 a 6 a
- 2 1 It was difficult, but I managed to finish my work before breakfast.
  - 2 No one was speaking to her and she couldn't understand why.
  - 3 We don't have enough money now, but next year we'll be able to buy a new computer.
  - 4 It's great because I'm able to see the mountains from my bedroom window.
  - 5 We weren't able to go on holiday last year.
  - 6 I succeeded in finding a holiday job.

#### Exercise 5 page 63

- Ask students to read the text so that they understand the context for the missing verb forms. Remind them to think about the tense needed.

- Refer students back to the rules in exercise 4 and point out that *manage to* is followed by the infinitive and *succeed in* is followed by the *-ing* form.
- Check answers as a class.

- 1 could
- 2 could
- 3 managed to / was able to
- 4 didn't manage to / weren't able to / couldn't
- 5 being able to
- 6 succeeded in
- 7 will be able to

#### Extra activity

Ask students to discuss the following questions in pairs:  
*What can you do now that you were not able to do when you were younger?*  
*What do you dream of being able to do in the future?*  
*Have you ever succeeded in achieving something unlikely or almost impossible?*

#### Exercise 6 page 63

- Students discuss the questions in pairs. You could ask students to do some internet research to find more information about other interpretations of one of Shakespeare's plays and to make a presentation to the class.
- Circulate and monitor, helping with vocabulary if necessary.

#### Additional vocabulary

The following words are from the article *A writer for all time*:

- *prophetic* (adj) /prə'fɛtɪk/ correctly stating or showing what will happen in the future
- *ruthless* (adj) /'ru:θləs/ hard and cruel; determined to get what you want and not caring if you hurt others
- *insecurity* (n) /,ɪnsɪ'kjʊərəti/ a lack of confidence in yourself or your relationships with other people
- *be flattered* (v) /bi: 'flætəd/ to be pleased because somebody has made you feel important or special
- *resonate* (v) /'rezəneɪt/ to remind somebody of something; to be similar to what somebody believes
- *aspire* (v) /ə'spaɪə(r)/ to have a strong desire to achieve or to become something

#### Vocabulary bank: Book structure page 138

- 1 1 hardback, paperback
- 2 bibliography, contents page, glossary, index, imprint page, title page
- 3 back cover, dust jacket, front cover, spine
- 2 1 Hardbacks 2 dust jacket 3 Paperbacks
- 4 front cover 5 spine 6 back cover
- 7 title page 8 imprint page 9 contents page
- 10 glossary 11 bibliography 12 index
- 3 Students' own answers

#### Extra activity: Further discussion

In groups, students discuss the following question:  
*Think about a modern film that you enjoyed. Imagine how Shakespeare might have told the same story in the 16th century.*

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about Shakespeare. I can analyse words in an article. I can talk about ability. I can discuss Shakespeare and other great playwrights.*

## 5E Writing

### A book review

#### Summary

**Topic:** Book reviews

**Reading:** *The Great Gatsby*

**Vocabulary:** Synonyms: adjectives describing stories

**Writing:** A book review

#### Lead-in

1

- Ask students to brainstorm the titles of popular novels and write their suggestions on the board. Encourage them to think of books they have read and enjoyed recently.
- Then ask them to choose one of the books they have read and get into a group with others who have also read it.
- In groups, students discuss the following questions: *Who are the main characters? What is the setting? What are the strengths and weaknesses of the book?*

2

- Tell students that they are going to read a book review and then write one themselves. Ask: *Where can you find reviews of books?* (e.g. newspapers, magazines, social media, TV programmes, radio programmes, YouTube).
- Ask students to work in pairs and think about how they decide which book they will borrow from a library or buy. Write the following ideas on the board and ask students to rate them in order of importance: *the back cover blurb, the front cover design, a friend's recommendation, a book review, other books by the same author that you have read*

#### Exercise 1 page 64

- Students could work in groups for this activity. You could also ask students to bring in book reviews in their L1 from newspapers or magazines and then work in groups to analyse the different things mentioned in those reviews. Write each group's findings on the board.
- Give students one minute to read the book review and find which things on the board are covered in the review.

#### Exercise 2 page 64

- Ask students to underline key words and skim the book review to find the answers.

1 *F. Scott Fitzgerald's classic novel*

2 *set in the glamour and decadence of 1920s New York*

3 *The story revolves around; that sets in motion; The novel has a fast-moving and riveting plot*

4 *self-made millionaire; lost love; rich, but unfaithful husband; mysterious next door neighbour; complex personalities; touching vulnerability and charm; self-centred and shallow; a fake and a liar; a moral integrity*

5 *what appealed to me most was; insightful comments on ... still feel relevant today; his concise but expressive prose is a delight; a perceptive portrayal of a fascinating time in US history; the gripping and moving story is told in expressive and intricate detail*

6 *It's a must-read.*

#### Exercise 3 page 64

- Explain to students that these phrases are also often used in reviews. Give them a minute to read the phrases before they match them to the categories in exercise 2. Not all of the categories will contain a phrase.
- Students compare their answers with a partner.
- Check answers as a class.

**Reasons for disliking the book:** *I was disappointed with ... ; It was a shame that ... ; The novel fails to ... ; For me, the biggest problem was ...*

3 *There's a dramatic twist at the end.; The story opens with ...*

4 *There were some very likeable characters, including ...*

5 *I could really identify with (a character); I was captivated by ...*

6 *I couldn't put it down.; It would appeal to anyone who ...*

#### **Insight** Synonyms: adjectives describing stories

You could tell students that book and film reviews often use the same kind of language, e.g. *beautifully written, a compelling tale of (love / revenge / survival, etc.), epic, gripping, gritty, haunting, lyrical, a page-turner, powerful, riveting, unputdownable* (very informal).

#### Exercise 4 page 64

- Remind students that when they write descriptions, they should try to use a range of adjectives and adverbs.
- Give students time to read the sentences before they try to find the matching adjectives in the review.
- Check answers as a class.

1 *touching* 2 *intricate* 3 *perceptive*

4 *riveting* 5 *expressive*

#### Extra activity

Ask students to work in groups and discuss the following questions:

*What is the most gripping novel you have ever read? Why?*

*What do you find most moving when you watch a film?*

*Do you enjoy reading novels with intricate plots? Why / why not?*

#### Exercise 5 page 64

- Go through the strategy with students. Elicit examples of personal pronouns (e.g. *I, you, he, she, it*) and possessive adjectives and pronouns (e.g. *my, mine, your, yours, her, hers*).
- With a **weaker class**, write the following sentences on the board for each rule:
  - 1 *I saw Robert yesterday. He was looking very unwell.*
  - 2 *She goes swimming every weekend. She does it to keep fit.*
  - 3 *He's rarely at home. This makes it very difficult to reach him.*
  - 4 *She's very friendly, but her outgoing nature means that sometimes she doesn't spend enough time with her family.*
- Check answers as a class.

one house; 1 **doesthis** throws spectacular parties; 2 **him** Nick Carraway; 1 **doing so** reuniting Gatsby and Daisy; 2 **that** Gatsby and Daisy's reunion **insightful** perceptive

### Exercise 6 page 64

- Students work individually or in pairs to rewrite the sentences. You may need to explain that *Angel* (sentence 1) is a man's name.
  - Check answers by asking different students to read out their sentences. Tell the rest of the class to listen and to call out if they think they hear a mistake.
- 1 Tess tells Angel about her past, but when she does so, she destroys his love for her.
  - 2 Mr Darcy offends Elizabeth at the ball and he does this / so again when he asks her to marry him.
  - 3 Ahab has spent his whole career killing whales, but in his desperation to kill the one that injured his leg, he endangers the whole crew.
  - 4 The passage in which the monster is brought to life is gripping, and the chapters that tell his / its side of the story are riveting.
  - 5 Most hobbits never leave the Shire, but the ones in the story do so to destroy the ring at Mount Doom.

#### Extra activity: Fast finishers

Ask **fast finishers** to read the sentences again and to work in groups to try to identify the famous novels which they describe.

- 1 *Tess of the D'Urbervilles* by Thomas Hardy
- 2 *Pride and Prejudice* by Jane Austen
- 3 *Moby Dick* by Herman Melville
- 4 *Frankenstein* by Mary Shelley
- 5 *The Lord of the Rings* trilogy by J.R.R. Tolkien

### Writing guide page 65

- Read the **task** together, making sure students understand they have to write a review of a novel with a historical setting.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their book review. Encourage them to cover all the points mentioned in the ideas section.
- Circulate and monitor while students **write** their reviews, making sure they organize their paragraphs according to their plan. Check that they are using synonyms and avoiding repetition.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Extra activity: Fast finishers

Ask **fast finishers** to compare their book reviews with a partner. Whose is the most interesting?

#### Additional writing activity

Write a review of a film based on a book. Include information about the type of film, the setting, the plot, the characters, the dialogue, the acting and the soundtrack. Remember to give your opinion: would you recommend the film? Why / why not?

### Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a book review. I know synonyms for adjectives to describe stories. I can avoid repetition when I write.*

## Vocabulary insight 5 page 66

### Verbs and nouns

- 1 It is a verb. It comes from the name of a search engine.
- 2 1 I want to screw this shelf onto the wall. b  
2 Beth is going to chair our next debate. c  
3 She elbowed me in the chest! e  
4 Can you text me your email address? d  
5 Whenever I find an interesting website, I bookmark it. d  
6 Peter can minute the meeting. c  
7 I'm out of the country, but I can Skype you tomorrow. d  
8 I wanted to find out more about the place, so I just googled it. a  
9 He headed the ball and scored a goal. e  
10 You'll need to drill a hole for the hook. b
- 3 2 investment in these products  
3 failure to complete the course  
4 conclusion of  
5 rejection of the head teacher's proposals  
6 perfection of the photos  
7 arrival at the hotel  
8 excellence of her cooking
- 4 beauty, belief, refusal, hatred, growth, shock  
Student's own answers

## Review 5 page 67

- 1 1 has moved on 2 switched on  
3 was cheering (us) on 4 will carry on 5 threw on
- 2 1 endanger 2 entrust 3 entitle 4 empower  
5 enlarge 6 encourage 7 enclose 8 enable
- 3 1 From my point of view 2 There's no point  
3 up to a point 4 take your point 5 on the point
- 4 1 ruthless 2 chilling 3 abuse 4 quirky  
5 pinnacle 6 protagonist
- 5 1 (Students) must study a foreign language  
2 (You) ought to watch films in English  
3 (Students) needn't bring their own dictionary to class  
4 (You) had better study vocabulary every day  
5 (Students) mustn't cheat in exams  
6 (You) need to speak in English in class  
7 (Students) ought not to use online translation services
- 6 1 should have researched 2 ought to have known  
3 had to ask 4 needed to think  
5 didn't have to wait 6 shouldn't have taken  
7 need not / needn't have bothered
- 7 1 can / is able to 2 be able to 3 succeeded in  
4 be able to 5 been able to 6 managed to  
7 couldn't / wasn't able to

# 6

## The media and the message

### Map of resources

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Vocabulary bank, Headlines page 139

Teacher's resource disk, DVD extra + worksheet, Good news travels fast page 70

Teacher's resource disk, Communication worksheet 6A

#### Section B: Student's Book pages 70–71

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Grammar reference and practice 6.1, Workbook page 119

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#### Section C: Student's Book pages 72–73

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#### Section D: Student's Book pages 74–75

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Grammar reference and practice 6.2, Workbook page 120

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#### Section E: Student's Book pages 76–77

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Teacher's resource disk, Writing bank

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#### Vocabulary insight 6 page 78

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Language and skills tests 6A and 6B, Test Bank

#### Cumulative review Units 1–6 pages 80–81

Literature insight 3, Workbook page 88

Exam insight 3, Workbook page 100

### 6A Reading and vocabulary

#### Who controls the news?

##### Summary

**Topic:** Citizen journalism

**Vocabulary:** Collocations: journalism; word analysis

**Reading:** Armed with a smartphone

**Speaking:** Reporting on a local news item

**Communication worksheet 6A:** A memory game

#### Lead-in

- Write the word *NEWS* on the board. Put students in groups and ask them to create a word web around the word. They can use their own categories or the following ideas: *people* (e.g. *journalist*), *media* (e.g. *newspaper*), *verbs* (e.g. *report*), *events* (e.g. *crime*).
- Give students two minutes to create their word webs. Then ask a few students to draw their group's word web on the board. Elicit additional words from the rest of the class.
- In pairs, students ask and answer the following questions:  
*How often do you watch the news on TV?*  
*How often do you listen to the news on the radio?*  
*Do you read any online newspapers?*  
*Do you read tweets about national or international news?*  
*Do you think it's important to know about national or international news? Why / why not?*

#### Exercise 1 page 68

- You could bring some national newspapers into class and hand them out. Give students a few minutes to read the headlines. Then ask different students to tell the class what the main news stories are. Ask:  
*Did you already know about these news stories?*  
*How did you first hear about them?*
- Students discuss questions 1 and 2 in pairs.
- Elicit the meaning of *citizen* (a person who lives in a particular place). Then elicit the meaning of the phrase *citizen journalist*. This refers to a person who is not a professional journalist, but who reports the news in the area or country where they live.
- Give students three minutes to read the article and compare their ideas before giving class feedback.

#### 1 Students' own answers

2 Technology has enabled ordinary individuals to report news stories quickly by posting photos, videos and comments to social networking sites via their smartphones. Many people now hear about the news on websites such as Twitter, YouTube and Facebook.

3 A 'citizen journalist' is an ordinary individual who reports news from their smartphones from the scene of the event.



## Exercise 2 page 68

- Go through the headings with students. Explain that a *whistle-blower* is someone who works within an organization and who informs the police or the public that their organization is breaking the law.
- Ask students to work individually to do the exercise. Remind them to skim-read each paragraph to understand the gist, and not try to understand every detail.
- Check answers as a class.

1 C 2 D 3 A 4 F 5 E 6 B

### Language note: Whistle-blower

This term is a reference to the whistle that police officers used to have, which they would blow if they saw someone breaking the law. This would attract people's attention to the law-breaker.

### Culture notes: Citizen journalism

**Citizen journalism** is an umbrella term for news stories provided or contributed to by members of the public. They appear on Twitter, Facebook, YouTube and other social media. Traditional newspapers are beginning to respond to the rise of citizen journalism and, rather than seeing it as a threat, they are encouraging members of the public to supply their papers with the latest news. Some newspapers have created their own smartphone apps for this very purpose, e.g. the *Guardian's* Witness app. Increasingly, professional journalists are also 'crowd-sourcing' opinions, using social media to enable large numbers of people to express their views on a story.

## Exercise 3 page 68

- Read through the questions with the class. With a **weaker class**, tell students in which paragraphs they can find the answers to the questions (1: paragraph A; 2: paragraph B; 3: paragraph C; 4: paragraph D; 5: paragraph D; 6: paragraphs D and E; 7: paragraph E; 8: paragraph F).
- Students work individually to do the exercise.
- Check answers as a class. Ask students to quote the relevant lines from the article to support their answers.

- 1 Tweets suddenly start coming from one particular country.
- 2 Because they are already at the scene of the event and can use mobile technology to share the news.
- 3 They are more personal and emotional, but they often lack background information. This is because they are immediate and citizen journalists don't have time to research the background to an event.
- 4 They can post anonymously about corruption and cover-ups in government and private companies.
- 5 It posts anonymous contributions in order to protect the contributors from the companies or governments they are reporting about. Their contributions create pressure for change and reform.
- 6 It is difficult to check information which is reported anonymously and people can spread defamatory rumours and get away with it.
- 7 They were scared and felt that they weren't safe.
- 8 Students' own answers

## Extra activity: Further discussion

In groups, students discuss the following questions:

- *Have you ever read and believed a news story which turned out to be untrue?*
- *If you knew that someone had committed a crime, would you share this information on social media? Why / why not?*
- *Do you think that there is a future for print newspapers, or will we all get our news online in the future?*

### **V insight** Collocations: journalism

Newspapers and the media use a stock of collocations. You could ask students to look up the meanings of collocations frequently used in journalism, e.g. *against the clock*, *aghost at*, *bone of contention*, *calculated snub*, *be caught in the crossfire*, *eleventh hour*, *emotions run high*, *fair play*, *gain ground*, *hang in the balance*, *rest assured*, *smear campaign*, *take a toll*, *throw down the gauntlet*, *tired and emotional*.

## Exercise 4 page 68

- Give students time to find the highlighted words in context in the article before they do the exercise.
- Focus attention on the headline of the article and elicit or explain the meaning of *hoax* (an act intended to make somebody believe something that is not true, especially something unpleasant). Ask students to find a highlighted word in the article that has a similar meaning to *hoax* (*scam*).
- Students complete the article with the highlighted phrases.
- Check answers as a class.

1 fall for the scam 2 had gone viral 3 made headlines  
4 expose corruption 5 spread rumours  
6 lacks credibility 7 trace sources 8 set the agenda

## Extra activity: Internet safety

This is an opportunity to go over the rules of internet safety and remind students that many hoaxes and scams are posted online or sent via text message or email. It is always sensible to double-check the source of any message which asks for personal details, and websites such as *snopes.com* are good places to find out whether a story circulating on the internet is true or a hoax.

## Exercise 5 page 70

- Give students a few minutes to read the questions and find the relevant words in the text. The paragraphs A–F in which the answer appears is given in brackets at the end of each question. These questions demand close attention to the text and might be challenging for some students. You could tell them to work in groups, ensuring that **weaker** students work together with **stronger** students in each group.
  - Check answers as a class.
- 1 hit, rocked, flooded, swept, scrambled. The first four words, describing the earthquake and tsunami, imply something powerful and destructive. The word *scrambled*, describing the movement of people, implies that people were scared.
  - 2 It is usually used in the context of weapons. It implies that citizen journalists are prepared to use their smartphones in an aggressive way or in self-defence.

3 scrutinize, explore, delve into 4 cover-up 5 rigged  
6 accountability 7 devastated, terrified 8 vulnerable

### Exercise 6 page 70

- Students use vocabulary from exercise 5 to complete the sentences. They can refer back to exercise 5 for some definitions and they can read the vocabulary in context in *Armed with a smartphone*.
- Students compare their answers with a partner.
- Check answers as a class.

1 vulnerable 2 delved into 3 rigged 4 scrambled  
5 armed 6 accountability 7 devastated 8 a cover-up

#### Additional vocabulary

The following words are from the article *Armed with a smartphone*:

- *compelling* (adj) /kəm'pelɪŋ/ that makes you pay attention to it because it is so interesting and exciting
- *newsworthy* (adj) /'nju:z-wɜ:ði/ interesting and important enough to be reported as news
- *verify* (v) /'verɪfaɪ/ to check that something is true or accurate
- *unregulated* (adj) /,ʌn'regjuleɪtɪd/ not controlled by laws or regulations
- *fake* (v) /feɪk/ to make something false appear genuine
- *destiny* (n) /'destəni/ what happens to somebody or what will happen to them in the future, especially things that they cannot change or avoid

### Exercise 7 page 70

- If you brought in newspapers for exercise 1, you could use them again now. Alternatively, if students have access to the internet, they could research some local issues online. Encourage students to research their story thoroughly, using references from more than one source, and to interview the people involved, including quotes in their story.
- You could point out that in news reports the present perfect tense is used to convey a sense of immediacy, and the passive is used to keep a report neutral and formal.

#### Students' own answers

#### Vocabulary bank: Headlines page 139

- 1 1 bid 2 curb 3 axe 4 gems 5 riddle  
6 vows 7 ban 8 plea 9 quit 10 backs
- 2 1 backs 2 vows 3 bid 4 plea 5 axe  
6 curb 7 quit 8 Gems 9 ban 10 Riddle
- 3 Students' own answers

**DVD extra** Good news travels fast

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about citizen journalism. I can use journalism collocations. I can analyse words in an article. I can plan and discuss a news report.*

## 6B Grammar and listening

### The big picture

#### Summary

**Topic:** Advertisements

**Grammar:** Speculation about the past, present and future

**Listening:** The big picture

**Speaking:** Speculating about an advert

**Communication worksheet 6B:** How can that be?

#### Lead-in

1

- Write the word *ADVERTISEMENT* on the board. Ask students to work in pairs to discuss the following questions:  
*Do you watch advertisements on TV or do you try to avoid them (e.g. by switching to another channel or 'muting' the TV)? Do you think your decisions to buy certain products are influenced by advertisements? Can you remember a particularly good advertisement you have seen in the last six months? Describe it to your partner.*
- Ask students to think of all the different places where they might see or hear advertisements (e.g. TV, radio, billboards, magazines, newspapers, social media, blogs, websites).

### Exercise 1 page 70

- Focus attention on photographs A–D. Ask students to brainstorm words to describe the pictures (e.g. *scaffolding, pavement, skinhead, mugger, businessman, accident, crash, leather jacket, bricks*) and write them on the board.
- Students work in pairs to describe the pictures and think about the correct order.
- Check answers to question 1 as a class, asking students to vote for the picture they think should come first, second, third and fourth. Write the results of the vote on the board, but do not tell them if they are right or wrong.
- Ask a few students to tell the rest of the class what they think the 'story' of the advert is.

#### Correct order: D, B, A, C

#### Extra activity

Ask students to work in groups to make and present an advertisement based on the four photos. Three of the students are the three people in the photos and the fourth student is a narrator. They can decide what they are advertising. Ask different groups to perform their advertisements for the rest of the class. Then ask the class to vote on their favourite advertisement.

### Exercise 2 2.01 page 70

- Play the recording for students to find out what is being advertised.
- Play the recording again and ask students to think about the predictions they made in exercise 1. Which predictions were right and which were wrong?
- You could then ask the students to work in groups and agree on a 'star rating' for the advert (five stars = a very good advert; one star = a very poor advert). Write the

groups' ratings on the board and get a volunteer to work out the class's average star rating for the advertisement.

### Audio script

At the beginning of the advert, we see a young man running down a street in a deprived, working-class area. The man is wearing jeans and a leather jacket and he's got a shaved head. You most probably think he's aggressive or a troublemaker and that he must have done something wrong. He has to be running away from a bad situation: he might have stolen someone's wallet or someone could have been hurt in a fight. He can't be doing anything good.

Then the camera angle changes; we see that he is running towards someone, not away from something. There's an older man holding a briefcase, standing in the street ahead. He may be a businessman on his way to work, or it's possible that he's just finished work. It's safe to say that he doesn't know the younger man, because he looks as if he's frightened. He's bound to be thinking the man is going to mug him – I'm almost sure we're all thinking the same. But will he? Then the camera zooms out some more so more context is given, we get a bigger picture, and our perceptions start to change. There's what looks like bricks and cement being lowered from the building above the men. The bricks might fall and they could both be badly hurt. Then, in the final moments of the advert, the bricks do fall down, but they don't hit them, because the young man has pushed the businessman to one side and saved him. Hey, wait a minute, that can't have happened because he's a troublemaker, right? He can't have been trying to help him. But in fact, that's exactly what happened. The advert has cleverly played on our prejudices and expectations until we are finally given the whole picture. It's a TV advert for a newspaper called the *Guardian*, and it cleverly teaches us a valuable lesson about judgement and perspective. From hoodlum to hero in three camera angles.

The advert is advertising a newspaper called the *Guardian*.

### Language note: Speculation about the past, present and future

#### Speculation about the past

- We use *must have* / *can't have* + past participle to describe certainty about the past. We can also use *must have been* / *can't have been* + present participle for a continuous action. We do not use *mustn't have* + past participle to describe certainty about the past.
- We use *may have* / *could have* / *might have* + past participle to speculate about the past when we are not certain. (For a continuous action: *may have been* / *could have been* / *might have been* + present participle.)

#### Speculation about the present

- We use *have to* / *must* / *can't* + infinitive without *to* to describe certainty about the present. (For a continuous action: *have to be* / *must be* / *can't be* + present participle.)
- We use *might* / *could* / *may* + infinitive without *to* to speculate about the present when we are not certain. (For a continuous action: *might be* / *could be* / *may be* + present participle.)

#### Speculation about the future

- We use *will* / *going to* + infinitive without *to* to make predictions about the future when we are certain. (For a continuous action: *will be* / *going to be* + present participle.)

- We use *might* / *could* / *may* + infinitive without *to* to speculate about the future when we are not certain. (For a continuous action: *might be* / *could be* / *may be* + present participle.)

### Exercise 3 page 70

- Explain that in the recording, the speaker is imagining that they are watching the advert for the first time, and is speculating about what has happened, what is happening now and what might happen. Ask students to read the sentences and decide whether they speculate about the past, present or future. They should also think about whether the speaker is certain or not.
- Students work individually to answer the questions. They then compare their answers in pairs.
- Check answers as a class.

1a Sentences a, b, d, g and h express certainty.

1b Sentences c, e and f express possibility.

2a Sentences b, c, g and h refer to the past.

2b Sentences a, d and e refer to the present.

2c Sentence f refers to the future.

3 We can use *may*, *might* and *could* to refer to the present and the future.

### Exercise 4 page 71

- Explain that these phrases from the recording are more colloquial ways of expressing speculation and certainty.
- Students work in pairs to decide which express certainty and which express possibility.
- Check answers as a class.

**Certainty:** He's bound to be; It's not possible that; It's safe to say that

**Possibility:** most probably; looks like; it's possible that; It seems likely that; He looks as if; I'm almost sure

### Grammar reference and practice 6.1 Workbook page 119

1 1 must 2 could 3 It's not possible  
4 can't 5 can't 6 might

2 1 must have gone out 2 can't have gone  
3 might have decided 4 might have kicked  
5 must have done 6 must have told  
7 can't have written 8 might have seen

3 1 could have bought  
2 must be wearing  
3 can't have seen  
4 almost sure that we will visit our grandparents  
5 is bound to listen  
6 seems likely that the government will soon change  
7 might be  
8 must have forgotten

### Exercise 5 page 71

- Tell students to read the first sentence in each pair and think about whether it expresses certainty or possibility. Remind them that if it describes a past event, they need to use modal + *have* + past participle.
- To check answers, ask individual students to read out their answers while the rest of the class listen and call out if they think they hear any mistakes.

- 1 A citizen journalist has to have taken the photo.
- 2 They must have been at work when the news story broke.
- 3 The police may already have caught the escaped criminal.
- 4 He must have been watching TV when the disaster happened.
- 5 He can't have heard about it on the radio. He never listens to the news.
- 6 They're bound to be at the scene of the incident by now. They left two hours ago.
- 7 The report can't be accurate. It lacks credibility.
- 8 It seems likely that he'll read the news headlines today.

### Exercise 6 page 71

- Students can discuss the questions in pairs or you can invite suggestions and write them on the board.
- If you have access to the internet, you could find the video of this advertisement online (search for 'A dramatic surprise on a quiet square') and play the first eighteen seconds (until the cyclist pushes the button). Then ask students to speculate about what will happen next.

### Exercise 7 2:02 page 71

- Play the recording for students to check their ideas. Again, if you have access to the internet, you could let students watch the rest of the advertisement.
- Check comprehension by asking the following questions:  
*What happens to the man on the stretcher?* (He falls out of the ambulance.)  
*What happens after the car chase?* (a huge gun battle)  
*How many people watched the video on YouTube in one month?* (over six million)

### Audio script

In 2012, the American company TNT (or Turner Network Television) decided to launch a new TV channel in Belgium. There were already hundreds of channels available on TV, so the question was: how could they make their channel stand out? They could have put up giant billboards, produced a simple TV ad, or posted flyers about the event, but they didn't do any of these things. Instead, they decided to do some guerrilla advertising. They placed a big red button 'on an average Flemish square of an average Flemish town', and encouraged people to push it. When they did, the square suddenly erupted into chaos, as actors appeared out of nowhere and acted out scenes from medical and legal dramas. A man on a stretcher falls out of an ambulance. A car chase ends in a huge gun battle. People in the square must have been surprised and some might have thought the scenes were real until the final moments, when a giant banner appeared on the side of a building that read: 'Your daily dose of drama. TNT. We know drama.' Of course, the real stars were the passers-by who witnessed the event, and their reactions. The video of the event was posted on YouTube and went viral ... Over six million people watched it in one month!

- 1 The button was placed in a quiet square in a little Flemish town.
- 2 It was put there by the American company TNT as part of one of their advertising campaigns.
- 3 When someone pushed the button, actors appeared and acted out scenes from medical and legal dramas.
- 4 People must have been surprised.
- 5 Its purpose was to advertise a new TV channel in a way which made it stand out.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand descriptions of adverts. I can speculate about the past, present and future.*

## 6C Listening, speaking and vocabulary

### Making the headlines

#### Summary

**Topic:** Fame

**Listening:** A news story; why people want to be famous

**Vocabulary:** Idioms with *in* and *out*

**Functional language:** Choosing front page news

**Speaking:** Talking about how well-known people cope with fame; choosing which stories to cover for a news website

**Communication worksheet 6A:** A memory game

### Lead-in

Write the word *FAME* on the board. Ask students to work in groups and to think of different ways that people can become famous (e.g. through politics, entertainment, criminal activities). Give them two minutes to discuss their ideas. Then ask one student from each group to share their group's ideas with the rest of the class.

### Exercise 1 page 72

- Explain, if necessary, that a publicity stunt is something that people do in order to attract a lot of attention.
- Students work in pairs or groups and discuss their ideas. Ask a few students to tell the rest of the class about the news stories they have thought of.

### Exercise 2 2:03 page 72

- Go through the strategy with students. Point out that they probably use these strategies in their own language.
- Play the recording and ask students to compare their answers with a partner.
- Ask students to suggest what might have been in the news report before and after the section that they listened to. Write their ideas on the board.

### Audio script

After several hours, the balloon finally landed in a field in Denver. Journalists rushed to the scene, but the boy was nowhere to be found. People thought he might have fallen out, so a ground search was rapidly organized. Then, something extraordinary happened. Falcon was suddenly found safe and well ... in the attic at home. He'd been hiding in a cardboard box there all the time. His parents were shocked and relieved, as were all the people who had been following the event. Then, two days later, during a TV interview, Falcon revealed that his parents had told him to hide and that they were 'doing it for the show'.

- 1 There is one speaker.
- 2 The topic is a publicity stunt involving a young boy and a balloon.
- 3 It is a news broadcast on the radio or TV.
- 4 They might listen to find out about current events.

### Exercise 3 2.04 page 72

- Play the full recording and ask a volunteer to tick any of the students' ideas on the board that are mentioned.
- Ask a few questions to check comprehension:  
*Why were helicopters following the balloon?* (They thought a six-year-old boy was inside it.)  
*Where was Falcon?* (in a cardboard box in his attic)  
*What happened to Richard Heene?* (He spent three months in jail.)

#### Audio script

In October 2009, millions of people were glued to their television and computer screens as a large balloon drifted across three states in America. The balloon was a homemade flying saucer, and local TV helicopters were following it, broadcasting live video footage. The National Guard had also been called in to track it. Why? Because a six-year-old boy called Falcon Heene was inside the balloon. What was he doing, floating thousands of feet up in the sky? Apparently, the balloon was his father's invention, and Falcon had hid in it after being told off. It wasn't until the balloon was airborne that his family realized Falcon was missing. His dad called the local TV station, asking their helicopters to track the balloon; then, he called the emergency services. The event was closely followed on social media sites around the world, and 'Balloon Boy' quickly became the number one search on Google, receiving extensive media coverage.

After several hours, the balloon finally landed in a field in Denver. Journalists rushed to the scene, but the boy was nowhere to be found. People thought he might have fallen out, so a ground search was rapidly organized. Then, something extraordinary happened. Falcon was suddenly found safe and well ... in the attic at home. He'd been hiding in a cardboard box there all the time. His parents were shocked and relieved, as were all the people who had been following the event. Then, two days later, during a TV interview, Falcon revealed that his parents had told him to hide and that they were 'doing it for the show'. 'Balloon Boy' had been a hoax, a way for his father to gain publicity for his idea for a reality TV show – Falcon had been exploited by his parents in their pursuit of fame. The hoax had cost emergency services tens of thousands of dollars, so the Heenes were fined \$47,000, and Richard Heene spent three months in jail. But today, several years on, the Heenes are at it again. This time, the publicity-hungry parents are promoting their three sons as the youngest heavy-metal band in the world. It seems they are so obsessed with fame, that they will do anything to achieve it, even use their children ...

### Exercise 4 2.05 page 72

- Go through the explanations with the class. Explain or elicit the meaning of *neglect* (the fact of not giving enough care or attention to something/somebody), and *adrenaline* (a substance produced in your body when you are excited or afraid and which makes your heart beat faster).
- Give students a minute to choose the three reasons that they think are the most common. Then play the recording while students tick the explanations the speakers mention.
- Check answers as a class.

#### Audio script

**Presenter** In this celebrity-obsessed age, perhaps it's not surprising that most of us want 'fifteen minutes of fame' at some point in our lives. In a recent survey, thirty per cent of adults and forty per cent of teenagers admitted they daydreamed

about being famous. But why do people want to be in the limelight so badly? To help us find some answers, we're joined by psychologist Dr David Sharp, anthropologist Tom Baker and TV producer Ginny Jacobs.

**David** Well, put simply, people who desire fame want to be noticed. This need for recognition is something we all have, but it's often more obvious in fame-seekers. Maybe they weren't very popular at school, or perhaps they were neglected by their parents as children, so they need the approval of others.

**Tom** Yes, in fact this need for approval has deep roots – it's part of our survival instinct. It's something that goes back to early human settlements where people lived in small groups. Those who were not approved of by the group were out on a limb – they weren't protected and eventually disappeared and died off. Fame is the ultimate seal of approval; that's why so many people pursue it.

**Ginny** This actually happens in reality shows all the time – contestants are desperate for approval, they'll do anything for it, even act out of character and pretend to be something they're not ... just so they can keep in step with their fans, feed them what they want and 'survive' on the show. If they fall out of favour, it's over.

**David** There's also a physical explanation for why some of us desire fame so much. Imagine you have to give a talk to a large group of people. You feel nervous and your body starts producing adrenaline, stimulating the 'fight or flight' reaction. This is how celebrities feel when they are the focus of media attention, and this adrenaline rush can be addictive, especially to risk-takers. And, as many famous people are natural risk-takers, they're in their element in this type of environment. In other words, they enjoy it!

**Ginny** Although for those of us who are not natural risk-takers, perhaps this desire for fame is mostly to do with wanting success – you know, money and influence. And, thanks to reality TV and talent shows, it seems to be in the reach of ordinary people.

**David** That's very true, and these 'look at me' spectacles on reality TV and YouTube make people think fame is very much in the offing, and that anyone can be a celebrity. Fame is more accessible, so more people pursue it.

**Tom** Yes, people think it's an easy way to make money and live a long and happy life, although statistics tell a different story. In fact, celebrities are more likely to have shorter lives than people who lead more normal lives. Just look at people like Kurt Cobain or Heath Ledger.

**David** Yes, they forget about the costs – the lack of privacy and constant pressure to live up to people's ideals. This seems to happen to talent show contestants all the time – they just get out of their depth and can't deal with it. The constant press harassment can make even the most experienced celebrities feel like caged animals. You might be surrounded by people, yet you could feel totally isolated. Your fans may have an ideal of you that becomes impossible to live up to. You may feel stressed because you don't want to disappoint people.

**Ginny** That's interesting, although it explains why people shouldn't pursue fame rather than why they do!

**Presenter** Well, any final thoughts from our guests today?

**David** Actually, yes ... I think that ultimately this desire to 'be something' comes from a desire for our achievements to outlive us. Fame, I think, helps us become immortal in some way.

**Presenter** Well, that's all we have time for today ...

All the explanations are mentioned by the speakers.

### Exercise 5 2.05 page 72

- Play the recording again for students to match the speakers to the statements.
- Check answers as a class before asking students to discuss the opinions in groups.
- Ask a few students to share their group's reaction with the rest of the class.

1 D 2 T 3 G 4 D 5 T,G 6 T 7 D 8 D

#### V insight Idioms with *in* and *out*

Sometimes the literal interpretation of an idiom can help to work out or remember its meaning. For example:

*out of your depth*: (1) you are in water that is too deep to stand in (2) you cannot understand something because it is too difficult, or you are in a situation you cannot control

### Exercise 6 page 72

- Explain to students that all the phrases are from the recording. You could play the recording again for students to listen for the phrases and note which use *in* and which use *out*.
- Check answers as a class.

**out of one's depth**: in a situation that you cannot control

**in the limelight**: at the centre of the public's attention

**out on a limb**: not supported by other people

**in step with**: having ideas that are the same as other people's

**out of character**: not typical of a person's character

**out of favour**: not supported by someone

**in one's element**: doing what you are good at and enjoy

**in the offing**: likely to appear or happen soon

### Exercise 7 page 73

- Give students a minute to read the questions and complete them with the phrases in exercise 6.
- Check answers as a class. Then ask students to discuss the questions in pairs. Circulate and monitor, helping with vocabulary if necessary.

1 the offing 2 your element 3 of their depth  
4 of character 5 of favour 6 the limelight

### Exercise 8 page 73

- You could bring some L1 newspapers to class and ask students to skim-read two or three articles. They then decide which, if any, of the qualities listed they possess.
- Students work in pairs to rank the qualities. Ask a few students to tell the class about their rankings and ask them to give reasons for their decisions.

### Exercise 9 2.06 page 73

- Give students a minute to read the headlines. Then play the recording.
- Check answers as a class.

#### Audio script

**Max** What about the Bridge Park Festival? It was rained off on Saturday. We might as well let people know it's on 5 July, now.

**Elena** That's useful, but hardly a major event. In other words, it's not front page news. It belongs in the Entertainment section.

**Josh** I like the story about the local granny – she was incredibly brave.

**Max** You can say that again, although we already have a crime story on the front page.

**Elena** What about something on youth unemployment ...

**Max** I wouldn't do that – we covered it last week, and frankly, it's a bit depressing.

**Josh** You're right. There are too many negative stories in the news. What about covering the World Cup in Brazil?

**Elena** Hmm, I'm not sure. Most readers want stories about things that have an impact on their own lives.

**Max** Hang on a minute, are you saying that we shouldn't include important international events?

**Elena** No, I didn't mean that exactly. But the big papers will be covering the global events. People read this website for local news.

**Max** What we need is an interesting story to attract readers – celebrity stories are always popular. What about that reality TV show star caught shoplifting?

**Josh** Crime again! And it doesn't have to be about a celebrity. Any human interest story will do.

**Elena** Hey, there's that eighteen-year-old basketball player who's got a scholarship to go to an American university. He's local, he's pretty inspirational and his story has lots of human interest.

**Josh** Great idea – it ticks lots of boxes. What do you think Max?

**Max** I agree, let's go with it.

**They choose 'Local boy wins US scholarship'.**

**Qualities: human interest, local relevance, inspirational**

### Exercise 10 2.06 page 73

- Play the recording again for students to tick the phrases.
- Go through the three categories with students. Elicit examples of modals (e.g. *might*, *can*). Explain that *restate* means 'to say something again'.
- Students compare their answers with a partner.
- Check answers as a class.

**Phrases used: 1, 2, 4, 5, 7, 8, 9, 10**

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

### Exercise 11 2.07 page 73

- Give students a minute to read the phrases. Then play the recording. With a **stronger class**, ask students to try to match the phrases to the categories A–C before listening.
- Check answers as a class.

#### Audio script

**Girl** Which one is it going to be, then?

**Boy** I think the TV reality show star story is pretty compelling. I mean, why did he do it?

**Girl** Well, it's certainly controversial. It'd be nice to have something educational, though.

**Girl 2** Actually, I like the Supergran story.

**Girl** Yeah, I couldn't believe it!

**Boy** But don't you think we should do something about the World Cup? It's starting soon.

**Girl 2** Not football again.

**Boy** Well, let's put it this way: it is the most popular sport in the world – everyone loves football, you know.

**Girl 2** Yeah, yeah ... I'm just saying that there's already a lot about it in the news, and not everyone is that interested in it.

**Girl** Alternatively, there's that boy who won a basketball scholarship to go to study in the US. We could include him – he's a good role model.

**Girl 2** Perhaps, although he's a bit boring. All he does is play basketball 24/7.

**Boy** OK, so which one should we choose?

**Girl 2** Let's have a story that's entertaining, humorous and inspirational. Let's go for Supergran.

**Boy / Girl** All right. / Yeah, why not?

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

### Exercise 12 page 73

- Students discuss the headlines in pairs.
- Circulate and monitor, checking that students are using the new language and are discussing all the headlines.

#### Students' own answers

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a news story about a publicity stunt. I can understand a radio programme about why people want to be famous. I can use idioms with in and out. I can use language to choose front page news.*

## 6D Culture, vocabulary and grammar

### Truth or lies?

#### Summary

**Topic:** Making a documentary

**Reading:** Seeing is believing

**Vocabulary:** Documentaries

**Grammar:** Emphasis and inversion

#### Lead-in

- Tell students to imagine that a TV channel is going to make a documentary about their school. Ask them to think about what information it could include. Write the following list on the board and elicit additional ideas from students: *interviews with students, teachers and parents, footage of lessons, lunch time and break time, history of the school.*
- Ask students to work in pairs to choose three things from the list on the board to include in the documentary. Which would they include? Why?

### Exercise 1 page 74

- Ask students to work in pairs to discuss what makes a good documentary. After a minute, invite different pairs to tell the class about their ideas. Accept all ideas – there are no right or wrong answers.
- Write *DOCUMENTARY FILMS* on the board as a heading for one column and *FICTION FILMS* as a heading for a second column. Ask students to think of similarities and differences between the two types of films, e.g. background music (similarity), people who are not actors (difference). Write their ideas on the board in one or both columns.

### Extra activity

Ask students to think of a documentary they have seen recently and to discuss the following questions in pairs:

- *What was the topic?* (e.g. the environment, war, society)
- *Was there a message?*
- *Did you enjoy the documentary? Why / why not?*
- *Which of these words best describe it: realistic, neutral, biased, dull, exciting, credible, educational, controversial, thought-provoking, emotional, spontaneous, entertaining?*

### Exercise 2 page 74

- Tell students to skim-read the article and think about the topic of each paragraph in the article and then each of the paragraphs A–F. They should also look for repeated words, names and ideas (e.g. Robert Flaherty is mentioned in paragraph B and also in the article after gap 1).
- Check answers as a class.
- Focus attention on the list of similarities and differences on the board from exercise 1 and ask students how many of these ideas are included in the article.

1 B 2 A 3 D 4 F 5 C

Paragraph E is not needed.

(Possible answers)

The article shows that there are fewer and fewer differences between fiction and documentary films.

Qualities usually attributed to fiction films such as musical scores, emotional storytelling and dramatic re-enactments appear in contemporary documentaries, too.

#### Culture notes: Documentaries

The original documentary (or *actuality*) films by the Lumière brothers rarely lasted longer than a minute. The brothers often shot films of ordinary workers doing their daily activities and then they would charge the same people a small amount of money to watch the films.

In the early twentieth century 'scenics', or films which showed scenery from different countries around the world and the lifestyles of the people, became very popular. An early feature-length documentary was Frank Hurley's *South*, which followed Ernest Shackleton's failed expedition to the Antarctic in 1914.

In the 1930s, propagandist documentary films played an important role in the rise of the Nazi Party in Germany. One of the most influential documentary makers of this time was Leni Riefenstahl. Her film *Triumph of the Will* was commissioned by Adolf Hitler. She used many pioneering film-making techniques, but her association with Nazism has tarnished her reputation.

*Cinema vérité* or direct cinema in the 1950s–70s moved the focus away from interviews and studio-based production. Directors used hand-held cameras and shot many hours of film on location, which were then edited down to produce a feature-length documentary.

In the 21st century, modern, lightweight digital cameras and computer-based editing software have made documentary making accessible and affordable. Social media has also made it possible for people to upload and publicize their films easily and cheaply.

### Exercise 3 page 74

- Go through the questions with the class. Ask students to think about the things in a documentary that might affect its portrayal of reality, e.g. the use of background music, filming in studios, editing to reinforce one particular opinion.
- Students can discuss the questions in pairs or as a class.

(Possible answers)

- 1 The main purpose of Flaherty's films was to broaden his viewers' knowledge of the world. Today, documentaries tend to manipulate audiences' emotions and interest with the maker's point of view.
- 2 Early newsreels showed re-enacted scenes as opposed to filming real scenes in action.  
Students' own answers
- 3 Students' own answers

### Exercise 4 page 74

- Give students a minute to match the words before they check their answers in the article.
- Elicit or provide definitions for each word.

**staged scenes:** scenes in which people's actions and/or words have been decided beforehand

**archival footage:** part of an old, historical film

**musical score:** music that is used for a film

**voice-over:** information or comments in a film given by a person who is not seen on the screen

**crowd funding:** raising money from large numbers of people, usually on the internet, in order to fund a project

**fly-on-the-wall style:** where people are filmed going about their normal lives as if the camera were not there

**shot on location:** filmed at a place outside a film studio

**docu-ganda:** film that uses a documentary style to spread propaganda

### Exercise 5 page 74

- Tell students to read the text before completing the gaps. Remind them that they might have to change the verb forms or change nouns from singular to plural to fit the text.
- Check answers as a class.

- 1 shoot on location
- 2 crowd funding
- 3 fly-on-the-wall style
- 4 staged scenes
- 5 voice-over
- 6 docu-ganda
- 7 archival footage
- 8 musical score

#### Additional vocabulary

The following words are from the article *Seeing is believing*:

- *swarm* (v) /swɔːm/ to move in a large group
- *spontaneous* (adj) /spɒn'teɪniəs/ done naturally without being forced or practised
- *hard-hitting* (adj) /hɑːd 'hɪtɪŋ/ not afraid to talk about or criticize somebody/something in an honest and very direct way
- *mainstream* (adj) /'meɪnstri:m/ ideas and opinions thought to be normal because they are shared by most people; the people whose views are most accepted
- *indistinguishable* (adj) /,ɪndɪ'stɪŋgwɪʃəbl/ if two things are indistinguishable, it is impossible to see any differences between them
- *backlash* (n) /'bæk'læʃ/ a strong negative reaction by a large number of people, for example to something that has recently changed in society

### Extra activity: Further discussion

In groups, students discuss the following questions:

- Do you think that a documentary maker should ever get involved when making a film, e.g. if they see a wild animal in distress, should they help the animal or leave it alone?
- How can you tell whether a documentary is truthful or not? Should all documentaries include information about whether scripts were used, or if scenes were shot in a studio?
- What advantages or disadvantages do documentaries have over other sources of information?

### Exercise 6 page 75

- Give students a minute to find the underlined sentences in the article and read them in context.
- Write the sentences on the board and focus attention on the word order. Then elicit the non-emphatic versions of the sentences and write them on the board as well. This will help students to see how a sentence is changed to make it more emphatic. Non-emphatic sentences:  
a: They showed simple scenes from everyday life.  
b: People had never seen such realistic images before.  
c: They presented the film-maker's idea of life, rather than showing life as it actually was.  
d: This desire to educate and present people with the 'truth' motivated early film-makers.  
e: They used a hand-held camera with synchronized sound.  
f: These new documentaries deal with local problems and they also focus on global issues.
- Check answers as a class.

#### 1 Sentences a, c, d, e:

What / All they did was + infinitive (with or without to)  
What happened was (that) + sentence  
It was + cause + that + result

#### 2 Sentences b, f

Negative expression + auxiliary verb / be + subject + rest of sentence

### Grammar reference and practice 6.2 Workbook page 120

- 1 No way am I going to watch this programme.
  - 2 What happened was that no one came to the presentation.
  - 3 Not only did he direct the film, but he funded it.
  - 4 Seldom had I felt so embarrassed.
  - 5 It was the reaction of the audience that surprised us.
  - 6 What they did was to produce a film.
  - 7 What happened was that the director's daughter got the main part.
- 2 1 had she seen such shocking footage
  - 2 the excellent cinematography that made the documentary really moving
  - 3 had we wasted our money, we had wasted our time
  - 4 was that the story spread via the internet and was trending within hours
  - 5 use crowd funding to pay for his film
  - 6 was change the music and rewrite some of the script
  - 7 the prime minister who revealed that there had been some disagreements within the party
  - 8 has there been such an extraordinary reaction
  - 9 had we heard such an emotional speech



## Exercise 7 page 75

- Go through the first sentence with the class. Refer students to the first bullet point in rule 1, exercise 6, and point out that *they* in the example in the rule becomes *the director* in this sentence. Elicit the correct emphatic version of the sentence and write it on the board.
- Students then work individually or in pairs.
- To check answers, ask students to read out their sentences and get the rest of the class to point out mistakes.

- 1 What the director did was (to) use documentary techniques to make the film seem realistic.
- 2 It was Michael Moore's documentary *Fahrenheit 9/11* that won awards at several major film festivals.
- 3 All they did was (to) spend eight days on *The Blair Witch Project*.
- 4 Not only did he drink a milkshake, but he also ate a big bag of popcorn during the film.
- 5 What happened was (that) the controversial political documentary was banned from some cinemas.
- 6 Never have I seen such a fascinating documentary.

## Exercise 8 page 75

- Students discuss the opinions in pairs or in groups.
- Circulate and monitor, checking that they are using language to express emphasis correctly, and helping with vocabulary if necessary.

### Vocabulary bank: Film-making page 139

- 1 1 storyline 2 costume designer 3 screenplay  
4 stuntman 5 voice-over 6 boom  
7 scriptwriter 8 lighting 9 storyboard artist  
10 location 11 audio engineer 12 prop
- 2 1 scriptwriter 2 storyline 3 screenplays  
4 costume designer 5 locations 6 props  
7 storyboard artist 8 audio engineer 9 boom  
10 lighting 11 stuntmen 12 voice-over

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the history of documentary film-making. I can use vocabulary related to documentaries. I can express emphasis. I can discuss how realistic documentary films are.*

# 6E Writing

## An article

### Summary

**Topic:** The importance of news

**Reading:** Two opinion articles

**Vocabulary:** Discourse markers

**Writing:** An opinion article

## Lead-in

- 1
- Ask students to work in groups and think of the different sections in a broadsheet newspaper. If you can access

a copy of a UK broadsheet, e.g. the *Daily Telegraph*, *The Times*, the *Independent* or the *Guardian*, bring it to class.

- Elicit students' ideas and write them on the board. Use the following list to check students' answers: home / local / domestic news, world news, commentary / editorial, sport, technology, education, media, science, health, society, arts and entertainment / culture, travel, money / finance, environment, business, fashion / style.

## 2

- Write the following statements on the board:  
*I don't read the news because it's always depressing.*  
*I read some sections of the newspaper but I never look at other sections.*  
*Newspapers are owned by big corporations, so you can't trust them.*
- Ask students to discuss the statements in pairs.

## Exercise 1 page 76

- Focus attention on the headlines on page 77. Explain to students that we use 'Zzzz' to indicate that someone is sleeping. Elicit the meaning of *dumbest* (the most stupid). Explain that '*No news is good news*' is a common saying.
- Write the headlines on the board and for each one, elicit students' suggestions for the issues that might be covered in an article with each headline. Get a volunteer to write notes of students' suggestions under the relevant headlines. Keep them on the board for use in exercise 2.

## Exercise 2 page 76

- Give students two or three minutes to skim-read the articles and match them to the headings.
- Then ask them to work in pairs to summarize the arguments in each article. With a **weaker class**, you could put students into two groups and ask one group to focus on the first article and the other group to focus on the second article. They can then pair up with someone from the other group and exchange information.

**A** No news? That's not an option!

**B** 'No news is good news'

**Main arguments in A:**

Newspapers keep us in touch with reality.

Young people don't know enough about world events.

Learning about other people's problems will encourage us to try to solve them.

Reading newspapers is good for the mind and inspirational.

**Main arguments in B:**

Bad news is much more common than good news.

We can't change or influence the news. Bad news stories make us feel depressed and ill.

The amount of information in the news is too demanding on our short-term memory.

People should occasionally avoid all news stories and think about more personal issues.

## Exercise 3 page 76

- Before going through the strategy with students, refer them back to their work on emphasis and inversion on page 75. Remind them that we often change the structure of a sentence when we want to write emphatically.
- Go through the strategy with the class and then give students two minutes to match the sentences to the rules.

- Check answers as a class.

a 3, 4, 5   b 1   c 7   d 2, 6

#### Exercise 4 page 76

- Go through the first sentence with the class, asking them to think about what to emphasize in the rewritten sentence (*citizen journalists*). Point out the relative pronoun *who*.
- Students can then work in pairs to rewrite the sentences. They can refer to the rules in exercise 6 on page 75 to remind themselves about the changes in word order and sentence structure.

- 1 It was citizen journalists who were first to break the story.
- 2 What the paper didn't do was (to) check the facts before they published the article.
- 3 Teenagers do read news stories when they are entertaining.
- 4 Rarely do young people care about international events.
- 5 By far the best news stories are the ones about celebrities.
- 6 Hardly had he finished writing his Facebook update when his friends arrived.

#### Language note: Discourse markers

We use discourse markers to connect one piece of discourse or writing to another. They can make our writing more fluent and give signals about the text or conversation, e.g. they can tell us if a speaker wants to add information, close the conversation or change the subject.

#### Exercise 5 page 76

- Ask students to find the phrases in the articles and to read them in context.
- Explain to students that they have to match the phrases from the articles to the definitions, and then match the words in the list to the definitions as well. Encourage them to keep a record of these discourse markers and to try to use them in their spoken and written English.

- 1 presumably, probably   2 admittedly, undeniably
- 3 frankly, in all honesty   4 obviously, undoubtedly
- 5 as a matter of fact, in reality
- 6 theoretically, hypothetically   7 worryingly, distressingly

#### Exercise 6 page 76

- Ask students to read the sentences carefully and to think about how the second sentence links to the first sentence.
- Check answers as a class.

- 1 Theoretically   2 Probably   3 Hypothetically
- 4 Probably   5 Hypothetically   6 Distressingly

#### Exercise 7 page 76

- Read the opinions again and discuss them as a class.
- You could use one of the sentences for a class debate. Ask one team of students to think of arguments in support of the statement, and one to think of arguments against. Each team makes a presentation and then there is a class vote.

#### Writing guide page 77

- Read the **task** together, making sure students are clear that they have to choose one of the headlines and write an opinion article about the topic.

- Give students five to ten minutes to complete the **ideas** stage and **plan** their article. Encourage them to think of arguments and examples to support their ideas.
- Circulate and monitor while students **write** their articles, making sure they organize their paragraphs according to their plan. Check that they are using discourse markers and expressions to show emphasis.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Students' own answers

##### Extra activity: Fast finishers

Ask **fast finishers** to compare their articles with a partner. Whose is the most interesting?

##### Additional writing activity

Write an opinion article about this headline:  
*Social media – the new addiction*

#### Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write an opinion article. I can use expressions of emphasis. I can use discourse markers.*

## Vocabulary insight 6 page 78

### Expressing emphasis

- 1 extremely   2 fairly   3 really   4 utterly   5 absolutely  
6 slightly   7 undoubtedly   8 pretty   9 very
- 2 **emphasizer:** extremely, really, very  
**amplifier:** utterly, absolutely, undoubtedly  
**downtoner:** fairly, slightly, pretty
- 3 1 really, sincerely, very much  
2 certainly, desperately, fervently  
3 bitterly, deeply, greatly, seriously, truly
- 4 1 desperately   2 soon   3 instantly  
4 sincerely   5 later   6 secretly
- 5 1 honestly   2 sincerely   3 positively   4 utterly  
5 categorically   6 strongly   7 sincerely   8 fully

## Review 6 page 79

- 1 1 expose corruption   2 fall for a scam   3 go viral  
4 make headlines   5 set the agenda   6 spread rumours
- 2 1 delve into   2 armed   3 rigged  
4 cover-up   5 accountability   6 vulnerable
- 3 1 on a limb   2 the limelight   3 of favour  
4 step with   5 of their depth   6 the offing
- 4 1 Staged   2 Fly-on-the-wall   3 docu-ganda  
4 voice-over   5 score   6 Crowdfunding
- 5 1 must be true   2 can't be dying  
3 might have been trying   4 might not have arrested  
5 must have made   6 might rain   7 can't have started
- 6 1 most probably   2 possible that   3 seems likely  
4 looks as if   5 sure   6 is bound   7 safe to

- 7 **1** (Hardly) had the film begun when there was a newsflash.
- 2 (What) surprised me was the style of the report.
- 3 (Never) have I been so shocked by a news item.
- 4 (Not only) the driver but also the passengers got injured in the crash. / (Not only) did the driver get injured in the crash, but so did the passengers.
- 5 (It) was citizen journalists who helped the victims of the crash.
- 6 (What) they did was (to) take lots of photos and immediately upload them online.
- 7 (Seldom) have the fans witnessed such a defeat of their team.

## Cumulative review Units 1–6 pages 80–81

1  2:08

### Audio script

1

A woman from Oklahoma City has become an internet sensation after a television news interview with her went viral. Sweet Brown gave the fifteen-minute interview about a fire at her apartment building to a KFOR-TV Channel Four photojournalist. She became aware of the blaze when she went to get a drink from a communal vending machine in the middle of the night. Her animated interview was uploaded to YouTube by a KFOR employee, and within forty-eight hours, the video had more than one million views. Since then, a number of remixes have been made of her interview, featuring the catchphrase 'Ain't nobody got time for that.'

2

**Sister** Now, here's an idea.

**Brother** What's that?

**Sister** You know those red phone boxes that used to be everywhere, but nobody uses any more?

**Brother** Yes, what about them?

**Sister** It says here that people have started using them as libraries.

**Brother** Really? So how do you get hold of the phone box?

**Sister** It seems you can apply to the council for permission to use one in your area. Apparently, they've been converted into all kinds of things, from art installations to showers.

**Brother** So how can the phone box be used as a library?

**Sister** It's easy, really. People come along and leave their old books there. Then, if there's a book they want to borrow, they just take it. The beauty is that anybody can use it whenever they want to.

**Brother** What a great idea!

**Sister** Yes, that's what I thought.

3

... And there is more evidence to support my argument in favour of printed books. Research from laboratory experiments, polls and consumer reports indicates that modern screens and e-readers do not adequately recreate tactile experiences of reading on paper that many people miss, and, more importantly, prevent people from navigating long texts in a satisfying way. In turn, such navigational problems may affect reading comprehension. Compared with paper, screens may also drain more of our mental resources while we are reading and make it a little harder to remember what we read when we are done.

4

**Presenter** And now onto our next caller, Dermot from Dublin. What's your take on textspeak, Dermot?

**Caller** Well, I don't think it's a corruption of the language at all. It's just linguistic creativity at work. It serves to show us how the

history of the English language is happening all around us. It's quite fascinating, really.

**Presenter** Dermot, can you give us an example?

**Caller** Of course. Let's take the word LOL – that's L-O-L. It used to be a handy abbreviation for 'laughing out loud'. Now it's a mark of irony that people use in normal speech, not just in text messages.

**Presenter** Dermot, thanks for calling. And I'm told we have another caller on line two.

5

Now you've heard about some of my personal experiences, let's look at what you need to become a journalist. Apart from perfect grammar and spelling, you'll need a few personal skills, too. These include accuracy – getting the facts wrong could have serious legal implications – a good sense of perception, so you can see when things are about to start happening, and persistence – the staying power to stick around and get that story at all costs. You'll also need a certain amount of luck. Something that's becoming increasingly important these days is a working knowledge of the new technologies – it's no good if you've got an exclusive and you can't get the internet connection working to send the story in!

1 b 2 a 3 c 4 b 5 c

2 Students' own answers

3 (Possible answers)

1 The fastest source of news is Twitter (photo C). This is because the news is usually posted immediately by the public at the scene of an event.

The slowest source of news is newspapers (photo A) as the news has to be researched, written and printed before reaching the public.

2 The most reliable source is probably newspapers as they are accountable for ensuring that sources are credible. Newspapers are more likely to be objective and analyse the causes and outcomes of an event. The least reliable is Twitter (photo C) because anyone can post news without checking sources. The news is also presented from a subjective point of view.

3 Students' own answers

4 Students' own answers

4 1 E 2 – 3 B 4 C 5 A 6 D 7 –

5 1 must have broken the rules

2 have I heard

3 ought not to have written

4 you succeed in getting

5 isn't used to walking

6 was about to make

7 didn't let us touch

8 has been painting landscapes since

6 Students' own answers

#### Additional materials

Literature insight 3 Workbook page 88 Answer key: Teacher's book page 154

Exam insight 3 Workbook page 100 Answer key: See website

# 7

# That's life

## Map of resources

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Vocabulary bank, Phrases with *time* page 140

Teacher's resource disk, Communication worksheet 7A

### Section B: Student's Book pages 84–85

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Grammar reference and practice 7.1, Workbook page 121

Grammar reference and practice 7.2, Workbook page 121

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### Section C: Student's Book pages 86–87

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Vocabulary bank, Generation gap page 140

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Teacher's resource disk, Communication worksheet 7A

### Section D: Student's Book pages 88–89

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### Section E: Student's Book pages 90–91

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### Vocabulary insight 7 page 92

Using a dictionary: *would* and *could*

### Review 7 page 93

Progress check Unit 7, Workbook page 59

Language and skills tests 7A and 7B, Test Bank

## 7A Reading and vocabulary

### Before I die ...

#### Summary

**Topic:** Immortality

**Vocabulary:** Phrasal verbs with *off*; phrases with *life*

**Reading:** From here to eternity

**Speaking:** Discussing life and its milestones

**Communication worksheet 7A:** The Friendship Agency

### Lead-in

#### 1

- Write the word *IMMORTALITY* on the board and elicit or explain the meaning (not dying, living forever).
- Ask students to work in pairs and discuss the following questions:  
*Would you like to be immortal? Why / why not?*  
*Do you believe in life after death?*  
*Do you think you would live your life differently if you could start again?*
- Ask a few students to share their ideas with the rest of the class.

#### 2

- Tell students that you have invented a magic potion that can give them eternal life. However, if they take the potion, they will never be able to die, even if they want to.
- Ask students to work in pairs or groups and to think of at least five reasons why they might want to take the potion and five reasons why they might not want to take it.
- Write students' ideas on the board. Then hold a class vote to find out how many students would decide to take the potion.

### Exercise 1 page 82

- Start off the discussion by giving an example of five things you would like to achieve before you die, e.g. *I'd like to write a best-selling novel, learn to fly a helicopter, see the Northern Lights, ...*
- Ask students to brainstorm ideas and write them on the board. Encourage them to think of a range of things, e.g. skills they could learn, people they could meet, sporting achievements.
- Focus attention on the second part of the discussion. Ask students to work in pairs and think how their ambitions might be different if they knew they would live for ever. Ask a few students to share their ideas with the rest of the class.

## Culture notes: Dmitri Itskov

**Dmitri Itskov** is a Russian entrepreneur. In 2011, he set up an organization called '2045 Initiative'. The aim of this organization is to create a community of the world's leading scientists specializing in life extension. These scientists will work together on technologies which could enable the transfer of someone's personality to a non-biological carrier. Itskov has outlined four phases of his plan:

Phase 1 (2015–2020): building functional android avatars (robots) which are controlled by human brains and which can work in dangerous or inhospitable environments

Phase 2 (2020–2025): creating a fully working avatar into which a human brain is transplanted at the end of the human body's life

Phase 3 (2030–2035): creating a fully working avatar with an artificial brain, into which a human's personality is transplanted at the end of his/her life

Phase 4 (2040–2045): creating a hologram-like avatar that will replace bodies completely

2045 Initiative also organizes Global Future 2045, an annual congress at which there are scientific discussions about the latest research into life extension technology and also about the possible effects of this technology on society, politics and the economy around the world.

### Exercise 2 page 82

- Ask students to read the sentences and think about what kind of information they need to find in the article.
- Students compare their answers with a partner.
- Check answers as a class. Ask students to quote the parts of the text that support their answers.

1 F 2 F 3 T 4 F 5 T 6 F 7 F 8 F

### Exercise 3 page 82

- Go through the strategy with the class. Explain that it is important to be able to evaluate an opinion piece and to understand whether it is balanced or not. Elicit some possible reasons why an author might not write a balanced article, e.g. the author is being paid by a person or organization whose interests are represented in the article; the author has a particular political or religious belief; the author has some personal involvement in an issue.
- You could put students in two groups and ask one group to look for the pros of living forever and one group to look for the cons. Then get students to pair up with someone from another group and compare their lists.
- Check answers as a class.

(Possible answers)

#### Pros:

People could explore endless possibilities.  
They could witness how the human race evolves.  
They could dedicate themselves to doing good.

#### Cons:

Overpopulation would put pressure on our planet's resources.  
Crime rates would rise.  
People could get depressed because they would spend thousands of years in the same job.  
There would be fewer career opportunities for younger generations.

Society would be more resistant to progress.  
Only the rich could afford it, so society would become very unequal.  
The novelty of life would wear off and we would get very bored.  
We would no longer value the time that we have.

1 No. The author presents many more arguments against living forever than in favour of it.

2 Students' own answers

3 Students' own answers

### Extra activity: Further discussion

In groups, students discuss the following questions:

- *How old will you be in 2045? How do you imagine the world will have changed? Do you think it will have changed for the better or for the worse?*
- *The writer of the article believes that the older generation is more resistant to change than the younger generation. Do you agree? Why / why not?*
- *Imagine that Dmitri Itskov decides to select ten people to become the first 'immortals'. How should he choose who will live forever? What qualities should he look for?*

### Additional vocabulary

The following words are from the article *From here to eternity*:

- *transplant* (v) /træns'plɑ:nt/ to take an organ, skin, etc. from one person, animal, part of the body, etc. and put it into or onto another
- *potential* (n) /pə'tenʃl/ qualities that exist and can be developed
- *fundamentally* (adv) /fʌndə'mentəli/ used when you are introducing a topic and stating something important about it
- *strained* (adj) /streɪnd/ showing the effects of worry or pressure
- *divide* (n) /dɪ'vaɪd/ a difference between two groups of people that separates them from each other
- *longevity* (n) /lɒn'dʒevəti/ long life; the fact of lasting a long time

### Exercise 4 page 82

- Give students a few minutes to find the phrasal verbs in the article and read them in context. With a **weaker class**, ask students to check the meanings in a dictionary. With a **stronger class**, ask students to try to work out the meanings from the context alone.
- Check answers as a class.

a wear off b set off c shrug off  
d put off e fend off f cross off

### Extra activity: Fast finishers

Ask **fast finishers** to discuss the following questions in pairs:

- *What kinds of things do you sometimes put off doing?*
- *Are you good at shrugging off criticism or do you let it affect you?*
- *Do you ever feel cut off from other groups of people or from society? Do you agree that very old people experience this feeling more often?*

### Exercise 5 page 84

- Do the first item with students, helping them to find the matching half. Ask them to look at the linking words in sentence halves a–h (*and, but, as, because*) and think about whether they add or contrast information or give reasons. This will help them to match the sentence halves.
- Check that students have correctly matched the sentence halves. They then do the second part of the exercise.
- Check answers as a class.

1 h 2 a 3 c 4 b 5 f 6 e 7 d 8 g  
a ease off b make off c laugh off, brush off  
d call off e fight off f cut off, rub off

### Exercise 6 page 84

- Give students a minute to find the phrases in the article and read them in context. They then do the exercise.
- Check answers as a class.
- Ask students the following questions:  
*Which phrase originally described a product in a supermarket?* (shelf life)  
*Which word originally described a stone by the side of the road that showed the distance to the next town?* (milestone)  
*Which word usually refers to renting a property?* (lease)  
*Which adjective is associated with magic?* (charmed)  
Remind students that thinking about the origins of a phrase can help them to understand it and to remember its meaning.

1 the milestones in life 2 a matter of life and death  
3 shelf life 4 the prime of life 5 breathe life into  
6 every walk of life 7 a new lease of life  
8 living charmed lives

### Exercise 7 page 84

- Ask students to brainstorm ideas for the first question and write notes on the board, e.g. learning to walk and talk, your first day at school, losing your first tooth, learning to ride a bike, falling in love.
- For the second question, write different age ranges on the board: 11–17, 18–25, 26–35, 36–50, 51–65, 66–80. Elicit positive and negative aspects for each age range. Encourage students to think not just about the physical prime of life, but about other things as well and how they affect a person's well-being, e.g. wealth, confidence, friendship, family, work.
- Students can then discuss the last two questions in pairs or groups. Circulate and monitor, helping with vocabulary if necessary.

### Vocabulary bank: Phrases with *time* page 140

1 1 c 2 h 3 e 4 d 5 j 6 f  
7 g 8 a 9 i 10 l 11 k 12 b

- 2 1 all the time  
2 in the nick of time  
3 in next to no time  
4 behind the times  
5 At one time  
6 ahead of time  
7 in the course of time  
8 for the time being  
9 at the same time  
10 before my time  
11 at the best of times  
12 from time to time (she occasionally works nights) / all the time (she only works nights) / for the time being (she works nights at the moment, but this will change)

### 3 Students' own answers

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about immortality. I can use phrasal verbs with off and phrases with time. I can discuss the prospect of immortality and the important times in my own and other people's lives.*

## 7B Grammar and listening

### Lucky break or lucky escape?

#### Summary

**Topic:** Luck

**Grammar:** Conditionals; mixed conditionals

**Listening:** The luckiest man alive?

**Speaking:** Discussing hypothetical situations

**Communication worksheet 7B:** Advice for Max

### Lead-in

1

- Tell students to imagine that they have won €1 million in a lottery and ask them to brainstorm suggestions for ways to spend the money. Write their ideas on the board.
- Then ask them to work in groups and agree on the best way of spending this money. They can decide to spend the whole amount on one thing or to spend smaller amounts on different things, but the whole group must agree on the final decision.
- Ask a few students to share their group's ideas with the rest of the class.

2

- Play a game of *Fortunately, Unfortunately*. Begin with the following sentence: *Last weekend I was going to go on holiday to Rome, but unfortunately I missed my plane.* Then ask one student to make up the next sentence in the story beginning with *Fortunately*, e.g. *Fortunately, I managed to catch a ferry to a beautiful island instead.* The

game continues around the class, with students adding a sentence to the story, alternating between *Unfortunately* and *Fortunately*.

### Exercise 1 page 84

- Elicit or explain the meaning of *lucky break* (an opportunity to get something that you want).
- Write two headings on the board: *Lucky escapes* and *Lucky breaks*. Ask different students to come up to the board and write each phrase under the correct heading.

**Lucky escapes:** surviving a plane crash; getting out of a burning car; surviving a train accident; recovering from a serious illness

**Lucky breaks:** winning the lottery; meeting the love of your life; getting your dream job

#### Extra activity: Stronger students

Ask **stronger students** to work in pairs or groups and think of two or three more examples of lucky escapes and lucky breaks.

### Exercise 2 2:09 page 84

- Focus attention on the photo of Frank and ask students to make predictions about what they are going to hear. Write the following questions on the board:  
*How old is Frank?*  
*What is he holding?*  
*Is he happy or unhappy?*
- Play the recording and ask students to check their predictions. If necessary, play the recording again.

#### Audio script

When we look back on our lives, we sometimes talk about being in the right place at the right time: 'if I hadn't had that lucky break, life would be very different today.' Well, what if you were in the wrong place at the wrong time? Frank Selak knows all about that. If you were Frank, you'd be happy to be alive. The eighty-three-year-old music teacher knows less about lucky breaks and more about lucky escapes!

Frank was born in 1929 in Croatia, and the first thirty years of his life were relatively quiet. It wasn't until the 1960s that the trouble began. In January 1962, Frank was travelling home on a train when an accident happened. The train was travelling across a bridge when it slipped off the rails and fell into the icy river below. As the train sank, Frank managed to smash a window and escape, but he lost consciousness while swimming to the shore. Luckily, he was pulled out of the river by people from a nearby village. If it hadn't been for the people in the village, Frank could have drowned.

A year later, Frank was on a flight from Zagreb to Rijeka. During the flight, the airplane's back door flew open and Frank fell through it. He fell 850 metres and landed in a large pile of hay. If he hadn't landed in the hay, he mightn't have survived.

Then, in 1968, Frank took his students on a school trip. On the way back, he dropped the children off at school. Then, minutes later, the bus drove off a bridge and into a river. Miraculously, both Frank and the driver survived. Despite this, Frank doesn't think he's had much good fortune, but if he hadn't had all that luck, he would be dead today.

In the 1970s, the lucky escapes continued, with Frank surviving a burning car on two occasions. But his final big accident happened in 1994, when he was driving along a road in western

Croatia. A truck crashed into him and his car was pushed off the highway into a 150-metre hole. If Frank's luck had run out, this would be the end of his story. Fortunately, it hadn't, and he fell out of the car before it exploded.

However, his story doesn't end there. In 2002, after so many lucky escapes, Frank had his first lucky break and won a million dollars on the national lottery. If Frank was a greedy man, he would have kept the money for himself. Instead, he gave it all away. Unless he lost everything and it was his only choice, he wouldn't buy another ticket. He doesn't believe that money can make you happy, but does he believe in good luck? Probably, although he isn't taking any chances. He still refuses to get on a plane or travel by train ...

**Events:** winning the lottery; getting out of a burning car; surviving a train accident

#### Language note: Conditionals

There are four main types of conditional sentences.

**Zero conditionals** express something that always happens (the result) if another thing (the condition) happens or is true.

*if + present simple, present simple*

*If you heat ice, it melts..*

**First conditionals** express something that is likely to happen in the future (the result) if another thing (the condition) happens or is true.

*if + present simple, future with will*

*If you are late, you will miss the bus.*

**Second conditionals** express something that is unlikely to happen in the future or something hypothetical (the result) if another unlikely or hypothetical thing (the condition) happens.

*if + past simple, would + verb*

*If I had a car, I would drive to London.*

**Third conditionals** express something that didn't happen in the past (the result) because another thing (the condition) happened or didn't happen.

*if + past perfect, would have + past participle*

*If I had passed my exams, I would have gone to university.*

### Exercise 3 page 84

- If necessary, remind students that there are four main types of conditional sentences and write these four types with example sentences on the board (see *Language note* above).
- Students work individually to do the exercise.
- Check answers as a class.

**a** sentences 3 and 4; third conditional

**b** sentences 1 and 2; second conditional

**c** sentences 1 and 2; past simple

sentences 3 and 4; past perfect

**d** could, might

**e** If he lost everything and it was his only choice, he would / might buy another ticket.

#### Grammar reference and practice 7.1 Workbook page 122

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

2 1 a 2 b 3 a 4 a 5 b 6 b

#### Exercise 4 page 85

- Do the first item with the class. Ask: *Is the sentence about the past, the present or the future?* (the past) Elicit that because it is about the past, we need the third conditional. Ask students to identify the condition (*he missed an earlier train*) and the result (*Frank ended up in the crash*). Elicit that we use *if + past perfect* to express the condition.
- Students work individually to do the exercise.
- Check answers as a class.

- 1 (If he hadn't) missed an earlier train, Frank wouldn't have ended up in the crash.
- 2 (Frank might not) have survived if he hadn't managed to break the train window.
- 3 (I'd believe) in good luck if I was/were in his situation.
- 4 (If the pilot) hadn't flown too low, the plane wouldn't have crashed.
- 5 (The children could have been) hurt if they hadn't already got off the bus.
- 6 (If I) lived a charmed life like Frank, it'd be amazing.

#### Exercise 5 page 85

- Focus attention on the heading *Mixed conditionals* and explain that some sentences are a combination of two different types of conditional.
- Write the two sentences on the board and elicit the structure of each sentence:
  - 1 *If + past perfect, would + verb*
  - 2 *If + past simple, would have + past participle*
- Students can then work in pairs to answer the questions.
- Check answers as a class.

a sentence 1

b sentence 2

c sentence 1: third conditional, second conditional  
sentence 2: second conditional, third conditional

#### Grammar reference and practice 7.2 Workbook page 122

2 1 a 2 b 3 a 4 a 5 b 6 b

- 3 1 spent all my money yesterday, would have  
2 had a car, she would have driven  
3 love camping in Cornwall, we wouldn't have gone camping  
4 hadn't failed their exams last term, they wouldn't have to take  
5 had met my brother at the station, he wouldn't be  
6 understood Japanese, they wouldn't have bought

#### Exercise 6 page 85

- Students complete the sentences. They then compare their answers with a partner.
  - Check answers as a class.
- 1 had made – mixed conditional: the first part refers to the present; the second part refers to the past
  - 2 was/were – second conditional
  - 3 wouldn't be – mixed conditional: the first part refers to the past; the second part refers to the present
  - 4 hadn't learned – third conditional
  - 5 would hitchhike – second conditional
  - 6 had bought – mixed conditional: the first part refers to the present; the second part refers to the past

- 7 hadn't dropped out – mixed conditional: the first part refers to the present; the second part refers to the past
- 8 wouldn't be – second conditional

#### Exercise 7 page 85

- Ask students to read the text quickly to get an idea of the general meaning. Ask a few questions to check comprehension:  
*What happened to Jacqueline King?* (She won £14 million in the lottery.)  
*Is she married now?* (No, she isn't.)  
*Is she happier now?* (Yes, she is.)
- Students complete the text with the correct conditional forms.
- Check answers as a class.

- 1 would it really make
- 2 went
- 3 had known
- 4 hadn't been
- 5 wouldn't be
- 6 would be
- 7 would have made
- 8 hadn't had

#### Exercise 8 page 85

- Students discuss the questions in groups. Circulate and monitor, checking that students are using the correct conditional forms.
- Ask a few students to share their group's ideas with the rest of the class.

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a description of a lucky person's life events. I can use conditionals and mixed conditionals to describe unreal or unlikely situations. I can discuss luck and life changes.*

## 7C Listening, speaking and vocabulary

### The golden years

#### Summary

**Topic:** Old age

**Listening:** Growing old in different societies

**Vocabulary:** The old and the young

**Functional language:** Discussing old age

**Speaking:** Talking about how older people are perceived in your community; discussing statements about young people and old people

**Communication worksheet 7A:** The Friendship Agency

#### Lead-in

1

- Write the words *OLD AGE* on the board. Ask students to work in groups and brainstorm words and ideas that they associate with old age, e.g. *illness, frailty, wisdom, grandparent*.
- Then ask the group with the longest list to write their words on the board.



## 2

- Write the following sentence beginning on the board: *By the time I retire I want to have ...* Ask students to think about what they want to have achieved by the time they retire. They can think about skills, possessions, experiences and family.
- Elicit students' ideas and write notes on the board. Then read out the list of the ideas and ask students to raise their hands if they agree that this is something they want to have achieved by the time they retire. Find out what most students want to have achieved.

### Exercise 1 page 86

- Students look at the photos and discuss the questions in groups.
- Ask a few students to share their group's ideas with the rest of the class.

### Exercise 2 2•10 page 86

- Go through the ideas with the class. Elicit or explain the meaning of *deterioration* (the process of becoming progressively worse) and *depression* (a state of feeling very sad and without hope).
- Play the recording for students to tick the ideas they hear.
- Check answers as a class.

### Audio script

**Presenter** Society is getting older. By 2030, there will be 50% more over-65s and more than double the number of over-85s alive in England. Older people are becoming a bigger part of our society, but what are younger people's attitudes towards them? Do we think of them as over the hill and irrelevant, or are they wise and worth listening to? In the studio today we have community worker Yolanda Sparks and social anthropologist Ralph Sanchez. So Ralph, what exactly is our attitude to older people?

**Ralph** Attitudes to older people vary hugely, depending on the type of society you live in. In Western society, for example, older people have little value, but in Asian societies and some tribal ones, quite the opposite is true.

**Presenter** So why do people in countries like England and America not value older people?

**Ralph** Well, there are several reasons for this. Firstly, countries like America have a very strong culture of youth. Although some people complain about adolescent kids and their infantile behaviour, young people in general are perceived as more innovative and dynamic, bringing fresh and unique ideas to society.

**Yolanda** But they're also perceived as inexperienced, thoughtless and, some would say, even foolish.

**Ralph** Still, we tend to value youth over everything else, as young people represent the future. Secondly, our society has a strong work ethic, so when you retire you lose your 'value' and become less relevant to society. And of course, society prefers people who are self-reliant, who can do things for themselves. When people get long in the tooth and become more dependent on others, they lose our respect.

**Yolanda** That's right. I also think it's very much a 'them' versus 'us' mentality. We treat old people like we treat homeless people or disabled people – as less valuable citizens; we describe them as elderly, which makes them sound quite helpless, and with a short shelf life. They become invisible ... We brush them off and

we don't feel at ease with them. They're sent to nursing homes where they become cut off from their families and friends they grew up with.

**Presenter** But not every society has this attitude?

**Ralph** No, traditional societies and societies in the East are the ones that value older people the most. Young people there continue to look after the elderly at home or in their community where they are surrounded by families and friends. This can give them a new lease of life. In Mediterranean cultures, it's normal for multigenerational families to live in the same house. And in Asian cultures like Japan, being mature is more valuable than being youthful because you have more life experience.

**Yolanda** Although you can have a 'youthful' attitude to life.

**Ralph** That's true. But as I was saying, in Asian cultures, there's a strong tradition of showing older people respect; it's part of how children are brought up.

**Presenter** So it's a question of tradition.

**Ralph** Yes – it's a question of value, too. In tribal societies, older members of the tribe are supportive to their families, helping with the children and collecting food. People also turn to respected tribal elders for their knowledge. There's no written record of history, so older people are valuable sources of information. // In England, if we need information, we rarely ask an old person – we just surf the internet.

**Presenter** So old people have more value in these tribal communities?

**Ralph** Not quite. There are some tribes who are less caring of their elderly. For example, traditional nomadic tribes may abandon old people during long travels. Often they are unable to carry them along with children, weapons and food. During famine, old people may also be sacrificed. Tribal societies are often faced with extreme choices.

**Presenter** So it's like shooting the weak and wounded to let the young and strong survive?

**Ralph** That's right. Ultimately, in these extreme situations, old people have less value than people in the prime of their life.

**Presenter** So what's the solution? How should we treat our old people?

**Yolanda** I think we need to create opportunities for old people to contribute more, become part of society again and not feel so vulnerable and isolated. It's also a question of attitude ... Thinking of old people as dynamic and looking to the future, rather than set in their ways and obsessed with the past. Old age isn't an illness and old people still have a lot to give ...

**Ralph** And one day, we will be that older generation, so better to address the attitude to old age now.

**Yolanda** Spend time with old people, consider cross-generational activities, be neighbourly, ask them for advice and about their life experience. You could learn a lot. Help them with things they find challenging, too. We often refer to old age as 'the golden years' ... and maybe, if we change our attitude, they might be 'golden' in the future ...

**Ideas mentioned: dependence vs independence; loneliness**

### Exercise 3 2•10 page 86

- Give students a minute to read the questions and answer options before they listen to the recording again.
- With a **stronger class**, ask students to try to answer the questions before listening to the recording.
- With a **weaker class**, pause the recording after each relevant piece of information (marked // in the audio script above) and check the answer to each question.

- To check answers, read out each question and ask students to raise their left hands if they think the correct answer is a, their right hands if they think the correct answer is b, and both hands if they think the correct answer is c. This is a good way of finding out how many students in your class have answered the questions correctly.

1 b 2 b 3 c 4 b 5 a 6 b

#### Exercise 4 page 86

- Read out the words and phrases to students. Point out the silent c in *adolescent* /ˌædɔːlesnt/, the strong i /aɪ/ sound in *juvenile* /dʒuːvənaɪl/ and *infantile* /'ɪnfəntaɪl/, and the weak i /ɪ/ sound in *supportive* /sə'pɔːtɪv/. Remind students that some of the words can be used for both old and young people.
- Students compare their answers with a partner.
- Check answers as a class.

**old:** over the hill, long in the tooth, elderly, set in their ways, mature

**young:** adolescent, juvenile, youthful, infantile, childish

**both:** (in)dependent, wise, dynamic, supportive, (in)experienced, self-reliant, vulnerable, foolish

#### Exercise 5 page 87

- Students discuss the people in pairs. You could also put students into three groups and ask each group to focus on one person. They should then make a presentation to the rest of the class about their person, justifying their opinions.

#### Extra activity

Ask students to work in groups. Each student should describe an older person (a family member, a friend or neighbour) to the rest of the group using words from exercise 4.

#### Exercise 6 page 87

- Students discuss the questions in groups. Explain that 'invisible' is in quotation marks because it is used in the figurative sense of the word, meaning ignored, not noticed by other people. Circulate and monitor, helping with vocabulary if necessary.
- Ask one student from each group to share their group's ideas with the rest of the class.

#### Vocabulary bank: Generation gap page 140

1 1 O 2 Y 3 Y 4 O 5 Y 6 O

- 1 be yourself
- 2 feel at ease
- 3 give in to
- 4 get up to
- 5 're out of touch with
- 6 get their own way
- 7 are set in their ways
- 8 going on about
- 9 standing on their own two feet
- 10 living off
- 11 get away with
- 12 leave us alone

3 Students' own answers

#### Exercise 7 page 87

- Read out the statement and explain, if necessary, that if you value youth over age and experience, you believe that youth is more important than age and experience.
- Ask students to put their hands up if they agree with the statement. Ask one or two students to justify their opinion. Then ask a few students who did not put their hands up and ask them to justify their opinion. Write students' ideas on the board and keep them there for the next activity.

#### Exercise 8 2·11 page 87

- Play the recording and ask students if any of their ideas on the board are mentioned in the recording.

#### Audio script

**Girl 1** I think it's natural for societies to value youth over age. Young people represent the future; they are more dynamic, more innovative. One of the main reasons for valuing youth is that young people are not afraid to experiment, to try out new things.

**Boy 1** Yes, I totally support that idea. The younger generation brings about change through rebelling against established beliefs and attitudes.

**Girl 1** So if society didn't value its youth, we'd make no progress. We would still be stuck in the dark ages.

**Boy 2** That makes sense, but what bothers me is that young people don't have much experience. They don't have as much knowledge as their elders. Societies that value age, that listen to older people, have the benefit of their wisdom and experience. Perhaps fewer mistakes would be made.

**Girl 2** I agree. I think that one of the biggest drawbacks of valuing youth over age is that society could become very shallow. Look at what young people watch on TV or read in magazines. It's all about superficial celebrities, not real issues.

**Boy 2** I can't entirely support that point of view. Plenty of young people are committed to real issues.

**Girl 2** What I'm trying to say is that young people don't have much life experience, they don't have much wisdom compared to an elderly person who has perhaps lived through a war and experienced the ups and downs of life.

**Girl 1** I think we'll have to agree to disagree. I still think that youth is more important to society than age and experience. We need new ideas to advance, and it's young people who supply society with these ideas ...

#### Exercise 9 2·11 page 87

- Students work individually or in pairs to complete the phrases.
- Play the recording again for students to check their answers.
- Check answers as a class.

1 main 2 totally 3 drawbacks 4 bothers  
5 entirely 6 'd 7 could 8 would

#### Exercise 10 2·12 page 87

- Ask students to read the phrases before listening to the recording.
- Play the recording and let students compare their answers in pairs.

#### Audio script

**Boy 1** I think the main benefit that young people bring to society is their ability to keep up with new technology. Older people have problems with that.

**Girl 2** But older people have a stronger work ethic, I think. Younger people are lazier and that can be a significant problem.

**Boy 2** We're also less knowledgeable about life in general, and are more likely to make mistakes.

**Boy 1** Maybe, but one positive aspect of not knowing too much is the willingness to experiment and try out new things.

**Girl 1** But what if older people weren't valued at all? That might result in resentment and alienation. We need to value everyone in society.

**Boy 1** Yes, there has to be a balance. We need to value both young and old as they both have things to offer ...

**Phrases mentioned:** The main benefit that ... ; One positive aspect of ... is ... ; ... can be a significant problem.; That might result in ... ; What if ... ?

**A** The main benefit that ... ; One positive aspect of ... is ... ; The best thing about it is ...

**B** ... can be a significant problem.

**C** My main worry would be ... ; That might result in ... ; What if ... ? Even if ...

### Exercise 11 page 87

- Students choose and discuss one of the statements in groups.
- Circulate and monitor, ensuring that students are using the new language and that everyone is contributing ideas and opinions.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a conversation about the role of old people in society. I can describe old and young people. I can take part in a discussion about old age.*

## 7D Culture, vocabulary and grammar

### The Road Not Taken

#### Summary

**Topic:** Life-changing decisions

**Reading:** *The Road Not Taken* by Robert Frost

**Vocabulary:** Analysing meaning

**Grammar:** Unreal situations

#### Lead-in

1

- Ask students to make a list of important life-changing decisions that they might make during their lifetime. Give some examples, e.g. go to university, get married, apply for a particular job.
- Give students two minutes to write their lists. Then ask a few students to write their ideas on the board. Ask the rest of the class to contribute more ideas. Keep the list on the board for exercise 1.

2

- Tell students that they are going to read a famous poem. Ask them to work in groups to discuss the following questions:  
*How is poetry different from prose?*

*Have you ever written a poem? Do you think that anyone can write a poem? Why / why not?*

*Do you think that poems need to rhyme?*

*Can you think of any lyrics to popular songs that are 'poetic'?*

*How are they poetic?*

### Exercise 1 page 88

- If you used lead-in activity 1, you can refer to the ideas on the board and ask students to discuss one of these decisions. Alternatively, ask them to brainstorm ideas for important decisions and write them on the board before students begin their discussion.
- Tell students, briefly, about a decision that you made, e.g. *Last year I decided to sell my car and travel everywhere by bike or public transport. I was influenced by my concern about global warming. It was a difficult decision because I like driving and it's convenient to travel by car, so I didn't make the decision quickly. At the moment I think it's the right decision because I'm saving a lot of money.*
- Students then discuss the questions in pairs.

### Exercise 2 2•13 page 88

- Play the recording as students read the poem. Point out that Frost was an American poet so he used the American spelling for *traveler* (British English: *traveller*) and *traveled* (British English: *travelled*).
- Ask different students for suggestions about what the writer's decision was.

**He had to decide which road to take when he had a choice of two possible paths.**

#### Extra activity: Rhyme schemes

Explain to students that Frost's poem follows a particular rhyme scheme. We can write the pattern of rhymes in a poem with the letters a, b, c, d, etc. The first set of lines that rhyme at the end are called *a*, the second set are called *b*, and so on. Give a simple example using a limerick by Edward Lear:

*There was an Old Man with a beard*

*Who said, 'It is just as I feared!*

*Two Owls and a Hen,*

*Four Larks and a Wren,*

*Have all built their nests in my beard!*

Elicit that the rhyming scheme for this limerick is a, a, b, b, a.

Ask students to work out the rhyming scheme of Frost's poem (a, b, a, a, b).

### Exercise 3 page 88

- Give students a minute to read the summaries before they do the exercise.
- Students compare their answers with a partner.
- Check answers as a class.

1 B 2 A 3 D 4 C

### Culture: *The Road Not Taken*

There are two common interpretations of Frost's famous poem, *The Road Not Taken*. Some people believe that it emphasizes the importance of choosing one's own path in life, even if this is less popular (*I took the one less traveled by, / And that has made all the difference.*). They see it as a poem about the importance of individualism. However, others believe that Frost wrote the poem as a parody of people who regret the choices they have made in their lives. In this interpretation, both roads are actually quite similar (*Though as for that the passing there / Had worn them really about the same*), and the poet is suggesting that people who look back and regret their choices are being overly dramatic.

### **Insight** Analysing meaning

If your students seem to be daunted by poetry, point out that many people share their feelings. However, it can be helpful to read a poem (initially, at least) as if is a piece of prose, with a good dictionary to hand. It is also useful to think about the associations that words, images and sounds have. For example, the colour green can be associated with spring, and therefore life or youth. On the other hand, the colour green (in English) is also associated with envy. Such associations can help to unlock a poem's meaning.

### Exercise 4 2-13 page 88

- Play the recording again and ask students to listen to the poem carefully. Encourage them to feel the rhythm of the poem – get them to try 'conducting' the poem as they listen to it so that they think about the stressed words. You could then ask four students to read out the poem, one verse each.
  - Discuss the questions as a class, encouraging students to justify their answers by quoting relevant lines from the poem. You could point out that there is more than one interpretation of this poem.
- 1 No, he can't. (*And looked down one as far as I could / To where it bent in the undergrowth;*)
  - 2 It is autumn. This suggests that the author is in the 'autumn' of his life – late middle age. This might make his choice more difficult because he has less time to go back if he has chosen the wrong path.
  - 3 He is hesitant. (... *long I stood*)
  - 4 Students' own answers
  - 5 In the future he will claim that his path was 'the one less traveled by', but actually he has already stated that they were both 'really about the same'. A more independent, adventurous or stronger-minded person might take 'the road less traveled'.
  - 6 The road could be a metaphor for an important life-changing decision such as starting a new career, getting married, starting a family or giving up a job.

### Extra activity: Further discussion

In groups, students discuss the following questions:

- *The image of two possible paths in Frost's poem is a metaphor. What other metaphors for the same idea do you think the poet could have used?*
- *Robert Frost once wrote: 'A poem begins in delight and ends in wisdom.' Do you agree with him? Why / why not?*
- *Do you think it is useful or important to learn poems by heart and to recite them aloud? Why / why not?*

### Exercise 5 page 88

- Read through the life events with the class. Remind students, if necessary, that they learned the phrasal verb *drop out* (to leave school, college, etc. without finishing your studies) in 3A.
- Ask students to read Frost's biography and underline the key life events. This will help them to do the ordering activity.
- Check answers as a class.

his father died  
met the love of his life  
worked for a newspaper  
had his first child  
dropped out of university  
lived on a farm  
travelled to England  
became famous

### Additional vocabulary

The following words are from the poem *The Road Not Taken* and the biography *Robert Frost (1874–1963)*:

- *diverge* (v) /daɪ'vɜːdʒ/ to separate and go in different directions
- *undergrowth* (n) /ʌndə'grəʊθ/ a mass of bushes and plants that grow close together under trees in woods and forests
- *hence* (adv) /hens/ an amount of time from now
- *frustrated* (adj) /frʌ'streɪtɪd/ feeling annoyed and impatient because you cannot do or achieve what you want
- *inauguration* (n) /ɪˌnɔː'gʃə'reɪʃn/ a special ceremony to introduce a new public official or leader
- *claim* (n) /kleɪm/ a right that somebody believes they have to something, especially property, land, etc.

**Language note: Unreal situations**

We can use a number of different expressions to talk about unreal situations in the present and the past.

We use the present simple or the past simple to describe a possible situation, a preference or a supposition in the present. The past simple suggests a lower likelihood.

*Imagine / Suppose we move / moved to France – do you think we'd be happier?*

*I know you like small cars, but I'd rather / sooner we buy / bought a bigger one.*

*It's as if / though he is / was a child.*

We usually use the past perfect to describe a possible situation, a preference or a supposition in the past.

*Imagine / Suppose I'd left school when I was sixteen, I wouldn't be a doctor now.*

*I'd rather / sooner we'd spoken to him yesterday.*

*It was as if / though she had forgotten everything she knew.*

**Exercise 6** page 89

- Write sentences 1–4 from the biography on the board and underline the verb forms in each sentence.
- Point at the verb forms and ask different volunteers to come up to the board and label each verb with the name of its tense. Then explain that these sentences are all examples of unreal situations in the past.
- Check answers as a class.

1 No.

2 past

3 1: simple past, past perfect; 2: *would rather* + present perfect; 3: past perfect; 4: past perfect

**Exercise 7** page 89

- Do the first item together with the class. Focus on the verb (*didn't want*) and elicit the tense (past simple). Then ask students whether the sentence describes a current event or a past event (a current event).
- Students work in pairs to do the exercise.
- Check answers as a class. Focus attention on the note below the sentence and explain that the present simple is sometimes used instead of the past simple with very little difference in meaning.

1 yes; present; present simple + past simple

2 yes; present; *would rather* + past simple

3 no; future; past simple

4 no; future; past simple + *would*

5 yes; present; past simple

6 no; future; past simple passive

**Grammar reference and practice 7.3** Workbook page 122

- 1 I studied geography at college, but I'd rather have studied economics.
- 2 It was as if Ted had decided to start a new life.
- 3 Suppose I had taken my dog to the vet yesterday. He wouldn't be so ill now.
- 4 Tom might go to college next year, but he'd sooner get a job.
- 5 You bought opera tickets, but I'd rather you had bought theatre tickets.
- 6 Imagine I read this magazine. I'd probably enjoy it.
- 7 We're going to Florida this year, but I'd rather have gone on safari in Tanzania.

**Exercise 8** page 89

- Encourage students to read the sentences and think about whether they describe a present, future or past situation.
- Students work individually to do the exercise. They then compare their answers with a partner.
- Check answers as a class.

1 lived 2 hadn't studied 3 had told 4 dropped out  
5 had done 6 didn't study 7 had been

**Exercise 9** page 89

- Students discuss the questions in pairs or groups.
- Circulate and monitor, checking that students are using the correct tenses to express the unreal situations, and helping with vocabulary if necessary.

**Learning outcome**

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a poem and a biography of a poet. I can analyse meaning in a poem. I can describe unreal situations. I can discuss hypothetical situations in the present and in the past.*

**7E Writing****An opinion essay****Summary**

**Topic:** Quality of life

**Reading:** An opinion essay

**Grammar:** Making comparisons

**Writing:** An opinion essay

**Lead-in**

1

- Write two headings on the board: *Old people* and *Young people*. Ask students to work in groups and think of at least three advantages of being old and three advantages of being young.
- Give students two minutes to discuss their ideas and then invite the group with the longest list to write their advantages on the board under the relevant headings. Ask other groups to add their own ideas.

## 2

- Tell students that they are going to discuss quality of life in this lesson. Ask them to brainstorm things that contribute to a good quality of life and write their ideas on the board, e.g. good health, a network of friends.
- Once there are at least six or seven ideas on the board, ask students to work in groups and rate them in order of importance.

### Exercise 1 page 90

- If you used the lead-in activities, you can refer to the list of ideas on the board. Alternatively, ask students to suggest some advantages of being old and of being young. Talk about how we measure quality of life – it is a subjective issue and some students may feel, for example, that health is more important than financial security.
- Give students a few minutes to discuss their ideas and then ask them to read the opinion essay and see if their ideas are mentioned.

### Exercise 2 page 90

- Go through the strategy with the class. Explain that in an opinion essay, the writer tries to persuade the reader of his/her point of view. The aim, therefore, is not to write a balanced essay presenting opposing points of view, but to be persuasive. This is in contrast to a for and against essay, which students will study in Unit 8.
- Ask students where they might find texts which use persuasive writing, e.g. in the 'opinion' or 'comment' section of a newspaper, in letters to magazines or newspapers.
- Students then read the opinion essay again to identify the persuasive techniques used.

- 1 **Repetition:** They know where they've come from, they know where they're going ... ; Old people can learn new things just as easily as young people, and they can broaden their horizons just as much as the younger generation.; They have more life experience, they are healthier than previous generations, and they have the time to follow their dreams.
- 2 **Word order:** Growing old is something we all have to face.; You're unlikely to meet such an energetic pensioner.
- 3 **Sentence length:** Older people can have a better quality of life than younger people.
- 4 **Examples from real life:** Seventy-six-year-old Ernestine Shepherd is a good example – you're unlikely to meet such an energetic pensioner as this body builder. Ernestine gets up at 2 a.m. every day and runs ten miles!

### Exercise 3 page 90

- With a **stronger class**, ask students to work individually to rewrite the sentences and then compare their answers with a partner. With a **weaker class**, ask students to work in pairs or groups to rewrite the sentences. Then ask one student from each pair or group to write their answers on the board. Make sure students can identify which of the strategies is used for each sentence. (sentence 1: strategy 1; sentence 2: strategy 2; sentence 3: strategy 3; sentence 4: strategy 3; sentence 5: strategy 2; sentence 6: strategy 1)
- Check answers as a class.

- 1 Today, old people are treated well in Mediterranean countries and they are treated well in Japan, too.
- 2 I've never met such an interesting person as my grandmother.
- 3 Older people aren't good with technology. They can't multitask. They can't concentrate for long periods of time.
- 4 Young people aren't considerate. They lack compassion towards older people. They can be quite rude.
- 5 Older people were respected far more by society in the past than they are today.
- 6 My grandparents have more friends, more money and more security than I'll ever have.

### Exercise 4 page 90

- Revise basic comparative forms by eliciting the comparative forms of the following adjectives: *big* (*bigger*), *large* (*larger*), *busy* (*busier*), *beautiful* (*more beautiful*).
- Students read the highlighted words and phrases in context in the opinion essay and answer the questions.
- Check answers as a class.

- 1 a better quality of life than; more ... than; not so ... as; far more ... than
- 2 as much as; such ... as
- 3 the older people become, they happier they get; more and more ...
- 4 less (active and) more (likely to fall ill)

### Exercise 5 page 91

- Point out to students that they may have to change word forms in order to rewrite the sentences. Do the first item with the class, pointing out that the verb (*used to respect*) changes to an adjective (*respected*).
- Give students two minutes to rewrite the sentences.
- To check answers, ask different students to write their answers on the board. Ask the rest of the class if they have any corrections to make before you point out any errors. This encourages students to check their own work for mistakes.

- 1 as respected now / today as they were in the past
- 2 as well in Mediterranean countries as they are in Japan
- 3 a more interesting person than my grandmother / such as interesting person as my grandmother
- 4 better with technology than older people
- 5 a good social life as my grandparents do
- 6 (often) you exercise, the longer you'll live

#### Extra activity: Fast finishers

Ask **fast finishers** to read sentences 1, 4, 5 and 6 again and discuss them in pairs or groups. Do they agree with the opinions in these sentences? Why / why not?

### Writing guide page 91

- Read the **task** together, making sure students are clear that they have to write an opinion essay about one of the topics given.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their opinion essay. Students could work in groups for this stage, brainstorming more ideas for the topic they have chosen.

- Circulate and monitor while students **write** their opinion essays, making sure they organize their paragraphs according to their plan. Check that they are using strategies for persuasive writing and that they are using the comparative forms.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

1 c, d, e 2 a, b, f

### Extra activity: Fast finishers

Ask **fast finishers** to compare their opinion essay with a partner. Whose is the most persuasive?

### Additional writing activity

Write an opinion essay on the following topic:

*'Old people and young people are too isolated from each other. They would be happier if they lived together in multi-generational communities.'*

### Learning outcomes

Ask students: What have you learned today? What can you do now? and elicit answers: *I have learned how to write an opinion essay. I can use persuasive language. I can make comparisons.*

## Vocabulary insight 7 page 92

### Using a dictionary: *would* and *could*

- 1 It is used to talk about the result of an event that you imagine.  
2 It is used to talk about the result of an event that you imagine.  
3 It is used as the past form of *will* when reporting what somebody has said or thought.  
4 It is used to describe a possible result that did not happen because something else did not happen first.  
5 It is used to give advice.  
6 It is used to talk about repeated past actions.  
7 It is used to describe a possible result that did not happen because something else did not happen first.
- 1 will  
2 used to  
3 polite  
4 so that, in order that  
5 I would imagine, say, think that ...
- 1 2 2 2 3 1 4 3 5 11 6 12 7 3
- 1 would spend hours  
2 would probably feel better  
3 wouldn't apply  
4 he wouldn't retire  
5 slipped off the roof, she wouldn't have broken  
6 you would stop worrying about the future
- 1 Could I borrow your magazine?  
2 You could have been more polite.  
3 I'm so upset (that) I could cry.  
4 Your bedroom could do with some fresh air.  
5 Our teacher could have forgotten to set any homework.

## 6 Students' own answers

### Review 7 page 93

- 1 laughs off 2 warned us off 3 has been called off  
4 have made off 5 eased off 6 fights off  
7 is cut off 8 brushed off
- 1 a matter of life and death  
2 a new lease of life  
3 in the prime of life  
4 milestone in life  
5 live charmed lives  
6 every walk of life  
7 breathe life  
8 shelf life
- 1 long in the tooth 2 elderly 3 foolish  
4 supportive 5 adolescent 6 experienced  
7 mature 8 set in their ways
- 1 wouldn't draw  
2 didn't have  
3 happened  
4 wouldn't have learned  
5 hadn't helped  
6 would never have found out  
7 would buy  
8 were able
- 1 (If my grandmother) hadn't found a place in a retirement home, she would live with us.  
2 (If they) liked me, I would visit them.  
3 (If I) hadn't been born in Paris, I wouldn't speak French.  
4 (If my parents) had been angry, they would have shouted.  
5 (If my aunt) hadn't had an operation, she wouldn't be alive.  
6 (If your dad) wasn't / weren't rich, he wouldn't have bought you a car.  
7 (If that woman) had had an easy life, she wouldn't look old.
- 1 won 2 had made 3 weren't / wasn't  
4 hadn't written 5 were 6 didn't / don't tell

# 8

## Food and ethics

### Map of resources

#### Section A: Student's Book pages 94–96

Workbook page 60

Vocabulary bank, Environmental threats and protection page 141

Teacher's resource disk, Communication worksheet 8A

#### Section B: Student's Book pages 96–97

Workbook page 61

Grammar reference and practice 8.1, Workbook page 123

Grammar reference and practice 8.2, Workbook page 123

Teacher's resource disk, Communication worksheet 8B

#### Section C: Student's Book pages 98–99

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Teacher's resource disk, Functional language bank

#### Section D: Student's Book pages 100–101

Workbook page 63

Grammar reference and practice 8.3, Workbook page 124

Teacher's resource disk, DVD extra + worksheet, Farmers' markets page 100

Vocabulary bank, Ways of cooking page 141

#### Section E: Student's Book pages 102–103

Workbook page 66

Grammar reference and practice 8.4, Workbook page 124

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

#### Vocabulary insight 8 page 104

Dependent prepositions

#### Review 8 page 105

Progress check Unit 8, Workbook page 67

Language and skills tests 8A and 8B, Test Bank

#### Cumulative review Units 1–8 pages 106–107

Literature insight 4, Workbook page 90

Exam insight 4, Workbook page 103

### 8A Reading and vocabulary

#### A right to eat

##### Summary

**Topic:** Shark fishing

**Vocabulary:** Synonyms: intensity; prepositions

**Reading:** Would you eat it?

**Speaking:** Discussing ethical food choices

**Communication worksheet 8A:** Synonyms

#### Lead-in

- Tell students that they are going to read about shark fishing. Ask them to try and answer the following questions:
  - 1 *How long have sharks existed on Earth?*  
A 4 million years B 40 million years C 400 million years
  - 2 *How many shark species are endangered?*  
A 18 B 181 C 81
  - 3 *How many sharks are killed every year by fishing?*  
A 70 million B 700 million C 7 million
  - 4 *How much does a bowl of shark fin soup cost?*  
A \$10 B \$50 C \$100
- Ask students to vote on the correct answer for each question and make a note of the majority vote. Then tell students to read the article on pages 94–95 quickly to check their answers.

1 C 2 B 3 A 4 C

#### Exercise 1 page 94

- Focus attention on the photos. Ask different students to describe what they can see. Elicit or explain *fin* (a thin flat part that sticks out from the body of a fish, used for swimming and keeping balance) and ask students how they think the fins in the photo on page 95 were obtained.
- Students work in pairs to discuss their opinions and feelings about the photos. It is important to be sensitive about cultural or religious attitudes towards certain types of food. Encourage students to listen to other people's points of view and to express agreement or disagreement in a respectful way.
- Go through the list of animals with students and check that they understand all the words. Explain that all of these animals are eaten in certain countries around the world.
  - Horse is a popular meat in many European countries, including France and Italy, and also in eastern Russia.
  - Snake is eaten in many Asian countries, and rattlesnake meat is popular in the USA.
  - Cats are eaten in some parts of China and Peru.
  - Dogs are eaten in China, Korea and Vietnam.
  - Grasshoppers are a popular and nutritious snack in Mexico, China, some African and Middle Eastern countries.
  - Crocodiles are eaten in Australia, Ethiopia, Thailand, South Africa, Cuba and some parts of the USA.



- Scorpions are considered a delicacy and a health food in China and some south-east Asian countries.
- Dolphins are eaten in some parts of Japan and the Faroe Islands.

### Exercise 2 page 94

- Give students two minutes to read the article quickly and find the answers to the two gist questions.
- Check answers as a class.

Some people eat this food because it's part of Chinese culture and is associated with wealth and exclusivity. Some people want to ban shark fishing because sharks are being hunted to extinction and this would have a negative effect on the underwater ecosystem.

#### Culture note: Shark finning

**Shark finning** is a controversial practice, partly because of the prolonged and painful death which results from it and partly because it is believed to contribute to the worldwide decrease in the shark population. Shark finning involves removing the fins from the shark and then returning the carcass to the ocean. This frees space on the boat for more fins, the most profitable part of the shark. Approximately 100 million sharks are killed annually, of which 30–50 million are believed to be killed as a result of shark finning. Shark finning is illegal in the European Union and in many other countries around the world.

### Exercise 3 page 94

- Tell students to read the questions and to think about the type of information they need to find in the text. Encourage them to underline the sentences in the text that provide evidence for their answers.
- Students work individually to do the exercise. They then compare their answers with a partner.
- With a **weaker class**, reduce the number of options for each question: tell students to cross out 1c, 2b, 3b, 4a and 5a and to choose from the remaining options.
- Check answers as a class.

1 a 2 c 3 c 4 d 5 b

#### Extra activity: Further discussion

In groups, students discuss the following questions:

- *In the Western world, why do people eat some animals (e.g. chickens, pigs), but not others (e.g. cats, dogs)?*
- *Why is food an important part of culture?*
- *Is there any food in your culture which is associated with certain beliefs, stories or traditions?*

### Exercise 4 page 94

- Go through the things in the list and then ask students to work in groups and agree upon a ranking.
- Ask one student from each group to report back on their ranking. Get a volunteer to write the results on the board and work out the most and least important things for the whole class.

#### V insight **Synonyms: intensity**

Many adjectives have synonyms that express greater intensity. Advise students to keep a record of such adjectives and encourage them to consider how much more intense a synonym is. It is also useful to consider if there are gradations of intensity, or if there are other subtle differences in meaning. Students can refer to a good thesaurus and dictionary. Here are a few examples of synonyms:

- unkind, heartless, callous, cruel, brutal
- surprising, amazing, astonishing
- interesting, intriguing, fascinating, gripping, compelling

### Exercise 5 page 94

- Write words 1–10 on the board and go through them with students, checking that they understand the meaning before they look for the synonyms in the article.
- Ask different students to write the synonyms next to the correct word on the board. Check each answer as a class. Leave the words on the board for the next activity.

1 agonizing 2 awe-inspiring 3 distressing  
4 wiped out 5 critical 6 countless 7 outlawed  
8 slaughter 9 monstrous 10 cold-blooded

### Exercise 6 page 96

- Read out each pair of synonyms in exercise 5 and each time ask students to raise their hands when you say the more powerful word. It should be clear that the words from the article are stronger than those in exercise 5.
- Elicit or explain that this type of article has been written specifically to provoke an emotional response. The writer is strongly opposed to shark finning, so he/she uses a large number of intense adjectives to persuade the reader.
- Explain to students that it may not be appropriate to use such adjectives in an article which is intended to be more neutral, or in a scientific report.

#### Additional vocabulary

The following words are from the article *Would you eat it?*:

- *carcass* (n) /'kɑ:kəs/ the dead body of an animal, especially of a large one or of one that is ready for cutting up as meat
- *apex predator* (n) /'eɪpeks 'prɛdətə(r)/ a predator with few to no predators of its own; at the top of its food chain
- *relatively* (adv) /'relətɪvli/ to a fairly large degree, especially in comparison to something else
- *culinary* (adj) /'kʌlɪnəri/ connected with cooking or food
- *exclusivity* (n) /,ɛksklu:'sɪvətɪ/ the quality of being expensive or difficult to obtain
- *lose face* (v) /lu:z feɪs/ to be less respected or look stupid because of something you have done

### Exercise 7 page 96

- Give students a minute to read the text and then ask a few comprehension questions:  
*Name six unusual things that Louis Cole has eaten.* (a live scorpion, a ragworm, eyeballs, a live frog, a pet goldfish, a tarantula)

What do most people think of his videos? (They're disgusting.)  
Does Louis ever eat endangered animals? (no)

- Students complete the text with prepositions. With a **weaker class**, you could write the following prepositions on the board: *without, on* (x3), *for, in* (x3), *to, of, with, about*. Tell students to use them to complete the text.
- Students can check a partner's answers by finding the highlighted words in *Would you eat it?*
- Check answers as a class.

1 for 2 in 3 to 4 in 5 in/of 6 of 7 on  
8 without 9 on 10 about 11 with 12 on

### Alternative exercise

Organize a debate on the statement: 'Louis Cole's YouTube channel is an attack on animal rights and should be banned.'

One group of students proposes the motion and another group opposes it. Give both groups five minutes to prepare their arguments. They then debate the motion in front of the rest of the class.

Finally, hold a vote to decide who wins the debate.

### Exercise 8 page 96

- Remind students about different ethical issues connected with food, e.g. factory farming, the treatment of animals. Explain that these are different from environmental issues, such as food miles or the use of pesticides in farming.
- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary if necessary.

### Vocabulary bank: Environmental threats and protection page 141

- 1 ban harmful practices, cause an imbalance, conserve nature, maintain an ecosystem, have an impact, overexploit resources, prevent fires, reduce carbon emissions, threaten a species, destroy a habitat, produce toxic waste, protect animals
- 2 Threats to the environment: cause an imbalance, have an impact, overexploit resources, threaten a species, destroy a habitat, produce toxic waste  
Ways of protecting the environment: ban harmful practices, conserve nature, maintain an ecosystem, have an impact, prevent fires, reduce carbon emissions, protect animals
- 3 1 conserve nature 2 threaten a species  
3 overexploit resources 4 destroy a habitat  
5 protect animals 6 prevent fires  
7 ban harmful practices 8 have an impact  
9 reduce carbon emissions 10 produce toxic waste  
11 cause an imbalance 12 maintain ecosystems

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about shark finning. I can use strong synonyms. I can use prepositions in collocations. I can discuss the ethics of food production and food choices.*

## 8B Grammar and listening

### Wet wealth

#### Summary

**Topic:** Mining the sea

**Grammar:** The passive

**Listening:** Wet wealth

**Speaking:** Discussing where everyday objects come from and how they are made

**Communication worksheet 8B:** Food quiz

### Lead-in

- Ask students to find at least six objects (in their bags or pockets, or items of their clothing) and to put them on their desks. They then work in pairs or groups and list the materials that are used to make these objects.
- Ask students to share their ideas and write the materials on the board.

### Exercise 1 page 96

- Focus attention on the photo on the right and elicit that the objects are all electronic gadgets. If you used the lead-in activity, you could ask students to look at the list of materials on the board and decide if any of them are used to make these gadgets. Alternatively, ask students to brainstorm materials and write them on the board.
- Focus attention on the photo on the left and ask the following questions:  
*Where is this person?* (under the sea)  
*What is he/she doing?* (looking at a fish or some coral)
- Give students a minute to work in pairs and discuss how the two photos might be related.

### Exercise 2 2-14 page 96

- Play the recording for students to compare their ideas.
- Check that they understand *mining* (the process of getting minerals from under the ground) and ask if they were aware that mining also takes place under the sea.

### Audio script

Were you watching TV last night, playing a computer game, or texting on your phone? You probably answered 'yes' to one of these, because they're all good ways to relax and unwind. But let's pause and reflect for a minute: have you ever wondered where these products come from or how they are made? Do you know which materials have been used to make them? What effect might they be having on our planet?

Flat-screen TVs are something most of us have in our homes. Last year, over 9 million were sold in the UK alone. // Like most electronic equipment, these TVs need rare minerals, or special metals, which are difficult to find. Two in particular, indium and gallium, are used in flat-screen TV production. The problem is that rare minerals from traditional mines are being used up fast, so companies have been looking for an alternative. // The alternative lies at the bottom of the sea.

The deep sea floor has a lot of 'wet wealth', but it has never been mined before. // The possibility had been investigated by companies in the 1990s, but the cost of mining 1,000 metres under the sea was too high. // Then, in 2008, mining projects which had been approved by Pacific Island countries didn't go

ahead for the same reason: expense. // However, today, thanks to the increasing demand for electronic goods, big profits can be made from deep-sea mining. New ways have been developed to extract rare metals, and more effective machines will be used to get them. // Companies expect billions to be made from this 'wet wealth'. However, the impact of this mining on the marine environment is unknown. // The problem is that biologists are just starting to investigate the deep sea and its unique ecosystems – ecosystems that could easily be damaged by these new machines. // But why should we care about the seabed being destroyed? The fact is that we need to, because no one can predict what will be lost. Polluting the seabed could affect the food chain, and many species could die, including the fish we eat every day. Our seas and their ecosystems need to be protected, but something has to change. Can we stop rare minerals being used? Can we prevent electronic equipment being sold? Probably not, but are our flat-screen TVs, computers and phones really worth it?

### Exercise 3 2-14 page 96

- With a **stronger class**, ask students to try to decide if the sentences are true or false before listening to the recording again. With a **weaker class**, play the recording again and pause after each section of relevant information (marked on the audio script with //).
- Check answers as a class.

- 1 F: 9 million flat screen TVs were sold in the UK last year.  
 2 T  
 3 F: The deep sea has never been mined before.  
 4 F: The seabed was being explored by companies twenty years ago.  
 5 T  
 6 T  
 7 F: The impact is unknown.  
 8 F: The food chain could easily be damaged by mining.

#### Language note: The passive

A passive verb is formed with the appropriate tense of *be* + past participle of the main verb.

When we change an active sentence to a passive one, we change the word order: the object of the active sentence becomes the subject of the passive sentence. This means that the focus of the sentence also changes.

The passive is often used in scientific, factual or formal writing.

### Exercise 4 page 96

- Tell students to read the sentences in exercise 3 again and to underline the verb form in each sentence.
- Write the verb forms on the board and then give students one minute to match them with tenses a–h.
- Check answers as a class.
- Rewrite the first sentence with the class. Point out the change in word order: the subject of the passive sentence becomes the object of the active sentence.
- Students rewrite the rest of the sentences in pairs.
- Check answers as a class.

- 1 c; People sold nine million computers in the UK last year.  
 2 b; People are using up rare minerals very quickly.  
 3 f; People have mined the deep sea for minerals before.

- 4 d; Companies were exploring the seabed thirty years ago.  
 5 e; People had agreed some mining projects, but they didn't happen.  
 6 g; In the future, people will use new machines to do the work.  
 7 a; People know the consequences of mining in the sea.  
 8 h; Mining can't damage the food chain.

### Exercise 5 page 96

- Focus on the sentences and explain the exercise. With a **weaker class**, do the first item together.
- Students work individually to do the exercise. They then compare their answers with a partner.
- Check answers as a class.

#### 1 the appropriate form of *be* + past participle

- 2 a 1, 6 b 4, 8 c 2, 3, 5, 7

### Grammar reference and practice 8.1 Workbook page 123

- 1 1 are eating too much meat  
 2 cultivate fruit and vegetables in gardens  
 3 had already made a change in the law  
 4 took a large cake from the kitchen  
 5 could have booked a table at this restaurant last night  
 6 have opened a new fish and chip shop  
 7 will update the regulations about food hygiene next month  
 8 weren't doing anything about the problem
- 2 1 The boxes of fruit had been moved to the back of the lorry.  
 2 New dishes were being invented.  
 3 The aisles in the supermarket have been reorganized.  
 4 This problem will be investigated in more detail.  
 5 This milk should have been put in the fridge.  
 6 Cocoa beans are grown in Ghana.  
 7 The government's policies are being questioned.  
 8 The animals were released from the laboratory.

#### Language note: More passive structures

We use *being* + past participle after *like, dislike, hate, enjoy, prevent, avoid, stop, finish, imagine, remember, suggest, miss* and *practise*.

We use *being* + past participle after prepositions (e.g. *about, with, without, in, at, of, for*).

We use *to be* + past participle after *expect, want, prefer, persuade, order, deserve, begin* and *hope*.

### Exercise 6 page 97

Write the sentences 1–4 from the radio programme on the board and underline the key words:

- 1 Companies expect billions to be made from this 'wet wealth'.  
 2 But why should we care about the seabed being destroyed?  
 3 Our seas and their ecosystems need to be protected.  
 4 Can we prevent electronic equipment being sold?

- Students use the underlined information to complete the rules.

- a past participle  
 b *to be* + past participle

**Grammar reference and practice 8.2** Workbook page 123

- 1 **1** being told    2 being shown    3 being criticized  
 4 being driven    5 to be reheated    6 to be moved  
 7 to be taken    8 being charged

**Extra activity: Stronger students**

Ask **stronger students** to work in pairs and try to add one more verb / preposition to each rule. They could refer to the verb patterns in Unit 3 (page 36).

**Exercise 7** page 97

- Remind students that they should look at the verbs preceding the passive forms and think about whether they usually take the infinitive form or a gerund.
- Check answers as a class. Then tell students to add the verbs *begin*, *object to*, *stop* and *hope* to rules a–c in exercise 3 (rule a: *object to*, *stop*; rule b: *begin*, *hope*).

1 to be    2 being    3 being    4 being    5 to be    6 to be

**Exercise 8** page 97

- Ask students to look at the photo and describe it. Then give them a minute to work in pairs and predict the subject of the text, using the photo and the lesson topic as clues.
- Ask students to read the first paragraph and check their ideas.
- Students work individually or in pairs to complete the text.
- Check answers as a class.

- 1 be traced back  
 2 have been destroyed  
 3 are being cut down  
 4 has been caused  
 5 is destroyed  
 6 being caught  
 7 are being used  
 8 were compared  
 9 had been cleared away / has been cleared away  
 10 were prosecuted / are being prosecuted  
 11 to be protected  
 12 will be certified

**Exercise 9** page 97

- You could bring in magazines with pictures of everyday objects and ask students to discuss one of the objects.
- Students discuss the points in pairs. Encourage them to think of ethical and environmental reasons why they might decide to avoid a product.
- Ask a few students to share their ideas with the rest of the class.

**Learning outcome**

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about 'wet wealth'. I can use the passive. I can discuss the ethical and environmental issues involved in producing everyday objects.*

## 8C Listening, speaking and vocabulary

### Feeding the world

**Summary**

**Topic:** Global food shortage

**Listening:** The growing population and food

**Vocabulary:** Phrases with *face*

**Speaking:** Discussing solutions for food shortages; talking about photos and the diets they portray

**Functional language:** Talking about photos

**Lead-in**

- Ask students to brainstorm the big global problems that are affecting the world today and make notes of their ideas on the board (e.g. war, hunger, disease, ageing population, homelessness, illiteracy, corruption).
- Then ask students the following questions in pairs or groups:  
*Which of these issues are problems in your country?*  
*Do you think we will be able to find solutions to these problems in the near future?*  
*Which of these issues do you think is the most serious?*

**Exercise 1** page 98

- Go through the things in the list and check that students understand the meaning of *fertilizer* (a substance added to soil to make plants grow more successfully).
- They then discuss the questions in pairs. Ask a few students to share their ideas with the class.
- Check answers as a class.

(Possible answers)

**Always used to grow food:** land, water, light

**Limited resources:** land, water, heat, fertilizer, animal feed

**Exercise 2** 2•15 page 98

- Go through the strategy with the class. Ask students to think about when they listen to something in their native language and take notes, e.g. attending a lecture at college or school, writing a report for a newspaper or magazine.
- Play the recording and ask students to tick the phrases they hear. Elicit the general topic of the talk. With a **weaker class**, write three options on the board: *the rise of bad eating habits*; *the rise in demand for food*; *the decline of agriculture*. Then ask students to select the correct topic (*the rise in demand for food*).
- Check answers as a class.

**Audio script**

The subject of today's talk is food ... or lack of it, and how we can make more of it without using up resources and causing more environmental problems. By 2050, there will be another 2.5 billion people on the planet – that's the same as an extra China or India and a lot of mouths to feed. Current food production will need to double to meet this rise in demand, but the problem is our natural resources are running out fast! More forests will be wiped out to make way for agricultural land, more rivers and underground sources of water will dry up, and overfishing will slowly kill our oceans. And it's not just the

poorer countries who will suffer: food shortages are a problem that will affect us all. So it seems it's time to face up to the facts and look for new sources of food. Luckily, there are a few ideas on the table that I'm going to examine ...

**The talk is going to be about a global food shortage.**

**Phrases used: The subject of today's talk is ...; I'm going to examine ...**

### Exercise 3 page 98

- Go through the words with students. Check that they understand *bland* (not having a strong taste), *slime* (an unpleasant thick liquid substance) and *squeamish* (easily upset, or made to feel sick by unpleasant sights or situations).
- Give students a minute to discuss their ideas in pairs as they look at the photos.
- Check answers as a class.

**(Possible answers)**

- 1 people squeamish, tastes good
- 2 bland taste, pink slime, high cost
- 3 needs land to grow, easy to farm
- 4 affect natural ecosystem

### Exercise 4 2•16 page 98

- Give students a minute to read the notes before they listen. Ask them to think about what kind of information they will need to complete the gaps.
- Play the recording and let students compare their answers with a partner.
- Play the recording again, pausing after each relevant piece of information (marked // in the audio script).
- Check answers as a class.

#### Audio script

One solution, which is not new, but still very popular, is the development of 'micro-livestock', or what we would call insect farms. // At least 1,400 species of insects, such as grasshoppers, spiders and beetles, are already eaten across Africa, Latin America and Asia. This micro-livestock is easy to farm, rich in protein and takes up a fraction of the space of livestock such as cows and sheep. The problem is that many people are squeamish and the idea of eating insects makes them feel sick, so researchers are looking at ways to extract the protein and add it to other foods. // That said, in a few years' time we may just have to put on a brave face and eat them anyway!

Another quite exciting solution is 'cultured meat' – let me explain what I mean ... Cultured meat is meat grown in a laboratory from stem cells taken from an animal. This artificial product uses less energy, water and land than animal farming, which currently takes up thirty per cent of the Earth's land mass. If it was sold commercially, it could save many forests, and on the face of it, looks like a great alternative to real meat. // The only problem that it looks a little like pink slime and it tastes of nothing. This bland taste is because there isn't any blood or fat. It's also pretty pricey. // At the moment, cultured meat costs a small fortune to make – pink slime is more expensive than caviar!

A third possibility is 'green super rice' – in other words, rice that produces more grain and can survive hostile environments, insects and disease. // Chinese plant breeder Zhikang Li has dedicated the last twelve years of his life to developing this new rice, and instead of using GM technology, or genetically modified crops, he's worked with researchers and farmers in sixteen countries, combining 250 varieties of rice. As the

main ingredient in many meals, green super rice could help feed an extra 100 million people, and in the face of a growing global population, could make a real difference to our planet. Apparently, the rice tastes good ... but we still need land to grow it. //

The last solution I'm going to look at today is the possibility of 'greening' deserts, or, to put it another way, making deserts into places where we can grow crops. // There are many arid deserts in the world which are also near the sea ... in Chile, Peru, the Middle East, etc. Very little has grown in these places for hundreds of years, and it looks as if nothing much will ever grow here. However, that might be about to change thanks to a British inventor called Charlie Paton. Paton has come up with a technology to grow food in coastal deserts using huge 'seawater greenhouses'. The idea is simple: seawater is heated by the sun, evaporates, cools to form clouds, and returns to earth as rain. The process is so effective that the greenhouses produce more than five times the fresh water needed to keep the plants inside alive ... so the extra water can be used to grow other plants in the local environment. The only downsides are the high costs, and the negative effect on the desert's natural ecosystem. //

Well, I hope you've been inspired by some of these alternative ways to feed the planet. As we all know, the current global food system is unsustainable and a major contributor to climate change. We can talk until we're blue in the face about alternative food sources, but until we face the music and actively change our eating habits, the situation won't improve. We can eat responsibly and still eat well – cutting back on our meat consumption, trying some super rice, or even one or two insects. Let's face it – we'd probably all be better off with a few beetles on the menu.

- 1 insect farms
- 2 Many people are squeamish and the idea of eating insects makes them feel sick.
- 3 uses less energy, water and land than animal farming; could save many forests
- 4 looks like pink slime, tastes bland, is expensive
- 5 rice that produces more grain and can survive hostile environments, insects and disease
- 6 We still need land to grow it.
- 7 making deserts into places where we can grow crops
- 8 high costs, negative effect on the desert's ecosystem

### Exercise 5 page 98

- Remind students that they learned idioms using parts of the body in Unit 4 and that these are common in English.
- Students work individually or in pairs to do the exercise.
- Check answers as a class.

- 1 On the face of it
- 2 put on a brave face
- 3 talk until we're blue in the face
- 4 In the face of
- 5 face up to the fact
- 6 face the music
- 7 Let's face it

### Exercise 6 page 98

- Tell students to use their notes from exercise 4 to help them decide which are the best two solutions. Play the recording again if necessary.
- Give students a few minutes to discuss in pairs and then check to find out the class's favourite solution. Remind students to give reasons for their decisions.

### Extra activity

Ask students to work in groups and to choose one of the solutions. They should create an advertisement for this new product, explaining how it will help to solve the problem of food shortages. Each group then performs its advertisement for the rest of the class. The class vote for the best advertisement.

### Exercise 7 page 99

- Focus attention on the photos and ask students to brainstorm words for the things they can see.
- Ask different students to give their opinions about where the people are from and what they do for a living.
- Tell students about the book and ask them if they think this is an interesting, useful, educational or entertaining idea.

### Culture note: *What I Eat: Around the World in 80 Diets*

Peter Menzel and Faith D'Aluisio visited eighty people around the world and photographed what they ate on a single day. Their journey took three years and cost 1 million dollars, and the resulting book, *What I Eat: Around the World in 80 Diets*, contains not only the photographs and a breakdown of the calorific content of the food, but also essays on food politics and cultural attitudes towards food.

Photo A shows ironworker Jeff Devine from Chicago, Illinois. The calorific value of his typical day's worth of food on a day in September was 6,600 kcals. He brings food from home rather than buying food from takeaway restaurants.

Photo B shows Alamin Hasan, a porter at Kamalapur Railway Station in Dhakar, Bangladesh.

Photo C shows Mestilde Shigwedha, a diamond polisher for NamCot Diamonds in Windhoek, Namibia, with her day's worth of food.

Photo D shows Riccardo Casagrande, a Roman Catholic friar from Rome, Italy. The calorific value of his typical day's worth of food on a day in July was 4,000 kcals. For over twenty years he has overseen the kitchen, rooftop garden and basement wine cellar for the friars and priests.

### Exercise 8 2:17 page 99

- Tell students to read the questions before listening to the two students.
- Play the recording.
- Check answers as a class.

### Audio script

1

**Girl** It doesn't look like a healthy diet, does it?

**Boy** Well, there's some fruit and some fish ... but it looks as though he eats a lot of processed food.

**Girl** Yes, the fizzy drinks will be high in sugar. Although there's not much fat in his diet ... Judging by the food, I reckon he's eating around 4,000 calories a day, don't you agree?

**Boy** Um, let me think ... I reckon double that ... Maybe 8,000 ...

**Girl** So where do you think he's from?

**Boy** It looks like he might be German.

**Girl** I doubt it ... I think it's clear from the photo that he's in the USA. Look at the skyscrapers, and the size of the city behind him.

**Boy** Fair point, I didn't notice that.

**Girl** There's a pot of Jello, too – that's typically American.

**Boy** Well-spotted! But what about his job?

**Girl** He's obviously a construction worker, and not afraid of heights.

**Boy** A bit of a daredevil – what I mean is, he's probably a bit of a risk-taker.

2

**Boy** It looks like he lives in a country like India or Pakistan. It looks hot, and I can see a crowded train in the background – some people are sitting on the roof. That wouldn't happen in England.

**Girl** It does look pretty dangerous. So what do you think he's doing there?

**Boy** It's hard to say – he looks like he should be at school. I wonder if he sells snacks to people at the station.

**Girl** If that were true, wouldn't there be snacks in his diet?

**Boy** That's an interesting point. OK, supposing that he's a porter, carrying people's luggage to and from the trains. That would explain why he's there ...

**Girl** Yes, it would, but let's look at his diet now ... There's rice and some meat and vegetables – I can't see any sugar or processed foods. What a difference from the man in the other picture. The boy's diet looks much healthier than his!

**Boy** That depends – it doesn't look particularly healthy to me; it isn't much for a child to eat, especially if he works all day as a porter. There's no fruit, either, so it can't be good for him.

**Girl** I see what you mean. He must have a very hard life ...

### 1 Photos A and B

2 a B b G c B d B e B

### Exercise 9 2:18 page 99

- Ask students to try to complete the phrases before they listen to the first part of the recording again.
- With a **weaker class**, pause the recording after each phrase to give students time to check their answers and make a note of any corrections.
- Check answers as a class.

A Speculating and reflecting

B Conceding a point

C Clarifying an opinion

1 look like 2 Judging 3 clear

4 point 5 spotted 6 mean

### Exercise 10 2:19 page 99

- Give students a minute to read the phrases before they listen to the second part of the recording. With a **stronger class**, ask students to try to match the phrases to categories A–C before listening.
- Check answers as a class.

**Phrases used:** That's an interesting point. ; Supposing that ... ; It's hard to say. ; That depends. ; I see what you mean. ; That would explain ... ; It can't be. ; I wonder if he (sells) ...

A Supposing that ... ; It's hard to say. ; That depends. ; It can't be. ; I wonder if he (sells) ... ; It's safe to say that ...

B That's an interesting point. ; I see what you mean.

C That would explain ... ; In other words ...

### Exercise 11 page 99

- Students discuss the photos in pairs.

- Circulate and monitor, checking that students are using the new language and are covering all the points.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about solutions to a global food shortage. I can take notes while I listen. I can use phrases with face. I can use language to discuss a photo. I can take part in a discussion speculating about different diets around the world.*

## 8D Culture, vocabulary and grammar

### The origins of food

#### Summary

**Topic:** Traditional food

**Reading:** Exploring Britain's fish and chips

**Vocabulary:** Adjective + noun collocations: food

**Grammar:** The passive: verbs with two objects

#### Lead-in

1

- Tell students to imagine that they are planning a big celebration, to which they will be inviting all their friends and family. Ask them to create the perfect menu for it. They have a limitless budget, but they have to think of food that will please everyone, including themselves.
- Give them two minutes to create their menus. Then ask a few students to share their ideas with the rest of the class.

2

- Write the following on the board: *Britain, France, India, Germany, Italy, Russia, Poland, Brazil, the USA, China, Hungary, Thailand.*
- Put students into four teams. Challenge them to think of one typical food item for each country as quickly as possible. Ask the first team to finish to write their list on the board. Then ask the other teams for other suggestions to add to the list.

(Possible answers)

**Britain:** fish and chips **France:** snails **India:** curry  
**Germany:** bratwurst **Italy:** pasta **Russia:** stroganoff  
**Poland:** bigos **Brazil:** feijoada **the USA:** burgers  
**China:** dim sum **Hungary:** goulash **Thailand:** pad Thai

#### Exercise 1 page 100

- Go through the questions with the class. If you have students from other countries, you could ask them to tell the class about food from their country of origin.
- Students discuss the questions in pairs. You could then check all students' answers to question 4 and find out which is the most popular food to represent their country.

#### Exercise 2 page 100

- Read out the question and explain that students should skim the article quickly to find the answer. Tell them that they do not need to understand every word.

- Ask students to raise their hands when they have found the answer to the question. Check the answer when half of the class students have their hands raised.

Fish fried in batter originated in Portugal. Chips originated in either France or Belgium.

#### Culture notes: Fish and chips

**Fish and chips** is now the fifth most popular takeaway food in Britain – burgers, Chinese or Indian food, chicken and pizza are all more popular. This is thought to be partly due to the cost, as the price of fish has risen significantly in the last decade due to fishing regulations.

The fish used in fish and chips is usually cod or haddock. Hake, halibut, plaice, pollock and sole are less commonly used. In the south, fish and chips is commonly served with salt and vinegar; in the north, curry sauce and mushy peas (mushy peas are marrowfat peas cooked in a thick lumpy soup) are popular.

Until the late 1980s, takeaway portions of fish and chips were often wrapped in old newspaper. However, regulations were introduced to prevent the food being contaminated with newspaper ink. Today, fish and chips is usually wrapped in greaseproof paper.

#### Exercise 3 page 100

- Ask students to read sentences A–G and underline the key words and phrases. With a **weaker class**, point out that the following words and phrases can provide clues about the sentences that might come before or after them in the text: *As a result* (sentence A), *also* (sentence B), *it's food worth queuing for* (sentence C), *the same thing* (sentence F), *Consequently* (sentence G).
- Check answers as a class.

1 C 2 E 3 D 4 A 5 B 6 F

#### Exercise 4 page 100

- Ask students to brainstorm ideas for traditional dishes. You may already have several ideas from exercise 1, question 4.
- If students have access to the internet, they could research the origins of the food online. They could also find out about other countries' national dishes from this website: [travel.nationalgeographic.co.uk/travel/top-10/national-food-dishes](http://travel.nationalgeographic.co.uk/travel/top-10/national-food-dishes)

#### Extra activity: Internet research

Ask students to work in groups and to research and prepare a food poster for a country of their choice. The poster should include a labelled map showing where different dishes are popular, explanations of the origins of these dishes, simple recipes, pictures and photos.

You could display the posters in the classroom and ask students to vote for the best one.

#### Exercise 5 page 100

- Remind students to find the words in the text and read them carefully in context before they complete the table.
- Students then compare their answers with a partner.
- Check answers as a class.

**types of meal** takeaway, snack, banquet  
**food in general** dish, fare

requests for food order  
quantities of food portion, ration

**Exercise 6** page 100

- Write the nouns from exercise 5 on the board in a column on the right-hand side of the board. Ask a volunteer to write the adjectives from the article next to the relevant noun.
- Give students two minutes to match the adjectives listed in exercise 6 with the nouns on the board. Ask different students to add the new adjectives to the lists on the board.

classic dish / fare; six-course banquet; light snack;  
emergency ration; Chinese dish / takeaway / banquet;  
individual portion / dish; side dish / order

**DVD extra** Farmers' markets

**Exercise 7** page 101

- Tell students to read the first line of the text and ask if they can remember the meaning of *bland*.
- Tell students to read the text quickly and check comprehension by asking these questions:  
*When did food rationing start? (1939)*  
*What was a popular dessert in the 1940s? (sponge pudding and custard)*  
*What was a typical meal at a British Restaurant? (soup, mashed potato and minced meat)*  
*What was the advantage of this period of boring food? (The nation's health improved.)*
- Remind students to look at the adjective preceding each gap as this will help them to choose the correct noun.
- Check answers as a class.

1 ration 2 portions 3 fare 4 snacks  
5 order / dish 6 takeaways 7 banquet

**Additional vocabulary**

The following words are from the article *Exploring Britain's fish and chips*:

- *batter* (n) /'bætə(r)/ a mixture of eggs, milk and flour used to cover food before you fry it, or to make pancakes
- *liberally* (adv) /'lɪbərəli/ generously, in large amounts
- *sprinkle* (v) /'sprɪŋkl/ to shake small pieces of something or drops of a liquid on something
- *tuck in* (v) /'tʌk ɪn/ to eat food enthusiastically
- *trudge* (v) /trʌdʒ/ to walk slowly or with heavy steps, because you are tired or carrying something heavy
- *continuity* (n) /,kɒntɪ'nju:əti/ the fact of not stopping or not changing

**Extra activity: Further discussion**

In groups, students discuss the following questions:

- 'You are what you eat.' What do you think this means? Do you agree with it?
- Imagine you are going to open a takeaway restaurant in your local area. What kind of food will you prepare? How will you attract customers? How will your restaurant be different from other takeaway restaurants in your area?
- Do you think it's important to try new food when you visit another country? Why / why not?

**Language note: The passive: verbs with two objects**

Some verbs (e.g. *give, show, send, lend*) have two objects: a direct object and an indirect object. We can write passive sentences with such verbs in two ways.

- Active: *She offered me a portion.*
  - Passive: *I was offered a portion. / A portion was offered to me.*
- When the indirect object comes after the passive verb, we use *to* or *for*.

**Exercise 8** page 101

- Write the first pair of sentences on the board. Explain or elicit that the indirect object of both sentences is *England* and the direct object of both sentences is *fish fried in batter*. If students find this difficult to understand, point to the verb (*was introduced*) and ask: *What was introduced? (fish fried in batter)*. This is therefore the direct object.
- Explain that the words at the beginning of a sentence are what we want to emphasize or focus on. Then ask students to identify the focus of sentence a (*fish fried in batter*) and sentence b (*England*). Although the meaning is the same, the emphasis is different.
- Students work individually to identify the direct and indirect objects and write the active sentence for each pair.
- Check answers as a class.

There are two passive forms because the focus is different.

- 1 Jewish immigrants introduced fish fried in batter to England.
- 2 Either France or Belgium gave us the chipped potato.

**Grammar reference and practice 8.3** Workbook page 124

- 1 She was given a diary.  
2 Some flowers were sent to my sister.  
3 Some new computers have been bought for the school.  
4 Equipment will be lent to the students.  
5 I was cooked a delicious meal.  
6 They were built a new office.
- 2 1 A diary was given to her.  
2 My sister was sent some flowers.  
3 The school has been bought some new computers.  
4 The students will be lent equipment.  
5 A delicious meal was cooked for me.  
6 A new office was built for them.
- 3 1 Ingrid was bought a book on Italian cooking.  
A book on Italian cooking was bought for Ingrid.  
2 The audience was shown our new invention.  
Our new invention was shown to the audience.  
3 I was lent a dictionary.  
A dictionary was lent to me.  
4 She was cooked an amazing meal.  
An amazing meal was cooked for her.  
5 You were saved a piece of cake.  
A piece of cake was saved for you.  
6 Rachel has been offered a new job.  
A new job has been offered to Rachel.  
7 He is being brought a replacement oven.  
A replacement oven is being brought to him.  
8 We've been sold a broken phone.  
A broken phone has been sold to us.



### Exercise 9 page 101

- Do the first item together and write the answer on the board.
- Students then work individually or in pairs to do the rest of the exercise.
- Check answers as a class.

- 1 Which foreign foods has your country been introduced to?
- 2 Has food from other cultures ever been cooked for you?
- 3 When was the last time a new recipe was taught to you?
- 4 Are free food samples given to you in your supermarket?
- 5 How often are you made 'classic' dishes at home?

### Exercise 10 page 101

- Students discuss the questions in pairs or groups.
- Circulate and monitor, helping with vocabulary if necessary.

#### Vocabulary bank: Ways of cooking page 141

- 1 fry 2 roast 3 boil 4 scramble 5 bake  
6 stew 7 barbecue 8 poach 9 toast 10 grill  
11 stir-fry 12 steam
- 2 1 scrambled 2 stir-fried / fried 3 roast  
4 steamed 5 boiled 6 baked 7 poached  
8 grilled 9 stir-fried / fried 10 toasted  
11 barbecued 12 stewed
- 3 Students' own answers

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the origins of a popular British dish. I can use adjective–noun collocations for food. I can use the passive with two objects. I can discuss food from my country.*

## 8E Writing

### A for and against essay

#### Summary

**Topic:** Globalization and its impact on food

**Reading:** A for and against essay

**Grammar:** The passive with reporting verbs

**Writing:** A for and against essay

#### Lead-in

- 1
  - Write the word *GLOBALIZATION* on the board and elicit or explain the meaning (the fact that cultures around the world are becoming similar because of large multinational companies and improved communication).
  - Ask students to work in pairs and to think of the names of as many large multinational companies as they can (e.g. Coca-Cola, Nike, Microsoft).
  - After two minutes, ask the pair with the longest list to write the names on the board.

#### 2

- Ask students to think about all the different factors that affect their choice of food (e.g. *Is it cheap / expensive? Is it locally produced? Is it healthy? Does it taste good? Is it organic? Is it good for the environment? Is the packaging attractive?*). Write students' ideas on the board.
- Ask students to work in pairs or groups and to rank the factors in order of importance. Check answers to find out the most important factor for the whole class.

### Exercise 1 page 102

- You could ask students to name all the places they can buy food locally. Encourage them to think about restaurants, cafés, supermarkets, takeaways, smaller food shops, etc.
- For question 2, encourage students to express their opinions freely and explain that there are no right or wrong answers.

### Exercise 2 page 102

- Tell students to read the questions first as this will help them to understand what kind of information to look for.
- Give students two minutes to read the essay and choose the correct question.
- Check the answer as a class.

#### The essay answers question 3.

### Exercise 3 page 102

- Go through the strategy with students. Point out that they will probably have written for and against essays in their own language, or had debates in which they have had to analyse the pros and cons of a particular idea.
- Give an example of a cause and an effect: *I ate too much and I felt sick*. Ask students to identify the cause (*I ate too much*) and the effect (*I felt sick*).
- Students find the highlighted phrases in the essay and decide if they introduce a cause or an effect.
- To check answers, write *Cause* and *Effect* on the board. Ask students to write the phrases under the correct heading.

**Cause:** Due to, on account of this, since, because of

**Effect:** resulted in, means, Consequently, led to

### Exercise 4 page 102

- Students work individually or in pairs to identify the cause and effect phrases. Remind them to think about the words that come after these phrases. Give an example with *the effect of*: *The effect of the drought was widespread famine*. The words *the drought* come after *the effect of*, and this is the cause. The phrase *the effect of* therefore introduces a cause, not an effect.
- Check answers as a class.

**Cause:** owing to, as, the effect of  
**Effect:** therefore, hence for this reason

### Exercise 5 page 102

- You could do this activity as a race. Put students into teams and set a time limit for them to write as many meaningful sentences as possible. Remind them to think about whether the phrases in the middle introduce cause or effect.
- Ask the team with the most sentences to read them out and get the rest of the class to listen for any mistakes.

(Possible answers)

It's difficult to decide where to eat due to / owing to too much choice!

We grabbed a burger at a fast-food restaurant since / as we didn't have much time.

The food was grown locally; hence / consequently, it had a smaller carbon footprint.

Eating too much fast food can result in obesity and heart disease.

They couldn't make spaghetti bolognese since / as they'd run out of pasta.

She had a Mediterranean diet; hence / consequently, she lived to a ripe old age.

He lost a lot of weight due to / owing to his vegetarian diet.

### Extra activity: Tell a story

Tell students that you are going to create a story together. It can be silly or serious. Each sentence in the story must use one of the phrases in exercises 3 or 4. Begin the story with the sentence: *It was a sunny day and consequently I decided to go for a walk.* Choose a student and get them to make up the next sentence, e.g. *Due to the hot sun, I soon felt thirsty and stopped at a café.* Students continue round the class, each time using a phrase of cause or effect.

### Exercise 6 page 102

- Remind students that we often use the passive when we write reports or neutral texts like a for and against essay.
- Students work individually to read the sentences in the essay and match them to the rules.
- Check answers as a class.

a 1, 5   b 4   c 2   d 3

### Grammar reference and practice 8.4 Workbook page 124

- 1 are said to be working on
- 2 is thought to have started
- 3 is claimed
- 4 is known to be
- 5 is considered to be
- 6 is known to have committed

### Exercise 7 page 102

- Do the first item with students. Remind them to think about whether the sentence describes the past, a present habit or an activity happening at the moment.
  - Students compare their answers with a partner.
  - Check answers as a class.
- 1 It is believed that the first Indian curry appeared in a British cookbook in the eighteenth century.
  - 2 At the time, spicy food was considered to be good for your health.
  - 3 Today, Indian curries are known to have changed to accommodate British tastes.
  - 4 It is thought that a restaurant in Glasgow invented chicken tikka masala.
  - 5 Last year, it was reported that chicken tikka masala was Britain's most popular dish.
  - 6 Today, supermarkets are said to be selling more ready-made curries than ever before.

### Writing guide page 103

- Read the **task** together, making sure students know they have to choose one of the other topics in exercise 2.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their essay. Remind them that they need to think of both the pros and the cons of the topic.
- Circulate and monitor while students **write** their essays, making sure they organize their paragraphs according to their plan. Check that they are using phrases to introduce cause and effect and the passive with reporting verbs.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Students' own answers

#### Extra activity: Fast finishers

Ask **fast finishers** to compare their essays with a partner. Whose is the most convincing?

#### Additional writing activity

Write a for and against essay about the following topic:  
*Should governments ban foods with a lot of sugar, salt or fat?*

### Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a for and against essay. I can use cause and effect phrases. I can use the passive with reporting verbs.*

### Vocabulary insight 8 page 104

#### Dependent prepositions

- 1 adjective + preposition   2 noun + preposition
- 3 verb + preposition   4 noun + preposition
- 5 verb + preposition   6 noun + preposition
- 7 verb + preposition

- 2 1 noun
- 2 in, of, to
- 3 *rise in* means 'increase'  
*rise of* means 'become more powerful'  
*rise to* means 'achieve a certain position'

- 3 a result in   b lead to; depends on
- d imbalance in; collapse of   e rise in   f based on

- 4 1 off
- 2 pay (sb) for (sth), pay in cash, pay by credit card, pay sth to (sb), pay off (a loan, mortgage, etc.)
- 3 imbalance in / of sth, imbalance between A and B
- 4 fork out, fork out sth for / on sth
- 5 save sth up (for sth)

- 5 1 in   2 between   3 out, for
- 4 off   5 off   6 up for   7 in

- 6 Students' own answers

### Review 8 page 105

- 1 awe-inspiring / impressive   2 banned / outlawed
- 3 kill / slaughter   4 huge / monstrous
- 5 countless / numerous   6 distressing / upsetting

- 2 1 on 2 in 3 on 4 for 5 about 6 off
- 3 1 in the face of danger 2 put on a brave face  
3 talk until we're blue in the face 4 face the music  
5 Let's face it 6 face facts
- 4 1 fast-food takeaway 2 lunchtime snack  
3 popular order 4 standard fare 5 traditional dish  
6 wedding banquet
- 5 1 was being destroyed 2 had been used  
3 were banned 4 have been developed  
5 are being implemented 6 will be phased out  
7 won't be / aren't followed
- 6 1 to be offered a place on the course  
2 being taken for a walk  
3 hunting to be banned by the government  
4 their animals being stolen  
5 to be beaten at the next election  
6 the money being made by his company
- 7 1 I was introduced to them at a party.  
They were introduced to me at a party.  
2 A bag is given to all visitors for their rubbish.  
All visitors are given a bag for their rubbish.  
3 The tickets might be sent to you by courier.  
You might be sent the tickets by courier.  
4 A new documentary is being shown to us by  
the teacher.  
We are being shown a new documentary by  
the teacher.

## Cumulative review

### Units 1–8

pages 106–107

1  2:20

#### Audio script

**Presenter** Hello, and welcome to the show. Now, according to ecologists, meat production has a devastating effect on the environment. It contributes to everything from pollution to climate change, they say. Which is why scientists have been investigating the possibility of growing meat in a lab. Recently, the first burger made from stem cells was presented by its creator Mark Post, a physiologist from Maastricht University in the Netherlands. Our special guest today, Lucy Summers, was at the presentation of the burger. Hello, Lucy, and welcome to the show.

**Lucy** Thanks for having me.

**Presenter** Lucy, tell us something about the burger. What did it look like?

**Lucy** It looked very much like a real burger, actually. It was the same shape and nearly the same colour – just a bit paler, really. You have to bear in mind, though, that the stem cell strands of meat on their own are an unappetizing shade of white. They're coloured with beetroot juice and saffron to make them look like meat.

**Presenter** Right. So what about the taste? Was the burger raw or cooked?

**Lucy** No, no, it was cooked by a professional chef called Richard McGeown. He put lots of butter and sunflower oil in a pan, and spent ten minutes trying to cook the burger without breaking it in half. While it was cooking, he said it smelled like any other burger.

**Presenter** And the taste?

**Lucy** I can only tell you what the tasters said, I'm afraid. There were only two of them: an American food writer and an experienced nutritionist.

**Presenter** What did they say?

**Lucy** Well, Hanni Rützler, the nutritionist, said that the burger definitely tasted like meat, but she had expected the texture to be softer. She also detected an absence of fat, which meant that the burger wasn't very juicy in the middle.

**Presenter** How about the second taster?

**Lucy** The food writer, Josh Schonwald, said that the burger felt like a conventional burger, but he also noticed the lack of seasoning and fat.

**Presenter** Lucy, tell us more about how the burger was made.

**Lucy** Well, as you said at the beginning of the show, the burger was made from stem cells. These cells are harvested from a living cow. Scientists then feed and nurture the cells, so that they multiply to create muscle tissue, which is the main component of meat. The cells grow into strands, and 20,000 strands of meat are then combined to make one 140g burger.

**Presenter** How long does the process take?

**Lucy** It took Professor Post and his team more than five years to design and make the burger. And the process cost around €250,000.

**Presenter** Whoa! That's a lot of money! The question is ... was it worth it?

**Lucy** I'm afraid I can't answer that. Only time will tell. But Professor Post says that it might well be another ten to twenty years before we can buy stem cell burgers in our local supermarket.

**Presenter** I might think about becoming a vegetarian before that happens. Lucy Summers, thank you so much for joining us.

**Lucy** My pleasure.

1 physiologist 2 paler 3 ten  
4 meat 5 fat 6 seasoning

2 1 T 2 F 3 F 4 T 5 F 6 T

3 Students' own answers

4 Students' own answers

5 **Pros:** cheap, will help to combat world hunger  
**Cons:** people don't like the idea of it, people think of it  
as meat for people who don't have money

6 1 d 2 b 3 c 4 a

7 1 nets should be banned

2 was brought to America by immigrants

3 might have become an engineer

4 hadn't lost her job

5 must have had a key

6 had better learn to speak

7 have got used to it

8 she had been writing since dawn

9 Who did you stop to talk to

10 I will have arrived in Paris / I will be arriving in Paris

8 Students' own answers

#### Additional materials

Literature insight 4 [Workbook page 90](#) Answer key: [Teacher's book page 154](#)

Exam insight 4 [Workbook page 103](#) Answer key: [See website](#)

# 9

# Technology

## Map of resources

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## 9A Reading and vocabulary

### What's new?

#### Summary

**Topic:** Emerging technologies

**Vocabulary:** Word analysis; technology nouns

**Reading:** The next big thing

**Speaking:** Attitudes to technology

### Lead-in

1

- Write the word *TECHNOLOGY* on the board. Ask students to think about the differences between their life now and the life of someone 100 years ago. Then ask them to brainstorm words for twentieth and twenty-first century inventions and write their suggestions on the board, e.g. *computer, aeroplane, television, the internet*.
- Students work in pairs and decide which invention is the most important and which is the least important. Give them two minutes to discuss their ideas and then ask different pairs to share their idea with the class.

2

- Ask students to imagine that it is the year 2050. How will their daily lives be different from the lives they lead now? What technology will they use on a daily basis?
- Students work in groups and write a short diary entry for their imaginary life in 2050. They should think about transport, recreation, food and accommodation.
- Ask one student from each group to read out their diary entry. The rest of the class listen and vote on the most interesting entry.

### Exercise 1 page 108

- Give students a minute to think of the technologies that they use now, but that did not exist five years ago. Then elicit their ideas and write them on the board.
- In pairs, students discuss how these changes have affected their lives. Ask them to answer the following questions:  
*Is your life easier with these new technologies?  
What has improved? What has got worse?  
What would you find it most difficult to live without now?*
- Students read the article quickly to find which technologies are mentioned. Remind them that they do not need to understand every word to do this exercise.
- Check answers as a class.

**Technologies mentioned:** mobile social networking, the Facebook 'like' button, video phones, Skype, augmented-reality glasses and headsets, apps, Google Glass

## Exercise 2 page 108

- Go through the strategy with students. Give an example by reading out the following: *I was exhausted when I got home because the lift wasn't working. But fortunately, my daughter had already prepared supper so I was able to sit down and relax for a while. Just as I sat down, the phone rang. It was my husband / wife. He / She was waiting for me at the airport. I had forgotten to pick him / her up!*
- Then ask students:  
*Do I live in a house or a flat?* (a flat – it has a lift)  
*Is my daughter older or younger than ten?* (older – she has prepared supper)  
*Where has my husband / wife probably been?* (in another country or city – he / she has arrived at the airport)  
Explain that students can infer the answers to these questions using hints or clues in the text.
- Tell students to read the sentences and think about the key information that they should look for in the text.
- Check answers as a class.

- 1 T (implied)
- 2 F (stated: 'displaying pictures of strangers')
- 3 T (stated: 'a slender stream', 'it was slow-going', 'Tech start-ups ... sank within months')
- 4 F (stated: 'my mother is an emerging technologies consultant')
- 5 T (implied)
- 6 T (stated: 'her interest was in premature things', 'the sleek final product held much less interest')
- 7 F (implied)
- 8 F (implied)

### Culture notes: Emerging technologies

The field of **emerging technologies** has become increasingly relevant as technological innovation continues to have a huge impact on our daily lives. There are many websites, businesses and magazines dedicated to predicting the 'next big thing', but the following emerging technologies seem to be acknowledged as the most exciting or 'disruptive'. (Disruptive technologies are those which are most likely to alter the business or social landscape in some significant way.)

- advanced robotics: robots or robotic machines that might be able to perform complex surgical procedures, power prosthetic limbs and provide moveable 'exoskeletons' for people with mobility issues
- genomics: gene technology which could be used to develop cures for cancer, create hardier crops or produce fuel from different organisms
- energy storage devices: advanced batteries which can store energy, making electric vehicles more practical and bring electricity to many off-grid parts of the world

### Language note: American English

The text was written by an American blogger and features some American English words and spelling:

*mom* (British English: *mum*)

*favorite* (British English *favourite*)

*be through* (British English: *be over*)

*movie theater* (British English: *cinema*)

*cell phone* (British English: *mobile phone*).

## Exercise 3 page 108

- Students work in pairs to answer the questions.
- With a **weaker class**, write the words on the board and ask students to match the words to the questions.
- With a **stronger class**, ask students to look at the words and phrases again. Tell them to find:
  - a word which uses the metaphor of a pattern made on a precious metal (*hallmarks*)
  - a word which refers to a loud noise, often made with a trumpet (*fanfare*)
  - a phrase which uses images of the sea or water (*sank within months*)
- Check answers as a class.

- 1 (turned out) to have legs
- 2 murmurs reassurances
- 3 launched with a fanfare
- 4 sank within months – they failed because internet connections were slight and the hardware was bulky and expensive.
- 5 brought the rest of the world up to speed with her pens – She laughed because her predictions had come true.
- 6 dedicated
- 7 groan-inducing
- 8 all the hallmarks

## Exercise 4 page 110

- Remind students to read the sentences carefully and to think about meaning before they complete them.
- Students compare their answers with a partner.
- Check answers as a class.

- 1 up to speed
- 2 murmured reassurances; would turn out to have legs
- 3 dedicated
- 4 sank within months; groan-inducing
- 5 hallmarks; launch; with fanfare

### Extra activity

Ask students to discuss the following questions:

- *In your opinion, what are the hallmarks of a good phone?*
- *What's the most groan-inducing advert you've ever seen?*
- *Are your parents up to speed with the latest technology?*

## Exercise 5 page 110

- Tell students to read the text and check comprehension:  
*How do augmented reality glasses work?* (They vibrate the bones in your ear.)  
*How do the brain sensors control video games?* (They are positioned over different parts of your head to pick up your thoughts.)  
*What happens when you write in the air with airwriting gloves?* (Your message appears on the screen.)
- Give students two minutes to find the highlighted words in the original article and think about their meaning. With a **weaker class**, encourage students to check the meanings of the words in their dictionaries.
- Students work individually to complete the text.
- Check answers as a class.

- 1 tech start-ups 2 emerging technologies  
 3 early adopters 4 earbuds 5 handsets  
 6 cord 7 headset 8 keypad

### Extra activity: Further discussion

In groups, students discuss the following questions:

- *Albert Einstein said: 'Technological progress is like an axe in the hands of a pathological criminal.' What did he mean? Do you agree with him?*
- *Would you like to be an early adopter of new technology? What do you think are the advantages and disadvantages of owning very new technology?*

### Exercise 6 page 110

- Students discuss the questions in pairs. Circulate and monitor, helping with vocabulary if necessary.
- Ask a few students to share their ideas with the class.

### Additional vocabulary

The following words are from the article *The next big thing*:

- *glitchy* (adj) /'glɪtʃi/ having several small problems or faults that stop something working successfully
- *customized* (adj) /'kʌstəmaɪzd/ made or changed to suit the needs of the owner
- *hinge* (n) /hɪndʒ/ a piece of metal, plastic, etc. on which a door, lid or gate moves freely as it opens or closes
- *fateful* (adj) /'feɪtfl/ having an important, often very bad, effect on future events
- *strewn* (adj) /stru:n/ scattered or spread over an area
- *unfurl* (v) /,ʌn'fɜ:l/ when something that is curled or rolled tightly unfurls, or you unfurl it, it opens

### Vocabulary bank: Describing gadgets page 142

- 1 1 Sleek 2 Handy 3 Pricey 4 Bulky  
 5 Cutting-edge 6 Hard-wearing
- 2 1 cumbersome 2 lightweight 3 innovative  
 4 obsolete 5 convenient 6 useless 7 resilient  
 8 fragile 9 exorbitant 10 reasonable 11 elegant  
 12 plain
- 3 1 bulky 2 hard-wearing 3 pricey 4 convenient  
 5 lightweight 6 obsolete
- 4 Students' own answers

DVD extra Robot cars

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about emerging technologies. I can analyse words in a text. I can use technology words. I can discuss attitudes towards emerging technologies.*

## 9B Grammar and listening

### Young minds

#### Summary

**Topic:** Inventors and scientists

**Grammar:** Reported speech

**Listening:** Teen inventors

**Speaking:** Reporting on an interview with an inventor

**Communication worksheet 9B:** What did he say?

### Lead-in

1

- Write the words *GREAT INVENTORS* on the board and then write the following names (but not the inventions):
- *Tim Berners-Lee* (the World Wide Web)  
*Henry Ford* (the mass production of cars)  
*the Wright brothers* (the aeroplane)  
*Alexander Graham Bell* (the telephone)
- Ask students to try to think of the inventions the people are famous for. Give students two minutes to discuss their ideas and then check answers as a class.

2

- Ask students to work in groups. Tell them to imagine that they are inventors who have just invented an exciting new product. Give them five minutes to decide the following:  
*What does their invention do?*  
*What gave them the idea for the invention?*  
*Where can people buy it?*  
*How much does it cost?*
- Ask one student from each group to present their idea to the rest of the class. The class votes for the best invention.

### Exercise 1 2-21 page 110

- Go through the list of things with students. Check that they understand the meaning of *original* in this context (new and interesting), and the use of *encouraging* as an adjective to describe a person who encourages others.
- Students discuss the list in pairs and put the things in order of importance. Encourage them to think of their own ideas and write them on the board.
- Play the recording for students to listen for the ideas that apply to Kelvin Doe.
- Check answers as a class.

### Audio script

**Presenter** Joining us now in the studio is TV presenter Damien Sutton. Damien, your documentary *Bright minds, bright future* is being broadcast tonight. Can you tell us a little about the programme?

**Damien** Yes, of course. It looks at the achievements of young scientists and inventors from all over the world who use their work to tackle all kinds of problems, from the lack of electricity in their local area to world hunger, cancer, sustainable energy ... Experts say that we don't have enough science and technology students in our universities. Well, we're really hoping that programmes like ours will change that, and inspire a passion for these subjects in young people.

**Presenter** What can you tell us about the people that you've featured in the documentary?

**Damien** Well, one that has all the hallmarks of a great inventor is a boy called Kelvin Doe. He's from Sierra Leone, although we filmed him in New York. He's only fifteen, but he's already made some fantastic electronic gadgets.

**Presenter** How did he get started in electronics?

**Damien** Kelvin told me that his interest had started five years before. He got old devices and cords out of rubbish bins and took them apart in his living room to see what they looked like on the inside. Then, after a lot of hard work, he worked out how to make the gadgets. He said that, by the age of thirteen, he'd invented a new type of battery. When I asked him why he'd wanted a home-made battery, he explained that he hadn't had enough money for a shop-bought battery. So, after several failed attempts, Kelvin came up with a great new way to make a battery, using acid, soda, a piece of metal and a tin cup.

**Presenter** That's brilliant.

**Damien** Next, he built a generator out of old DVD players, so that he could charge the battery. He spent a few days one summer on a technology course, and with the encouragement and advice from a teacher there, he made an amp, a mixer, a radio transmitter ... He's now made enough equipment to have his own radio station, so he's a DJ as well as an inventor. He told me he had a whole team of kids working for him as station managers and reporters. The radio station is really empowering the local community.

**Presenter** Not bad for a boy who's only fifteen! I wonder what he's planning for the future.

**Damien** Well, he said he was visiting an American university for three weeks so he would be able to learn from the professors there. But he said that he had to do three more years of high school before he could think about a degree. And when I asked him whether he had decided on his next invention, he told me that he would like to build solar panels. He said Sierra Leone should have a lot more solar power. So watch this space. I'm sure the documentary won't be the last we hear of young Kelvin and his inventions. Maybe in a few years he'll tell us that his solar inventions are powering the whole of Sierra Leone!

**Presenter** He sounds like a great kid ...

**original ideas, enthusiasm, hard work, encouraging teacher**

### Language note: reported speech

We usually change verb tenses when we report speech:

Direct speech	Reported speech
present simple	past simple
present continuous	past continuous
present perfect	past perfect
past simple	past perfect
<i>can</i>	<i>could</i>
<i>will</i>	<i>would</i>
<i>have to/must</i>	<i>had to</i>

We also change pronouns, time and place words:

Direct speech	Reported speech
<i>yesterday</i>	<i>the day before</i>
<i>today</i>	<i>that day</i>
<i>here</i>	<i>there</i>

The following do not change: the past perfect, *could*, *would*, *should*.

### Exercise 2 2•21 page 110

- Write the following sentence on the board and say it aloud: *I saw my brother yesterday*. Then ask: *What did I say?* and elicit the reported speech version: *You said that you had seen your brother the day before*.
- Remind students that the general rule for reported speech is that the tense goes back in time, e.g. from present simple to past simple. However, do not go into detail as students will be focusing on this in the next exercise.
- Students work individually or in pairs to rewrite the statements and questions. Ask them to raise their hands when they have finished. When most of the class have finished, play the recording again for them to check.
- Check answers as a class.

- 1 Kelvin told me that his interest had started five years before.
- 2 He said that by the age of thirteen he had invented a new type of battery.
- 3 I asked him why he had wanted a home-made battery.
- 4 He told me he had a whole team of kids working for him.
- 5 He said that he was visiting an American university for three weeks so he would be able to learn from the professors there.
- 6 He said that he had to do three more years of high school before he could think about a degree.
- 7 I asked him whether he had decided on his next invention.
- 8 He told me that he would like to build solar panels.
- 9 He said that Sierra Leone should have a lot more solar power.

### Exercise 3 page 110

- Ask students to underline the verb forms in their answer to exercise 2. Students can then use this information to help them answer the questions.
- Go through the questions with students.
- Check answers as a class.

- 1 See language note above.
- 2 pronouns, time and place words
- 3 **Direct questions:** (question word) + auxiliary + subject + main verb  
**Reported questions:** question word / *if* / *whether* + subject + verb
- 4 *whether*

### Grammar reference and practice 9.1 Workbook page 125

- 1 I've bought an amazing new MP3 player.
- 2 I'm testing a new video game.
- 3 We didn't use a calculator to solve these maths problems.
- 4 I'll reply to your email tomorrow.
- 5 I didn't leave the house yesterday.
- 6 I have to finish the work soon.

- 2 1 He asked her when she had bought the headphones.
  - 2 She asked Tom if he would meet her after work.
  - 3 Rick asked me whether I was angry with him.
  - 4 He asked them why they hadn't switched off the computer.
  - 5 She asked us what we were doing there.
  - 6 They asked him if he could repair their plane.
- 3 1 if I'd watched the TV programme about inventors the previous night
  - 2 why he wasn't answering her calls
  - 3 whether she was happy with her new tablet
  - 4 if I could help him with his homework
  - 5 where he had decided to go on holiday
  - 6 what she would do after that project

#### Exercise 4 page 111

- Tell students to read the sentences and to underline the verbs. They can then refer to their answers to exercise 3 to help them rewrite the sentences in reported speech.
  - Students compare their answers with a partner.
  - Check answers as a class.
- 1 They asked Kelvin if / whether he had had fun at their university.
  - 2 He replied that he would never forget his fantastic experience there.
  - 3 He told them that he had never seen technology equipment like that before he came to the USA.
  - 4 He said that he had to thank the professors for their help.
  - 5 He said that he would like to learn more from them in the future.
  - 6 He admitted that he couldn't wait to see his family again.
  - 7 They asked (him) when he was going home.
  - 8 He told them that he should be there the following day, if there weren't any problems with his flight.

#### Extra activity: Memory game

Ask students to write a sentence about their weekend. Give an example: *I took my dog for a walk on Saturday.* Go round the class, asking each student to read out their sentence. Tell the class to listen carefully to each sentence and to try to remember who said what. Then tell two students to stand up. Ask them to try to remember the other person's sentence and say it again using reported speech, e.g. *You said that you had taken your dog for a walk on Saturday.* The students then choose another two students to stand up and report each other's sentences.

#### Exercise 5 page 111

- Write the two sentences on the board and ask a volunteer to underline the verbs. Elicit the tenses of the reporting verbs (a: present simple; b: future with *will*) and of the verbs in the reported speech (a: present simple; b: present continuous).
- Elicit the direct speech versions of the sentences and write them on the board:
  - a *We don't have enough science and technology students in our universities.*
  - b *My solar inventions are powering the whole of Sierra Leone!*

Ask a volunteer to underline the verbs and elicit the tenses (a: present simple; b: present continuous).

- Students then answer questions 1 and 2, referring to the sentences on the board.
- Check answers as a class.

- 1 no
- 2 Sometimes the pronouns change.

#### Exercise 6 page 111

- Tell students to read the text before they complete it. With a **weaker class**, remind students that they will need to change the word order for item 3.
- Check answers as a class.

- 1 is
- 2 have had
- 3 what RSI was
- 4 included
- 5 had to
- 6 was doing
- 7 could ask
- 8 would never have got / would never get
- 9 there were
- 10 had come / came
- 11 should apply
- 12 would give
- 13 had been selected / would be selected
- 14 could attend

#### Exercise 7 page 111

- Put students into two groups: the As and the Bs. Tell the As to work together and to make notes about their inventions. Tell the Bs to compile a list of questions.
- Give students a few minutes to work on their notes or questions and then put them into A/B pairs.
- Students conduct their interviews in pairs and then move to another pair to report their interview.
- Circulate and monitor, checking that students are using reported speech correctly and helping with vocabulary.

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about an interview with an inventor. I can use reported speech. I can interview people and answer questions about inventions.*

## 9C Listening, speaking and vocabulary

### Digital footprints

#### Summary

**Topic:** Our online data trail

**Listening:** Our digital footprint

**Vocabulary:** Phrases with *under*

**Functional language:** Giving a presentation

**Speaking:** Discussing opinions about digital footprints and the work environment; giving a presentation about an aspect of technology that you would like to see banned

**Communication worksheet 9A:** Hit the table!

#### Lead-in

- 1
  - Ask students to work in groups and to make a list of all their online activity over the last week, e.g.
    - Have they searched for information online?*
    - Have they visited any websites?*
    - Have they posted anything on social media sites?*



- Give students a few minutes to compile their lists and write their ideas on the board.

## 2

- Write the following questions on the board:  
*Have you ever posted a photo online and then regretted it?*  
*Have you ever checked another person's profile because you want to find out more about them?*  
*Have you ever googled yourself?*
- Ask students to discuss the questions in groups.

### Exercise 1 page 112

- Focus attention on the title of the article. Before students read the article, ask them to brainstorm what it might be about and write their suggestions on the board.
- Students read the article and check their predictions. Then ask them to vote on whether it was fair that Connor's job offer was withdrawn. They should justify their opinions.

### Exercise 2 2:22 page 112

- Write the words *DIGITAL FOOTPRINT* on the board. Elicit or explain that a footprint is a mark left on a surface by a shoe or foot. Ask students what a digital footprint might be.
- Play the recording for students to check their ideas. Ask them to make a list of possible problems while they listen.
- Check answers as a class.

### Audio script

**Presenter** Today on the programme, we're discussing the implications of Connor Riley's problems over her Twitter message, and digital footprints in general. To help us, we have three guests: Jenny Bingham, from the Universities Admissions Council; Mick Johnson, a civil liberties campaigner; and social media consultant Donna Topolski. Thank you for being here today.

**Donna / Mick / Jenny** Thank you. / You're welcome.

**Presenter** Donna, perhaps we could start with you. Was Connor Riley unlucky or stupid?

**Donna** Well, unlucky that her comment didn't pass under Cisco's radar, but mostly stupid, I would say – even Connor would agree with that. Someone who wants a job in technology ought to know the difference between Twitter and a private chat with friends. She should have set up privacy settings on her Twitter account. But she didn't, and she paid the price. Everyone should learn from her experience and keep very tight control of their digital footprint.

**Presenter** Just to be clear, what exactly is a digital footprint?

**Donna** Your digital footprint is the data trail left by all your online activity: all the things that you've put online – your tweets, your Facebook posts, videos that you've uploaded – and all the information other people have put online about you, too. You may be tagged in other people's photos, or mentioned in a blog or an online news story ...

**Presenter** But how can you keep your digital footprint under control, when a lot of it's created by other people?

**Donna** Yes, that's a good point. It can be difficult to control your digital footprint, but if other people put something about you online, you can ask them to remove it. Having said that, there's no guarantee that they will. Although, to be fair, most of the problems that people have had with their digital footprint have been problems they've brought on themselves. Connor Riley's case is just one of thousands.

**Presenter** For example?

**Donna** Oh, there was a woman working for Nationale Suisse in Switzerland. She told them she was feeling under the weather

and couldn't use a computer because of her headache. She took the day off work, but then went on Facebook. When her boss found out, she was fired. And there were two fishermen in Cairns, Australia who uploaded photos and videos in which they were wrestling with crocodiles. Years later, this material came under scrutiny and they had to pay fines for animal cruelty. So it's vitally important to remember a) that the internet is public and b) that what you post could be there for a very long time. The internet never forgets.

**Presenter** Mick, what's your take on this?

**Mick** Well, the people in Donna's examples clearly did something wrong and deserved their punishment. But there are a lot of other cases where the offense is much more trivial. There was a British bank worker, Stephanie Bon, who heard a news report about the high salary of her bank's new CEO. For two hours, her Facebook status pointed out that the new CEO got £4,000 an hour while she got £7. She lost her job. Companies shouldn't be able to get rid of people for things like that.

**Presenter** And what about students, Jenny? Can social media footprints cause them similar problems?

**Jenny** Yes, absolutely. Four students in Dublin, Ireland, were thrown out of their school, Oatlands College, after posting rude comments about teachers on Facebook, and forty of their friends were punished just for clicking the 'like' button for the comments. Uploading photos of smoking or drinking can have serious consequences, too, if you're under age. And when you're applying for higher education, or for your first job, many universities and employers will use the internet to find out as much as they can about you, so you need to think hard about what they'll learn. Privacy settings on social media sites are a good idea, but you can't rely on them 100%.

**Mick** That's right. Sometimes potential employers even put you under pressure to give them the username and password of your social media accounts before they will offer you a job. It's outrageous. In some US states, there are laws to stop that. We need the same legal protection here in Britain. Our privacy is under attack.

**Jenny** Perhaps, but it's also important to be your own censor. I always advise people to think about their grandparents when they post. If they wouldn't want their grandparents to read their comments or see their photos, then those comments and photos shouldn't be put online. Think before you use your keypad!

**Presenter** So is the safest thing just not to post anything personal on the internet at all?

**Jenny** Well, no, that's a bit extreme, and actually social media can do a lot to help you, if you use it right. If you're involved in charity fundraising, or sport, or you've got some useful work experience under your belt, make that clear on your Facebook page. Use your digital footprint to show universities and employers why you're special – but never show them a side of you that they may disapprove of, or you may live to regret it.

**Presenter** Thank you, everyone. Right, we'll be back in a moment, but first, we have Mia Hodge with the news bulletin. Over to you, Mia.

**A digital footprint is the data trail left by all your online activity.**

**Problems mentioned: someone who took the day off work because they said they couldn't use a computer but then posted on Facebook and was found out; fishermen who posted a video of themselves wrestling with a crocodile and were prosecuted for animal cruelty; an employee who made comments about her CEO's salary on Facebook and lost her job; students who were expelled from college for making**

rude comments on Facebook about their teachers; friends of those students who were punished for 'liking' the comments

### Exercise 3 2•22 page 112

- Give students time to read the opinions. Then play the recording again for students to match the speakers. With a **weaker class**, make it clear that the first speaker is Donna, and pause the recording after each speaker has spoken.
- Students compare their answers with a partner. Then play the recording again for them to check.
- Check answers as a class.

1 J 2 D 3 – 4 D 5 J 6 M 7 – 8 M 9 M

### Exercise 4 page 112

- You could play the recording again and pause after each example of a phrase with *under*. This would help students to understand the phrases in context.
- Students can use a dictionary to look up the meanings of the phrases.
- Check answers as a class.

1 scrutiny 2 attack 3 control 4 the weather  
5 your belt 6 age 7 pressure 8 the radar

### Exercise 5 page 112

- Go through the first item with students. Point out that they should read the whole sentence / pair of sentences to understand the context before they complete it.
- Students work individually to complete the rest of the sentences. They then compare their answers with a partner.
- Check answers as a class.

1 under the weather, under control  
2 under scrutiny, under pressure, under attack  
3 underage, under the radar  
4 under your belt

### Exercise 6 page 112

- Students discuss the opinions in pairs. Encourage them to listen to each other's points of view and to give reasons for their answers.
- Ask a few students to share their ideas with the rest of the class.

#### Vocabulary bank: Problems with technology page 142

- 1 1 update 2 bug 3 data 4 backup  
5 virus 6 spyware 7 Trojan 8 firewall  
9 cookie 10 spam
- 2 1 firewall 2 spam 3 cookies 4 spyware  
5 virus 6 Trojan 7 updates 8 bugs  
9 backup 10 data
- 3 Students' own answers

### Exercise 7 page 113

- If students have already completed the exercises in *Vocabulary bank: Problems with technology* on page 142, they will have read a definition for an internet cookie. Alternatively, elicit a definition or ask students to use a dictionary to find one.

- Ask students if they worry about cookies when they browse the internet.
- Check answers as a class.

A cookie is a computer file with information that is sent to the central server each time you use the internet.

### Exercise 8 2•23 page 113

- Read out the question and remind students that they should listen for three reasons.
- Play the recording.
- Check answers as a class.

#### Audio script

In today's presentation, I'm going to talk about internet cookies. The aim of my presentation is to persuade you that the use of these to collect marketing data should be banned.

First, I'm going to explain what cookies are. Then I'll move on to the annoyance that they cause when they are used inappropriately, followed by issues of security. I'll finish off with the problem of unfair pricing. There'll be some time for questions and answers once I've finished, so please hold any queries that you have until the end.

So, let me start by telling you what cookies are. For those of you who don't already know, a cookie is a small piece of information that is sent to your web browser when you access a particular website. When a cookie arrives, your browser saves this information to your hard drive; when you return to that site, some of the stored information is sent back to the web server. Without cookies, you'd have to type in your address every time you wanted to buy anything from the same store, and you wouldn't be able to save things in a shopping basket. Cookies help to make the internet faster and more convenient, but there are problems associated with them, too, and that's what I'm going to talk about now.

Cookies allow companies to analyse your online behaviour and then personalize their marketing to you. When you move from one website to another, you are followed around by adverts for products you have already looked at online and decided not to buy. I'm sure we can all agree that when we've decided not to buy something, it's extremely annoying to get a constant stream of adverts about it.

I've just told you about the annoyance that cookies can cause. Now I'm going to move onto the issue of security. Some companies build up a large amount of data about you, your lifestyle, even your medical conditions. They do this so they can sell it to other companies and make money, but what if they are hacked and criminals get hold of the information? This could lead to all sorts of problems with identity theft. It's just not safe to allow them to collect all this data.

I've got one final point to make, and it regards the pricing of things that you buy online. It is thought that companies sometimes put the price of certain things up at the point where they think you're going to make your purchase. Plane tickets, for example. You search for flights, you compare your different options, and then you try to buy a ticket and the price has gone up. If you check the prices on a different computer, a computer that hasn't already done those earlier searches, you might get the original price. When companies use cookies in this way, you can never be sure that you're paying a fair price.

To sum up, the use of cookies to collect marketing data causes annoying adverts that follow you around the internet, it threatens your security, and it means you may have to pay unfair prices. I hope my arguments have convinced you that this

use of cookies should be banned. If anyone has any questions, I'd be happy to answer them.

The speaker wants to ban the use of cookies to collect marketing data.

Reasons: They tell companies about the products you look at, and then adverts for these products follow your online activity; they collect your personal data, which might be accessed by criminals; they enable companies to raise the price of things that you buy online.

### Exercise 9 2-23 page 113

- Give students a minute to read the phrases and try to complete them before they listen to the recording again.
- Students compare their answers with a partner.
- Check answers as a class.

1 aim 2 finish 3 questions 4 what 5 move  
6 point 7 convinced 8 happy

### Exercise 10 page 113

- Ask students to brainstorm ideas for aspects of technology that people might want to see banned. If they are struggling to think of ideas, suggest the following: mobile phones in schools / doctors' surgeries / cinemas etc.; wearable technology with facial recognition software; full body scanners in airports.
- Students work in pairs to prepare their presentations. Ask the rest of the class to listen and to make notes about the good and bad points of each presentation.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about digital footprints. I can use phrases with under. I can give a presentation.*

## 9D Culture, vocabulary and grammar

### First?

#### Summary

**Topic:** Pioneers

**Reading:** The firsts and frauds of flight

**Vocabulary:** Adverbs with two forms

**Grammar:** Verb patterns in reported speech

**Communication worksheet 9A:** Hit the table!

**Communication worksheet 9B:** What did he say?

### Lead-in

- Ask students to brainstorm inventions which may have had a negative effect on the world (e.g. the atomic bomb, cigarettes) and write their suggestions on the board.
- Tell students to work in groups and to choose the three inventions which have had the worst effects on people.
- Ask different groups to tell the class about their choice and give reasons why.

### Exercise 1 page 114

- Ask students to brainstorm ideas for important inventions and write their suggestion on the board. If students are struggling to think of ideas, you could suggest the following: antibiotics, the computer, the World Wide Web, satellites, radio, bicycles, vaccinations, aeroplanes.
- Students vote on the most important invention. Ask a volunteer to count the votes and find out the top three inventions.
- Focus attention on the three photos and with each photo ask students to raise their hands if they think the plane could fly. Then give them three minutes to read the article and check. Stress that they should just read to find the answer – they do not need to understand every word.
- Check answers as a class.

Langley's Aerodrome couldn't fly. Whitehead's Number 21 allegedly could fly, but there is no photographic evidence for this. The Wright brothers' Flyer 1 could fly.

### Exercise 2 page 114

- Tell students to read the article carefully and to underline the information about each plane in a different colour. This will help them with the matching activity.
- Students work individually to do the exercise.
- Check answers as a class.

1 A 2 A 3 C 4 – 5 – 6 C 7 B 8 B

### Culture notes: The first manned flight

The argument about who is the genuine pioneer of manned flight still continues today. In 2013, the aviation magazine *Jane's All the World's Aircraft* stated that Whitehead was the first person to make a manned powered flight. This was based on evidence from aviation historian John Brown in 2012, who discovered a photograph of an Aero Club of America exhibition from 1906. On the wall of the exhibition stand were several photographs. Brown was able to magnify the original photograph sufficiently to focus on these photographs. He discovered that one of them, from 1901, showed Whitehead's *Number 21* in flight.

The evidence is disputed because the photograph is extremely blurry, but Whitehead's home state of Connecticut passed a bill in 2013 recognizing Whitehead as the pioneer of powered flight. Two other states, Ohio and North Carolina, dispute Connecticut's claim and insist that the Wright brothers were the first to achieve powered manned flight. Their argument is upheld by the Smithsonian, although, as explained in the article, the Smithsonian is contractually obliged to recognize the Wright brothers as the pioneers of powered manned flight.

### Exercise 3 page 114

- Check that students understand the role of the Smithsonian in the debate about Whitehead. Ask: *Why did Orville Wright exhibit Flyer 1 in Britain rather than in the USA?* (Because the Smithsonian made modifications to Langley's aircraft and then claimed that it was the world's first successful plane.) *Why did Wright then agree to move Flyer 1 back to the USA?* (Because the Smithsonian agreed by contract to state that the Wright brothers' plane was the first to achieve controlled powered flight.)

- Students discuss the first question in pairs.
- Ask students to brainstorm inventors from their country and write their names on the board. Students then choose one of these to discuss in pairs. Ask one or two pairs to tell the rest of the class about the inventor they discussed.

### Extra activity: Further discussion

In groups, students discuss the following questions:

- 'Necessity is the mother of invention.' What do you think this saying means? Do you agree with it?
- Do you think 'firsts' are important – not just in terms of inventors, but also in terms of exploration, travel, sport, etc.? Why / why not?

### Additional vocabulary

The following words are from the article *The firsts and frauds of flight*:

- *afoot* (adj) /ə'fʊt/ being planned; happening
- *biplane* (noun) /'baɪpleɪn/ an early type of plane with two sets of wings, one above the other
- *soar* (v) /sɔː(r)/ to fly or remain very high in the air
- *annals* (n) /'ænlz/ an official record of events or activities year by year; historical records
- *dispute* (n) /dɪ'spjuːt/ an argument or a disagreement between two people, groups or countries
- *modification* (n) /,mɒdɪfɪ'keɪʃn/ the act or process of changing something in order to improve it or make it more acceptable; a change that is made

### Insight Adverbs with two forms

Tell your students to keep a record of adverb pairs as they come across them, e.g. *close / closely, flat / flatly, right / rightly, rough / roughly, sharp / sharply, wide / widely, wrong / wrongly*.

Encourage them to note down not only the meanings (there may be more than one meaning for many of these), but also example sentences:

*I work hard.*

*There's hardly any time left.*

### Exercise 4 page 114

- Give students two minutes to find the highlighted adverbs in the article and match them to the meanings.
- Students compare their answers with a partner.
- Check answers as a class.

1 high 2 highly 3 just 4 justly 5 hard 6 hardly  
7 late 8 lately 9 close 10 closely

### Exercise 5 page 114

- Tell students to read the text to understand its general meaning. Students then work individually to complete the text with adverbs from the article.
- Check answers as a class.

1 hardly 2 close 3 hard 4 late 5 closely 6 just  
7 justly 8 highly

### Exercise 6 page 115

- Give students a few minutes to find the sentences in the article and read them again. You could ask them to use different colours to underline the different parts, e.g. red for infinitives, blue for the object of a sentence, etc. This will make it easier for them to refer to the sentences when they complete the rules.
- Go through the rules with the class, each time asking a student to read out the relevant sentence 1–7.
- Check answers as a class.

a state (sentence 6); insist (sentence 7)

b –

c refuse (sentence 2); agree (sentence 6)

d advise (sentence 3)

e admit (sentence 5)

f insist (on) (sentence 4)

g congratulate (someone) on (sentence 1); criticize (someone) for (sentence 2)

### Grammar reference and practice 9.2 Workbook page 126

1 1 getting 2 to restart 3 calling 4 ignoring  
5 us on winning 6 that they would find out

2 1 for losing my mobile phone  
2 getting a new camera  
3 us to use the science lab at lunch time  
4 me on passing my driving test  
5 to eating your sandwich  
6 to buy me a new bag tomorrow  
7 me to go to that science show with him  
8 to drive me to college that day

### Exercise 7 page 115

- Ask students to read the sentences quickly to find out what they describe (the dispute between Mark Zuckerberg and the Winklevoss twins about the origins of Facebook).
- Do the first item with students. Focus on the word *brilliant* and ask students what someone is doing when they describe their own ideas or actions as *brilliant*. Elicit the verb *boast*. Then ask students to find *boast* in exercise 6 (rule a). Write the rewritten sentence on the board.
- Students work individually or in pairs to do the exercise.
- With a **weaker class**, you could help students identify the correct reporting verb. Encourage them to check the meanings of the reporting verbs in the dictionary. They can use the rules in exercise 6 to do the exercise.
- Check answers as a class.

1 The Winklevoss twins, Cameron and Tyler, boasted that they were creating a brilliant new social networking website. / The Winklevoss twins boasted about creating a brilliant new social networking site.

2 They agreed to talk to Mark Zuckerberg about it.

3 They invited Zuckerberg to work for their tech start-up.

4 Zuckerberg agreed to write the code for their website.

5 The twins encouraged Zuckerberg to do it quickly.

6 Zuckerberg apologized for taking a long time to finish the work.

7 The newspaper announced that Zuckerberg had set up a social networking site called Facebook.

8 The twins accused Zuckerberg of stealing their idea.

- 9 Zuckerberg denied doing anything wrong. / Zuckerberg denied that he had done anything wrong.
- 10 The courts ordered Zuckerberg to give the Winklevoss twins \$65 million in Facebook shares.

### Extra activity: Tell the story

Challenge students, in groups, to retell the story of the Langley, Whitehead and Wright brothers controversy without looking at the text. Tell them to use the verb patterns in exercise 6.

### Exercise 8 page 115

- Students discuss the questions in pairs or groups.
- Circulate and monitor, checking that students are listening to each other and contributing to the discussion. Make notes of any language difficulties and help with vocabulary if necessary.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the pioneers of controlled manned flight. I can use adverbs with two forms. I can report speech using different reporting verbs. I can discuss inventors in the present and in the past.*

## 9E Writing

### A report

#### Summary

**Topic:** Technology in the classroom

**Reading:** A report

**Vocabulary:** Evidence verbs

**Writing:** A report

### Lead-in

1

- Write *TECHNOLOGY AND SCHOOL* on the board. Ask students to work in pairs and to think of all the different ways they use technology at school and at home to do schoolwork. Write their ideas on the board.
- Ask students to imagine that all technology in the classroom has been banned. They only have access to books. Ask the following questions:  
*What would you miss the most?*  
*What would you miss the least?*  
*Do you think there are any advantages to a classroom without technology?*

2

- Prepare four cards with the following text on them:  
*COMPUTER (screen / internet / mouse)*  
*MOBILE PHONE (call / text / communicate)*  
*INTERACTIVE WHITEBOARD (classroom / pen / computer)*  
*TABLET (touch screen / Wi-Fi / computer)*
- Play a game of 'Don't say the word' with students. Ask one student to come to the front of the class. Give them the first card. Then explain that they have to describe the thing on the card without saying what it is and without

mentioning the three words in brackets. The first student to guess the word gets the next card.

### Exercise 1 page 116

- Focus attention on the photos and ask students to name the technologies (tablet computers, an interactive whiteboard, a recording studio). In pairs, students discuss which of these technologies are used in their school.
- Ask students to brainstorm the advantages and disadvantages of using technology in the classroom. Write their ideas on the board and leave them there for exercise 2.

### Exercise 2 page 116

- Ask students to focus on the report and explain that it is in a jumbled order. They have to use the headings 1–5 as guidelines to put the report in the correct order. Go through the headings with the class. Elicit synonyms for *benefits* and *drawbacks* (*pros* and *cons*, *advantages* and *disadvantages*).
- Give students two minutes to read the report quickly and put it in the correct order.
- Check answers as class.
- Now ask students to look again at their ideas for advantages and disadvantages from exercise 1. How many of their ideas are mentioned in the report?

1 C 2 E 3 B 4 A 5 D

### Exercise 3 page 116

- Elicit a summary of Honeywick's use of tablet computers. Ask:  
*How many tablet computers are there at Honeywick?* (three class sets)  
*How frequently are they used?* (for an average of 5.6 hours in every six-hour school day)  
*Which lessons are they used in?* (music, art, maths, modern languages, science, PE)
- Ask students to work in groups and to prepare their own summary of the usage of tablet computers in their school. If tablet computers are not used in the students' school, you could ask them to discuss the use of another type of technology, e.g. CD players or interactive whiteboards.

### Exercise 4 page 116

- Go through the strategy with students. Explain that a report should always show evidence of research, preferably from a number of different sources. A trustworthy report should also make its sources transparent, either with a reference section at the end of the report or with footnotes. Use Wikipedia as an example of how to quote different sources: look at a Wikipedia entry and point out the footnotes that give references for every fact quoted.
- Students then study the phrases and match them to the different types of research.
- Check answers as a class.

1 d 2 c 3 b 4 e 5 a

### Exercise 5 page 116

- Give students two minutes to find the highlighted verbs in the report and to read them again in context. Remind students that in a formal report it is important to give

evidence for statements, and opinion should only be expressed in the conclusion with evidence to back it up.

- With a **weaker class**, tell students to check the definitions of the verbs in a dictionary before doing the exercise.
- Check answers as a class. Explain that the verb *testify* is often followed by the preposition *to* + noun or *that* + clause.

1 examine 2 testify 3 prove 4 assess  
5 demonstrate, suggest

### Exercise 6 page 117

- Students work individually or in pairs to complete the sentences with the correct verbs from exercise 5.
- Check answers as a class.

1 examined 2 suggest 3 demonstrate / prove  
4 testified 5 demonstrate / suggest / prove 6 assess

### Writing guide page 117

- Read the **task** together, making sure students are clear that they have to write a report on the use of an item of technology in their school.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their report. Tell them to cover all the points and do all the research mentioned in the **ideas** section.
- Circulate and monitor while students **write** their reports, making sure they organize their paragraphs according to their plan. Check that they are using evidence verbs.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Students' own answers

#### Extra activity: Fast finishers

Ask **fast finishers** to compare their reports with a partner. Whose is the most interesting?

#### Additional writing activity

Do some research into your school library or local library. Think about these questions:

- *How often is it used?*
- *What books are the most / least popular?*
- *Is it used more for homework or non-school-related reading?*
- *How could it be improved?*

Conduct your research, analyse your data and then write a report on your findings.

### Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a report. I know evidence verbs. I can use different ways to research a topic.*

## Vocabulary insight 9 page 118

### Using a dictionary: adjectives and adverbs

1 1 adverb 2 adverb

2 1 adverb 2 adjective 3 adjective 4 adverb  
5 adjective 6 adverb 7 adverb 8 adjective

3 1 I get nervous when I'm high above the ground.  
2 The airport has got high walls all around it.  
3 Our flight leaves very early tomorrow.  
4 We've got a very early flight tomorrow.  
5 The instructions for this games console are wrong.  
6 You're playing this game wrong.

4 1 high 2 highly 3 high 4 highly 5 high

5 1 late 2 Lately 3 highly 4 high 5 fine 6 finely

6 Students' own answers

## Review 9 page 119

1 1 earbuds 2 keypad 3 tech start-ups 4 cord  
5 emerging technologies 6 headset 7 early adopters

2 1 has 2 launched 3 dedicated 4 murmur  
5 bringing 6 sink

3 1 attack 2 radar 3 pressure 4 the weather  
5 age 6 control

4 1 lately 2 justly 3 close 4 hardly 5 high

5 1 that he had never done anything by accident  
2 his brother that no flying machine would ever fly from New York to Paris  
3 who wanted to hear actors talk  
4 what he took him for  
5 that one sometimes found what one was not looking for

6 1 (them) that he had found a bug on their main site (E)  
2 that it allowed him to post on anybody's timeline (B)  
3 that they should fix the bug (D)  
4 that there was a bug on the site (H)  
5 for breaking his privacy (K)  
6 the Facebook team of ignoring his warnings (A)  
7 (him) how he had hacked Mark Zuckerberg's personal page (F)  
8 having hacked / hacking his account (I)  
9 him/them that there was a reward for finding bugs (G)  
10 him of testing the bug against another Facebook user (J)  
11 all internet users to give money to a fund for Khalil (C)

# 10 Power

## Map of resources

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## 10A Reading and vocabulary

### Utopia

#### Summary

**Topic:** Ideal society

**Vocabulary:** Word analysis; society and citizenship

**Reading:** Different lives

**Speaking:** Discussing the advantages and disadvantages of communal living; planning your own utopia

**Communication worksheet 10A:** Definitions

### Lead-in

1

- Write *UTOPIA* on the board. Elicit or explain the meaning (an ideal society). Then ask the following questions:  
*Do you think it's possible to create a utopia or do you think it's just a dream? Why?*  
*Can you think of any famous books or films about a utopian world?*
- Students answer the questions in pairs.

2

- Write the following sentence beginning on the board:  
*In a perfect world, there would be . . .* Give students two minutes, in groups, to think of at least five possible endings for the sentence, e.g. . . . *equal rights for everyone.*
- Ask one student from each group to write their sentence endings on the board. Then the class vote for the best ideas.

### Exercise 1 page 120

- Go through the issues with the class, checking that students understand *distribution* (the way that something is shared among a particular group of people) and *gender roles* (the idea that people should behave in certain ways because of their gender). Elicit suggestions about different types of political systems and write them on the board.
- Encourage students to share their ideas and make it clear that there are no right or wrong answers; people can have very different ideas about what makes a society utopian.
- Ask students to think about other societies they have studied in history (e.g. ancient Greece) and consider if any of these are closer to their idea of a utopian society.

### Exercise 2 page 120

- Remind students that they should read the articles for general meaning without trying to understand every word, and compare the communities with their own society.
- You could also ask students to think about the following:  
(Text 1) *housing, transport, possessions, work, leadership, problems*  
(Text 2) *property, money, village government, domestic government, education*

### Culture notes: Twin Oaks and Meghalaya

The **Twin Oaks** community was set up in 1967 and currently has ninety adult members and fifteen children. Its stated values are cooperation, sharing, non-violence, equality and environmental care. Just under half of the work in the community is done to make income-generating products, mainly hammocks, tofu and furniture. The members spend the rest of their working time on activities that benefit the community, e.g. milking cows, gardening, childcare and cooking.

**Meghalaya**, in the north-east of India, has a population of nearly 3 million. Most of the people belong to one of three main ethnic communities: the Khasis, Garos and Jaintias. All three communities are matrilineal. Although each community has its own traditional religion, 70% of the population of Meghalaya is Christian. Other religions practised in Meghalaya include Hinduism, Buddhism, Islam and Sikhism.

### Exercise 3 page 120

- Read through the questions with students. With a **weaker class**, tell students which paragraphs have the answers to questions 1–5 (1: paragraph C; 2: paragraph E; 3: paragraph G; 4: paragraph G; 5: paragraph H).
- Check answers as a class. Ask students to quote the lines from the article which helped them to answer the questions.

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

### Extra activity: Further discussion

In groups, students discuss the following questions:  
*In the Twin Oaks community, people 'challenge traditional gender roles' by encouraging women to take on traditionally male jobs and vice versa. Can you think of jobs which are traditionally for men or women? Is it difficult to challenge traditional gender roles in your society?*

*In most societies, family names are passed down from the father's side of the family. In Meghalaya, family names are 'matrilineal', i.e. they are passed down from the mother's side. Where does your surname come from? Why do you think that some people believe this is an important issue?*

### Extra activity: Advertisement

Ask students to imagine that Twin Oaks wants to attract more young people to their community. Tell them to work in groups and to design a poster inviting people to apply to join. The poster should include information about how the community works and should be written using persuasive language.

Display the posters around the classroom and ask students to vote for the most persuasive poster.

### Exercise 4 page 120

- Ask students to brainstorm advantages and disadvantages of living in the communities in the article, e.g. society is more equal, people might not work as hard when they can't choose their own work.
- Students work in pairs to think of more advantages and disadvantages. Ask different pairs to share their ideas

with the rest of the class. Finally, ask the class to vote on whether they would like to live in either community.

### Exercise 5 page 122

- For this exercise, students have to read the article very carefully in order to understand the exact meaning. You could put students in groups to answer the questions.
- Check answers as a class.

- 1 **equally sharing their resources; communal**
- 2 **freeloaders; expulsion from the community**
- 3 **we diversify leadership; every person has an area to manage, with a committee in charge of overall decisions**
- 4 **it's the women who wear the trousers**
- 5 **collateral; the writer is probably referring to residential property, e.g. a house or apartment**
- 6 **lost momentum; the women threatened the men's movement**

### Exercise 6 page 122

- Give students time to find the highlighted phrases in the article and to read them in context before they try to explain them in their own words.
- Focus attention on the article heading and tell students to look at the first word of each numbered sentence. Elicit that these are question words and that the article provides questions to consider when planning a utopian society.
- Point out that there is one phrase which students will not need. Students complete the article.
- Check answers as a class.

- 1 **common good**
- 2 **distribution of wealth**
- 3 **equal opportunities**
- 4 **minority rights**
- 5 **majority rule**
- 6 **civic engagement**
- 7 **social responsibility**
- 8 **law enforcement**

### Additional vocabulary

The following words are from the article *Different lives*:

- **disposal** (n) /dɪ'spəʊzəl/ to be at someone's disposal means to be available for use as they prefer
- **well-stocked** (adj) /wel'stɒkt/ filled with something
- **neglected** (adj) /nɪ'glektɪd/ not receiving enough care
- **pursuit** (n) /pə'sju:t/ something that you give your time and energy to, that you do as a hobby
- **submit** (v) /səb'mɪt/ to accept the authority, control or greater strength of somebody/something
- **brandish** (v) /'brændɪʃ/ to hold or wave something, especially a weapon, in an aggressive or excited way

### Exercise 7 page 122

- Go through the questions in exercise 6 again, checking that students understand the main ideas.
- Read out the first question and invite suggestions. Ensure that students justify their answers. Remind students that there are no right or wrong answers, but they must be prepared to give reasons for their opinions.
- Students discuss the other ideas in groups. Circulate and monitor, helping with vocabulary if necessary.



## Vocabulary bank: Politics and society page 143

- 1 1 communal 2 mainstream 3 secular  
4 extreme 5 egalitarian 6 reactionary
- 2 1 mainstream 2 egalitarian 3 extreme  
4 communal 5 reactionary 6 secular
- 3 1 class-based 2 radical 3 moderate 4 secular  
5 spiritual 6 an alternative 7 mainstream  
8 reactionary 9 private 10 communal  
11 an egalitarian 12 extreme
- 4 Students' own answers

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about different societies. I can analyse words in an article. I can describe society and citizenship. I can plan and discuss a utopian society.*

## 10B Grammar and listening

### Dirty sport

#### Summary

**Topic:** Corruption in sport

**Grammar:** Defining and non-defining relative clauses; participle clauses

**Listening:** Corruption in sport

**Speaking:** Discussing corruption and how to deal with it

**Communication worksheet 10B:** Find someone who ...

### Lead-in

1

- Ask students to work in pairs and discuss the following questions:  
*Do you think that professional sportspeople are overpaid? Which sportspeople do you think are the most overpaid? George Orwell said, 'Sport is war minus the shooting.' What do you think he meant? Do you agree with him?*

2

- Write the word **CORRUPTION** on the board. Elicit or explain the meaning (dishonest or illegal behaviour, especially of people in authority).
- Ask students to work in pairs or groups and to think how corruption could affect the following: a large pharmaceutical company making a cure for cancer, a government office in charge of building new houses.
- Ask students to share their ideas with the rest of the class.

### Exercise 1 page 122

- If you have done lead-in activity 1, elicit the meaning of *corruption* and ask students to think about the overpaid sportspeople they identified. Do they think that any of these people could be tempted to become corrupt?
- If you have done lead-in activity 2, ask students to brainstorm the names of well-paid or overpaid sportspeople and write their suggestion on the board.

Then ask them to think about how these people might be tempted to become corrupt.

- Give students a few minutes to discuss their ideas in groups. Ask a few students to share their ideas with the class.

### Exercise 2 2:24 page 122

- Focus attention on the question and ensure that students understand what the radio programme is about. Ask them to suggest reasons why cities might be keen to host the Games (e.g. funding for urban regeneration, good publicity for the city, increase in tourism).
- Play the recording for students.
- Check answers as a class.

### Audio script

They were the Olympics that should never have happened. Years before athletes arrived in Salt Lake City to take part in the Winter Olympics of 2002, everyone knew the reason why this US city was hosting the event: bribery and corruption on an epic scale. // Cities where the Olympics are held can make millions, even billions, of dollars, so the International Olympics Committee (or IOC), whose 100 members choose the host city in a secret ballot, has an extraordinary amount of power. In the 1990s, there were members that had become experts at abusing their power. // Salt Lake City's earlier bid to host the 1998 Olympics had failed, which taught the organizers some brutal but useful lessons in how to gain IOC members' support. // They decided that, for their 2002 bid, they would have to be much more generous with their money. They bought luxury furnishings for the IOC member from Congo Republic, including doorknobs costing \$673. They made a \$20,000 contribution to the election campaign of the Chilean member, who was running for mayor of Santiago. // They paid for the university tuition fees of several members' children, a knee operation for a member's mother, and even cosmetic surgery for a member's wife. // And when the Korean member's son lost his job in New York, the bid committee paid him \$75,000 for a new job in Salt Lake City, which was very kind, considering the young man didn't do a day's work for the company.

On the day when the vote for the host city finally took place, the result was inevitable. IOC members, bribed with more than \$10 million from Salt Lake City, gave the US bid a landslide victory. Although newspapers soon ran stories about the unethical tactics the bid committee had used, by then, it was too late. The venue couldn't be changed. //

**They won the bid by bribing IOC members with more than \$10 million.**

### Exercise 3 2:24 page 122

- Go through the questions with students. With a **weaker class**, elicit or explain *to abuse power* (to use the authority that you have in a dishonest or illegal way).
- Play the recording, pausing after each relevant piece of information (marked // in the audio script) to give students time to answer the questions.

1 F (Everyone knew the real reason.)

2 T

3 T

4 F (He was running for mayor.)

5 T

6 F (It was too late to change the venue.)

## Language note: Defining and non-defining relative clauses

### Defining relative clauses

A defining clause gives important information about a noun: it tells us which particular person or thing the sentence is about. The sentence does not make sense without it.

*She's the girl who lives next to my aunt.*

The following relative pronouns are used in defining relative clauses: *that, who, which, whom* and *whose*.

The following adverbs are used in defining relative clauses: *where, when* and *why*.

### Non-defining relative clauses

A non-defining relative clause gives additional information about a noun. The sentence still makes sense without it.

*She saw the girl, who was wearing a red hat, in the park.*

The relative pronouns *who, which, whom* and *whose* and the adverbs *where* and *when* are used in non-defining relative clauses. *That* cannot be used in non-defining relative clauses.

## Exercise 4 page 122

- Go through the first two questions with the class.
- Students work in pairs to answer questions 3–7.
- Check answers as a class.

1 sentences 1, 2, 4 and 6

2 sentences 3 and 5

3 sentence 3. The relative clause refers to *Salt Lake City* failed in their bid for the 1998 Olympics. The relative pronoun *which* is used.

4 a defining relative clause

5 a defining relative clause. We can omit the relative pronoun when it refers to the object of the relative clause.

6 why

7 when, where, whom

## Grammar reference and practice 10.1 Workbook page 127

1 1 (not possible) 2 that 3 that 4 (not possible)  
5 whom 6 (not possible)

2 1 where I grew up

2 which lasted two hours

3 whose wife is a professional singer

4 who we saw yesterday

5 when we heard that John F. Kennedy

6 who were all very tired

## Exercise 5 page 123

- Remind students that they can only omit the relative pronoun in a defining relative clause if it refers to the object of the relative clause.
- Do the first sentence with the class. Point out that we always use a comma before a non-defining relative clause, and either a comma after the clause or a full stop if it is at the end of the sentence.
- Students work individually to do the rest of the exercise.
- Check answers as a class.
- Finally, ask students to identify the sentences with defining (3, 4, 5) and non-defining (1, 2, 6) relative clauses.

- 1 The world's most-watched sport is football, which has 3.5 billion fans.
- 2 Sometimes, match results are arranged before the match, which is called match-fixing.
- 3 Gambling is the reason why match-fixing has occurred in hundreds of recent matches.
- 4 There are thirty countries where match-fixing has allegedly taken place.
- 5 The biggest bribes which officials accepted were \$135,000.
- 6 Players in less famous teams, whose salaries were not very high, also took bribes.

## Language note: Participle clauses

- Participle clauses can replace relative clauses with *that, which* and *who*, but not ones with *when, where* or *whose*.
- They can replace a relative clause when the relative pronoun is the subject of the relative clause, but not when it is the object.
- Present participle clauses can replace a relative clause with an active verb.  
*She caught the ball which was heading for the window.*  
*She caught the ball heading for the window.*
- Past participle clauses can also replace a relative clause with a passive verb.  
*He watched all the matches which were shown on TV.*  
*He watched all the matches shown on TV.*

## Exercise 6 page 123

- If necessary, remind students that a present participle is the *-ing* form of the verb and a past participle usually ends in *-ed*. Write a few examples on the board and include regular and irregular verbs:  
*play, playing, played; try, trying, tried; give, giving, given*
  - Ask students to identify the participle clause in each sentence (*costing \$673; bribed with more than \$10 million from Salt Lake City*).
  - Students work individually or in pairs to do the exercise.
  - Check answers as a class.
- 1 They bought luxury furnishings for the IOC member from Congo Republic, including doorknobs which cost \$673.
  - 2 IOC members, who were bribed with more than \$10 million from Salt Lake City, gave the US bid a landslide victory.  
a active  
b passive

## Grammar reference and practice 10.2 Workbook page 127

- 1 1 The man, who is a friend of my father's, is walking into your garden.  
2 The book, which is still relevant today, was first published in 1969.  
3 I don't understand the grammar point which was taught in today's lesson.  
4 At the end of the street there is a sign which points to the library.  
5 This is a very old house which is believed by many to be haunted.  
6 He was driving the car which was travelling at 30 km per hour.

### Exercise 7 page 123

- With a **weaker class**, go through the verbs with students, ask them to identify the irregular verbs (*grow, take, think*) and elicit the past participles (*grown, taken, thought*).
- Students work individually to complete the text.
- Check answers as a class.

1 playing 2 growing up 3 taking 4 looking  
5 offered 6 thinking 7 borrowed 8 invented  
9 abandoned 10 committing

### Exercise 8 page 123

- Recap both stories from this lesson with students – the Salt Lake City Olympic bid and the dishonest football agents in exercise 7. Explain that there are often arguments and debates about the ethical issues behind stories of bribery and corruption.
- Students can discuss the questions in groups, or you can hold a class discussion. Encourage students to support their opinions with examples and reasons.

#### Extra activity: News broadcast

Look for stories in local or national newspapers about recent incidents of bribery or corruption. Even if these are in students' L1, bring the stories to class and ask students to read them quickly and summarize them in English. Students could then work together in groups to present a short news broadcast about one of the stories.

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about corruption in sport. I can use defining and non-defining relative clauses. I can use participle clauses. I can discuss bribery and corruption.*

## 10C Listening, speaking and vocabulary

### Have your voice heard

#### Summary

**Topic:** Elections

**Listening:** Elections

**Vocabulary:** The electoral system

**Functional language:** A debate

**Speaking:** Discussing quotes from a radio programme about politics; debating whether voting in national elections should be compulsory

**Communication worksheet 10A:** Definitions

#### Lead-in

- Write the word **ELECTIONS** on the board and explain that students will be discussing elections and voting ages in today's lesson.
- Ask students to brainstorm words related to elections in groups (e.g. *vote, politician, representative*).
- Ask the group with the longest list to write their words on the board. Elicit any additions to the list from other groups.

### Exercise 1 page 124

- Ask the following questions to find out how much students know about elections in their country:  
*When was the last election?*  
*Where do people go to vote?*  
*Is it possible to send someone else to vote on your behalf?*  
*Is it possible to vote by post?*  
If students are not very knowledgeable about this, ask them to research the answers and report back in the next lesson.
- Encourage students to think of different reasons why people might not vote (e.g. they do not believe that elections make a difference; they are too busy; they do not know where to go to vote; they are physically unable to get to the polling station). Explain that in some countries, such as Australia, Brazil and Singapore, people are legally obliged to vote and can be fined if they do not.

### Exercise 2 2.25 page 124

- Go through the strategy with students. Check that they understand *assertive, submissive* and *hesitant*.
- Read out the five attitudes in exercise 2 and elicit ideas about how they are shown in the way people speak.
- Play the recording and let students compare their answers with a partner.
- Check answers as a class.

#### Audio script

**Presenter** Only forty-four per cent of eighteen- to twenty-four-year-olds in Britain went to the polling stations in the last general election, and experts predict an even lower turnout in that age bracket this time around. So today we're on the streets of Manchester to ask: why is there so little civic engagement among young people in Britain? Why don't young people vote?

#### A

**Male teen** I probably won't vote in the general election. I don't know, I just don't like any of the main parties very much. My family's always had left-wing politics, but there aren't any left-wing parties any more ... well, not proper ones, you know, that might get elected. If I voted, I'd be giving my vote to the party that I hated the least, rather than the one I most wanted to lead the country, and that just seems all messed-up. Or maybe I'll go to the polling station and spoil my ballot paper – write 'no' against the names of all the candidates, as a protest against the electoral system. Yeah, I might do that.

#### B

**Female teen** It's not that I'm not interested in political issues – I am. I'm involved in environmental campaigns locally, for example, and the high unemployment around here is a big issue for me because I really want a job. But the problem with politics is the politicians. Almost all of them are from well-off families, so they've never had to worry about money. They went to expensive private schools, and you get the impression they don't really know or care about life in the real world. And they never seem to care much about young people, either, except at election time. Why should I give any of them my support when they don't care about ordinary people like me? I honestly don't think there's any point in voting.

#### C

**Male teen** How can you tell if a politician's lying? His lips move ... I know, it's an old joke, but it sums up politics for me. Political parties make all kinds of promises to the electorate in their manifesto, but they break half of them as soon as they get

elected. Last time I voted for the party that promised to get rid of university tuition fees, but when they got into government, they put tuition fees up way higher than they'd been before! I've got no faith in politicians after that. That scandal a few years back didn't help – you know, when it came out that loads of them were making false expense claims and getting the rent paid on homes they didn't live in, stuff like that. The guy who represents my constituency was one of the worst offenders, but there were lots of others. The idea that immoral people like these make decisions for the common good is ridiculous!

**D**

**Female teen** Until last year, politics didn't mean much to me. It might have been because we didn't do any politics at school, so I felt I didn't know enough to have an opinion. But we've got a problem where I live with extreme right-wing politics – you know, people with really racist ideas. They won a local election recently and I got pretty worried about the situation. I went along to the meeting of an organization that campaigns against racism, and it was like, wow, I do have ideas! Now I volunteer for the organization, and I love it. It takes up a lot of my time, but it's so refreshing to have real conversations with people about things that matter, instead of just talking about the latest gossip. And I'll definitely be voting in the next election. You bet!

(Possible answers)

**Indecisive** 1 low-pitched, quiet 2 slowly  
3 modals or language that implies uncertainty 4 yes

**Outraged** 1 high-pitched, loud 2 quickly  
3 direct and assertive 4 no

**Enthusiastic** 1 high-pitched, loud 2 quickly  
3 direct and assertive 4 no

**Sympathetic** 1 low-pitched, quiet 2 slowly  
3 direct and assertive 4 yes

**Bitter** 1 low-pitched, quiet or loud 2 slowly  
3 direct and assertive 4 no

**A** indecisive **B** bitter **C** outraged **D** enthusiastic

### Exercise 3 2•25 page 124

- Give students a minute to read the descriptions. With a **stronger class**, ask students to try to match the speakers to the descriptions before listening again.
- Play the recording again.
- Check answers as a class.

1 – 2 A 3 D 4 C 5 B 6 C 7 – 8 B 9 D

### Exercise 4 page 124

- If you did the lead-in activity, you could ask students to read the list of words in exercise 4 and compare them with the words they brainstormed. With a **weaker class**, allow students to look up the words in a dictionary if necessary.
- Students compare their answers with a partner.
- Check answers as a class.

1 manifestos 2 general election 3 local elections  
4 polling stations 5 electorate 6 ballot papers  
7 turnout 8 constituencies 9 votes 10 candidate  
11 left-wing politics 12 right-wing politics

### Exercise 5 page 125

- Remind students that there are no right or wrong answers, but that they should give reasons for their opinions.
- Students discuss the quotes in groups. If they generally agree with the negative statements about politicians, you could ask them to discuss the following questions:

*How can we ensure politicians understand life in the real world?  
Would lowering the voting age encourage politicians to think more about young people?*

*How do you think we can make politicians keep their promises?*

### Exercise 6 2•26 page 125

- Give students a minute to read the headlines and the debate question. Ask them if they think that any non-political job is relevant experience for a political career.
- Play the recording and let students compare their ideas.

### Audio script

**Teacher** Right, class, I think that's enough preparation time on the subject. Now we've got the rest of the lesson for our debate. Ben, could you please be our chairman today?

**Ben** OK, sure. So ... Today's debate is on the subject of politicians. Should all politicians have a job outside politics before they can stand for election? Who would like to start us off? Melissa, what's your view?

**Melissa** I definitely think they should. So many politicians have no experience of life outside politics. They go to university, get a job for a politician or a political party, and then become an election candidate themselves. How can they know about the real world of ordinary families and businesses without ever spending time in them? I think they should have a minimum of, say, ten years' work experience outside politics before they can become a politician.

**Ben** Thank you, Melissa. Let's have some other views, now. Jack, what are your thoughts on this?

**Jack** Well, up to a point I agree with Melissa, but I'm not sure that a rule of ten years' work experience would be of any use. I mean, if they didn't work in politics when they left university, they'd probably get a job in a bank or something, and spend all their time with rich bankers. I don't think they'd have more of an idea about the problems that ordinary people have to deal with. I've got another suggestion, though. I think there should be a special work experience programme for politicians, where they have to spend a few months working in a school, a hospital and a prison. Then they'd really start to understand the effect that their policies have on ordinary people. They'd learn ...

**Melissa** Can I just come in here? You can't say that the people you'd get to know in a prison are ordinary people! They're criminals!

**Jack** If you could just let me finish, please, I was going to say that many people end up in prison because society and the education system haven't done enough to help them when they were young, so their stories would be really relevant to politicians. And even if you don't want to think of criminals as ordinary people, their victims certainly are. There's such a lot of crime, and maybe a lot of it could be prevented if politicians understood more about the reasons it happens, or developed better systems of law enforcement.

**Ben** Thanks, Jack. I'd like to move on now to Katie. Katie?

**Katie** The main issue here is whether you need personal experience of problems to find good ways to deal with them, and I don't think you do.

**Jack** If I can interrupt for a moment, that surely depends on the problem. You might be able ...

**Katie** Sorry, but could you just hear me out, Jack? If politicians read the right reports and listen to the right people, then they can find out everything they need to and tackle problems in the right way. I think a lot of it's about communication. Of course, the other important question is whether our current politicians have

those communication skills, and, well, maybe a lot of them don't. You often get the impression they're in politics for their own egos, not to help other people. So maybe we have to look for other ways to attract more caring people into politics, but the point is, I don't think it's work experience criteria that we need.

**Ben** Thank you, Katie. Does anyone else have anything they'd like to add? Yes, Liam? What's your view?

**Liam** Well, I agree with Katie that the important thing isn't work experience. What's absolutely vital is to have politicians of different ages and from a variety of backgrounds. Then young people and minority groups will feel represented, which they don't now. Apparently, there's a guy who lives in a constituency near Cambridge – he's only eighteen, and he's been elected to his town council. That's the sort of thing we should see more of – younger people taking part in political life. Then, people our age can finally have a say in important decisions that affect us. But if we brought in rules about having a certain number of years' work experience outside politics, we'd never be able to have younger politicians.

**Ben** Thanks for that, Liam. Are there any more points that people want to ... ?

### Exercise 7 2•26 page 125

- Play the recording again for students to complete the phrases and match the headings.
- Students compare their answers with a partner.
- Check answers as a class.

#### A Chairing a debate B Interrupting C Dealing with interruptions D Getting your point across

1 subject 2 off 3 views 4 move 5 add  
6 come 7 interrupt 8 finish 9 hear  
10 issue 11 question 12 vital

### Exercise 8 page 125

- Focus attention on the debate topic. Tell students that even if they strongly believe in the statement, they should think about the arguments against it as well.
- Circulate and monitor, checking that students are using the new language and that all students are speaking.

**DVD extra** Elections in the UK

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand people talking about elections. I can identify speakers' attitudes when I listen to them. I can use language about the electoral system. I can use debating language.*

## 10D Culture, vocabulary and grammar

### The power of words

#### Summary

**Topic:** Effective speeches

**Reading:** President John F. Kennedy's inaugural speech

**Listening:** Rhetoric

**Vocabulary:** Synonyms: global politics

**Grammar:** Relative clauses: other structures

### Lead-in

- Tell students they are going to read part of a very famous speech in this lesson. Ask them to work in groups and think of five 'Top tips for a successful speech'. Give them some suggestions, e.g. Don't read the whole speech from a piece of paper – use bullet points; Look at your audience.
- Then go round the class, eliciting advice from each group. Write their ideas on the board and get the class to vote for the three best tips.

### Exercise 1 page 126

- Ask students to brainstorm the names of famous politicians and write them on the board, e.g. Nelson Mandela, Winston Churchill, Abraham Lincoln. Then go on to discuss why they are famous, e.g. because of laws they passed, speeches they made.
- Elicit information about John F. Kennedy. They should know a few facts, e.g. he was the US President from 1961 to 1963; he was assassinated; he was linked to Marilyn Monroe.

### Exercise 2 page 126

- Explain, if necessary, that NATO stands for North Atlantic Treaty Organization. NATO is a military alliance with twenty-eight member states, mainly in North America and Europe. You could mention the Warsaw Pact, an alliance between eight communist states of Central and Eastern Europe that was made during the Cold War.
- Give students a minute to read the text about the Cold War and ask the following questions to check comprehension:  
*When was the Cold War?* (between 1947 and 1991)  
*Why was there never world war between the NATO allies and the Warsaw Pact allies?* (Because each side knew that the other had nuclear weapons.)
- Read out the topics. Ask students to raise their hands after each one if they think Kennedy mentioned it in his speech.
- Students then read Kennedy's speech to find out which topics he talked about. Tell students to underline the relevant sentences. This will help them to summarize what Kennedy said about each topic.
- Check answers as a class.

**Kennedy talked about world poverty, nuclear weapons, NATO allies, the Soviet Union and space travel.**

### Exercise 3 2•27 page 126

- Ask students to look back at the 'Taking notes' strategy on page 98 and remind them to pay attention to the key content words and phrases in the talk.
- Play the recording, pausing after each explanation to give students time to write their notes.
- Ask different students to read out their notes for each of the language devices, and check that everyone is confident about the meaning of each term before they try to find an example in Kennedy's speech.
- Check answers as a class.

## Audio script

Today, in our series of talks on the power of words, we'll be looking at the language that politicians depend on to make their speeches more powerful.

Let's start with pathos. This is language that appeals to the emotions of the audience. Politicians often use words and phrases which will stir up feelings of optimism, or anger, or fear. A classic example is Martin Luther King's famous speech 'I have a dream' – he's describing a better future for black people in the USA and stirring up feelings of optimism.

Next are metaphors. These say that one thing is another thing, in order to imply a comparison, and can make abstract ideas more meaningful to the audience. For instance, Nelson Mandela described his campaign for a democratic South Africa, during which he spent twenty-seven years in prison, as a 'long walk to freedom', even though he didn't literally do much walking.

Let's move on to alliteration. This is repeating particular sounds in words. This technique can make words much more memorable. A good example is Winston Churchill's 'The Battle of Britain is about to begin.'

The fourth device is tricolon, which is a list of three things. Grouping things in three is a powerful rhetorical device that politicians use a lot. The Roman Julius Caesar gave us an early example of this in his statement about his invasion of Britain: 'I came, I saw, I conquered.'

Now let's look at antithesis. This is the placing of two opposite ideas next to each other, to create contrasts. An example? The famous Neil Armstrong quote when he stepped onto the Moon: 'That's one small step for a man, one giant leap for mankind.' And finally, chiasmus. This is where the first clause is echoed in a second clause, but with the order of important words reversed, as in the Abraham Lincoln quote: 'It's not the years in your life that count. It's the life in your years.'

### (Possible answers)

- 1 pathos:** language that appeals to the emotions ('To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves')
- 2 metaphors:** saying that one thing is another thing in order to make a comparison ('Now the trumpet summons us again'; 'And the glow from that fire can truly light the world')
- 3 alliteration:** repeating particular sounds in words ('for which our forebears fought'; 'to break the bonds of mass misery')
- 4 tricolon:** grouping things in three ('the strong are just, and the weak secure, and the peace preserved')
- 5 antithesis:** placing two opposite ideas next to each other to create contrasts ('Let both sides explore what problems unite us instead of belaboring those problems which divide us.')
- 6 chiasmus:** echoing the first clause in a second clause, but with the order of important words reversed ('Let us never negotiate out of fear, but let us never fear to negotiate.'... ask not what your country can do for you; ask what you can do for your country.')

## Culture notes: President John F. Kennedy's inaugural speech

**President John F. Kennedy's inaugural speech** was delivered on 20 January 1961. It is widely believed to have been one of the most powerful and well-delivered inaugural speeches in American history.

Kennedy wrote the speech together with his official speech-writer, Ted Sorenson. They also used ideas from the economist J. K. Galbraith and the former Democratic presidential candidate Adlai Stevenson II. The speech is idealistic and optimistic, looking forward to a time when the traditional Cold War enemies would work together. This tone was particularly apt at this time, when many people in America were anxious about the threat of nuclear war.

### Exercise 4 page 126

- Explain to students that they should think about their own response to Kennedy's speech and also about its historical context. They might feel that the speech is overly dramatic or emotional, but tell them to read the text about the Cold War again when they evaluate the success of the speech.
- Give students five minutes to discuss their opinions in groups. Then ask them to tell the class if they think Kennedy's speech was successful, giving reasons for their answers.

### Additional vocabulary

The following words are from President John F. Kennedy's inaugural speech:

*prescribe* (v) /prɪ'skraɪb/ to say what should be done or how something should be done

*hardship* (n) /'hɑ:dʃɪp/ a situation that is difficult and unpleasant because you lack money, food, clothes, etc.

*bond* (n) /bɒnd/ the ropes or chains keeping somebody prisoner; anything that stops you from being free to do what you want

*unleash* (v) /ʌn'li:ʃ/ to suddenly let a strong force, emotion, etc. be felt or have an effect

*invoke* (v) /ɪn'vəʊk/ to make a request (for help) to somebody, especially a god

*summon* (v) /'sʌmən/ to order somebody to come to you

### Extra activity: Further discussion

In groups, students discuss the following questions:

- *Many people believed that Kennedy symbolized the beginning of a new era in global politics. Do you think there are any politicians today that inspire the same feelings? Who are they, and why do they inspire these feelings?*
- *Which parts of Kennedy's speech are still relevant today?*

### Exercise 5 page 126

- Give students a minute to find the highlighted words and read them in context. They then complete the text.
- Check answers as a class.

**1 liberties** **2 abolished / eradicated** **3 nation**  
**4 swearing / pledging** **5 arms** **6 foes / adversaries**  
**7 humanity / mankind**

## Exercise 6 page 127

- Give students a minute to read sentences 1–5 in the article and to identify the sentence that matches rule a.
- Students then work individually or in pairs to match the other sentences to rules b and c.

a 5 b 2, 4 c 1, 3

### Grammar reference and practice 10.3 Workbook page 128

- 1 under which the small boy was hiding
- 2 Whichever course you choose,
- 3 I met someone who
- 4 from which they ran away
- 5 Those who have visited the exhibition
- 6 However angry you were,

## Exercise 7 page 127

- Do the first item with the class. Refer students to rule b in exercise 6, and point out that the *that* after *Any time* in the original sentence is not needed after *Whenever* in the rewritten sentence. Elicit the rewritten version of the sentence and write it on the board.
- Students work individually to do the rest of the exercise.
- To check answers, ask different students to read out their sentences and tell the rest of the class to listen and call out if they think there are any mistakes.

- 1 Whenever President Kennedy is mentioned, people think of his assassination in 1963.
- 2 There is a lot of speculation about the circumstances in which he died.
- 3 The gun that President Kennedy was shot with was discovered in a nearby building.
- 4 This was the building in which Lee Harvey Oswald worked.
- 5 Oswald was arrested for Kennedy's murder, but there may have been other people with whom he planned it.
- 6 Those who were watching live TV two days later saw Oswald shot dead by nightclub owner Jack Ruby.
- 7 Whoever planned the assassination, Kennedy is remembered today as one of the USA's greatest presidents.

## Exercise 8 page 127

- Students discuss the quotes in pairs or groups.
- Circulate and monitor, helping with vocabulary if necessary.

### Vocabulary bank: Idioms: politics page 143

- 1 h 2 f 3 e 4 a 5 j 6 i 7 b 8 g  
9 c 10 d
- 2 1 talked up  
2 plucked (a number) out of the air  
3 been economical with the truth  
4 toe the line  
5 quick off the mark  
6 come under fire  
7 boils down to  
8 came under fire / set the record straight  
9 be politically correct  
10 capitalized on

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a famous speech. I can understand different language devices used in speeches. I can use vocabulary for global politics. I can use relative clauses. I can discuss issues in the past and their relevance today.*

## 10E Writing

### A for and against essay

#### Summary

**Topic:** Freedom of speech

**Reading:** A for and against essay

**Vocabulary:** Giving examples and explanations

**Writing:** A for and against essay

#### Lead-in

1

- Write *I have the right to ...* on the board.
- Ask students to work in pairs or groups to draw up a charter of their rights. Give a few examples: *I have the right to clean water. I have the right to be treated with respect.*
- Give students two minutes to write the charter. Then invite different students to read out their rights. Ask the rest of the class to listen and to raise their hands if they agree with the statements.

2

- Tell students that they are going to think about the right to free speech. Ask them to work in groups and to discuss the following questions about human rights: *In his satirical novel Animal Farm, George Orwell wrote: 'All animals are equal but some animals are more equal than others.' What do you think he meant by that? Which human right do you think is most important? Why?*

#### Exercise 1 page 128

- Elicit or explain the meaning of *free speech* (the right to express openly what you think).
- Focus attention on the first environment (*at school*) and ask students to give examples of things they are not allowed to say. You could start them off by asking: *Can you swear when you are at school? Can you say rude things about a teacher?* Write students' ideas on the board and then go through each idea and ask: *Why is this not allowed? Do you agree with the rule?*
- Give students two minutes to discuss the other two environments in pairs. Then ask a few students to share their ideas with the rest of the class.

#### Exercise 2 page 128

- Read out the essay topic and check that students understand the meaning of *unrestricted* (not controlled or limited) and *suppression* (the prevention of expression).
- Encourage students to use their ideas from exercise 1 and to try to think of more advantages and disadvantages of unrestricted freedom of speech.

- Divide the board into two columns: *Advantages of free speech* and *Disadvantages of free speech*. Elicit ideas from students and write the suggestions in the correct column.
- Give students two minutes to read the essay and find how many of the ideas on the board are included.

### Exercise 3 page 128

- Focus attention on the title of this lesson – *A for and against essay* – and explain that with this type of essay, it is important to write a balanced argument, with examples and explanations for both sides.
- Ensure that students understand the difference between giving an example and explaining. When we give an example, we use a specific fact or situation to illustrate what we are saying. When we explain something, we give a reason for it or clarify it.
- Students read the phrases in context in the essay and then match them to the categories.
- Check answers as a class before students match the phrases in exercise 3. They can check their answers in pairs.

**1 Giving examples:** As an illustration, take; A well-known example of this is; such as; to illustrate this; like; for example; for instance; this can be illustrated by; by way of example; a case in point is

**2 Explaining:** particularly; specifically; to be more specific; in particular

### Exercise 4 page 128

- Emphasize that there are different ways for them to complete the sentences and they should use their own ideas. With a **weaker class**, go through the sentences and elicit ideas for each one. Students can work in pairs to write the endings, using some of the phrases from exercise 3.
- Check answers as a class, eliciting at least two possible endings for each sentence.

(Possible answers)

- 1 You can be arrested for things you write online. For example, Sean Duffy was arrested and imprisoned in 2011 for making offensive comments on Facebook about a young girl who had committed suicide.
- 2 Political protests can be very successful, particularly when they are backed up by a well-organized social media campaign.
- 3 Newspapers sometimes publish secret information for the common good. A case in point is the *Guardian's* publication of top secret NSA documents leaked by Edward Snowden.
- 4 Equal opportunity has still not been achieved, in particular in the top management roles in many blue chip companies.
- 5 Life can be difficult in countries that don't have free speech, such as North Korea.

### Exercise 5 page 128

- Go through the strategy with students. Remind them that with a for and against essay, the introduction should outline both arguments. Contrast this with an opinion essay, in which the introduction should include a summary of the final conclusion.
- Students can work individually to identify the different elements in the introduction.

- Check answers as a class.

- 1 Although freedom of speech ... is considered a universal human right by the United Nations, in most countries it is subject to significant restrictions.
- 2 freedom of speech – the political right to communicate your opinions
- 3 those restrictions are an unacceptable violation of our rights, ... they provide a necessary protection against the dangers of free speech

### Exercise 6 page 128

- Tell students to read the essay questions carefully to get an idea of the general topic for each essay.
- Remind them to look for the three elements from the strategy: a hook, a definition and a thesis statement.
- Check answers as a class. Then give students three minutes, in pairs, to rewrite introduction b and to write an introduction for essay question 1.

1 – 2 b 3 a

The better introduction is a.

### Writing guide page 129

- Read the **task** together, making sure students understand that they have to choose either topic 1 or 2 from exercise 6 and write a for and against essay on the topic.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their essay. Encourage them to think of arguments and examples to support their ideas.
- Circulate and monitor while students **write** their essays, making sure they organize their paragraphs according to their plan. Check that they are using the correct elements in their introduction and that they are using language for giving examples and explanations.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Extra activity: Fast finishers

Ask **fast finishers** to compare their essays with a partner. Whose is the most interesting?

#### Additional writing activity

Write a for and against essay about the following topic:

*Should governments make laws to protect people against the effects of unhealthy eating, smoking, alcohol, etc.?*

#### Learning outcomes

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how to write a for and against essay. I can use language to give examples and explanations. I can write a clear and motivating introduction.*



## Vocabulary insight 10 page 130

### Extending your vocabulary

- 1 Students' own answers
- 2 Students' own answers
- 3 Possible answers
  - 1a citizenship, citizenry
  - 1b senior citizen; second-class citizen
- 2–6 Students' own answers
- 4 1 antonyms 2 dictatorship 3 democracy
  - 4 democracy 5 dictatorship
  - 6a adjectives 6b present participles 6c nouns
- 5 Students' own answers

### Review 10 page 131

- 1 1 communal 2 shared equally
  - 3 wear the trousers 4 freeloaders
  - 5 diversify leadership 6 lost momentum
- 2 1 common good 2 distribution of wealth
  - 3 equal rights 4 law enforcement 5 majority rule
  - 6 minority rights
- 3 1 constituency 2 ballot paper 3 electorate
  - 4 turnout 5 manifesto 6 polling station
- 4 1 mankind 2 diversity 3 policy
  - 4 vote 5 tyranny 6 politics
- 5 1 was the first country which/that gave women the vote / was the first country to give women the vote
  - 2 (why) Nelson Mandela was famous is because he helped get rid of apartheid
  - 3 which is the world's largest democracy, has more than 700 million registered voters / which has more than 700 million registered voters, is the world's largest democracy / with more than 700 million registered voters, is the world's largest democracy
  - 4 was founded in 1945, when the Second World War ended
  - 5 whose supreme ideals were truth and love, was assassinated on 30th June 1948
  - 6 , which changed world politics forever, was introduced by Marx and Engels in 1848 / , which was introduced by Marx and Engels in 1848, changed world politics forever
  - 7 to be the next leader of North Korea was his son
- 6 1 facing modern sport
  - 2 written by investigative journalist Declan Hill
  - 3 claiming to have fixed all kinds of football matches
  - 4 played between Liverpool and AC Milan
  - 5 remembered for two dubious penalties and a red card
  - 6 investigating match-fixing
  - 7 shared by many people

## Cumulative review

### Units 1–10 pages 132–133

1  2.28

#### Audio script

**Presenter** Hello, and welcome to the show. Now, the magnitude of technological changes in the last decade has been astonishing. These changes have had an impact in all areas of life, including politics. James Woods is here with us in the studio today to tell us about some of the most important effects of social media on politics. James, welcome to the programme.

**James** Hello.

**Presenter** James, it's hard to imagine how something as established as our political system can be influenced by social media. What kind of changes are we talking about here?

**James** Firstly, it's a question of choice. In the past, the only information about politics that people received was what was fed to them on the news. And news programmes were always shown at certain times of day. With the arrival of the internet, people are able to find out about the news when and where they please, and it means that they'll only read the stories that interest them. This affects the way reporters spend their days and the way campaigners craft their message.

**Presenter** You've talked about how people receive information, James. What about the way the information is distributed?

**James** News distribution is one of the biggest changes that has occurred, and that is because of sharing. This is a feature of sites like Twitter and Facebook, whereby you can share information with all your friends at the click of a button. Tweets from the latest earthquake zone have been retweeted hundreds of times in a row – it's a bit like the technique used in marketing called word-of-mouth. If you consider that the Facebook page of the White House has nearly half a million fans and its Twitter page has 1.7 million followers, you can start to understand the importance of social media in informing the public of events in politics.

**Presenter** James, what other features do social media pages have that can be used by politicians?

**James** Another feature that comes in handy is the 'like it' button. By clicking on a 'thumbs up' or a 'thumbs down' icon, voters can give their representatives instant feedback on opinions and positions posted on their wall. This is much faster and cheaper than conducting a poll by phone, though it isn't as exact.

**Presenter** Of course. How else can social media help?

**James** One of its greatest advantages is the power to connect people. During the height of a demonstration, street organizers can get protesters to come to where they are needed, or, alternatively, warn them where not to go. Similarly, last-minute meetings at the town hall can be posted on Facebook pages or tweeted to followers. It's a vast improvement on handing out fliers outside underground stations.

**Presenter** Yes, I see what you mean.

**James** And last, but by no means least, is the question of crowdfunding. Most politicians would rather have thousands of individual givers than a few big corporate donors, because they face fewer problems if one of their supporters pulls out. Thanks to the internet, politicians like Barack Obama have been able to raise hundreds of millions of dollars for their campaigns.

**Presenter** And technology is sure to bring a whole new set of changes in the next ten years. James Woods, thank you for joining us. Now, let's move on to ...

Students' own answers

2  2.28

1 c 2 b 3 a 4 c 5 b

3 Students' own answers

4 Students' own answers

5 1 D 2 A 3 E 4 C 5 B

6 1 whom 2 It 3 was 4 on 5 for 6 were

7 would 8 made 9 in 10 who

7 Students' own answers

**Additional materials**

**Literature insight 5** [Workbook page 92](#) **Answer key:** [Teacher's book page 155](#)

**Exam insight 5** [Workbook page 106](#) **Answer key:** [See website](#)

# Workbook answer key

## Unit 1 Inspiration

### Vocabulary

#### Challenges page 4

##### Exercise 1

- 1 ingenuity 2 perseverance 3 perfectionism  
4 commitment 5 compassion 6 optimism

##### Exercise 2

- 1 ground-breaking / innovative  
2 hindrance  
3 overcome / get over  
4 problem  
5 innovative / ground-breaking  
6 get over / overcome

##### Exercise 3

- 1 a glaring b gawping  
2 a squinting b gazing  
3 a glimpsed b peeked

##### Exercise 4

- 1 ground-breaking 2 overcome 3 obstacles  
4 benefit 5 glimpse 6 perseverance

##### Exercise 5

Students' own answers

### Grammar

#### The 'we' generation page 5

##### Exercise 1

- 1 founded 2 had begun 3 developed 4 started  
5 has been 6 set up 7 produces 8 raises  
9 appears

##### Exercise 2

- 1 have been doing 2 were building 3 helped  
4 have published 5 contribute 6 offer  
7 are preparing 8 have attended

##### Exercise 3

- 1 Megan has been working for the charity since she was fourteen.  
2 It's the first time (that) I've taken part in a We Day event.  
3 They still haven't made a decision about the funding for the project.  
4 They waited until everyone had entered the room before beginning / they began their speech.  
5 I have been waiting (for) over an hour (for you).  
6 They had never travelled abroad to do volunteer work (before).  
7 The charity started helping women in Africa (more than) six years ago.  
8 More and more people are joining our organization.

##### Exercise 4

- 1 lived 2 had to 3 were living 4 decided 5 took  
6 were working 7 started 8 got 9 met  
10 had escaped 11 connects / connected 12 (had) experienced 13 became 14 works 15 has recently won

##### Exercise 5

Students' own answers

### Listening, speaking and vocabulary

#### Do the right thing page 6

##### Exercise 1

- 1 self-defence 2 self-control 3 selflessness  
4 self-preservation 5 self-sacrifice  
6 self-assurance 7 self-interest

##### Exercise 2 3•01

Help for the Homeless

#### Audio script

**Teacher** So, the next thing is to decide which charity we are going to choose to raise money for this year. I know we have a few suggestions to choose from. Jill, could you give us your opinion first, please?

**Jill** Well, my view is that we should choose a smaller charity because then more of the money will go to the people who need it.

**Teacher** Er, could you explain what you mean?

**Jill** Well, the really big charities, like International Aid, spend so much money on advertising and so on that a lot less of the money actually goes to the people who need it.

**Steve** If I can just say something? Jill, I do understand that point of view, but I think because bigger charities have more people who give to them regularly, they actually usually spend a smaller proportion of their money on advertising, not more.

**Jill** But charities like International Aid and Disaster Relief have huge advertising campaigns. How can they spend less? I don't understand. Can you explain that again?

**Steve** They don't spend less money than a smaller charity, like the Youth Sports Foundation, but they spend a smaller proportion of their money. A smaller charity might spend, say a third of the money they get on advertising, a bigger one might only spend a tenth.

**Jill** Ah, that makes sense to me now. But, for me, I still think a smaller charity might be better. Something which relates directly to our lives. The Youth Sports Foundation is a good example. They do a lot of good work getting young people to be healthier and more active.

**Steve** I see where you're coming from, but do we have to limit it to young people? If you want to focus on health, what about the Heart Health Foundation? They really helped my dad when he had a heart problem, and it would be great to give them something back.

**Teacher** I think we need to consider what will be a popular charity to raise money for. We all have our personal favourites, but which one will appeal to the most people?

**Steve** What about Animal Rescue? People usually want to help animals.

**Jill** Are you saying that people care more about animals than people, Steve? That's silly.

**Steve** No, of course not, but it is a popular charity ...

**Jill** OK, well if we're going to go for a bigger charity, I think we should stick with Disaster Relief or International Aid. Both those charities help people all over the world, in lots of different situations, so everyone can relate to that.

**Steve** OK, I'd be happy with one of those. Mr Connor, what do you think?

**Teacher** Well, how about if we raise money ... ?

### Exercise 3 3•01

1 J 2 N 3 J 4 S 5 S 6 N

### Exercise 4 3•01

1 view 2 explain 3 point 4 sense 5 for  
6 coming 7 consider 8 saying

### Exercise 5

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

### Exercise 6

1 we need to consider  
2 What do you mean exactly  
3 That makes sense to me  
4 Are you saying that  
5 for me  
6 I understand that point of view  
7 The point is that

### Exercise 7

Students' own answers

## Vocabulary and grammar

### Belief and commitment page 7

#### Exercise 1

1 attentive 2 conundrum 3 penalized 4 gradual  
5 haggard 6 a great deal

#### Exercise 2

1 inspirational 2 willing 3 dedicated  
4 compassionate 5 courageous  
6 resourceful 7 determined

#### Exercise 3

1 a 2 a 3 a 4 b 5 a

#### Exercise 4

1 was 2 had been 3 died  
4 had been doing / had done 5 graduated  
6 only accepted 7 wanted 8 was studying  
9 managed 10 was working 11 continued  
12 discovered 13 led

#### Exercise 5

Students' own answers

## Reading

### New York mugging takes a surprising turn pages 8–9

#### Exercise 1

Students' own answers

#### Exercise 2

Students' own answers

#### Exercise 3

1 a 2 b 3 a 4 a 5 c

#### Exercise 4

1 bewildered, bemused 2 aggressive, antagonistic  
3 vicious 4 altruistic 5 guarded 6 preoccupied

#### Exercise 5

1 b 2 c 3 b 4 a 5 c 6 b 7 c 8 b

#### Exercise 6

Students' own answers

## Writing

### An article page 10

#### Exercise 1

Students' own answers

#### Exercise 2

Students' own answers

#### Exercise 3

Students' own answers

#### Exercise 4

1 such 2 so as to 3 As a result  
4 in order to 5 so 6 so that

#### Exercise 5

1 so  
2 such  
3 As a result / As a consequence  
4 As a result / As a consequence  
5 in order to  
6 so that

#### Exercise 6

Students' own answers

## Unit 1 Progress check page 11

#### Exercise 1

Please refer to Student's Book page 4

#### Exercise 2

a compassion b tolerance

#### Exercise 3

1 problem / blow / hindrance  
2 conquer / overcome / defeat  
3 revolutionary / ground-breaking / new

#### Exercise 4

- a My arrival and the person's departure happened simultaneously.
- b The person had left before I arrived.

#### Exercise 5

The first two instances are examples of the present continuous to describe a present action.

The third instance shows the present continuous used to describe a temporary future event.

The final instance used the present continuous to describe an irritating habit.

#### Exercise 6

- a self-control
- b self-confident

#### Exercise 7

Please refer to Student's Book page 9

#### Exercise 8

Please refer to Student's Book pages 10 and 11

#### Exercise 9

- a They were still driving.
- b They were no longer driving.

#### Exercise 10

- a As a consequence
- b so as to / in order to / so

## Unit 2 The world around us

### Real education page 12

#### Exercise 1

- 1 a 2 a 3 b 4 a 5 b 6 a

#### Exercise 2

- 1 respect 2 grasp 3 relevance 4 handful
- 5 demand 6 responsibility

#### Exercise 3

- 1 a 2 b 3 c 4 c 5 c 6 b

#### Exercise 4

- 1 remote 2 range 3 streams 4 bay 5 benefits
- 6 sense 7 of 8 knowledge

#### Exercise 5

Students' own answers

## Grammar

### Life on the edge page 13

#### Exercise 1

- 1 'm meeting 2 is going to win 3 starts 4 'm having
- 5 'll take 6 'm going to tell 7 'll have 8 'll be

#### Exercise 2

- 1 At this time next week, they'll be sitting on a beach on their honeymoon.

- 2 By the end of March, they'll have moved into their new house.
- 3 In mid-May, Lizzie will be studying French at evening college.
- 4 By July, Harry will have started his new job.
- 5 By September, Lizzie will have bought a new car.
- 6 By December, they will have been living in their new house for nine months.

#### Exercise 3

- 1 will be working 2 will start 3 will end
- 4 will probably be flying 5 may / might happen
- 6 is going to rain 7 will have flown
- 8 will have helped 9 will continue

#### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

### Urban stories page 14

#### Exercise 1

- 1 unappealing 2 neglected 3 abandoned
- 4 wasteful 5 thriving 6 inhabited 7 cared for
- 8 attractive

#### Exercise 2

- 1 rise 2 up 3 estate 4 paths 5 crossing 6 bumps

#### Exercise 3

Students' own answers

#### Exercise 4 3:02

**Kelly** a music room

**Simon** a common room for students

**Mr Lewis** a new computer room

#### Audio script

**Kelly** Well, some of my friends want a snack shop or even a café, but I'm not convinced. I think that a snack shop would be popular with some students, but it's probably not that useful or practical and the school shouldn't really be encouraging students to eat junk food. My main concern is that the school doesn't have any really good places to learn or practise things that you can't do in an ordinary classroom. It could be useful for some people to turn the space into a dance studio, for example, so that we could have dance lessons. In my opinion, however, what we really need is a music room. I think it's important to highlight this subject. Everybody should learn to play at least one instrument, and if we have a music room, there's no excuse not to spend time practising.

**Simon** The school has good facilities for learning, but there isn't anywhere for older students to relax or chat or do homework after the end of the school day. And that should be a priority. Sure, there's a playground, which is good for younger students because they want to play games and run around. But older students don't want to run around in their free time. I think that a common room is important – in fact, for me, it's a must. Sixteen- to eighteen-year-olds need a place at school that they can call their own, a place with comfortable chairs and tables where they can prepare for lessons or exams, and it would

be a plus if there was a computer in the room to help with our studies. If we could use the common room after school, teenagers could stay late and do homework, with the support of other students or teachers. Many students have parents who work late, or homes where it's too noisy or crowded to work properly. A common room would really help them.

**Mr Lewis** My main concern is the education of the students, and, although I think that the classrooms are of a high standard, it's important to draw attention to areas where the school lets students down. We have an excellent new library, so we don't need to spend the money on that. Some people think that it might be an idea to have a new music room or dance studio. Both these facilities are a 'nice-to-have'. However, only a minority of students would really take advantage of them. What we really need is a larger place for students to develop their IT skills and do online research. At the moment, our facility in the main building is cramped and crowded, and there aren't enough computers for all the students who need to use them. It's important to develop such skills in this modern age, and some students are at a disadvantage because they don't have access to a computer at home. I think that every student would appreciate having access to such a facility. So yes, I think this last idea is the best.

### Exercise 5 3•02

1 L 2 K 3 L 4 S 5 K 6 S

### Exercise 6 3•02

1 K, L 2 S 3 L 4 K 5 L  
6 K, L 7 K 8 K 9 K 10 S

### Exercise 7

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

### Exercise 8

Students' own answers

## Vocabulary and grammar

### Songlines page 15

#### Exercise 1

1 fashionable 2 terrible 3 treatable 4 sensible  
5 collectible

#### Exercise 2

advisable, incredible, navigable, considerable, accessible,  
valuable, audible, edible, flexible, visible  
1 accessible 2 advisable 3 visible 4 considerable  
5 flexible 6 edible 7 valuable 8 navigable  
9 audible 10 incredible

#### Exercise 3

1 unless 2 when 3 as long as 4 Supposing  
5 in case 6 As soon as 7 by the time

#### Exercise 4

1 Unless 2 after 3 in case  
4 Suppose 5 before 6 As long as

#### Exercise 5

Students' own answers

## Reading

### Educating the world's children pages 16–17

#### Exercise 1

Students' own answers

#### Exercise 2

1 C 2 A 3 E 4 D 5 B

#### Exercise 3

1 a 2 g 3 d 4 f 5 c

#### Exercise 4

1 down; a 2 up; a 3 out; a  
4 up; b 5 up; a 6 on; b

#### Exercise 5

1 carried out 2 let ... down 3 brought up  
4 caught up 5 set up 6 take on

#### Exercise 6

Students' own answers

## Writing

### Describing a place page 18

#### Exercise 1

1 a 2 b 3 a 4 b 5 c 6 a

#### Exercise 2

A an encyclopaedia entry  
B a travel guide  
C a tour promotion leaflet  
D messages on a social networking site

#### Exercise 3

1 C 2 A 3 D 4 B

## Unit 2 Progress check page 19

#### Exercise 1

He can tell if a walrus is too sick to eat, if the weather is likely to turn dangerous and the best angle for throwing a harpoon at a whale.

#### Exercise 2

a of b for

#### Exercise 3

a leaves b will see c will have finished

#### Exercise 4

a abandoned b neglected c wasteful

#### Exercise 5

The SIER hierarchy is a four-step sequence of listening activities designed to aid active listening and to help the listener retain more information.

#### Exercise 6

Please refer to Student's Book page 21

### Exercise 7

Songlines were used by Aborigines in Australia to provide an oral map of the land.

### Exercise 8

a flexible b advisable c edible

### Exercise 9

a case b long

### Exercise 10

a utterly b extremely  
c utterly d extremely

### Exercise 11

(Possible answer)  
An online review

## Unit 3 Things that matter

### Vocabulary

#### Hoarders page 20

##### Exercise 1

1 junk 2 got rid of 3 accumulated  
4 stacks 5 belongings 6 products

##### Exercise 2

1 clearing out 2 throw out 3 helping out  
4 spilling out 5 sort them out 6 pick out  
7 spread them out

##### Exercise 3

1 stove 2 apartment 3 yard 4 trash can  
5 closet 6 elevator 7 drapes 8 flashlight

##### Exercise 4

1 throw out 2 clutter 3 chest of drawers 4 curtains  
5 piles of 6 reach out 7 help out

##### Exercise 5

Students' own answers

### Grammar

#### What's left behind page 21

##### Exercise 1

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

##### Exercise 2

Sarah gave Billy all the money she had in her wallet as a reward, but it still didn't feel like enough. So later, she and her husband, Bill, set up a fund for Harris. They wanted to raise the \$4,000 he had been offered for the ring. As the story spread, however, they ended up raising more than \$186,000. Billy was also offered a part-time job. Best of all, he has also been given a second chance with his family.

His sister, who is living miles away in the Texas, recognized him on TV.

The family has now been reunited.

### Exercise 3

1 far too much 2 a lot of 3 much  
4 hardly any / almost none 5 little  
6 Several 7 many 8 Some 9 a few

### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

#### One man's trash ... page 22

##### Exercise 1

1 tiny square wooden  
2 delicate flowery silk  
3 antique beaten copper

##### Exercise 2

1 slow-moving, narrow, blue  
2 crushed, transparent, plastic  
3 rectangular, rusty, metal  
4 tangled, decaying, silk  
5 huge, colourful, paper  
6 dated, ripped, leather

##### Exercise 3

Students' own answers

##### Exercise 4 3•03

a popular toy, a newspaper, a receipt, a memory stick, photographs

#### Audio script

**Jim** Right. Our main objective is to give people in the future some idea about what life was like for us, isn't it? So what should we include?

**Sue** Well, we could have something like today's newspaper, couldn't we?

**Jim** Maybe, although a lot of people don't read newspapers any more, do they?

**Sue** My parents do. And even if a lot of people read the news online now, how would we get the internet into a small metal box?

**Jim** OK, I get your point, we can have a newspaper. It'll be good to show what was happening in the world.

**Sue** How about having some typical food? Wouldn't it be interesting for people to see the kinds of things we ate?

**Jim** Mmm. I don't think that's the best choice. Won't it just go bad?

**Sue** I think it depends what we choose. Obviously not a sandwich, but a tin of food?

**Jim** I'm not convinced. Even tinned food doesn't last more than a few years.

**Sue** I guess you're right. Maybe we could include a shopping receipt instead? That would tell people what we typically ate and how much it cost.

**Jim** That's a better idea. We'll have to put it in a plastic bag, as we want it to last a long time.

**Sue** Actually, I think that's an excellent point. How long are we planning to leave the time capsule buried?

**Jim** I think around fifty years. What do you think?  
**Sue** Oh, at least fifty. I think 100 would be better. Perhaps we could put a sign near where the box is buried, telling people it's there and when they can dig it up?  
**Jim** Yes, that sounds like a really good idea. We don't want people to forget it's there.  
**Sue** So, going back to the box, I think we should definitely have some modern technology. It will help to illustrate that our society was quite technologically advanced.  
**Jim** But it shouldn't be anything too expensive. I'm not putting in my tablet!  
**Sue** Me neither! How about a DVD? Or maybe a memory stick with a load of stuff on it? That might be the solution.  
**Jim** But that'll be really old technology by then. How will they even read what's on it?  
**Sue** That's not the point, is it? Even if they can't read what's on the memory stick, it will show what we could.  
**Jim** Oh, OK, fair enough. Now, we shouldn't forget that one of our main goals involves choosing objects that represent the whole community. So what about a kind of toy, to represent children?  
**Sue** My brother loves those little plastic LEGO figures. And they should keep quite well.  
**Jim** Yes, fine. What about an item of clothing? Maybe something older people would wear?  
**Sue** Great idea! What about a suit and tie?  
**Jim** Or some shoes?  
**Sue** Ah, oh, but thinking about it, wouldn't clothes take up a lot of space? Perhaps we should think again.  
**Jim** OK, let's look at another way of showing what people wore. How about some photographs?  
**Sue** Yes, great idea. Now, what about ...

**Exercise 5** 3•03  
 1 J 2 J 3 S 4 J 5 J 6 S 7 J

**Exercise 6** 3•03  
 1 objective 2 could 3 having 4 choice  
 5 convinced 6 excellent 7 sounds  
 8 illustrate 9 goals 10 Perhaps 11 let's

**Exercise 7**  
 A 1, 9 B 2, 3, 8 C 6, 7, 11 D 4, 5, 10

**Exercise 8**  
 Students' own answers

## Vocabulary and grammar

### Lost treasures page 23

**Exercise 1**  
 1 highly-respected 2 never-ending 3 handmade  
 4 heartfelt 5 much-anticipated 6 breathtaking  
 7 well-earned

**Exercise 2**  
 1 tools 2 pottery 3 helmets 4 weapons 5 Jewels  
 6 mummy 7 masks 8 statues 9 vase 10 tablets

**Exercise 3**  
 1 You must remember to bring in your homework today.  
 2 I suggest (that) you tell me what's happening.  
 3 Her parents wouldn't let her stay out late.

4 I have never regretted leaving.  
 5 It's raining, so you'll need to take an umbrella.  
 6 I recommend getting a lawyer.  
 7 Don't make him do it if he doesn't want to!  
 8 Can you make sure I don't forget to ring Jane later?

**Exercise 4**  
 1 visiting 2 to do 3 hiring 4 to visualize  
 5 to make 6 to go 7 staying 8 to see  
 9 to make 10 visiting

**Exercise 5**  
 Students' own answers

## Reading

### The thrill of the chase pages 24–25

**Exercise 1**  
 1 c 2 a

**Exercise 2**  
 1 a 2 c 3 d 4 b 5 a 6 c

**Exercise 3**  
 1 ancient times 5 personal fortune  
 2 prized possessions 6 unimaginable riches  
 3 unwanted attention 7 winding trails  
 4 elaborate joke 8 antique jewellery

**Exercise 4**  
 1 ancient times 5 antique jewellery  
 2 elaborate joke 6 unwanted attention  
 3 personal fortune 7 winding trails  
 4 unimaginable riches 8 prized possessions

**Exercise 5**  
 Students' own answers

## Writing

### A story page 26

**Exercise 1**  
 Students' own answers

**Exercise 2**  
 the telephone

**Exercise 3**  
 2, 4, 1, 5, 3

**Exercise 4**  
 1 As she looked up from her book, Cecily wondered what on earth it could be.  
 2 Thinking this, she heard Alfred draw in a sharp intake of breath.  
 3 Hurrying down the hall, she reached for Alfred's arm.  
 4 As she looked at the pad, she saw the name of a hospital.  
 5 Having carefully put down the receiver, Alfred turned to look at her.



## Unit 3 Progress check page 27

### Exercise 1

natural resistance to change, ownership, sentimental value

### Exercise 2

Please refer to Student's Book page 21

### Exercise 3

possessions, stuff, things

### Exercise 4

throw out, clear out

### Exercise 5

*The* is used when referring to a person or thing that was previously mentioned; when it is obvious what is being talked about; when there is only one person or thing (or with superlatives); when an adjective refers to a group of people who share a characteristic.

### Exercise 6

Please refer to Student's Book page 31

### Exercise 7

opinion, size, age, colour

### Exercise 8

Schult's main goal was to make us think about the amount of waste we produce.

### Exercise 9

Please refer to Student's Book page 35

### Exercise 10

Please refer to Student's Book pages 36 and 37

### Exercise 11

Please refer to Student's Book page 36

(Possible answers)

**adjective + past participle:** well-earned, fast-paced

**noun + present participle:** heart-breaking, breathtaking

### Exercise 12

a If you *stop to do something*, you stop what you are doing to begin doing something else.

If you *stop doing something*, you cease doing the activity.

b If you *forget to do something*, you have not done something because you didn't remember.

If you *forget doing something*, you did something but cannot remember doing it.

### Exercise 13

Please refer to Student's Book page 38

### Exercise 14

Please refer to Student's Book pages 38 and 39.

## Unit 4 Mind and body

### Vocabulary

#### Perfect people page 28

##### Exercise 1

1 mind 2 burden 3 engineers  
4 cause 5 shift 6 screen

##### Exercise 2

1 deafness 2 short-sightedness 3 disability  
4 baldness 5 addiction

##### Exercise 3

1 slip 2 crossed 3 take  
4 made 5 gave 6 changed

##### Exercise 4

1 deafness 2 depression 3 out of her mind  
4 aggressive 5 in two minds 6 imperfection

##### Exercise 5

Students' own answers

### Grammar

#### Fact or fiction page 29

##### Exercise 1

1 used to be 2 often watches 3 used to be  
4 is always complaining 5 will sit 6 used to work

##### Exercise 2

1 began 2 used to be filmed 3 would broadcast  
4 would start 5 would tell 6 used to be  
7 played 8 became 9 would apply

##### Exercise 3

- When she was young, Polly used to enjoy watching medical dramas on TV every weekend.
- I'm getting used to my new job.
- Tom felt tired because he wasn't used to getting up so early in the morning.
- Did you use to be a nurse?
- At her old school, Sylvia was used to being top of the class.
- Wendy is getting used to having a lot of free time now that she's finished her studies.

##### Exercise 4

1 would believe 4 so used to take  
2 will take 5 will be ever promoting  
3 used to use 6 were never trusting

##### Exercise 5

Students' own answers

## Listening, speaking and vocabulary

### Face value page 30

#### Exercise 1

- 1 There's more to Penny than meets the eye.
- 2 It was a weight off her shoulders when she (had) completed the course.
- 3 She dug her heels in.
- 4 It was hard to swallow so much criticism.
- 5 Later, she came to her senses.
- 6 It broke Debbie's heart not to get a place at drama school.

#### Exercise 2

- 1 a
- 2 To inform people about an important development in medical research.

#### Exercise 3 3·04 Martin is in favour of it.

#### Audio script

**Martin** Have you read this article about the 'ear mouse', Fiona?

**Fiona** Yes, I have. And there's no doubt in my mind that scientists should avoid carrying out these kinds of experiments. It's cruel to the animals.

**Martin** Really? I'm not sure that's true. Not in this case. After the ear is removed, the mouse won't die.

**Fiona** Oh, come on! Imagine having a huge ear connected to your back! It must be horrible for the mouse, and when the scientists remove it, I'm sure they'll either kill the mouse or put another ear on its back. I believe in animal rights. They're really important to me.

**Martin** OK. I see where you're coming from, but surely what's really important here is how this research could help people. And if we can grow new ears and noses, we will be able to improve the lives of thousands of people who have had terrible illnesses or accidents.

**Fiona** I'm not convinced by that argument. Of course it's important to carry out research, but I firmly believe it's possible to produce artificial organs without using any animals in experiments.

**Martin** I know what you're getting at, but I don't think you're right. It isn't possible to do that yet. Sure, it would be better if we didn't have to use mice, but we have no choice. Using animals to help the new organs grow is the only way.

**Fiona** That's just not true. It's just cheaper and easier.

**Martin** Mmm. OK. Look, I can see that I'm not going to make you change your mind. It looks like we're going to have to agree to disagree.

#### Exercise 4 3·04

- 1 doubt
- 2 sure
- 3 come
- 4 coming
- 5 convinced
- 6 firmly
- 7 getting
- 8 just

#### Exercise 5

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

#### Exercise 6

##### In favour:

This embryo will then grow a perfect human organ (a heart, a kidney, a liver, etc.) which can be removed from the pig and transplanted into a person;

The team hope to be able to grow a number of different human organs inside each pig, which will make it a practical and cost-effective method of providing transplant organs.

##### Against:

Animal rights campaigners are concerned that using an animal to carry human organs may be cruel; Others believe that it is ethically wrong to genetically alter animals and that there may be health risks in using organs that are produced in this way (two reasons); Social scientists also point out that rich people could rear pigs carrying their organs, but poorer people couldn't, creating a very unfair situation.

#### Exercise 7

Students' own answers

## Vocabulary and grammar

### Frankenstein page 31

#### Exercise 1

- 1 a 2 b 3 c 4 a 5 b 6 b

#### Exercise 2

- 1 skull, spine, ribs
  - 2 arteries, heart, veins
  - 3 lungs, stomach, liver, heart
- Two categories: *heart*

#### Exercise 3

- 1 b 2 b 3 a 4 b 5 a 6 b

#### Exercise 4

- |                         |                        |
|-------------------------|------------------------|
| 1 was to / would        | 6 would / was going to |
| 2 would                 | 7 would / was going to |
| 3 would / was going to  | 8 would / was going to |
| 4 would / were going to | 9 would                |
| 5 would / were going to |                        |

#### Exercise 5

Students' own answers

## Reading

### Is the genetically-modified athlete on the way? pages 32–33

#### Exercise 1

Students' own answers

#### Exercise 2

- A 6 B 7 C 1 D 2 E 5

#### Exercise 3

- 1 F 2 F 3 T 4 T 5 F 6 T 7 NG 8 F

#### Exercise 4

- 1 a 2 b 3 a 4 b 5 c 6 a 7 c 8 b

#### Exercise 5

- 1 variant 2 commonplace 3 radically 4 uncover  
5 perseverance 6 distinct 7 demoralizing 8 modify

**Exercise 6**  
Students' own answers

## Writing

### A letter to a newspaper page 34

#### Exercise 1

1 no matter what 2 Moreover 3 While  
4 In addition 5 Even though

#### Exercise 2

Students' own answers

#### Exercise 3

B, A, D, C

#### Exercise 4

a

#### Exercise 5

Losing a pet is very upsetting and pet cloning may help families overcome their grief; People get used to their pets' personalities; Animals are not hurt in the cloning process; Current imperfections in the cloning will be ironed out.

## Unit 4 Progress check page 35

#### Exercise 1

premature baldness, short-sightedness, aggression, obesity, deafness

#### Exercise 2

##### screen

noun: flat surface on which you see pictures or information  
verb: to hide or protect sth / sb by placing sth in front of them

##### shift

noun: a change in position or direction  
verb: to move from one position or place to another

##### burden

noun: a duty or responsibility  
verb: to give sb a duty that causes worry, difficulty or hard work

#### Exercise 3

a imperfection b baldness c obesity

#### Exercise 4

Please refer to Student's Book page 45

#### Exercise 5

the present continuous

#### Exercise 6

Bill

#### Exercise 7

Please refer to Student's Book page 46

#### Exercise 8

a a weight off your shoulders  
b more to something / someone than meets the eye  
c break someone's heart

#### Exercise 9

Please refer to Student's Book page 47

#### Exercise 10

Mary Shelley wrote *Frankenstein* when she was eighteen.

#### Exercise 11

We use the future in the past to talk about future events from a point of view in the past.

#### Exercise 12

creature, monster, wretch

#### Exercise 13

a Even though b Moreover

## Unit 5 Words

### Vocabulary

#### A word is born page 36

##### Exercise 1

- 1 If you carry on speaking to me like that, I'm leaving!
- 2 I loved my smartphone when I bought it two years ago, but technology has moved on since then.
- 3 I have a season ticket and go to every football game. I think it's important to be there to cheer on my team.
- 4 The little boy was clinging on to his mother's legs.
- 5 As he switched on the engine, the car jumped forward.
- 6 In America, prices in menus don't include tax. When you pay, the restaurant adds on the tax.
- 7 It's only sensible to slip on some strong walking shoes when you go hiking.

##### Exercise 2

1 endangered 2 enable 3 encourage 4 ensure  
5 empower 6 entitled 7 entrusted

##### Exercise 3

1 LOL 2 AFAIK 3 ASAP 4 FYI 5 TIA  
6 IMHO 7 TMI 8 YOLO 9 IDK 10 BFN

##### Exercise 4

1 Switch on 2 endangering 3 turn on  
4 encouraged 5 ensure 6 keep on 7 enable

##### Exercise 5

Students' own answers

### Grammar

#### Fast track to fluency page 37

##### Exercise 1

1 a 2 c 3 a 4 b 5 a 6 c

##### Exercise 2

- 1 You'd better not forget your homework again, or you'll be in trouble!
- 2 Joe ought to try to work a bit harder.
- 3 You needn't bring your book.
- 4 Students mustn't chew gum on school premises.
- 5 If you want to do well at school, you need to work hard.

## 6 You should revise new vocabulary regularly.

### Exercise 3

- 1 shouldn't have
- 2 had to
- 3 didn't need to / didn't have to
- 4 ought to have
- 5 didn't need to / didn't have to
- 6 shouldn't have / needn't have

### Exercise 4

- |                         |                  |
|-------------------------|------------------|
| 1 needed to improve     | 5 ought to have  |
| 2 didn't need to        | 6 needn't have   |
| 3 had to pay            | 7 didn't have to |
| 4 shouldn't have listed |                  |

### Exercise 5

Students' own answers

## Listening, speaking and vocabulary

### A good read page 38

#### Exercise 1

- |                         |                       |
|-------------------------|-----------------------|
| 1 take your point       | 5 There's no point in |
| 2 The point is          | 6 on the point of     |
| 3 from my point of view | 7 point out           |
| 4 up to a point         | 8 at some point       |

#### Audio script

**Teacher** First of all, congratulations to the school council on raising £650 for the school. I know that involved a lot of hard work, so well done. So, now we just have to decide how best to spend it. I was wondering if any of you would like to make a suggestion. Marie?

**Marie** Well, I was hoping we could get some more software for the computers because everything we've got is getting quite out of date now.

**Teacher** Could you tell us a bit more about what kind of software you have in mind?

**Marie** Well, we could really do with updating our photo editing software. There are a lot of people who use it in their art projects, and of course a lot of people edit their digital photographs using it. And it could be used by other departments as well – the geography department, for example.

**Jack** But isn't it really expensive? Wouldn't it be better to spend the money on something that would make more impact on the school? We could buy a lot of new books for the library with that kind of money.

**Teacher** That's true. And I would like to encourage people to use the library more.

**Marie** I'm sorry, but I just don't think we need more books. Most people read stuff online these days, don't they?

**Jack** Some stuff, yes, but people still want to read books. Lots of people prefer to read novels that way. And for academic study, you usually need books to get into any depth on a subject. But anyway, that isn't the point. The photo editing software will mostly just be used by art and photography students. Surely you have to agree that we should buy something that everyone will be able to use.

**Marie** Of course, but why should that be books? Doesn't it make more sense to get something more up-to-date?

**Jack** I'm sorry, but I just don't see why books aren't up-to-date.

**Teacher** Hmm, software or books? Both are good ideas, but which one shall we go for? Or, perhaps there's something else that would be even better. I was thinking about some sports equipment, for example.

**Jack** That would be useful, too, but I still think the library should be a priority ...

**Teacher** Actually, you know, we don't have to decide right now. Perhaps we need to get a bit more information. Marie, could you let us know exactly how much the software package costs? And Jack, maybe you could make a list of books you think would be useful?

**Jack** How about if I asked people to make a list of books they'd like us to buy?

**Teacher** Yes, good idea.

**Marie** And I could see exactly how many people think they would find new software useful.

**Teacher** OK, let's sleep on it, then. We can set up another meeting when you've got a bit more information. OK? Now, let's move onto the next item on the agenda ... swimming lessons. We've been offered the use of the local pool on Tuesdays, so ...

#### Exercise 2 3•05

She thinks both Jack and Marie have good ideas. She proposes setting up a meeting when they have new information.

#### Exercise 3 3•05

- 1 art projects 2 geography 3 expensive  
4 the library 5 everyone 6 online 7 cost 8 a list

#### Exercise 4 3•05

- 1 I was wondering if any of you would like to make a suggestion.
- 2 Well, I was hoping we could get some more software for the computers.
- 3 Could you tell us a bit more about what kind of software you have in mind?
- 4 Wouldn't it be better to spend the money on something that would make more impact on the school?
- 5 Surely you have to agree that we should buy something that everyone will be able to use.
- 6 Doesn't it make more sense to get something more up-to-date?
- 7 Both are good ideas, but which one shall we go for?
- 8 OK, let's sleep on it, then.

#### Exercise 5

- 1 OK, so we have to decide which article to use as the front page in the student magazine this month. Leah, I was wondering if you could tell us all about what we have to choose from?
- 2 Well, we've got some quite interesting stuff. There's a great article on our town in the year 1900.
- 3 Mmm ... I'm not sure people will be interested in that. Wouldn't it be better to have something about life today?
- 4 OK, well, if you want something more up-to-date, Josh has written something about a recent ski trip he went on.
- 5 Skiing sounds more interesting, I think.
- 6 But not everyone is interested in sport. Doesn't it make more sense to have something of general interest? I still think the historical article is best.

## Vocabulary and grammar

### Shakespeare page 39

#### Exercise 1

- 1 quirky 2 chilling 3 protagonists 4 transcend  
5 pinnacle 6 ruthless

#### Exercise 2

- 1 dust jacket 2 spine 3 bibliography 4 imprint page  
5 index 6 title page 7 contents page 8 back cover

#### Exercise 3

- 1 could 2 could 3 could 4 succeeded in 5 could  
6 managed to 7 been able to 8 succeeded in

#### Exercise 4

- 1 Being able to 2 couldn't 3 succeed in  
4 can / manages to 5 be able to 6 managed to

#### Exercise 5

Students' own answers

## Reading

### More speed, less analysis? pages 40–41

#### Exercise 1

Students' own answers

#### Exercise 2

- 1 D 2 C 3 F 4 B 5 A

#### Exercise 3

- 1 immersed in 4 fire off  
2 start again from scratch 5 from cover to cover  
3 lose their train of thought 6 think outside the box

#### Exercise 4

- 1 cover to cover 4 fired off  
2 immersed in 5 think outside the box  
3 losing my train of thought 6 start again from scratch

#### Exercise 5

Students' own answers

## Writing

### A book review page 42

#### Exercise 1

- 1 intricate / complex 4 perceptive / insightful  
2 gripping / riveting 5 expressive / meaningful  
3 moving / touching

#### Exercise 2

the book

#### Exercise 3

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

#### Exercise 4

- 1 Nick Carraway's memories  
2 Gatsby befriending Nick  
3 Nick's  
4 that Daisy's husband is unfaithful and a bully  
5 film  
6 portraying complex characters

## Unit 5 Progress check page 43

#### Exercise 1

from other languages, new meanings attached to old words, word blending, making verbs from nouns

#### Exercise 2

Please refer to Student's Book pages 56 and 57

#### Exercise 3

carry on, keep on

#### Exercise 4

Please refer to Student's Book page 58

#### Exercise 5

Please refer to Student's Book page 59

#### Exercise 6

- a The speaker understands that there's no point in going, but goes anyway.  
b The speaker only understands after going that it was unnecessary.

#### Exercise 7

- a From my point of view ... b I take your point.

#### Exercise 8

borrow books, use the computer, join craft clubs, get free financial help

#### Exercise 9

Please refer to Student's Book page 61

#### Exercise 10

His plays deal with themes that are as relevant today as ever; his characters are interesting; his writing is powerful, beautiful and inventive.

#### Exercise 11

Tales that transcend time are stories that people can relate to no matter what age they live in.

#### Exercise 12

managed to

#### Exercise 13

- a moving b complex c insightful d gripping

#### Exercise 14

Please refer to Student's Book page 64

# Unit 6 The media and the message

## Vocabulary

### Who controls the news? page 44

#### Exercise 1

1 trace 2 expose 3 lack 4 spread 5 make 6 set

#### Exercise 2

1 b 2 a 3 a 4 a 5 b 6 a

#### Exercise 3

1 axes 2 backs 3 quits 4 bans 5 plea 6 vows

#### Exercise 4

1 a 2 b 3 c 4 a 5 b 6 c

#### Exercise 5

Students' own answers

## Grammar

### The big picture page 45

#### Exercise 1

1 must 2 might 3 must 4 can't 5 could 6 has to

#### Exercise 2

1 may not know 4 must have been shouted  
2 must have seen 5 might attack  
3 might stand 6 can't worry

#### Exercise 3

1 bound to 2 safe 3 seems 4 must 5 probably  
6 may 7 like

#### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

### Making the headlines page 46

#### Exercise 1

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

#### Exercise 2

Students' own answers

#### Exercise 3 3:06

1 Tom B Claire B Michael A  
2 B

#### Audio script

**Claire** OK. Well, as we're in the middle of winter, I think we should have a photo with a winter theme, so here are two we could use. We only have space for one of them though. What do you think, Tom? Which one should we choose?

**Tom** That one, definitely. It ticks lots of boxes for me. It's funny and unusual, and it makes you look twice. It looks as if it's a real 'snow' person, having a rest after a walk in the park. I feel as though I want to know the story behind the snow sculpture, and, as you know, we try to use pictures that tell a story. Oh, and I love the hat and scarf. I think it's a really interesting and personal touch. And humorous.

**Claire** In other words, you think the snowman is funnier than the snowmice? Or have I got that wrong?

**Tom** Well, I didn't mean that exactly. I suppose I'm just saying that the picture of the snowman in the park works for me because it's more surprising, and it tells more of a story.

**Claire** Mmm. I think the same. It made me wonder who the snowman represents. He must represent somebody. He might remind people of an old man who used to go to the park many years ago. Who knows? Anyway, let's go with it. I reckon our followers will find it really funny.

**Michael** Hang on a minute, are you saying that the other picture isn't funny, or interesting? Personally, I think the Mickey Mouse snow sculpture is brilliant. Not only that, but I think that the man on the bench is a bit boring, and not all that well-made. You can see snowmen like that in public parks, all over the world, every winter. In fact, we might as well go outside, build our own snowman, and photograph that.

**Claire** Oh, come on, Michael! How can you say that? The way the sculptor has placed the old snowman in the middle of the bench is really clever and artistic, in my opinion. It's not something that just anybody could do.

**Michael** Mmm. It doesn't look like art to me. And I think the other photo is much more unusual. It relates to a news story, too, and aren't we trying to use photos that are in the news?

**Claire** True. It does relate to a news story, but it's old news. It was built for a snow festival in Japan, but that was a while ago. I think that counts against us using it – we shouldn't be using photos of news events that happened months ago. It'll look as if we're behind the times. And we have to choose one. Which one is it going to be, then?

**Tom** Well, you know my opinion. However, we could include both on the website, couldn't we?

**Claire** No, there isn't room on the page. We have to choose.

**Michael** Well, OK. I know I'm in the minority. Let's choose the first one.

**Claire** Great. So, do we all agree we'll upload this one?

**Tom / Michael** Sure.

#### Exercise 4 3:06

2, 3, 4

#### Exercise 5

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

#### Exercise 6

Students' own answers

## Vocabulary and grammar

### Truth or lies? page 47

#### Exercise 1

1 a 2 c 3 c 4 b 5 a 6 b

#### Exercise 2

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

### Exercise 3

- 1 uploaded was / did was upload
- 2 watched was
- 3 was Paul who
- 4 was talk about
- 5 was the documentary
- 6 took were / did was take

### Exercise 4

- 1 Seldom have I seen such a fascinating documentary.
- 2 Not only has Hollywood director James Cameron made movies, (but) he has also made documentaries.
- 3 Never before have we heard such awful news.
- 4 Hardly had we sat down when they announced the news.
- 5 Rarely has the newsroom been as busy as it is today.

### Exercise 5

- 1 Not only
- 2 What
- 3 It
- 4 on
- 5 score
- 6 over
- 7 footage
- 8 It

### Exercise 6

Students' own answers

## Reading

### The life of a war photographer pages 48–49

#### Exercise 1

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

#### Exercise 2

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

#### Exercise 3

- 1 driven
- 2 intrusive
- 3 prolific
- 4 streetwise
- 5 haunting
- 6 bear witness
- 7 deprived
- 8 quest

#### Exercise 4

Students' own answers

## Writing

### An article page 50

#### Exercise 1

- 1 undoubtedly
- 2 worryingly
- 3 Theoretically
- 4 In reality
- 5 Distressingly
- 6 Presumably
- 7 In all honesty

#### Exercise 2

The writer opposes using Twitter to follow the news.

#### Exercise 3

- 1 All people read in the days before social networking was news stories that newspaper owners wanted them to read.
- 2 What many people follow is what their favourite commentators or celebrities have to say about breaking news.
- 3 Not only can you watch a breaking news story on TV, (but) you can follow comments about the event online.
- 4 Never before have ordinary people been able to instantly share their views on current events.
- 5 By far the best thing about Twitter is that it allows you to hear the views of real people as they experience events.

- 6 What you can hear about is news that isn't covered in newspapers or on TV.

## Unit 6 Progress check page 51

### Exercise 1

Please refer to Student's Book pages 68 and 69

### Exercise 2

- a set the agenda
- b go viral
- c make headlines

### Exercise 3

- b

### Exercise 4

Please refer to Student's Book page 70

### Exercise 5

- b

### Exercise 6

- 1 How many speakers are there?
- 2 What is the topic?
- 3 What type of recording is it?
- 4 Why might people listen?

Once you have finished listening, think about:

- what you heard.
- what you think happened before.
- what you think happened after.

### Exercise 7

- a out of his depth
- b in her element

### Exercise 8

Please refer to Student's Book page 73

### Exercise 9

Please refer to Student's Book page 74  
*Cathy Come Home* or *Riff-Raff* (1970s)  
*Fahrenheit 9/11* (docu-ganda)

### Exercise 10

- a narration, the words you can hear whilst watching an image on screen
- b raising money over the internet
- c a film like a documentary but which may be used to promote a message (documentary / propaganda)

### Exercise 11

- a What Susie wrote was a critical review of the documentary.
- b All Susie wrote was a critical review of the documentary.
- c It was a critical review of the documentary that Susie wrote.

### Exercise 12

- c

# Unit 7 That's life

## Vocabulary

### Before I die ... page 52

#### Exercise 1

- 1 fight 2 wear 3 crossed 4 set  
5 put 6 laugh 7 made

#### Exercise 2

- 1 a long shelf life  
2 many walks of life  
3 in the prime of (her) life  
4 a new lease of life  
5 a matter of life and death  
6 living charmed lives

#### Exercise 3

- 1 before my time                      4 all the time  
2 from time to time                5 for the time being  
3 at the best of times                6 in next to no time

#### Exercise 4

- 1 nick 2 fight 3 one 4 milestones  
5 course 6 cut 7 times

#### Exercise 5

Students' own answers

## Grammar

### Lucky break or lucky escape? page 53

#### Exercise 1

- 1 hadn't bought, wouldn't have won  
2 would get, had  
3 wouldn't have felt, hadn't finished  
4 would have been, hadn't been wearing  
5 would stay, wasn't  
6 would have lost, hadn't saved  
7 wasn't, would help  
8 would have smashed, hadn't landed

#### Exercise 2

- 1 If I had got paid last week, I could pay the bill.  
2 If you hadn't invited her, Sally wouldn't be here.  
3 If Louise wasn't a great tennis player, she wouldn't have won the tournament last week.  
4 We wouldn't have been late if the train hadn't left earlier than expected.  
5 If we were lucky, we would have won something in our lives.  
6 If Sam hadn't won a thousand euros at the race course, he wouldn't be so happy.

#### Exercise 3

- 1 had become                          5 could have died  
2 would never have heard        6 hadn't smiled  
3 wouldn't be                          7 had flown  
4 hadn't starred                        8 would have died

### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

### The golden years page 54

#### Exercise 1

- 1 a, c 2 b, d 3 c, d 4 a, c 5 a, c 6 a, b

#### Exercise 2

- 1 standing 2 get 3 set 4 going  
5 feel 6 leave 7 gets 8 living

#### Exercise 3

Students' own answers

#### Exercise 4 3:07

- 1 All three speakers agree with the statement.  
2 **Jenny:** Teenagers are distracted by modern technology.  
**Simon:** Teenagers are given more freedom, so decide not to help others.  
**David:** Teenagers are influenced by the media.

#### Audio script

**Jenny** Many believe that young people today are more selfish, and I totally support that idea. Kids are always thinking about themselves. The most obvious reason for this is that they spend so much time online that they show no interest in what's happening in their own family. Every young person I know has a computer and a mobile phone, and spends a lot of time using them. As a result, they are independent and self-reliant, but they don't spend as much time with their parents and grandparents as they once did. Families don't talk to each other or do things together very much anymore. What if mobile phones and social networking sites were banned at home on weekday evenings? I think that would force families to talk to each other more, and young people would take more of an interest in the lives of their families.

**Simon** I agree. I think the lives of teenagers today are very different from those of our parents when they were young. In the past, teenagers were expected to do housework and help out at home more. But today, kids are allowed to make their own decisions and, too often, they decide to do what they enjoy and to avoid chores. The main benefit that this has is that teenagers aren't as dependent on their parents as they once were, and they can show more initiative. My main worry is that young people grow up only thinking about themselves.

**David** What bothers me is not young people, but society itself. We are exposed to a society whose values are very selfish, and then we're criticized for being selfish ourselves. In the media and advertising, we are encouraged to look good, to be assertive, and to fight to get the best job or the best lifestyle. It's hardly surprising that kids these days are more obsessed with themselves than their parents ever were. Even if we wanted to be selfless, it would be difficult, because our society values ambition and personal achievement more than helping others.

#### Exercise 5 3:07

- 1 S 2 S 3 D 4 J 5 J 6 D



### Exercise 6 3.07

1 J 2 J 3 S 4 J 5 D 6 S 7 D

### Exercise 7

A 1, 3, 4 B 6, 7 C 2, 5

### Exercise 8

Students' own answers

## Vocabulary and grammar

### The Road Not Taken

#### Exercise 1

Students' own answers

#### Exercise 2

1 had passed 2 wasn't 3 didn't go 4 helped  
5 had known 6 ended 7 stayed 8 snowed

#### Exercise 3

1 wasn't 2 had waited 3 had bought 4 hadn't gone  
5 was 6 hadn't told

#### Exercise 4

1 had listened	6 would have
2 had acted	7 had done
3 would you be	8 wouldn't have learned
4 had done	9 wouldn't be
5 would have fulfilled	10 were

#### Exercise 5

Students' own answers

## Reading

### Serendipity – how we make our own luck

#### Exercise 1

Students' own answers

#### Exercise 2

1 C 2 A 3 E 4 B 5 D

#### Exercise 3

1 T 2 T 3 NG 4 F 5 T 6 T 7 F 8 T

#### Exercise 4

1 attribute 2 hunch 3 pattern  
4 hand 5 fluke 6 lot 7 mindset

#### Exercise 5

1 attributes 2 mindset 3 hunch  
4 lot 5 hand 6 fluke

#### Exercise 6

Students' own answers

## Writing

### An opinion essay

#### Exercise 1

- 1 The more you can buy, the happier you are.
- 2 Money is far less important than good health and good friends.
- 3 I've never met such a wealthy man as Howard Hughes.
- 4 Very rich people are not as motivated to work hard as people who aren't rich.
- 5 As you get older, having a good standard of living is more and more important.
- 6 People who aren't well off get just as much fun out of life as the super-rich.

#### Exercise 2

Students' own answers

#### Exercise 3

- 1 They get much better qualifications, better jobs and better opportunities.
- 2 To play a musical instrument, be good at sport and even make friends takes effort.
- 3 It makes you feel good about yourself and good about your life.
- 4 They are less likely to miss opportunities. They are less likely to feel negative when things go wrong. They are less likely to give up when something is difficult to do.

## Unit 7 Progress check

#### Exercise 1

Please refer to Student's Book pages 82 and 83

#### Exercise 2

a ease off b make off c call off

#### Exercise 3

a every walk of life b charmed life

#### Exercise 4

Please refer to Student's Book page 85

#### Exercise 5

a wouldn't have known b would have travelled

#### Exercise 6

a long in the tooth b over the hill c set in her ways

#### Exercise 7

Please refer to Student's Book page 87

#### Exercise 8

Please refer to Student's Book page 88

#### Exercise 9

Please refer to Student's Book page 88

#### Exercise 10

a had missed b left

#### Exercise 11

a as b more

## Exercise 12

Please refer to Student's Book page 90

# Unit 8 Food and ethics

## Vocabulary

### A right to eat page 60

#### Exercise 1

- 1 distressing 2 countless 3 cold-blooded  
4 outlawed 5 agonizing 6 critical

#### Exercise 2

- 1 in 2 with 3 in 4 on 5 on 6 without 7 to 8 in

#### Exercise 3

- 1 reduce 2 prevent 3 overexploit  
4 threatens 5 produce 6 conserve

#### Exercise 4

- 1 a 2 a 3 d 4 c 5 b 6 c 7 d

#### Exercise 5

Students' own answers

## Grammar

### Wet wealth page 61

#### Exercise 1

- |                     |                         |
|---------------------|-------------------------|
| 1 are caught        | 5 have been killed      |
| 2 were designed     | 6 had been reduced      |
| 3 are being built   | 7 were being overfished |
| 4 will be processed | 8 have been lost        |

#### Exercise 2

- If we stopped trawling, a lot of endangered fish could be protected.
- Hunting elephants for their ivory must be stopped.
- If we increase the size of cages in zoos, the lives of many zoo animals might be improved.
- Using some powerful insecticides is harmful, so they should be banned.
- Action to protect the rainforests has to be taken now.
- People who dump their waste in the countryside have to be caught and imprisoned.

#### Exercise 3

- 1 to be 2 being 3 be 4 to be 5 being 6 being

#### Exercise 4

- 1 being 2 are 3 is 4 being  
5 will 6 be 7 been 8 be

#### Exercise 5

Students' own answers

## Listening, speaking and vocabulary

### Feeding the world page 62

#### Exercise 1

- Let's face it
- face up to the facts
- talk until they're blue in the face
- On the face of it
- put on a brave face
- In the face of

#### Exercise 2

Students' own answers

#### Exercise 3 3:08

Photo A

#### Audio script

**Tom** Well, it's not the sort of place I like, but they seem to be having a good time.

**Susie** Who?

**Tom** All these guys in this photo, sitting in a row, selecting bits of food as they slowly move past them on plates and in bowls on a conveyor belt. Can you see it under all those wooden dishes? I wonder if they know each other.

**Susie** It's clear from the photo. They're all smiling and laughing with each other. Let's face it, you only do that if you're all friends and get on really well.

**Tom** Well-spotted. I didn't really notice that. But I wonder what the special event is. What I mean is, why are they all there eating together? It looks as though it might be someone's birthday or something.

**Susie** Mmm. It's hard to say. They're all wearing smart clothes, no-one's wearing party hats and there's no cake, but perhaps they're going to have cake later.

**Tom** Maybe.

**Susie** Judging by the amount of food that's still going round, I reckon the night is young, and they've only just started their meal. That or they're really greedy.

**Tom** That's an interesting point. It probably is quite early, and I think it's safe to say no-one there is going to go hungry. As I said, it's not my sort of place, and I've never had a meal like this one, but I think the idea is that you pick and choose things you want to eat from the conveyor belt. I don't think you're supposed to eat everything!

**Susie** Oh, right. I thought you did.

**Tom** Really?

**Susie** Well, yes. To me, it looks that way. The food goes round and round until it's all been eaten. I've never done it, but that's what I thought you did.

**Tom** That's crazy. They'd be eating all night!

**Susie** Oh, OK. But that's what I thought.

**Tom** Well, I'm pretty sure you're wrong. It'd cost too much for a start. They're not at home, so everything they choose will have to be paid for. And I don't think places like that are cheap.

**Susie** It doesn't look like an expensive place.

**Tom** You'd be surprised. I know it doesn't look like there's much on each plate, but it isn't easy to prepare that sort of food, so it tends to be pricey.

**Susie** Oh, OK, if you say so ... (pause) Actually, now we've talked about it, I'd quite like to give that sort of food a try.

**Tom** It's definitely not for me.

**Susie** How do you know if you haven't tried it?

**Tom** Well, I just don't like trying new food, that's all.

**Susie** Supposing that I were to pay, would you come with me and give it a go?

**Tom** In that case, sure, I'd come with you, but I still don't think I'd like it. Besides, I don't think there are any places like that near here. It's the sort of place you just don't find in this country.

**Susie** Don't be so sure. I've just googled it, and I've found the address of a place just like the one in the photo, and it's not that far from here. Shall we go on Saturday? I'll pay if you drive. Is that a deal?

**Tom** Saturday? Sure, why not? But only if we can get some fish and chips on the way home.

#### Exercise 4 3•08

1 F 2 T 3 T 4 F 5 F 6 F 7 F

#### Exercise 5 3•08

1 wonder 2 spotted, notice 3 mean 4 as  
5 hard 6 Judging 7 point 8 like

#### Exercise 6

A 1, 4, 5, 6, 7, 8

B 2

C 3

#### Exercise 7

Students' own answers

## Vocabulary and grammar

### The origins of food page 63

#### Exercise 1

1 takeaway 2 ration 3 snack  
4 order 5 fare 6 portion

#### Exercise 2

1 fry, scramble, stir-fry 4 barbecue, grill  
2 boil, poach, steam, stew 5 toast  
3 bake, grill, roast

#### Exercise 3

1 When was Thai food first served to you?  
2 Have the secrets of Thai cooking been taught to you?  
3 How much money was paid to you for working in the restaurant?  
4 Is advice sometimes sent to you by your Thai cookery teacher?  
5 Has a Thai recipe book been bought for you?

#### Exercise 4

a was paid, 3 d was given, 5  
b have been sent, 4 e was taught, 2  
c was served, 1

#### Exercise 5

Students' own answers

## Reading

### Designer shoes and the Amazon rainforest pages 64–65

#### Exercise 1

Students' own answers

#### Exercise 2

1 C 2 A 3 E 4 D

#### Exercise 3

1 c 2 b 3 a 4 c 5 b 6 d 7 a

#### Exercise 4

1 absorb, b 2 causing, a 3 run, b  
4 reach, b 5 trace, a 6 make, a

#### Exercise 5

1 make a case  
2 reached an agreement  
3 run a business  
4 trace the source  
5 causing the greenhouse effect  
6 absorb carbon dioxide

#### Exercise 6

Students' own answers

## Writing

### A for and against essay page 66

#### Exercise 1

1 It is believed that the number of local markets across Europe is declining.  
2 Local markets are known to have started selling a wider range of products.  
3 Local markets are thought to be losing a lot of their trade to supermarkets.  
4 In 2012, it was reported that the number of stalls in Portobello Market in London went down by 20% between 2004 and 2009.  
5 It is said that shoppers don't want to go to outdoor markets on cold, wintry days.

#### Exercise 2

1 a, c 2 a, c 3 a, b 4 b, c 5 b, c 6 a, c

#### Exercise 3

1 B 2 F 3 A 4 E 5 C 6 D

#### Exercise 4

Students' own answers

## Unit 8 Progress check page 67

#### Exercise 1

People kill sharks for their fins to use in food (shark fin soup), because the soup is a big part of Chinese culture.

#### Exercise 2

a countless b agonizing c cold-blooded

### Exercise 3

a on b in c with

### Exercise 4

a

### Exercise 5

a blue in the face b face the music

### Exercise 6

Please refer to Student's Book pages 97 and 98

### Exercise 7

Please refer to Student's Book page 98

### Exercise 8

Please refer to Student's Book page 99

### Exercise 9

Portugal and France or Belgium

### Exercise 10

a standard fare b six-course meal c side dish

### Exercise 11

I was offered a cup of tea.

A cup of tea was offered to me.

### Exercise 12

Please refer to Student's Book page 102

## Unit 9 Technology

### Vocabulary

#### What's new? page 68

#### Exercise 1

1 b 2 a 3 a 4 b 5 a 6 b 7 b

#### Exercise 2

1 an early adopter 2 handset 3 keypad 4 earbuds  
5 cord 6 headset

#### Exercise 3

1 pricey 2 hard-wearing 3 innovative 4 bulky  
5 handy 6 sleek

#### Exercise 4

1 launched with fanfare 2 emerging technologies  
3 lightweight 4 fragile 5 headset 6 pricey  
7 reasonable 8 cutting-edge 9 early adopter  
10 tech start-up

#### Exercise 5

Students' own answers

### Grammar

#### Young minds page 69

#### Exercise 1

1 Albert Einstein said that science was a wonderful thing  
if one did not have to earn one's living at it.

2 Nils Bohr said that an expert was a person who had  
made all the mistakes that could be made in a very  
narrow field ...

3 Richard P. Feynman said that he had learned very  
early the difference between knowing the name of  
something and knowing something.

4 Galileo said that you couldn't teach a man anything;  
you could only help him discover it in himself.

5 Albert Einstein said that he thought that a particle had  
a separate reality independent of the measurements.  
He liked to think that the moon was there even if he  
wasn't looking at it.

#### Exercise 2

1 must 2 would 3 had to 4 could

5 might 6 would 7 shouldn't 8 would

#### Exercise 3

1 c 2 a 3 c 4 c 5 a 6 a 7 c 8 b

#### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

### Digital footprints page 70

#### Exercise 1

1 under the weather 2 under your belt

3 under pressure 4 under attack 5 under control

6 under age 7 under the radar

#### Exercise 2

1 firewall 2 bugs 3 data 4 Trojan 5 cookies

6 updates 7 Spyware

#### Exercise 3 3:09

1 e 2 b 3 d 4 c 5 a

#### Audio script

In today's presentation, I'm going to talk about why I believe that the internet has had the greatest effect on society of any invention in history. Of course there have been many other extremely important inventions, but the aim of my presentation is to explain why the internet is, nonetheless, something that is responsible for changing every aspect of our lives.


First, I'm going to talk about how the internet has changed our day to day lives. Then I'll move on to look at how it is changing society, followed by a look at the impact on the world as a whole. There'll be some time for questions and answers once I've finished, so please hold any queries that you have until the end.

So, let me start by looking at some of the daily tasks that have been revolutionized by the internet. Many people now use the internet as the main way to do their shopping, for example, buying everything from groceries to holidays online. In addition, we often don't need to leave our homes to do many other daily activities, such as studying or working, as more and more people choose to study online or work from home, connected to the office by their computers. And, of course, the internet has also revolutionized our social lives, with people chatting and socializing online, too.

I've just told you about the impact of the internet on our day to day lives. Now I'm going to move on to talk about the effect of the internet on society. The changes in our behaviour, which I've just described, clearly have knock-on effects on society as a whole. The rise of online shopping is having a dramatic effect on our high streets, where many businesses are starting to close. The internet also has an impact on those who provide expertise, such as doctors or solicitors, as more and more information can be freely found online. This may also start to affect teachers, as online study becomes more popular. In fact, education is certainly an area where the internet is causing massive changes, and that's what I'm going to talk about now. As well as changing how education is provided, by moving it from real classrooms to virtual ones, the internet is also radically changing our whole view of education. Education has traditionally been about the transfer of information from someone knowledgeable to someone seeking knowledge. The student would need to retain the information and perhaps, at some point, pass it on. However, with so much information now available at the click of a mouse, do we actually need to retain all this knowledge any more? Just think about what that might mean for education as a whole. I think we can be certain that huge changes are coming.

The ability to share information across the world has had a major impact on the world, not just individual societies. Internet access is now widespread across the world, even in poorer countries. People are coming together across the globe, to share information, mobilize, organize and campaign against injustice on a global scale. Small protest movements can quickly grow and what happens in one country can rapidly affect what happens in another country in an unprecedented way. To sum up, the internet is changing almost every aspect of our lives, worldwide. So, I hope my arguments have convinced you that the internet has had (and will have) a greater impact than any other invention in history. Please feel free to ask any questions and I'll do my best to answer them.

**Exercise 4**  3•09  
2, 4 and 6 are different (D)

**Exercise 5**  3•09  
A 3, 6, 10  
B 1, 11  
C 4, 5, 7, 9  
D 2, 8, 12

**Phrases heard:** 1, 2, 5, 6, 8, 9, 10, 11, 12

**Exercise 6**  
Students' own answers

## Vocabulary and grammar

**First?** page 71

**Exercise 1**  
1 closely 2 hardly 3 just 4 lately  
5 close 6 highly 7 hard

**Exercise 2**  
1 lately 2 hardly 3 close 4 highly  
5 just 6 justly 7 high 8 late

**Exercise 3**  
1 a 2 b 3 c 4 b 5 b 6 a 7 b 8 c

**Exercise 4**  
1 He denied taking the money.  
2 She encouraged John to enter the competition.  
3 He reminded Julie to take her key.  
4 Sarah's father forbade her from going out after midnight.  
5 He begged Olivia not to forget him.  
6 She promised to help Simon / me.  
7 He warned that it would be very icy on the roads.  
8 She announced that they were getting married.  
9 They admitted that they had forgotten to take the dog for a walk.  
10 He boasted that he could run faster than anyone else in school.

**Exercise 5**  
Students' own answers

## Reading

**Living without technology** pages 72–73

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

**Exercise 2**  
1 T 2 F 3 F 4 F 5 T 6 T 7 T

**Exercise 3**  
1 c 2 f 3 a 4 e 5 b 6 g

**Exercise 4**  
1 revolutionized, transform  
2 reverting back to, turn back the clock  
3 modified, adapt  
4 relinquish, kicking the habit

**Exercise 5**  
1 a 2 b 3 b 4 b 5 a 6 a 7 b 8 b

**Exercise 6**  
Students' own answers

## Writing

**A report** page 74

**Exercise 1**  
Texting is cheaper than calling; texting is easier when someone does not want to be overheard.

**Exercise 2**  
The missing paragraph goes between the end of paragraph 4 and the beginning of paragraph 5.

**Exercise 3**  
1 examine 2 assess 3 suggests  
4 proved 5 suggests 6 demonstrated

**Exercise 4**  
a interview b desk research c focus groups d survey  
**Other way of collecting research:** documents

## Unit 9 Progress check page 75

### Exercise 1

Social networking and video conferencing.

### Exercise 2

text, knowledge

### Exercise 3

If something 'has legs' then it has foundation and people will be interested in it for a long time.

### Exercise 4

**headset:** headphones with a microphone attached

**handset:** a mobile phone or the part of a telephone that you hold in your hand

### Exercise 5

- He said he had lived in the UK for five years.
- He said he had never been to Scotland.
- She asked where I came from.
- She said she couldn't speak Chinese.

### Exercise 6

- under the weather
- under scrutiny

### Exercise 7

The record left on the internet of all your online activity.

### Exercise 8

Please refer to Student's Book page 113

### Exercise 9

Please refer to Student's Book pages 114 and 115

### Exercise 10

- high
- highly

### Exercise 11

He said that I shouldn't walk across the road on a red light.  
He told me not to walk across the road on a red light.

### Exercise 12

prove, testify

### Exercise 13

interviews, focus groups, surveys, documents, desk research

## Unit 10 Power

### Vocabulary

#### Utopia? page 76

#### Exercise 1

- 1 a 2 b 3 c 4 b 5 c 6 b

#### Exercise 2

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

#### Exercise 3

- egalitarian
- secular
- communal
- mainstream
- spiritual
- alternative

### Exercise 4

- communal
- engagement
- social
- wealth
- ethnic
- extreme
- moderate
- opportunities

### Exercise 5

Students' own answers

## Grammar

### Dirty sport page 77

#### Exercise 1

- Hansie Cronje, one of the most talented cricketers of his generation, became captain of the South African national team in 1994.
- However, he will be remembered not for his cricketing ability, but for a scandal which shocked the world of cricket.
- In April 2000, a recording of a conversation about match fixing, which Hansie Cronje had held with the head of a betting organization, was revealed to be in the possession of the Indian police.
- Cronje, who had a lot of power to influence the score in a match because of his position as captain, eventually admitted accepting thousands of dollars to fix the results of matches.
- As a result, the King Commission banned Cronje from playing or coaching the game, to which he had devoted his life. / As a result, the King Commission banned Cronje, who had devoted his life to playing cricket, from playing or coaching the game.
- In 2001, Cronje challenged the life ban imposed by the King Commission, but he was unsuccessful.
- There was no happy ending for Hansie Cronje, whose death was announced following a plane crash in June 2002 when he was only thirty-two.

#### Exercise 2

- An agent known in sporting circles for his high-profile clients was arrested last night for stealing money from some of his young players, including at least two English Under-21 stars.
- Two golfers playing in an international tournament broadcast on TV in Europe and America have been accused of cheating.
- When they arrived at the stadium, 800 fans supporting the away team were not permitted entry, despite holding tickets purchased for £100.

#### Exercise 3

- that baseball confronted
- including the legendary figure
- led
- who had
- who was one of
- set up / which was set up
- whose reputation
- covering / who covered / who were covering

#### Exercise 4

Students' own answers

# Listening, speaking and vocabulary

## Have your voice heard page 78

### Exercise 1

1 wing 2 ballot 3 general 4 polling 5 wing  
6 local 7 manifesto 8 electorate

### Exercise 2

Students' own answers

### Exercise 3 3•10

1 C 2 C 3 B 4 A

### Audio script

**Joe** Today's debate is on the right of students to have a voice in school. Should students have a vote on issues and decisions which affect them in school? Who would like to start us off? **Simon**, what are your thoughts on this?

**Simon** Well, I think there should be a student voice in schools. A lot of schools have no forum in which students can express their view about how their school is run, which is undemocratic and unfair. Head teachers and administrators make decisions which directly affect their pupils without any consultation whatsoever. This would never be allowed to happen to adults, so why should under-eighteens accept such a situation?

**Joe** OK. Thanks, **Simon**. Let's have some other views on this. **Amelia**, what do you think?

**Amelia** Well, I couldn't agree with **Simon** more. But I'd go further. Even when a school has a student council in which students are elected to debate issues, the head teacher and administrators only really pretend to listen. If they disagree with what students decide democratically, and after much debate, they just ignore it. Recently, in England, a group of students walked out in protest because their school reduced their lunch hour to thirty minutes. Instead of listening to the students, and negotiating with them, the school called the police and suspended the ringleaders. This would never happen to a group of adult protesters. Students should have a voice which is not ignored, even if the school doesn't like what students think.

**Molly** Can I just come in here?

**Joe** Yes, **Molly**. What's your view?

**Molly** I think what **Amelia's** suggesting is unworkable. While I agree that there should be school councils, and schools should listen more to students, I don't think pupils should be able to force head teachers to do what they say. In the end, a school is not a democracy ...

**Simon** You can say that again. It's a place where the majority of people have no say and no rights. Students should be consulted. And, actually, I agree with **Amelia**. If students say yes or no to something, schools should be forced to act on that decision.

**Molly** If you could just let me finish, please, **Simon**, I was going to say that it is a place where the people who run it are responsible experts who are there to act on our behalf. They should listen to us, but we should respect their authority and expertise in making decisions.

**Tom** If I can interrupt for a moment, I'd like to add a comment.

**Joe** OK. Go ahead, **Tom**.

**Tom** I think the main issue here is that a school should treat everybody who goes there with respect, and that means giving them a voice. So, I think student councils are important. If we

give students responsibility and let them influence decisions, they'll behave better and be more mature, and they'll grow up knowing that their voice is important. Surely we should encourage that. At the same time, the final say about the running of a school should always be with the head teacher and administrators. Students can't be expected to know what's best, and shouldn't be allowed to stop adults from doing their job.

**Joe** OK. Thanks, **Tom**. Is there anything else ... ?

### Exercise 4 3•10

1 S, A 2 S, A 3 M 4 T 5 M, T 6 A, S

### Exercise 5 3•10

1 a 2 b 3 a 4 b 5 a

### Exercise 6

Students' own answers

# Vocabulary and grammar

## The power of words page 79

### Exercise 1

1 abolish 2 nation 3 swore  
4 liberty 5 adversary 6 humanity

### Exercise 2

1 out, air 2 set, straight 3 off, mark  
4 with, truth 5 down to 6 under fire

### Exercise 3

1 without whom 2 in which 3 about whom  
4 for whom 5 at which 6 with which

### Exercise 4

1 Whenever 2 in which 3 those 4 on which  
5 on whom 6 Everyone 7 Many 8 Whatever

### Exercise 5

Students' own answers

# Reading

## Making the case for the monarchy pages 80–81

### Exercise 1

Students' own answers

### Exercise 2

Lionel Toady 4 Ivor Scorn 2, 3

### Exercise 3

1 T 2 F 3 F 4 F 5 T

### Exercise 4

1 E 2 D 3 F 4 A 5 G

### Exercise 5

1 lobbying 2 privilege 3 undermining  
4 relevance 5 ornamental 6 wields  
7 ascended the throne 8 uphold

### Exercise 6

1 ascended the throne 2 privilege 3 wields  
4 ornamental 5 uphold 6 relevance

### Exercise 7

Students' own answers

## Writing

### A for and against essay page 82

#### Exercise 1

1 a 2 c 3 b 4 b 5 a

#### Exercise 2

1 B 2 D 3 A 4 C

#### Exercise 3

1 C 2 B 3 D 4 A

#### Exercise 4

Student's own answers

## Unit 10 Progress check page 83

#### Exercise 1

Please refer to Student's Book pages 120 and 121

#### Exercise 2

a ethnic diversity b equal opportunities

#### Exercise 3

Please refer to Student's Book page 122

#### Exercise 4

Please refer to Student's Book page 123

#### Exercise 5

tone of voice, speed, language, hesitation

#### Exercise 6

- a **general election:** a vote to elect the people who will form parliament / the government  
**local election:** a vote to elect local officials, e.g. council representatives, the mayor, etc.  
b **electorate:** the people who can vote in an election  
**turnout:** the number of people who actually voted

#### Exercise 7

Please refer to Student's Book page 125

#### Exercise 8

Please refer to Student's Book pages 126 and 127

#### Exercise 9

Please refer to Student's Book pages 126 and 127

#### Exercise 10

foe / adversary

#### Exercise 11

upon which

#### Exercise 12

for instance

### Exercise 13

Please refer to Student's Book page 128

## Literature insight 1 pages 84–85

### Before you read

- 1 In their poems.
- 2 Because her uncle died in the red room and she believes she can see his ghost.

#### Exercise 1

He thought it would save Jane's soul.

#### Exercise 2

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

#### Exercise 3

Student's own answers

#### Exercise 4

Because of the weather and the lack of care given to the girls.

#### Exercise 5 3-11

He thinks she is calm and serious but that she can also be rude; that she has honesty and feeling; that she is good; that she is the sort of person people tell their problems and secrets to; and that she is sympathetic and gives people hope.

### Audio script

'Do you think I'm handsome, Miss Eyre?' Mr Rochester asked. Normally I would have taken time to think, and said something polite, but somehow I answered at once, 'No, sir.' 'Ah, you really are unusual! You are a quiet, serious little person, but you can be almost rude.' 'Sir, I'm sorry. I should have said that beauty doesn't matter, or something like that.' 'No, you shouldn't! I see, you criticize my appearance, and then you stab me in the back! All right, tell me. What is wrong with my appearance?' 'Mr Rochester, I didn't intend to criticize you.' 'Well now you can. Look at my head. Do you think I am intelligent?' He pointed to his huge, square forehead. 'I do, sir. Is it rude to ask if you are also good?' 'Stabbing me again! Just because I said I didn't like talking to old ladies and children! Well, young lady, I wanted to be good when I was younger, but life has been a struggle for me, and I've become as hard and tough as a rubber ball. I only have a little goodness left inside.' He was speaking rather excitedly, and I thought perhaps he had been drinking. 'Miss Eyre, you look puzzled. Tonight I want conversation. It's your turn. Speak.' I said nothing, but smiled coldly. 'I'm sorry if I'm rude, Miss Eyre, but I'm twenty years older and more experienced than you. Don't you think I have the right to command you?' 'No sir, not just because you're older and more experienced than me. You would have the right only if you'd made good use of your experience of life.' 'I don't accept that, as I've made very bad use of my experience! But will you agree to obey my orders anyway?' I thought, 'He is peculiar, he's forgotten that he's paying me £30 a year to obey his orders,' and I said 'Not many masters bother to ask if their servants are offended by their orders.'



'Of course, I'd forgotten that I pay you a salary! So will you agree because of the salary?'

'No sir, not because of that, but because you forgot about it, and because you care whether a servant of yours is comfortable or not, I gladly agree.'

'You have honesty and feeling. There are not many girls like you. But perhaps I go too fast. Perhaps you have awful faults to counterbalance your few good points.'

'And perhaps you have too,' I thought.

He seemed to read my mind, and said quickly, 'Yes, you're right. I have plenty of faults. I went the wrong way when I was twenty-one and have never found the right path again. I might have been very different. I might have been as good as you, and perhaps wiser. I am not a bad man, take my word for it, but I have done wrong. It wasn't my character but circumstances which were to blame. Why do I tell you all this? Because you're the sort of person people tell their problems and secrets to, because you're sympathetic and give them hope.'

### Exercise 6 3-11

- 1 F: He asks her whether she considers him to be handsome.
- 2 F: Her first response is 'No, sir.'
- 3 T
- 4 T
- 5 F: He made bad decisions when he was young.
- 6 T

### Exercise 7

Student's own answers

### Exercise 8

Student's own answers

## Literature insight 2 pages 86-87

### Before you read

- 1 A distant relative of his wrote the US national anthem.
- 2 West Egg is wealthy but unfashionable and people who have become rich recently live there, whereas East Egg is wealthy and people who are well-connected live there.

### Exercise 1

Gatsby wants to take Nick out on his new motorboat just off the beach near there.

### Exercise 2

- 1 in the army
- 2 Because he hasn't met the host, who lives next door and who invited him.
- 3 Because Gatsby is the host that Nick had been talking about not having met.
- 4 That he understood him and had a good opinion of him.
- 5 Another guest doesn't believe that Gatsby went to Oxford, even though he says he did.
- 6 He isn't drinking and becomes more formal as everybody else becomes wilder.

### Exercise 3

Student's own answers

### Exercise 4

Because he is in love with Daisy, and so that he can see her house across the bay.

### Exercise 5 3-12

Daisy is surprised and happy about seeing Gatsby again.

### Audio script

They were sitting at either end of the sofa, and every sign of embarrassment was gone. Daisy had been crying, and was drying her tears. But there was a surprising change in Gatsby. He simply shone with delight; his new-found happiness filled the little room.

'Oh, hello, old sport,' he said. I could have been a friend he hadn't seen for years. I thought for a moment he was going to shake hands.

'It's stopped raining.'

'Has it?' When he realized what I was talking about, he smiled and repeated the news to Daisy. 'What do you think of that? It's stopped raining.'

'I'm glad, Jay.' Her throat, full of achingly sad beauty, told only of her unexpected joy.

'I want you and Daisy to come over to my house,' he said. 'I'd like to show her around.'

'You're sure you want me to come?'

'Absolutely, old sport.'

Daisy went upstairs to wash her face, while Gatsby and I waited on the lawn.

'My house looks well, doesn't it?' he demanded.

I agreed that it was very handsome.

'Yes.' His eyes went over every detail of it. 'It took me just three years to earn the money that bought it.'

'I thought you inherited your money.'

'I did, old sport,' he said automatically, 'but I lost most of it when the money markets crashed after the war.'

Before I could answer, Daisy came out of the house.

'That huge place, there?' she cried, pointing.

'Do you like it?'

'I love it, but I don't see how you live there all alone.'

'I keep it always full of interesting people, night and day. People who do interesting things. Famous people.'

Instead of taking the short cut across the lawn, we walked down to the road and entered through the main gates. With a murmur of delight Daisy admired the flowers, the gardens, and the way the mansion stood out against the sky.

Inside, as we wandered through music rooms and sitting rooms, I felt there were guests hidden behind every sofa and table, under orders to be breathlessly silent until we had passed by. As Gatsby closed the door of the library, I was almost sure I heard the owl-eyed man break into ghostly laughter.

Upstairs, we saw luxuriously furnished bedrooms with fresh flowers on the tables, dressing rooms and bathrooms. Finally we came to Gatsby's own apartment, where we sat down and drank a glass of wine from a bottle he kept in a cupboard.

He hadn't once stopped looking at Daisy. Sometimes too, he stared around in a dazed way at the valuable things he owned, thinking perhaps that in her actual presence they weren't real any longer. After his embarrassment and then his unreasoning joy, he now felt only wonder that she was there.

### Exercise 6 3-12

- 1 delight
- 2 show
- 3 handsome
- 4 earn
- 5 guests
- 6 valuable

## Exercise 7

Student's own answers

## Exercise 8

Student's own answers

# Literature insight 3

pages 88–89

### Before you read

- 1 She felt it was incomplete without a university degree.
- 2 Something you leave to somebody after you die.

### Exercise 1

That she was passionate about him.

### Exercise 2

1 b 2 a 3 a 4 b 5 a

### Exercise 3

Student's own answers

### Exercise 4

Because he realizes that his wife was not fulfilled by their marriage.

### Exercise 5

3•13

That Angela's relationship with B.M. was informal and intimate.

### Audio script

The initials B.M., B.M., B.M., recurred repeatedly. But why never the full name? There was an informality, an intimacy in the use of initials that was very unlike Angela. Had she called him B.M. to his face? He read on. 'B.M. came unexpectedly after dinner. Luckily, I was alone.' That was only a year ago. 'Luckily? – why luckily? – I was alone.' Where had he been that night? He checked the date in his engagement book. It had been the night of the Mansion House dinner. And B.M. and Angela had spent the evening alone! He tried to recall that evening. Was she waiting up for him when he came back? Had the room looked just as usual? Were there glasses on the table? Were the chairs drawn close together? He could remember nothing – nothing whatever, nothing except his own speech at the Mansion House dinner. It became more and more inexplicable to him – the whole situation; his wife receiving an unknown man alone. Perhaps the next volume would explain. Hastily he reached for the last of the diaries – the one she had left unfinished when she died. There on the very first page, was that cursed fellow again. 'Dined alone with B.M. ... He became very agitated. He said it was time we understood each other ... I tried to make him listen. But he would not. He threatened that if I did not ...' the rest of the page was scored over. She had written 'Egypt. Egypt. Egypt.' over the whole page. He could not make out a single word; but there could be only one interpretation: the scoundrel had asked her to become his mistress. Alone in this room! The blood rushed to Gilbert Clandon's face. He turned the pages rapidly. What had been her answer? Initials had ceased. It was simply 'he' now. 'He came again. I told him I could not come to any decision ... I implored him to leave.' He had forced himself upon her in this very house. But why hadn't she told him? How could she have hesitated for an instant? Then 'I wrote him a letter.' Then more blank pages; and then this: 'He has done what he threatened.' After that – what came after that? He turned page after page. All were blank. But there, on the very

day before her death, was this entry: 'Have I the courage to do it too?' That was the end.

Gilbert Clandon let the book slide to the floor. He could see her in front of him. She was standing on the kerb in Piccadilly. Her eyes stared; her fists were clenched. Here came the car ...

### Exercise 6

3•13

- 1 at the Mansion House dinner
- 2 He can only remember his own speech at the dinner.
- 3 (Possible answer) They had fallen in love but had argued about whether they could be together.
- 4 He believes that B.M. asked Angela to become his mistress.
- 5 He looks through the book very quickly and then drops it on the floor.
- 6 He imagines that she committed suicide.

### Exercise 7

Student's own answers

### Exercise 8

Student's own answers

# Literature insight 4

pages 90–91

### Before you read

- 1 It meant that poor families could only receive public money if they went to work and live in workhouses. This meant many families had to split up and they lived in terrible conditions.
- 2 Because the other boys in the home decided that he had to be the one to ask.

### Exercise 1

Large signs saying beggars would be sent to prison.

### Exercise 2

1 D 2 B 3 G 4 F 5 E 6 A 7 C

### Exercise 3

Student's own answers

### Exercise 4

The boys steal from wealthy people.

### Exercise 5

3•14

When Mr Grimwig is staring at him.

### Audio script

Oliver went in and sat down. He looked at Mr Brownlow's serious face in alarm. 'Don't tell me you're going to send me away, sir, please!' he exclaimed. 'Let me stay here! I could help with the housework ... please, sir!' 'My dear child, don't be afraid,' said Mr Brownlow kindly. 'I won't desert you. I believe that you're a good boy, not a common thief. You told me you're an orphan – that seems to be the truth. But I want to hear now the whole story of your life, and how you came to be with the boys I saw you with that day.' Oliver began his story but was soon interrupted by the arrival of Mr Grimwig, an old friend of Mr Brownlow's. Mr Grimwig was a fierce old gentleman and very fond of arguments. He clearly knew all about Oliver and inspected him closely. 'So, this is the boy, is it?' he said at last. Oliver bowed politely and was introduced by Mr Brownlow. Tea was then brought in, and during the meal Mr Grimwig stared so

hard at Oliver that the boy felt rather confused. Eventually, Mr Grimwig whispered to Mr Brownlow, 'He may be a good-looking boy, but I think he's deceiving you, my good friend.'

'Nonsense!' said Mr Brownlow, becoming angry.

'Well, we'll see,' answered his friend. 'We'll see.'

Later that afternoon Mr Brownlow wanted to return some books to a bookseller, and to send some money for new books that he had already collected. Mr Grimwig suggested that Oliver should go. 'He'll be sure to deliver everything safely,' he said with a smile.

'Yes, please let me take them,' said Oliver, delighted to be of use.

Mr Brownlow hesitated, but Mr Grimwig's smile had annoyed him. 'Very well,' he said. 'Here are the books, Oliver, and a five-pound note. The bookseller will give you ten shillings change.'

'I won't be ten minutes,' replied Oliver eagerly, and he ran out into the street.

'So you expect him to come back, do you?,' enquired Mr Grimwig.

'Yes, I do,' said Mr Brownlow, smiling confidently. 'Don't you?'

'No. He has a new suit of clothes, some valuable books, and a five-pound note in his pocket. He'll join his old friends the thieves, and laugh at you. If he comes back, I'll eat my hat.'

The two men sat by the window with a pocket-watch between them, and waited for Oliver's return.

Oliver hurried through the streets to the bookshop, thinking how lucky he was. Suddenly there was a loud scream behind him. 'Oh, my dear brother!' Before he could look round, a pair of arms was thrown tightly around his neck.

### Exercise 6 3•14

1 A 2 B 3 B 4 C 5 C 6 C 7 C

### Exercise 7

Student's own answers

### Exercise 8

Student's own answers

## Literature insight 5

pages 92–93

### Before you read

- 1 He was obsessed with how he looked, with furniture being in the correct position and with magnetic fields.
- 2 The adopted daughter of Miss Havisham.

### Exercise 1

They had stopped at twenty to nine.

### Exercise 2

- 1 F: The curtains were closed to allow no daylight in.
- 2 T
- 3 F: Pip lied and told her that he was not afraid of her.
- 4 F: Miss Havisham tells Pip that her heart has been broken.
- 5 F: Pip feels uncomfortable in Satis House because it is strange, new and sad.
- 6 T

### Exercise 3

Student's own answers

### Exercise 4

Pip comes from a poor background whereas Estella's family are very rich.

### Exercise 5 3•15

They think that she will give Pip a large present, either before or after her death.

### Audio script

'Here! You can kiss me if you like.'

I kissed her cheek. It was true I wanted to kiss her very much, but I felt that kiss was almost like a coin thrown to a poor common boy, and not worth anything.

I didn't see the pale young gentlemen there again. I continued my visits to Miss Havisham for almost a year. She took great pleasure in watching my growing admiration for Estella, and my unhappiness when Estella laughed at me.

'Go on, my love,' she used to whisper in Estella's ear, 'break men's hearts and have no mercy! I want my revenge!'

Meanwhile my sister and that fool Pumblechook never stopped discussing Miss Havisham and her considerable wealth. They were sure I could expect a large present from her, either before or after her death. But one day Miss Havisham decided it was time to apprentice me to Joe, and told me to bring him to her house. My sister was very angry because she was not invited as well.

Dear old Joe simply could not believe his eyes when he and I entered Miss Havisham's room the next day. The darkness, the candles, the dust, the ancient furniture, the old lady in her bride's dress – it was almost too much for Joe's limited intelligence. That may be why he refused to speak to Miss Havisham directly, but spoke only to me during the conversation. I was ashamed of him, especially as I could see Estella laughing at me over Miss Havisham's shoulder.

'So,' began Miss Havisham, 'you, Joe Gargery, blacksmith, are ready to take Pip as an apprentice?'

'You know, Pip,' replied Joe, 'how we've both been looking forward to working together. Haven't we, Pip?'

'You don't expect any payment when he becomes your apprentice?' she continued.

'No, Pip,' said Joe, rather offended, 'That question doesn't need an answer. Between you and me. Does it, Pip?'

Miss Havisham looked kindly at Joe, I think she understood more of his character than Estella did. She picked up a little bag from the table, 'Pip has earned something here. There are twenty-five pounds in this bag. Give it to your master, Pip.' The strange situation seemed to have made Joe go mad. Even now, he insisted on speaking to me.

'This is very generous of you, Pip. Very generous. No, old boy, we must try to do our duty to each other. Mustn't we, Pip?'

'Goodbye, Pip!' said Miss Havisham. 'Take them out, Estella!'

'Shall I come again?' I asked.

'No, Gargery is your master now. Gargery! Remember, I'm giving you this money because he has been a good boy. Don't expect anything more!'

### Exercise 6 3•15

1 worthless 2 cruel, break 3 endlessly  
4 apprenticed 5 directly 6 warns

### Exercise 7

Student's own answers

### Exercise 8

Student's own answers

Exam insight answer keys: [See website](#)

# Teacher's Resource Disk

The **Teacher's resource disk** contains:

- Communication worksheets
- Documentary video clips and DVD worksheets
- How to guides
- Functional language bank
- Writing bank

## Communication worksheets

### Fun, communicative practice for pairs and groups

There are twenty communication activity worksheets (two per unit) and two project worksheets for Upper-Intermediate insight. Intended for classroom use, they offer further practice of the grammar, vocabulary, functions and skills taught in the Student's Book.

Procedural notes accompany each activity worksheet.

<p><b>Unit 1 Worksheet A: Define it, use it, give an example</b>  <b>Activity:</b> Board game  <b>Language point:</b> Words with <i>self-</i> and synonyms (Unit 1, Sections A and C)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group, cut along the lines, cards folded in half; counters and dice</p>	<p><b>Unit 1 Worksheet B: Why on earth ...?</b>  <b>Activity:</b> Complete the missing information  <b>Language point:</b> Past perfect simple, past perfect continuous (Unit 1, Section D)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each pair of students</p>
<p><b>Unit 2 Worksheet A: A team crossword</b>  <b>Activity:</b> Crossword  <b>Language point:</b> Urban regeneration words and urban landscape (Unit 2, Section C and Vocabulary bank 2)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the line</p>	<p><b>Unit 2 Worksheet B: Spend, spend, spend!</b>  <b>Activity:</b> Grammar auction  <b>Language point:</b> Future continuous, future perfect, future tenses with time clauses (Unit 2, Section B)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each pair of students</p>
<p><b>Unit 3 Worksheet A: A wide-ranging discussion</b>  <b>Activity:</b> Discussion  <b>Language point:</b> Compounds with participles (Unit 3, Section D)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group, cut along the lines</p>	<p><b>Unit 3 Worksheet B: Dice challenge</b>  <b>Activity:</b> Dice challenge  <b>Language point:</b> Synonyms and determiners with countable and uncountable nouns (Unit 3, Sections A and B)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each group, cut along the lines; dice</p>
<p><b>Unit 4 Worksheet A: Advice line</b>  <b>Activity:</b> Giving advice  <b>Language point:</b> Phrases with body parts (Unit 4, Section C)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each pair of students</p>	<p><b>Unit 4 Worksheet B: Habits</b>  <b>Activity:</b> Board game  <b>Language point:</b> Talking about habits: past and present (Unit 4, Section B)  <b>Time:</b> 20 minutes  <b>Materials:</b> One game board handout for each group; dice and counters</p>

<p><b>Unit 5 Worksheet A: Break time dialogue</b>  <b>Activity:</b> Dialogue  <b>Language point:</b> Phrases with point (Unit 5, Section C)  <b>Time:</b> 15 minutes  <b>Materials:</b> One handout for each pair of students, cut along the line</p>	<p><b>Unit 5 Worksheet B: Top tips for TV talent shows</b>  <b>Activity:</b> A TV talent show  <b>Language point:</b> Modals to talk about regret, necessity, lack of necessity (Unit 5, Section B)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group, cut along the line</p>
<p><b>Unit 6 Worksheet A: A memory game</b>  <b>Activity:</b> Pelmanism  <b>Language point:</b> Practising using collocations: journalism and idioms with <i>in / out</i> (Unit 6, Sections A and C)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines</p>	<p><b>Unit 6 Worksheet B: How can that be?</b>  <b>Activity:</b> Solving a puzzle  <b>Language point:</b> Speculating about the past and present (Unit 6, Section B)  <b>Time:</b> 15 minutes  <b>Materials:</b> One handout for each group, cut along the lines (or one for the teacher to read out from)</p>
<p><b>Unit 7 Worksheet A: The Friendship Agency</b>  <b>Activity:</b> Matching profiles  <b>Language point:</b> Phrases with <i>life</i> and vocabulary about the old and the young (Unit 7, Sections A and C)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of three or four students, cut along the lines</p>	<p><b>Unit 7 Worksheet B: Advice for Max</b>  <b>Activity:</b> Board game  <b>Language point:</b> Mixed conditionals (Unit 7, Section B)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of three or four students; counters and dice</p>
<p><b>Unit 8 Worksheet A: Synonyms</b>  <b>Activity:</b> Mini-dialogues  <b>Language point:</b> Synonyms: intensity (Unit 8, Section A)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the line</p>	<p><b>Unit 8 Worksheet B: Food quiz</b>  <b>Activity:</b> Quiz  <b>Language point:</b> Passive structures (Unit 8, Section B)  <b>Time:</b> 20 minutes  <b>Materials:</b> One quiz handout for each pair, cut along the lines; one answer sheet for each pair</p>
<p><b>Unit 9 Worksheet A: Hit the table!</b>  <b>Activity:</b> Game  <b>Language point:</b> Phrases with <i>under</i> and adverbs with two forms (Unit 9, Sections C and D)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of three, cut along the lines</p>	<p><b>Unit 9 Worksheet B: What did he say?</b>  <b>Activity:</b> Dialogue  <b>Language point:</b> Reported speech and verb patterns in reported speech (Unit 9, Sections B and D)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines</p>
<p><b>Unit 10 Worksheet A: Definitions</b>  <b>Activity:</b> Matching vocabulary  <b>Language point:</b> Society and citizenship and the electoral system (Unit 10, Sections A and C)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines</p>	<p><b>Unit 10 Worksheet B: Find someone who ...</b>  <b>Activity:</b> Asking for personal information  <b>Language point:</b> Relative clauses and participle clauses (Unit 10, Section B)  <b>Time:</b> 15 minutes  <b>Materials:</b> One handout for each student</p>

## DVD extra

There are ten documentary video clips with ready-to-use worksheets and teacher's notes to support the Upper-Intermediate level of *insight*. The clips, worksheets and teachers' notes can be accessed from the Teacher's Resource Disk.

Each clip has optional subtitles and has been selected to relate to, and build on, the theme of the unit. Grammar and vocabulary from the unit are recycled, but the primary function of these varied clips is to offer further cultural information via an easily-accessible medium.

The purpose of the worksheets is to help students to understand the content of the clip, and to provide ideas for discussion and project work around the content and the general topic. Each worksheet has been carefully designed for flexible use in the classroom and comprises:

- Start thinking – an activity to activate students' schemata.
- Comprehension check – a series of activities which check students' understanding of the clip and encourage them to react to it.
- Vocabulary and Extension, which can be done without the need to see the clip again – a series of activities exploit the clip for useful vocabulary. An extension activity allows students to work in groups and personalize the topic of the clip. Useful functional language is fed in where needed. Both the Vocabulary and Extension activities can be done without watching the clip again.
- Teacher's notes – these explain how to get the most out of the worksheets, provide useful background information to the clip and include a full answer key.
- Video scripts – the script for the clip is provided in full to allow further analysis of the language.

<p><b>Unit 1 (1B): Oxfam</b> <b>Subject:</b> an international charity <b>Vocabulary:</b> cause committee community compassion division famine going strong headquarters relief <b>Extension activity:</b> prepare an action plan for dealing with a natural disaster</p>
<p><b>Unit 2 (2A): An English education</b> <b>Subject:</b> universities and university life in the UK <b>Vocabulary:</b> arts centre online learning social life stepping stone student participation tertiary education university fees vocational training <b>Extension activity:</b> debate 'University education should be free'</p>
<p><b>Unit 3 (3D): Museums</b> <b>Subject:</b> two world-famous art galleries <b>Vocabulary:</b> benefactor boasts contender display dormant façade incarnation vast <b>Extension activity:</b> making an advert for an exhibition</p>
<p><b>Unit 4 (4C): Surgery: old and new</b> <b>Subject:</b> surgery and operating theatres in the past and the present <b>Vocabulary:</b> anaesthetic machine blood pressure cramped false floor fluorescent lights heart rate old-fashioned operating theatre primitive unhygienic wood shavings <b>Extension activity:</b> making a poster about recent medical advances</p>
<p><b>Unit 5 (5A): Look it up!</b> <b>Subject:</b> the <i>Oxford English Dictionary</i> <b>Vocabulary:</b> complex constant controversial cost-efficient disruptive electronic up to date user friendly <b>Extension activity:</b> research and teach ten new English words or phrases</p>
<p><b>Unit 6 (6A): Good news travels fast</b> <b>Subject:</b> the history of news reporting <b>Vocabulary:</b> biased cable TV everyday life inaccurate major mass media news channel objective out of date printing press sensational smartphone social media war correspondent <b>Extension activity:</b> making a news programme</p>

**Unit 6 (6A): Good news travels fast**

**Subject:** the history of news reporting

**Vocabulary:** biased cable TV everyday life inaccurate major mass media news channel  
objective out of date printing press sensational smartphone social media war  
correspondent

**Extension activity:** making a news programme

**Unit 7 (7D): Making decisions**

**Subject:** making decisions

**Vocabulary:** come up consult defeatist determined fate get round to passionate sceptical  
shape (v) wisdom

**Extension activity:** researching a fortune-telling technique

**Unit 8 (8D): Farmers' markets**

**Subject:** farmers' markets

**Vocabulary:** beekeeper beef cauliflower cherry curds and whey drain (v) employee fudge  
garlic marrow mature (v) mould meat pie middle man package (v) producer  
squeeze transport (v) watercress wholesaler

**Extension activity:** researching the manufacturing process of a farm product

**Unit 9 (9A): Robot cars**

**Subject:** the effects of technology on our lives; an autonomous car

**Vocabulary:** assume astounding cockpit gauge kerb leap manpower steady

**Extension activity:** debate 'Technology does more harm than good in society'

**Unit 10 (10C): Elections in the UK**

**Subject:** the electoral system in the UK

**Vocabulary:** announce ballot paper bring cast community centre electoral system express  
form general elections make Member of Parliament political party polling station  
represent returning officer run

**Extension activity:** debate 'A government is justified in suppressing free speech in the interest of  
national security'