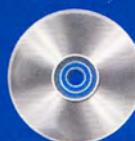


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2nd edition

Solutions

Advanced Teacher's Book



with Teacher's Resource CD-ROM

Caroline Krantz Tim Falla, Paul A Davies
Christina de la Mare, Jill Florent, Sue Hobbs,
Duncan Laing, Anastasia Vassilatou, Chris Speck

OXFORD

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OXFORD
UNIVERSITY PRESS

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

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
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First published in 2013

2017 2016 2015 2014 2013

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 455374 2 Teacher's Pack
ISBN: 978 0 19 455312 4 Teacher's Book
ISBN: 978 0 19 455348 3 Teacher's Resource CD-ROM

Printed and bound in Portugal by Gráfica Maiadouro S. A.

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

ACKNOWLEDGEMENTS

The publisher would like to thank the following for their permission to reproduce photographs: Alamy Listening 3A (Rome c/STOCKFOLIO), Listening 4B (biofuel/Marcelo Rudini), Listening 4B (roof panels/Martin Shields), Listening 5A (bottles/studiomode), Listening 7B (b/Everett Collection Historical), Listening 7B (d/The Bridgeman Art Library Ltd.), Listening 8B (foie gras sushi 2/Photocuisine), Listening 8B (currywurst 3/Bon Appetit), Listening 10B (actor/Lebrecht Music and Arts Photo Library), Listening 10A (boy smartphone/Ian Shaw), Listening 10A (cyclist/Michael K Berman-Wald), Listening 10A (woman cat/shooter), 1D (wheelchair racing/Bob Daemmrich), 1D (two runners/John Fryer), 2B (J K Rowling/Tim Graham), 2F (mother baby/Tetra Images), 3C (OJO Images Ltd), 8C (two girls 2/Malcolm Fairman), 8C (two boys 1/Asia Photopress), 8C (girl 3/Malcolm Fairman), 9F (doctor/MBI), 9F (students/MBI); Corbis UK Ltd Listening 3A (ruins a), Listening 8B (tex mex 1/Creativ Studio Heinemann/Weste), Listening 9B (girls/Ocean), 2B (Tolkien), 2F (protest megaphone); Datamancer Enterprises LLC Listening 4A (laptop a); Getty Images Listening 1A (skater a), Listening 1A (abseiler c/Mike Timo), Listening 1A (hang glider d/Steven Robertson), Listening 2B (moon b/mhd hamwi), Listening 2B (moon c/Michael Dunning), Listening 2B (moon d/Roine Magnusson), Listening 3A (tents b), Listening 3A (metro c/Bruce Yuanue Bi), Listening 5A (woman/Andrew Hasson/Photoshot), Listening 7B (sailor c), Listening 9A (fortress/Steve Allen), Listening 10A (boy cooking/David Freund), 1D (wheelchair basketball), 1D (runner/Tom Shaw), 1D (middle age man), 2F (protest police/2013 AFP), 2F (mother toddler/Chris Fertnig), 6F (new born/Wavebreakmedia Ltd); Oxford University Press Listening 2B (moon a/Digital Vision), Listening 4B (nuclear plant/Brand X Pictures); Listening 4B (wind turbines/Thinkstock), Press Association Images Listening 7B (alpinist a/EMPICS Sports Photo Agency); Rex Features Listening 1A (wakeboarder b/Dave Pinegar), Listening 2A (film still/SNAP), Listening 3A (eye pod b/Geoffrey Swaine); Shutterstock Listening 7A (stonehenge/Stephen Inglis), Listening 10A (guitarist/Edyta Pawlowska), 4D (Ieva Geneviciene), 6F (cyclists/bikeriderlondon), 8D (scone/graletta); Zooid Pictures Listening 3A (elephant d)

Illustrations by: Adrian Barclay 3F, 4F; Humberto Blanco/Sylvie Poggio Artists Agency 7G, 9E, 10F; Kev Hopgood 4B, 5G, 10C, Listening 1B; Sean Longcroft 1B, 7A, 8A, Listening 5B, Listening 6B.

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Introduction

A note from the authors

Welcome to *Solutions 2nd edition*. Teachers' responses to the first edition have been overwhelmingly positive, so we have been careful to follow the same guiding principles in the new edition, providing a course that has:

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

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

In response to their requests, we have:

- updated and refreshed the material, making it more appealing to secondary-school students
- included more listening exam tasks in the Student's Book and Workbook
- provided more resources to support teachers, including photocopiable worksheets for every lesson in the Student's Book which provide a mixture of extra practice, extension and communicative activities, review games and worksheets
- provided enhanced digital resources, comprising iTools (a digital version of the Student's Book for use with interactive whiteboards); Online Workbooks; and additional resources.

Solutions 2nd edition has benefited from collaboration with teachers with extensive experience of teaching secondary-school students and of preparing students for their school-leaving exam. We would like to thank Caroline Krantz for sharing her expertise in writing the procedural notes in the Teacher's Book. Sue Hobbs provided the photocopiable classroom activities on the Teacher's Resource CD-ROM.

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

Tim Falla and Paul A Davies

The components of the course

Student's Book

The Student's Book contains:

- ten topic-based units, each covering seven lessons
- five *Language Review / Skills Round-up* sections, providing a language test of the previous two units and a cumulative skills-based review
- ten *Get Ready for your Exam* sections providing typical exam tasks and preparation
- a sixteen-page *Grammar Builder and Reference* section containing grammar reference and further exercises
- ten new Literature lessons
- ten new Culture lessons.
- The new Literature and Culture lessons provide extended listening practice and challenging reading exercises.

Three class audio CDs

The three audio CDs contain all the listening material from the Student's Book.

Workbook (with audio CD)

The 128-page Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice lesson-by-lesson of the material taught in class
- more listening practice
- five *Get Ready for your Exam* sections providing typical exam tasks and preparation
- *Exam Challenge* sections to provide extension for stronger students
- *Challenge!* exercises to stretch stronger students
- writing guides to provide a clear structural framework for writing tasks
- reviews to develop students' awareness of their progress
- an eleven-page *Vocabulary Builder* section with practice and extension
- a *Functions Bank* and *Writing Bank* for reference
- a unit by unit *Wordlist*
- twenty challenging listening exercises to stretch stronger students.

Online Workbook

The online Workbook is an interactive version of all the content of the print Workbook, with integrated audio and an automated marking system online and markbook.

Teacher's Book

In addition to methodological notes for the course, including ideas for mixed-ability teaching, it offers:

- optional activities throughout for greater flexibility
- structured speaking tasks to get students talking confidently
- exam teaching notes with useful tips and strategies to improve students' exam techniques
- a full Student's Book answer key, including audioscripts

Teacher's Resource CD-ROM (TRCD-ROM)

Packed with the Teacher's Book, this contains extra resources:

- digital interactive Vocabulary and Grammar exercises for each unit
- photocopiable PDFs: Classroom Activities for each lesson, Self-Test sheets for students, and suggestions for Warmers and Fillers; Worksheets for the Workbook extra listening exercises
- audio: the new Student's Book Literature and Culture lessons, the Workbook extra listening exercises

Test Bank CD-ROM

Tests are provided as PDFs and editable Word documents. They consist of:

- two short tests per unit, A and B versions
- longer Progress tests for every unit, A and B versions
- three cumulative tests for Units 1–5, 6–10 and 1–10.

All tests are fully editable, so you can adapt the tests to match your students' needs. There is also a Results table to keep a record of your students' scores.

iTools

Solutions 2nd edition iTools contains:

- Student's Book and Workbook page-on-screen functionality
- pop-up Student's Book and Workbook answer keys and audio
- DVD material for every unit, with worksheets
- further interactive resources

Website

- Further resources and ideas for teaching
- full Workbook answer key, including extra listening practice exercises
- full Workbook audioscripts, including extra listening practice exercises.

Exam preparation

Student's Book

The Student's Book includes ten exam-specific sections (*Get Ready for your Exam*) designed to familiarise students with the task-types typical for most exams.

These sections provide strategies and exam techniques to give students the skills they need to tackle exam tasks with confidence. Each section provides practice of skills that students will need to demonstrate in most exams: listening, reading, speaking and writing.

Workbook

Every other unit in the Workbook is followed by a double-page exam section to practise exam tasks for both oral and written exams. Work in class can be followed up with exam tasks done as homework.

The audio for the Workbook listening tasks is available on the Workbook audio CD. The CD also contains a link to Oxford English Testing (OET), where students can do practice exams and get feedback on their answers.

Teacher's Book

The *Get Ready for your Exam* lessons in the Student's Book are accompanied by full procedural notes with advice and tips for exam preparation.

A tour of the Student's Book

There are ten units in the Student's Book. Each unit has seven lessons (A–G). Each lesson provides material for one classroom lesson of approximately 45 minutes.

Lesson A – Vocabulary and listening

- The unit menu states the main language and skills to be taught.
- Every lesson has an explicit learning objective, beginning 'I can ...'
- Lesson A introduces the topic of the unit, presents the main vocabulary set, and practises it through listening and other activities.
- This lesson links to the *Vocabulary Builder* at the back of the Workbook, which provides extra practice and extension.



Lesson B – Culture

- Lesson B focuses on features of natural spoken English and practises sophisticated areas of vocabulary and grammar.
- New language is presented in a meaningful context through either a listening or reading text, and often a combination of the two.
- The lesson always finishes with a speaking activity which brings the language from the lesson together.
- *Learn this!* boxes present key information in a clear and concise form.
- This lesson has a link to the *Grammar Builder* at the back of the book and provides extra practice and an integrated grammar reference.

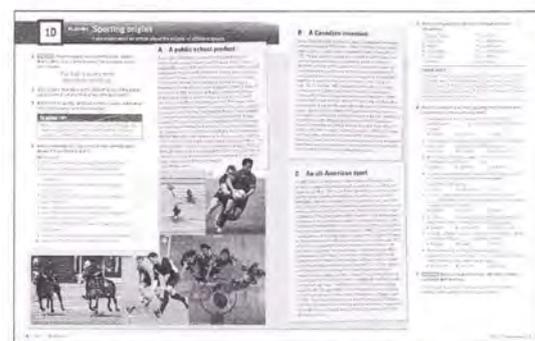


Lesson C – Culture

- Lesson C has a reading text which provides cultural information about Britain, the USA or another English-speaking country.
- Students are encouraged to make cultural comparisons.
- New vocabulary is clearly presented.
- All Culture lessons include practice of both listening and reading skills.



Lesson D – Reading



- Lesson D contains the main reading text of the unit.
- It occupies two pages though it is still designed for one lesson in class.
- The text is always interesting and relevant to the students, and links with the topic of the unit.
- The text recycles the main grammar points from lesson B.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.

Lesson E – Grammar

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

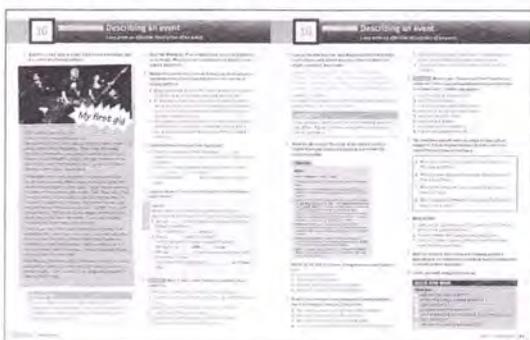


Lesson F – Speaking

- Lesson F presents a functional dialogue.
- The lesson always includes listening practice.
- Extra vocabulary is presented, if necessary.
- Students follow a clear guide when they produce their own dialogue.
- Useful functional phrases are taught and practised.
- The step-by-step approach is suitable for mixed-ability classes and offers achievable goals.



Lesson G – Writing



- Lesson G always begins by looking at a model text or texts and studying the structure and format.
- Students learn and practise useful phrases.
- There is a clear writing guide for the students to produce their own text.
- A supported approach to writing increases students' linguistic confidence.

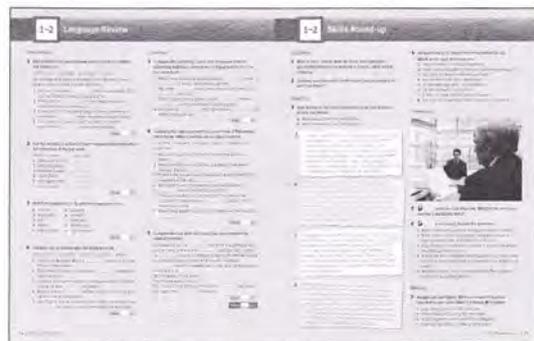
Get Ready for your Exam

- There are ten *Get Ready for your Exam* sections which focus on exam skills and preparation.
- The sections include exam tasks for listening, reading, speaking and writing.



- Each exam lesson includes activities to prepare students for the exam tasks and provide them with the language and skills they need to do them successfully.
- These sections relate to the topics of the previous unit and provide authentic exam practice.

Language Review / Skills Round-up



- There are five two-page reviews (after Units 2, 4, 6, 8 and 10).
- The first lesson of each review is a *Language Review* of the preceding two units.
- There are exercises focusing on vocabulary, grammar and functions.
- The marks always total 40 for the review of each unit, so it is easy to monitor progress through the book.
- The second lesson of each review is a *Skills Round-up* which covers all the preceding units of the book.
- The lesson includes practice of all four skills: listening, reading, writing and speaking.

Strategies and ideas

Teaching vocabulary

Vocabulary notebooks

Encourage students to record new words in a notebook. They can group words according to the topic or by part of speech. Tell them to write a translation and an example sentence that shows the word in context.

Vocabulary does not just appear on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading or culture text and learn them.

Learning phrases

We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *surf the Internet*, *have a shower*. Make students aware of this and encourage them to record phrases as well as individual words.

Revision

Regularly revise previously learned sets of vocabulary. Here are two games you could try in class:

- *Odd one out*. Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind*, *confident*, *rude*, *friendly*, where *rude* is the odd one out as it is the only word with negative connotations.
- *Word tennis*. This game can be played to revise word sets. Call out words in the set, and nominate a student to answer. The student must respond with another word in the set. Continue round the class. Students must not repeat any previous words. For example, with shops:

T: *bookshop*
S1: *supermarket*
T: *jeweller's*
S2: *electrical store*

Teaching grammar

Concept checking

The concept is important. Do not rush from the presentation to the practice before students have fully absorbed the meaning of the new language. You can check that they truly understand a new structure by:

- asking them to translate examples into their own language
- talking about the practice activities as you do them, asking students to explain their answers
- looking beyond incorrect answers: they may be careless errors or they may be the result of a misunderstanding
- contrasting new structures with language that they know.

Practice

Practice makes perfect. Use the activities in the *Grammar Builders*, photocopyables, the *Workbook* and on *iTools*.

Progression

Mechanical practice should come before personalised practice. This allows students to master the basic form and use it first, without having to think about what they are trying to express at the same time.

Teaching reading

Predicting content

Before reading the text, ask students to look at the picture and tell you what they can see or what is happening. You can also discuss the title and topic with them.

Dealing with difficult vocabulary

Here are some ideas:

- Pre-teach vocabulary. Anticipate which words they will have difficulty with. Put them on the board before you read the text with the class and pre-teach them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text.
- Ask students to look at the picture and tell you which word they are not going to find in the text. At the same time, check that they understand the other words.
- Having read through the text once, tell students to write down three or four words from the text that they do not understand. Then ask them to call out the words. You can then explain or translate them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they do not know. Knowing the part of speech sometimes helps them to guess the meaning.
- After working on a text, have students write in their vocabulary notebooks four or five new words from the text that they would like to learn.

Teaching listening

Pre-listening

This is an important stage. Listening to something 'cold' is not easy, so prepare students well. Focus on teaching rather than on testing. Here are some things you can do:

- Tell students in broad terms what they are going to hear (e.g. a boy and girl making arrangements to go out).

- Predict the content. If there is a picture, ask students to look at the picture and tell you what they can see or what is happening.
- Pre-teach vocabulary. Put new vocabulary on the board and check students understand it. Translating the words is perfectly acceptable.
- Read through the exercise carefully and slowly before students listen. Ensure that students understand both the task and all the vocabulary in the exercise.

Familiar procedure

It is not easy to listen, read the exercise and write the answers all at the same time. Take some pressure off students by telling them you will play the recording a number of times, and that they should not worry if they do not get the answers immediately. Tell students not to write anything the first time they listen.

Monitor

While students are listening, stand at the back of the class and check that they can all hear.

Teaching writing

Use a model

Ensure that students understand that the text in *Lesson G* serves as a model for their own writing.

Preparation

Encourage students to brainstorm ideas and make notes, either alone or in pairs, before they attempt to write a composition.

Draft

Tell them to prepare a rough draft of the composition before they write out the final version.

Checking

Encourage them to read through their composition carefully and check it for spelling mistakes and grammatical errors.

Correction

Establish a set of marks that you use to correct students' written work. For example:

- sp* indicates a spelling mistake
- w* indicates a missing word
- gr* indicates a grammatical error
- v* indicates a lexical error
- wo* indicates incorrect word order.

Self-correction

Consider indicating but not correcting mistakes, and asking students to try to correct themselves.

Teaching speaking

Confidence-building

Be aware that speaking is a challenge for most students. Build their confidence and they will speak more; undermine it and they will be silent. This means:

- encourage and praise your students when they speak
- do not over-correct or interrupt
- ask other students to be quiet and attentive while a classmate speaks
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting!'

Preparation

Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

Support

Help students to prepare their ideas: make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

Choral drilling

Listen-and-repeat activities which the class does together can help to build confidence because students feel less exposed. They are also a good chance to practise word stress and intonation.

Teaching mixed-ability classes

Teaching mixed-ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

Preparation

Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem – the stronger students because they will finish quickly and get bored, or the slower students because they will not be able to keep up? Think how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities and fillers for different abilities.

Independent learning

There is the temptation in class to give most of your attention to the higher-level students, as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It is often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

Peer support

If you are doing pairwork, consider pairing stronger students with weaker students.

Project work

Provide on-going work for stronger students. You can give stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project.

Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it is best to correct all mistakes, and to do so immediately you hear them. You want students to master the forms now and not repeat the mistake in later work.

Fluency

With activities such as role-play or freer grammar exercises, it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We should not show interest only in the language; we should also be asking ourselves, 'How well did students communicate?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self-correction

Give students a chance to correct themselves before you supply the correct version.

Modelling

When you correct an individual student, always have him or her repeat the answer after you correctly.

Peer correction

You can involve the rest of the class in the process of correction. Ask, 'Is that answer correct?' You can do this when the student has given a correct answer, as well as when the answer is incorrect.

1 Beginnings

Map of resources

1A Vocabulary and listening

Student's Book p5, Workbook p3
Photocopiable Activity: 1A Prefix to win! (TRCD-ROM)

1B Real English

Student's Book p6, Workbook p4
Photocopiable Activity: 1B Annoying habits (TRCD-ROM)

1C Culture

Student's Book p7, Workbook p5
Photocopiable Activity: 1C English literature (TRCD-ROM)

1D Reading

Student's Book pp8–9, Workbook pp6–7
Photocopiable Activity 1D: The Paralympic Games (TRCD-ROM)

1E Grammar

Students's Book p10, Workbook p8
Photocopiable Activity: 1E Phrasal verbs (TRCD-ROM)

1F Speaking

Student's Book p11, Workbook p9
Photocopiable Activity: 1F Discussion on ethical issues (TRCD-ROM)

1G Writing

Student's Book pp12–13, Workbook p10
Photocopiable Activity: 1G Describing an event (TRCD-ROM)

1 Review and Tests

Review 1–2 Student's Book p24
Review 1–2 Workbook p97
Photocopiable Activity: 1 How much can you remember? (TRCD-ROM)
Student Self-Test Sheets 1, 1–3 (TRCD-ROM)
Unit 1 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 1

Student's Book p14
Workbook pp93–96 Exam Challenge

iTools Unit 1

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)
Photocopiable Grammar activities (x2)
Photocopiable Vocabulary activities (x2)
Warmers and fillers
Extra Workbook listening exercises 1A Sport 1B Memory

1A Vocabulary and listening

Memories

LESSON SUMMARY

Vocabulary: adjectives describing emotional states, time expressions, prefixes

Listening: short monologues: listening for gist and specific information

Speaking: describing a memory

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, skip item 3 of exercise 1, ask students to describe 2 instead of 3 memories in exercise 6 and set the Vocabulary Builder exercises for homework.

Lead-in 3–4 minutes

- Ask students to brainstorm 'important firsts' in a person's life, such as the first time you rode a bicycle. With a **weaker class**, ask them to brainstorm in pairs.
- After 1–2 minutes, put students in pairs or groups of three and ask them to share their ideas and pick their most memorable 'first'.

Exercise 1 page 5

- Ask students to look at the photo and elicit one or two general comments on what is happening and how the child might be feeling. Then focus on the adjectives and check understanding of their meaning by asking questions. Ask: *Which word means: so impressed by something that you feel nervous and frightened? (overawed); feeling worried or unhappy about a situation, because you think something bad might happen or you're not sure that what you're doing is right? (uneasy); confused about where you are and where you should go? (disorientated); extremely upset and anxious so that you can't think clearly? (distracted); thinking or worrying about something so that you don't pay attention to other things? (preoccupied); feeling nervous or frightened or having lost confidence? (unnerved); feeling so emotional in response to something that you don't know how to react? (overwhelmed); thinking carefully before you do something because there may be risks involved? (circumspect); extremely confused? (bewildered); extremely quiet and shy / not wanting to talk to other people? (withdrawn).*
- As you elicit the words, listen out for errors in pronunciation and then model and drill those words; words most likely to be mispronounced are: *distracted* /dɪ'stræktɪd/, *bewildered* /bɪ'wɪldəd/ and *overawed* /,əʊvə'rɔːd/.
- In pairs students use the words to describe the child's feelings in more detail. Encourage students to expand on the reasons why he might experience these feelings, e.g. *I imagine he's feeling distracted as his father is just about to leave him.* Ask one or two students to repeat their description to the class.
- In 2, elicit from the whole class situations that might cause similar emotions.
- In 3, students describe their memories of their first day at school in pairs, using the new vocabulary where possible. Conduct a brief class feedback.

For further practice of Prefixes, go to:

Vocabulary Builder 1.1 Workbook page 102

- 1 2 disadvantaged
3 uninhabitable
4 irreplaceable
5 illiterate
6 impartial
7 inaccessible
- 2 1 c 2 d 3 a 4 b 5 g 6 e 7 h 8 f
- 3 2 underestimated
3 cross-cultural
4 self-taught
5 antisocial
6 co-operative
7 super-rich
8 misleading

Exercise 2 1.01 page 5

- Explain that students are going to listen to four speakers talking about aspects of their childhood. Pause after each speaker to allow them to choose a topic and compare their choice with a partner before checking the answer as a class.

Speaker 1 c Speaker 2 d Speaker 3 f Speaker 4 b

Audioscript 1.01 page 5

Ben As I recall, the trouble started when my little sister was born, and I had to move into my brother's bedroom. He hated having to share, and he took it out on me – although of course, it wasn't my fault. He used to play all kinds of tricks on me, particularly when I was in bed – like tipping glasses of water over my pillow, or putting strange things underneath the blankets to scare me. I complained to my mum and dad time after time, but either they didn't believe me, or they felt they couldn't do anything about it. With hindsight, I suppose it was all fairly innocent, and he never actually harmed me, physically – but at the time, I found the whole thing quite traumatic, and I'm sure it affected my relationship with my brother as we became adults.

Miranda I've always been quite an obsessive sort of person – and fickle too. I'll get really into something – or somebody – for a while, and then change my mind completely. For example, I'm totally fanatical about going to the gym. It's the most important thing in my life – for now. But I'm sure I'll go off it completely very soon. I was exactly the same as a child. I'd have a favourite dress, for example, and I'd wear it all the time. There was a denim dress I had when I was four. I can still picture it clearly – it had flowers embroidered around the hem. I wouldn't wear anything else – for weeks! Then suddenly, I decided I hated it. It was the same with videos: I'd watch the same film a hundred times until it became completely ingrained in my memory. Then I'd never see it again. My parents always thought I'd change as soon as I grew up but I haven't!

Phil Christmas is a very evocative time for me, I guess because it was so important to me when I was a child. As that time of year approached, I'd have endless conversations with my mum and dad about what presents I wanted Father Christmas to bring me. They always listened carefully, asking questions to make sure that I really wanted what I said I wanted. And when I opened my presents on Christmas morning, I usually discovered that I'd got what I'd asked for. It was a great feeling. Of course, once in a while I was slightly disappointed – for example, one year when I'd asked for a real, full-sized aeroplane, I didn't get it. But generally speaking, Father Christmas was very kind to me, and I can't call to mind many disappointments. And I didn't for a moment suspect that my parents were buying the presents for me – at least, not until I was much older ...

Sue It was my very first day at primary school and I was so upset about leaving my mum that I cried for most of the morning. Anita came up to me at lunchtime and told me not to worry, that everything would be OK. She smiled, and I felt better. I still have a clear recollection of that smile. We became friends at once, and we remained inseparable for years. We sat next to each other in class, we had lunch together, we shared our secrets, our fears and anxieties, everything. After primary school, Anita and I went to different secondary schools and saw much less of each other. We still saw each other at weekends

sometimes, but gradually we drifted apart. In the end, we lost touch with each other completely and I've no idea where she is now or what she's doing. It's a shame, really – I still think about her quite often and wish we could meet up. It would be fun to reminisce about the good old days. Mind you, if we met up now, we might have absolutely nothing in common! Perhaps it's better just to keep the nice memories.

Exercise 3 1.01 page 5

- Students work individually. Encourage them to refer to the wordlist at the back of the Workbook. Then play the recording for students to check their answers.
- During feedback clarify the differences in meaning between the words. Model and drill the words with tricky pronunciation, namely, *hindsight* /haɪnsaɪt/, *traumatic* /trɔ:'mætɪk/ and *reminisce* /,remɪ'nɪs/, and highlight the fact that the *re* in *recollection* and *reminisce* is pronounced /re/ in contrast to the usual pronunciation of the prefix *re* /ri:/ as in *rewrite*, *retake*, *rearrange*, *reorganise*, etc.
- With a **stronger class** point out that *to picture* is an example of a noun used as a verb and ask if they can think of other examples (*to father*, *to mother*, *to bin*, *to knife*, *to network*, *to rubbish*, *to pencil*).
- Remind students that many of the words are part of fixed expressions and that they should record the full expression in their vocabulary notebooks. (*With hindsight, as I recall, picture sth clearly, ingrained in one's memory, reminisce about the good old days.*)

1 recall 2 hindsight 3 traumatic 4 picture 5 ingrained
6 evocative 7 call 8 recollection 9 reminisce

Exercise 4 page 5

- Students complete the exercise in pairs. Set a time limit of two minutes. Check answers as a class.

- 1 repeatedly
- 2 then
- 3 for now
- 4 very soon
- 5 all the time
- 6 never-ending
- 7 occasionally
- 8 never
- 9 immediately
- 10 finally

Exercise 5 page 5

- Ask students to complete the text individually using two expressions in each gap. Then let them check in pairs before going through the answers.
- During feedback highlight the following points related to word order:
 - Generally speaking, simple one-word adverbs of frequency, e.g. *occasionally*, *never* come before a verb, whilst longer adverbial phrases, e.g. *time after time*, *for the time being* sound more natural at the end or beginning of sentences.
 - *Not for a moment* is commonly used, as it is here, in sentences with dramatic inversion, e.g. *Not for a moment did I think about giving up.*

- 1 Occasionally / From time to time
- 2 immediately / at once
- 3 Then / At the time
- 4 never-ending / endless
- 5 never / not for moment
- 6 all the time / the whole time
- 7 repeatedly / time after time
- 8 finally / in the end

Exercise 6 page 5

- Refer students to the topics in exercise 2. Demonstrate by describing a memory of your own, incorporating language from exercises 1, 3 and 4. Give students a minute to make notes to describe their memories.

Exercise 7 page 5

- Students take turns to describe their memories to their partners. Circulate as they do the activity, listening, answering questions and making a note of any important mistakes or good examples of language to be used in feedback at the end.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can talk about childhood memories and describe how I felt.*

1B Real English

Inheritance

LESSON SUMMARY

Grammar: habitual actions

Listening: a dialogue about family similarities

Speaking: talking about inherited characteristics

Topic: Science and technology, People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, set exercise 2 and the Grammar Builder exercises as homework.

LEAD-IN 3-4 MINUTES

- Write on the board *DNA*. Say: *Do you know what this is? Talk with your partner and find out how much they know about it.* Give them one minute to talk together.
- Elicit information from pairs to write on the board.

Exercise 1 page 6

- Focus on the photo and questions and establish the difference between *inherited* (via one's genes) and *acquired* (via one's environment). Ask students to discuss the questions in pairs.

Exercise 2 1.02 page 6

- Students do the exercise in pairs. You could run it as a competition. After they have completed and answered the questions, ask students to exchange their answers with another pair. Play the recording and pause after each section to allow them to mark the answers. Two points are awarded for each question: one for using the correct word from the box and one for choosing the correct answer.

1 helix b 2 chromosomes a 3 bases a 4 genome b
5 code c 6 trait c

Audioscript 1.02 page 6

Every human being in the world begins life as an egg – a single cell. Once fertilised, that egg develops into a person. But how does one microscopic cell know exactly how that complete individual should develop?

The answer is that all the instructions necessary for an organism to develop, survive and reproduce are contained in its DNA, sometimes referred to as the 'double helix' because of the way the two long strands of genetic information run side by side in a spiral. The nucleus of almost every human cell contains 23 pairs of chromosomes. Each of these chromosomes contains several hundred or even several thousand genes, and each one of these is in turn made up of thousands or hundreds of thousands of chemical building blocks called bases.

There are only four different bases; it's the sequence which determines the information, just as all the information on computer discs, CDs and DVDs can ultimately be reduced to a succession of ones and zeroes.

In total, the human genome, which is a complete map of human DNA, includes about 25,000 different genes. These genes are by no means unique to humans. Chimpanzees and humans share around 98% of their genes – and even 50% of the genetic code of bananas is common to humans. That means we're all half bananas!

All of your DNA is inherited from your mother and father, but the parts are rearranged in a way that makes you genetically unique (unless of course you have an identical twin). That is why you have points of similarity with your siblings but are also different from them. It is also possible to inherit physical or personality traits from your grandparents or more distant ancestors, since recessive genes can be handed down through the generations and only take effect when two are inherited, one from each parent. That is how two people with brown eyes can produce a child with blue eyes.

Exercise 3 1.03 page 6

- Before playing the recording, give students a few moments to read through options a–f. Elicit synonyms for *resemblance* (similarity) and *traits* (characteristics).

a, b and d are mentioned

Audioscript 1.03 page 6

Tara It's strange, because physically, the person I'm most similar to is my dad. We've got the same hair, the same eyes ... and I've definitely got my dad's nose ... unfortunately! But in terms of personality, it's my mum that I take after.

Ben In what way?

T Lots of ways. For example, we've got a lot in common when it comes to dealing with stressful problems. And if I'm going through a difficult time, I'll often call my mum to talk about it. She understands me better than anybody else – because we're so similar.

B I don't think I'm particularly like either of my parents, really. But apparently, I'm the spitting image of my granddad. He died before I was born, but I've seen photos.

Claire And can you see the resemblance yourself?

B Definitely! It's quite uncanny.

C Hmm. Other people notice a strong family resemblance between me and my sister, but to be honest, I can't really see it.

T Well, I think it's always easier for outsiders to see those similarities.

C True. In fact, when we were younger, people were always mistaking us for twins! I used to hate that, because I'm eighteen months older.

B My brother looks absolutely nothing like anybody else in the family. We've all got straight, dark hair – his hair is curly ... and ginger!

T Maybe there was a mix-up in the hospital.

B Actually, when we were younger, I told him he was adopted.

C Aaah, that's horrible.

B I know. But I was only eight or nine, I didn't know any better.

T Did he believe you?

B Yes, he did. He got really upset about it, and then told my mum – so then I got into trouble.

C Serves you right!

T And do you look like either of your parents, Ben?

B Yes, I suppose so. I can see my dad in myself quite clearly. And maybe one or two features from my mum – my eyes, perhaps.

T It's interesting hearing you say that you've inherited your grandfather's appearance. Because in my family, there's this weird connection between my sister and my grandma.

C Oh yes? What's that?

T Well, my grandmother, apparently, when she was a little girl, used to suck the third finger of her left hand. And my sister, when she was younger, used to do exactly that same thing – the same finger. And of course, she never saw my grandmother doing it – so the habit must have been passed on genetically.

Exercise 4 1.03 page 6

- Play the recording a second time, pausing to allow students to write down the complete sentences.

- 1 I've definitely got my dad's nose.
- 2 In terms of personality, it's my mum that I take after.
- 3 We've got a lot in common when it comes to dealing with stressful problems.
- 4 I'm the spitting image of my granddad.
- 5 Other people notice a strong family resemblance between me and my sister.
- 6 My brother looks absolutely nothing like anybody else in the family.
- 7 I can see my dad in myself quite clearly.
- 8 The habit must have been passed on genetically.

Optional extra activity 1B

Vanishing sentences

www.oup.com/elt/teacher/solutions

Exercise 5 page 6

- Give students five minutes to write their sentences. Let them compare sentences with a partner before asking a few students to read out their sentences.

Exercise 6 page 6

- Ask students to underline the verb forms and check the answers before getting them to complete the chart. Do the first two together to get them started.

1 used to 2 'll 3 were always -ing 4 'd 5 will
6 is forever -ing 7 would 8 usually

neutral past: used to, were always -ing present: I'll, usually I'd
expressing disapproval: past: would present: will, is forever -ing

Pronunciation note – Expressing disapproval with *will* and *would*

When we describe a habitual action in a neutral tone we do not place stress on *will* and *would* and we often contract them to 'll and 'd. To express disapproval of a habitual action, we always use the full stressed form of *will* or *would*.

For further practice of Talking about habitual actions, go to:

Grammar Builder 1.1 Student's Book page 115

- 1
 - 1 a, c
 - 2 b, c
 - 3 a, b, c
 - 4 a, b
 - 5 b
 - 6 a, c
- 2
 - 1 My mother usually cooks something special whenever we go round.
 - 2 Gina is constantly taking / constantly takes my CDs without asking.
 - 3 We didn't use to have any pets when we were little.
 - 4 Ben was always leaving his dirty dishes all over the place when he lived with us.
 - 5 Every summer we used to make sandcastles on the beach.

Exercise 7 page 6

- Students do the activity in pairs. Circulate and monitor for correct use of habitual language.

Exercise 8 page 6

- Focus on the instructions and the example question. As the students continue the questionnaire, walk around checking that the questions are correctly formed.

Exercise 9 page 6

- Students interview each other in pairs. Encourage them to give expansive answers with examples and to ask follow-up questions. Conduct a brief whole-class feedback at the end.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can talk about habitual actions in the present and past. I can describe inherited characteristics.*

1C Culture

The origins of English

LESSON SUMMARY

Listening: a radio talk about the origins of the English language

Vocabulary: words which have recently entered the English language

Speaking: talking about the origins of the students' own language

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercises 1 and 4 as a whole class activity, and limit the time given to the discussion questions in 5.

LEAD-IN 3-4 MINUTES

- Put students in small groups. Ask them to think of any words in their language which may originally have come from another language (and which language that might be). After one or two minutes, regroup them so that they can share their ideas with other students. Conduct whole class feedback, eliciting ideas, particularly about when and for what reasons certain words started to be used in their language.

Exercise 1 page 7

- Explain that the excerpts 1-5 illustrate different stages in the development of the English language. Give students two minutes to match the excerpts with the works of English literature. Ask them to explain how they made their choices.
- 1 d (all words are recognisable, but some are used differently or in a different order, e.g. four-and-twenty hours)
 - 2 c (most words are recognisable, but *doth* is no longer used)
 - 3 a (hardly any words are identifiable)
 - 4 e (all words and their uses are the same as they are today, the image of the grandmother exploding is surreal and contemporary)
 - 5 b (there is a higher proportion of recognisable words than in 3, but fewer than in 2)

Culture note – English texts

Beowulf – The poem is about a hero called Beowulf who fights monsters and a dragon. It is set in Scandinavia. In 2007 it was made into a film starring Ray Winstone and Anthony Hopkins.

The Canterbury Tales – In this work, a number of pilgrims travel together from Southwark, in London, to Canterbury and tell each other stories when they stop each night. There are many different characters including a monk, a miller, a sailor, a knight and a nun.

Geoffrey Chaucer – Born 1343, died circa 1400, Chaucer is sometimes called the father of English literature, as before him, most work was in Latin or French. He wrote stories and poetry but is mainly known for *The Canterbury Tales*.

Romeo and Juliet – This is the tragic story of a young man and young woman who fall in love but cannot be together because of the feud between their families. It has been made into a number of films, including one starring Leonardo DiCaprio, but many other famous actors have played the starring roles, e.g. Laurence Olivier, Judi Dench. It was also the basis for the musical *West Side Story*.

William Shakespeare – Born April 1564, died April 1616. This English poet and playwright is often called England's national poet. He is best known for his plays but also wrote 154 sonnets and other poems. His plays have been translated into every major living language, and are performed more often than those of any other playwright.

Great Expectations – This novel was written towards the end of Dickens's life. In it, the orphan Pip tells the story of his life from childhood until adulthood.

Charles Dickens – Born 7 February 1812, died 9 June 1870, Dickens is one of England's best known Victorian novelists. He wrote over twenty novels and many short stories. Well-known novels include *Oliver Twist*, *A Christmas Carol* and *Great Expectations*. Many of his novels have been made into films and *Oliver Twist* has also been made into a famous musical.

The Crow Road – This novel is about Scotsman Prentice McHoan. Prentice's Uncle Rory disappears mysteriously while writing a book called *The Crow Road*. Prentice sets out to solve the mystery.

Iain Banks – Born 16 February 1954, Iain Banks is a well-known contemporary Scottish author. He has written over twenty novels, including some science fiction. His most famous novels to date include *The Wasp Factory* and *The Crow Road*, which has been adapted for British television.

Exercise 2 1.04 page 7

- Tell students they are going to listen to a radio programme about the history of the English language. Elicit ideas about what type of information they might hear. Ask: *What factors influence the development of a language?* (wars, invasions, immigration, trade).
- Focus on the terms and play the recording. Check answers as a class.

1 Old 2 Middle 3 Modern

Audioscript 1.04 page 7

The history of the English language is a complicated one, mainly because it is inevitably linked with the history of Britain and its inhabitants. Languages, like populations, are influenced by wars, invasions, immigration, trade and many other factors. But in order to simplify the story of English, we often divide its history into three main phases.

During the fifth century, Britain was invaded by Germanic tribes from mainland Europe: the Angles, the Saxons and the Jutes. They displaced the existing population – and their Celtic languages – to the fringes of the country: Wales, Cornwall and the North. The languages of the invading tribes formed the basis of the English language. Today, we usually refer to this Anglo-Saxon language as 'Old English' and much of the vocabulary that we still use today has its roots in Old English – particularly words which are connected with their farming lifestyle: *earth*, *plough* and *sheep* are three examples of words with Anglo-Saxon origins. Perhaps surprisingly, Old English did not borrow many words from the Celtic languages of Ancient Briton – maybe because the two populations did not really mix. One of the few is the word *Britain* itself – another is the name of London's main river, the *Thames*. It did borrow words from Latin, however –

school is one example – as well as adopting the Roman alphabet, which is still used today to write English and many other languages.

Between about 800 and 1000 AD, Viking invaders from Norway and Denmark came to Britain, settling mainly in the northern and eastern parts of the country. Many words from their language – Old Norse – became part of Old English, and some of these survive to this day, such as the common verbs *get*, *take* and *want*.

The transition from Old English to Middle English happened gradually – beginning around the eleventh century. Grammar became much simpler. In Old English, there is a complex system of inflections, just as there is in German or Latin. But in Middle English, there are very few inflections. To avoid this resulting in ambiguity, the word order becomes more rigid. In other words, we can tell which noun is the subject of a verb and which is the object not by the endings of the nouns, but by the fact that the subject comes before the verb and the object comes after. This is of course a feature of Modern English, too. As well as the grammar, the vocabulary of Middle English is different from Old English. For example, it contains a lot of French words. This is because Britain was conquered by the Normans from Northern France in 1066. For the next three hundred years or so, Britain was ruled by the French, and the Anglo-Saxon population were mainly deprived of power and wealth. The superior social position of the French during that time is reflected even today in some of the words we use. For example, the words for the meats *beef* and *mutton* come from the French words *boeuf* and *mouton*, while the words *cow* and *sheep* originally come from Anglo-Saxon. This reflects the fact that the Anglo-Saxon peasants had to look after the animals so that their French masters could dine on the meat.

The third phase, Modern English, is generally agreed to begin around the time that the printing press was invented at the end of the fifteenth century. In the 1700s, the first dictionaries of English began to record vocabulary. The spelling of words became more stable; up to this time, writers used to spell a word however they wanted to! And as science flourished, thousands of new words were added to the English language, the majority taken from Greek – for example, *microscope* and *biology* – or Latin, such as the word *science* itself. The process of change is a continuous one – and there is no reason to think that Modern English will be the final and everlasting form of the language. On the contrary, it is already being transformed by several powerful influences. One of them is the Internet; another, related influence is the global community of non-native speakers of English, which far outnumbers the community of native speakers. What will the English language be like in the future? Nobody can be sure – but it will certainly not be the same as the English of today.

Exercise 3 1.04 page 7

- Focus on the sentences and emphasise that each sentence should be completed with a maximum of three words. Let students complete some of the sentences from memory. For the others, give students practice in predicting answers by going through and eliciting guesses for the type of answer they can expect.
- Play the recording again and check answers together.
- With a **weaker class** get students in pairs to recap on what information they heard before they listen again.

- 1 Celtic languages
- 2 and the North
- 3 farming lifestyle
- 4 the (Roman) alphabet
- 5 northern and eastern
- 6 much simpler / more rigid
- 7 French
- 8 the printing press
- 9 non-native speakers

Exercise 4 page 7

- Focus on the instructions. Do the first question together, then ask students to continue the exercise individually. Check in pairs before class feedback.
- During feedback ask students to explain how the words were formed.

- 1 d (an acronym from *not in employment, education or training*)
- 2 h (from *shed* and *headquarters*)
- 3 a (from *peer* and *parent*)
- 4 f (from *more* and *bourgeoisie*)
- 5 c (from *new* and *repeat*)
- 6 b (from *slum* and *suburb*)
- 7 e (from *local* and *globalisation*)
- 8 g (from *local* and *-ivore (carnivore / herbivore)*)

Optional activity – Neologisms

Write the following neologisms (new words) on the board and ask students to try to guess what they mean.

- | | |
|--------------|---------------------|
| 1 staycation | 4 babymoon |
| 2 ringxiety | 5 marmalade dropper |
| 3 exergaming | |

Elicit ideas, but don't confirm or correct at this point. Read out the definitions below one by one. Students call out the answers.

- a the activity of playing video games that provide physical exercise
- b vacation taken at or near one's home
- c a piece of information, especially in a newspaper or on television, which is very exciting
- d the annoying feeling of mistakenly thinking you can hear your mobile phone ringing
- e a special holiday taken by parents-to-be before their first baby is born

1 b 2 d 3 a 4 e 5 c

Exercise 5 page 7

- Ask students to think about the questions in pairs before opening up the discussion to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand a talk about the origins and development of the English language. I have learned some words that have recently entered the English language.*

1D Reading

Sporting origins

LESSON SUMMARY

Reading: three short articles; multiple matching

Vocabulary: adverbs and adverb collocations

Speaking: a discussion about sport

Topic: Sport

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, skip the second part of exercise 2 and ask students to read the texts for the first time at home.

LEAD-IN 4–5 MINUTES

- Tell students you are going to give them one minute to think of a sport, the equipment needed to play it, the number of people who play and the place where it is played. They should not talk to anyone else. After one minute, put them in groups of four or five and ask them to slowly give pieces of information about their sport, pausing to give the other students in the group time to think and guess. The person who guesses the sport first gets a point.
- As a class, elicit some of the more unusual sports.

Exercise 1 page 8

- Refer students to the quotation and elicit ideas about what it means. Then ask them to talk in pairs for a minute about whether they agree with it, before discussing as a class.

Robert Morley is probably suggesting that ball sports bring out human nature's worst traits: a tendency to warlike behaviour, violence and cheating.

Culture note – Robert Morley

The actor Robert Morley (1908–1992) was known for being 'portly' (overweight) with a double chin. He often played rather pompous character parts in films. It's easy to imagine that sport wasn't really his thing.

Exercise 2 page 8

- Put students into pairs to name the sports and check answers. Ask them to think of ten more ball sports. Stop when the first pair has come up with ten.

A water polo B rugby C polo D hockey E basketball
Other ball sports: baseball, billiards, bowling, cricket, croquet, football, golf, netball, squash, (table) tennis, volleyball

Exercise 3 page 8

- Ask students to skim read the texts to find the answers to the questions. Set a time limit of three minutes to discourage them from reading too intensively at this stage. They will have a chance to read the text in more detail later.

A rugby B basketball C baseball

Rugby was invented first (1823), baseball second (1839) and basketball third (1891).

Exercise 4 page 8

- Focus on the *Reading tip!* and ask students to highlight the key words in the questions before they read the text. They then look for synonyms or paraphrases in the text and underline the relevant sections. Check answers.

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

Cultural note – Public school

Remind students, if necessary, that a public school, in direct contrast to what its name suggests, is actually an expensive and exclusive type of private school. Well-known public schools are Eton, Harrow and Rugby, which, like other public schools, place a lot of emphasis on traditional subjects and sport. The term 'public' refers to the fact that in the past these schools could be attended by any member of the paying public, as opposed to a religious school, which was open only to members of a particular church. It also distinguished them from private education at home.

Exercise 5 page 9

- Students complete the exercise alone and then compare answers with a partner before whole class feedback. Elicit a quick translation to check comprehension of some of the trickier words.

1 largely 2 resolutely 3 promptly 4 supposedly
5 essentially 6 thus 7 roughly 8 ironically 9 widely
10 categorically 11 onwards 12 loosely

Language note – Collocation

To further illustrate the point about collocation in the *Look out!* box, refer students back to exercise 5 and explain that some of the synonyms could be substituted into the text, whereas others wouldn't sound natural. For example, *loosely based* sounds natural, whereas *vaguely* doesn't normally collocate with *based*, and therefore doesn't sound as natural. Likewise, *state categorically* collocates more naturally than *state unambiguously*. Collocation is highly important at advanced level, and a sense of which words commonly co-occur can only be developed through maximum exposure to written and spoken English.

Exercise 6 page 9

- Read through the information about collocations in the *Look out!* box together.
- Introduce the topic of drugs in sport by writing *doping* on the board, asking students to tell you what they know about it and if they know of any recent scandals involving athletes that have been banned due to a drugs-related incident.
- Students complete the exercise individually or in pairs. Check answers together.

1 b 2 a 3 b 4 c 5 a 6 c 7 c 8 a

Exercise 7 page 9

- Begin by giving your own example of a sport which should be un-invented, giving reasons why. Divide the class into small groups and ask them to do the same. Ask a spokesperson from two or three of the groups to report their ideas back to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an article about the origins of sports. I can understand the importance of collocation and have learned some adverb collocations.*

1E Grammar

Phrasal verbs

LESSON SUMMARY

Grammar: phrasal verbs

Reading: two short articles about the effect of genes and environment on personality

Speaking: Science and technology

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder exercises as homework.

LEAD-IN 2-3 MINUTES

- Write on the board: *Nature or nurture?* Ask if anyone has ever heard this phrase before. If not, tell them it queries whether your environment and upbringing or your genes are responsible for forming your personality. Put them in small groups to discuss which they think is true, giving examples if they can from their lives, and the lives of their family and friends. Conduct class feedback.

Exercise 1 page 10

- Focus on the title of the text and ask students what they think it means. Then either ask students to read the text silently or get them to take it in turns to read it aloud around the class and explain the meaning of the question. In pairs they write a sentence summarising the answer. Check the answer together.

The title asks the question: *What are the factors that determine someone's personality?*

Answer: *Your genetics, your environment, your free will*

Exercise 2 page 10

- Go through the four different types of phrasal verbs. Write an example on the board to illustrate each type. (e.g. 1 *sit down*; 2 *point out* – *point out a mistake*, *point a mistake out*, but *point it out* not *point out it*; 3 *look for* – *look for the book* not *look the book for*; 4 *get away with*).
- Do the first one together, and then students continue alone or in pairs.

a type 4 b type 2 c type 3 d type 1 e type 1 f type 2
g type 4 h type 2

For further practice of Phrasal verbs, go to:

Grammar Builder 1.2 Student's Book page 115

- 1 2 puts up with them / it
3 're setting off
4 cheer him up
5 got away with it
6 'm going to pass out
7 tore it up
8 went for her
- 2 2 ran into her
3 'll turn him down
4 went through it
5 've done away with it / did away with it
6 got away
7 've fallen out with them
8 lets us down

Language note – The grammar of phrasal verbs

The aim of exercise 2 is to remind students that knowing a phrasal verb is not simply a question of understanding its meaning but of knowing how it behaves grammatically as well. Students are not expected to remember in the future exactly what a type 2 phrasal verb is in relation to a type 3, or to be able to state whether a phrasal verb is transitive or separable, but just to be aware of the different patterns. For this reason when they come across a new phrasal verb they should make a point of 'noticing' the pattern it takes, and when noting it down in their vocabulary book, include an example which shows which type it is.

Exercise 3 page 10

- Read through the *Look out!* box together, and then focus on the instructions. Analyse the first verb together as a whole class before students continue alone or in pairs.

- 1 to admit defeat, to take back an opinion, type 1, active
- 2 to resist, not accept bad treatment from somebody without complaining, type 4, active
- 3 to continue to do something until it has finished, in spite of difficulties, type 2, active

- 4 to stop doing something, type 1, active
- 5 to give something to the next generation, type 2, active
- 6 to develop into an adult, type 1, active
- 7 to be the explanation for, type 3, active
- 8 with *mind* = to decide, type 2, active

Exercise 4 page 10

- Students quickly read the text to answer the question.

Identical twins have the same DNA, so any differences between them must be accounted for by their environment.

For further practice of Phrasal verbs: passive and infinitive forms, go to:

Grammar Builder 1.3 Student's Book page 116

- 1 2 has been called off
 - 3 was brought up
 - 4 is being carried out
 - 5 will be laid off
 - 6 was broken up
 - 7 is being held up
 - 8 has been turned down
- 2 2 to do it up
 - 3 to get round to doing it
 - 4 to put us up
 - 5 to get through to her
 - 6 to give it up
 - 7 to go with it

Exercise 5 page 10

- Students can do the exercise individually or in pairs.

- 1 break it down
- 2 looking into it
- 3 come up with
- 4 give it up
- 5 get away with them
- 6 work it out
- 7 brought up in different families
- 8 account for them

Exercise 6 Page 10

- If possible, get students to work with a different partner for this exercise. Encourage them to use the phrasal verbs in their answers and to ask at least two follow-up questions for each answer their partner gives.

Extra activity – Further phrasal verbs practice

Ask students to write five questions to ask their partner, along the lines of those in exercise 6, using the other phrasal verbs in exercise 3. However, instead of writing the full phrasal verb, they should write the particle (adverb or preposition) but blank out the main verb. They pass the questions to their partner, who fills in the blanks. They then interview each other using the questions they have written.

Lesson outcome

Ask students: *What have you learnt? What can you do now?* and elicit: *I can use phrasal verbs correctly.*

1F Speaking

Discussion

LESSON SUMMARY

Functional English: reacting to opposing views

Listening: a discussion about genetic engineering

Vocabulary: adverb collocations

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, play the recording once only and limit the discussion time in exercise 7.

LEAD-IN 3–4 MINUTES

- Put the students in pairs or small groups. Ask them to brainstorm what traits make humans unique in the animal world. After one minute, ask them to think of any animals that they think display traits which are similar to human beings. Give an example if necessary; dogs are often said to show loyalty, dolphins display considerable intelligence. Give them a minute or two to brainstorm. Now ask them: *Which of these animals, blended together, would be the closest to a human being?* After a minute, students share their ideas with the class and give explanations for their choices where necessary.

Exercise 1 page 11

- Focus students on the question and the options and then ask them to quickly find the answer in the first paragraph.

c

Exercise 2 page 11

- Ask students to read the rest of the text and share their views with a partner. Keep this brief in order not to pre-empt the discussion later.

Exercise 3 1.05 page 11

- In a **weaker class** pre-teach: *weird, alter, feature* and *offspring*.
- Play the recording once and let students compare with a partner before class feedback.
 - a The man is in favour, the woman is against.
 - b The woman thinks the man isn't being serious when he starts fantasising about having Spiderman powers.

Audioscript 1.05 page 11

Man Did you read about that experiment they did on a monkey – adding a gene from a jellyfish?

Woman I think I saw something about it on TV.

M It made the monkey give off green light. Weird, eh?

W I think it's terrible.

M Why? It's just an experiment. The monkey looked OK to me – it wasn't in pain or anything. It was just a bit ... well, a bit green.

W I just hate the whole idea. I don't think you can defend animal experiments, from a moral point of view. We don't have the right to use animals in that way.

M I don't really agree with that. Of course nobody wants animals to be harmed unnecessarily – but these are really important experiments. Without them, scientists will never find a cure for serious diseases like cancer.

W That's just an opinion – there's no evidence to prove it.

M I reckon it's true, though. And I think genetic treatments are the future of medicine. In fact, in my opinion, scientists will one day be able to cure any disease – serious diseases, I mean – by altering a patient's DNA. I read that in a magazine somewhere. Wouldn't it be amazing if all those diseases had cures?

W But where will it end? It's a dangerous road to go along, don't you think? I mean, we still don't know enough about how our DNA works. We might make alterations which cure a certain disease, but at the same time, have other terrible consequences – you know, side effects that nobody predicted.

M That's a fair point, I suppose. But in my view, it's worth taking the risk – because the benefits could be so fantastic. And the science is advancing so quickly – it's impossible to stop it, so we should learn to live with it and be happy about it.

W That argument doesn't make sense. Just because something seems unstoppable is no reason to welcome it. I mean, you could say the same about global warming and climate change. Would you welcome those?

M Well, I do like a bit of nice weather.

W I just hate the idea of 'designer babies', with parents choosing all the best features for their offspring by looking at their genes. It just isn't right. And you know what will happen – 'ordinary' people, who haven't been specially designed by their parents using genetic technology, will end up as some kind of inferior race. Only the genetically perfect people will get good jobs, or health insurance – or be allowed to have children.

M You don't need to take things to such an extreme. Nobody's talking about creating a race of super-humans – it's much simpler than that. Why shouldn't parents have the choice of a girl or a boy?

W Huh. I know which I'd choose.

M What do you mean?

W I'm amazed you're still defending this kind of experiment. Can't you see where it will lead? One day they're experimenting on monkeys, the next they'll be creating some kind of monster by combining human and animal DNA. It's like a science fiction horror movie.

M I see what you mean. But I quite like the idea of somehow mixing human and animal DNA. Imagine, you could have a spider gene inside you and be Spiderman – walking up buildings and spinning webs ...

W You can't be serious.

M Or Eagle man – with the power of flight ...

W Now you're just being silly. I'm not talking to you about it any more.

Exercise 4 page 11

- Having established who is in favour and who is against, the students can work out who made each statement without hearing the recording a second time.
- Students then work individually or in pairs to complete the sentences. Point out that many of these are further examples of adverb collocations and should be learned and recorded as a complete phrase.
- During feedback, to check understanding, ask for synonyms for some of the more challenging vocabulary, e.g. *indefensible* (wrong), *modified* (changed), *unforeseen* (not predicted), *virtually* (almost).

1 **morally** 2 **genetically** 3 **eventually** 4 **freely** 5 **entirely**
6 **Realistically** 7 **widely** 8 **virtually**

Exercise 5 1.06 page 11

- Ask students to complete the sentences, and then listen and check.

1 **agree** 2 **prove** 3 **end** 4 **suppose** 5 **make**
6 **have; take** 7 **see** 8 **be**

Audioscript 1.06 page 11

- 1 don't really agree with that.
- 2 That's just an opinion – there's no evidence to prove it.
- 3 But where will it end?
- 4 That's a fair point, I suppose. But in my view ...
- 5 That argument doesn't make sense.
- 6 You don't need to take things to such an extreme.
- 7 I see what you mean. But ...
- 8 You can't be serious.

Extra pronunciation activity – Word stress

The following adverb–adjective collocations are useful for discussion. Write them on the board (without stress marked) for students to copy. Read them out (stressing them as shown) and ask students to mark the stress. With a **stronger class** they can be asked to mark the stress before hearing it. Model and drill the words chorally and individually, keeping a snappy pace.

- 1 **en**vironmentally un**fr**riendly
- 2 **po**litically incor**re**ct
- 3 **co**mpletely un**ac**ceptable
- 4 **u**tterly bar**ba**ric
- 5 **to**tally un**eth**ical
- 6 **pe**rfectly just**ifi**able
- 7 **en**tirely **re**asonable
- 8 **mo**rally **wro**ng
- 9 **vir**tually imp**o**ssible
- 10 **hi**ghly imp**ro**bable

Exercise 6 page 11

- Read the statement together and find out through a show of hands how many students agree and how many disagree. Divide students into two groups accordingly. The groups should be equal in size so some students may have to 'adopt' another view. Monitor as they write their lists, feeding in ideas if necessary.

Exercise 7 page 11

- Ask students to find a partner from the opposite group, to discuss the statement. Circulate as they speak, noting down examples of language (both good and bad) to highlight in a language feedback session.

Optional speaking activity 1F

Presentation: sports at school

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can express my opinions on ethical issues.*

1G Writing analysis

Describing an event

LESSON SUMMARY

Writing: a description of an event

Language: using sentences of different lengths, using similes

Topic: Family and social life

SHORTCUT

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

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in for the writing analysis brief, skip exercise 6 of the writing analysis and the lead-in for the writing task. Ask students to brainstorm and plan in class but to finish exercise 7 for homework.

LEAD-IN 2-3 MINUTES

- Put students into pairs. Tell them to ask each other: *What's your favourite kind of music and who are you listening to these days? Do you buy CDs or download music? Do you prefer songs in English or your language?*
- Give them two minutes to talk and then ask some students to feed back on what their partner said.

Exercise 1 page 12

- Students read the model and answer the question in pairs. Make sure students understand that *gig* (meaning *concert*) can refer to a small band playing in a small venue or a big name band playing at a very large venue. Ask a few students to report back on their partner's experience.
- With a **weaker class** pre-teach: *buzz* (the sound of people talking in an excited way), *make out* (distinguish), *encore* (an extra short performance of a song at the end of a concert), *stumble out* (walk outside in an unsteady way).

Exercise 2 page 12

- Focus on the *Writing tip* and ask individual students to find examples of short sentences and determine their purpose.

I was thrilled used for emphasis

We waited used to build suspense

Exercise 3 page 12

- Students rewrite the sentences individually or in pairs.
- When we arrived at our hotel, I went straight upstairs and looked out of the window. There was the sea! (emphasis)
 - As Ben approached the door, he could hear footsteps inside the room. He turned the handle. The door swung open. He finally came face to face with the man who had been following him. (tension, suspense)
 - The playground was huge. I had never seen so many other children in one place. They were running to and fro, shouting and bumping into each other. It was terrifying. (emphasis)

Exercise 4 page 12

- Students complete the exercise individually or in pairs.

1 like 2 as; as 3 as if

Exercise 5 page 12

- Again, students can do the task individually or in pairs. Check that students understand the meaning of *maze* (labyrinth). Point out that *as though* can be used as an alternative to *as if*.

1 like 2 as; as 3 as if / though

Optional extra activity 1G

Similes

www.oup.com/elt/teacher/solutions

Exercise 6 page 12

- Put students in pairs to invent their own similes. Ask a few pairs to read out their answers.

Lesson outcome

Ask students: *What have you studied today?* and elicit: *I can describe an event. I know how to create emphasis and build tension using short sentences. I can make my writing more descriptive using similes.*

1G Writing task

Describing an event

LESSON SUMMARY

Writing: a description of an event

Topic: People

SHORTCUT

To do the lesson in 30 minutes, finish the writing task for homework.

LEAD-IN 2-3 MINUTES

- Give students two minutes to brainstorm adjectives for feelings, e.g. *delighted*, *depressed*. When the time is up, ask them to give you adjectives for any strong feelings and check that everyone knows the meaning of each word.

Exercise 1 page 13

- Students do the matching task individually and then check in pairs. Encourage them to refer to the wordlist at the back of the workbook. Check their answers, eliciting quick translations for the harder items, before asking them to think of situations where they might experience these states.

apprehensive, nervous
baffled, perplexed
disenchanted, disillusioned
eager, enthusiastic
elated, thrilled

petrified, terrified
reluctant, unwilling
remorseful, repentant
tense, uptight

Exercise 2 page 13

- Read through the *Writing tip* together. You could point out that even in a rich language like English there are very few true synonyms. Words which seem like synonyms usually differ very slightly in meaning, collocation, register or regional use. The dictionary extract shows how the Oxford Advanced Learner's Dictionary gives information about the differences between these synonyms.
- Students do the task individually and check their answers with a partner.

1 cross 2 mad 3 indignant 4 mad

Exercise 3 page 13

- Do the first sentence together and then students continue the activity individually or in pairs. Make sure they understand that they need to find an alternative for both of the repeated words in each sentence.

(Possible answers)

- The room was huge, with enormous windows.
- She was a slender woman with a slim face.
- My clothes were soaked and my hair was dripping.
- I could see the breathtaking mountains and the stunning lakes.
- When the phone rang, I answered it straightaway and knew at once that something was wrong.
- I discovered my father's diary and came across an old postcard inside it.

Exercises 4 page 13

- Ask students to discuss their personal memories and encourage them to ask their partner questions in order to help generate content for their writing task. Ask one or two students to report back on their partner's memories.

Exercise 5 page 13

- Students copy and complete the plan with brief notes.

Exercise 6 page 13

- Focus on the instructions. Ask students to form different pairs for this activity.

Exercise 7 page 13

- Give students fifteen to twenty minutes to write the first paragraph or two of their article. Walk around monitoring and helping and encouraging students to self-correct. They can finish the article for homework.

Exercise 8 page 13

- Students check their work. If there is time, ask them to swap essays with a partner. They should assess the essay in terms of the criteria in the *Check your work* list.

Optional writing activity 1G

An account of an event

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you studied today? What can you do now?* and elicit: *I can describe an event. I can use synonyms to avoid repetition.*

Get Ready for your Exam 1

LEAD-IN PAGE 14 2 MINUTES

- Write *Dolly the Sheep* on the board and elicit what students know about it. (Dolly was the first mammal to be cloned from an adult somatic cell.)
- Ask students to explain what cloning is.

Exercise 1 page 14

- Ask two students to read the dictionary definitions.
- Ask the class to make 2–3 sentences with *clone* as a verb and a noun.
- Divide students into pairs. Ask half of the pairs to write down two arguments in favour of cloning, the other half against cloning.
- Allow five minutes. Ask each student to present one argument. Ask them not to repeat arguments already presented.

Exercise 2 page 14

- Tell the class they are going to read a text about cloning. Ask students to scan the text to find two arguments in favour of cloning. Tell them to ignore the gaps and sentences A–F.
- Allow two minutes. Check answers as a class.

People who miss their dead pets will have a chance to get an identical animal. Cloning will be a source of useful animals like special dogs.

Exercise 3 page 14

READING – MATCHING SENTENCES TO TEXT

- Ask students to read the instructions and the text carefully. Explain that if they identify the topic of each paragraph, it will be easier to narrow down the options to those sentences that deal with the right topic.
- Explain that each missing sentence will have a certain function in the text. If it's the first sentence of a paragraph, it will probably introduce a new topic or link this new paragraph with the previous one. If it closes a paragraph, it may summarise what has been said in this paragraph. If it's in the middle, it will probably serve as a link between the preceding sentence and the one that follows. Students should notice the position of the sentence in a paragraph and also read carefully the sentences before and after the gap to understand the context.
- Tell students you are going to do the first part of the task as a class. Ask them to read sentences A–F and identify the two most likely options – they should easily pick sentences A and D. Point to the words *the tissue* in the sentence after the gap and ask what it refers to. Stress *the* and elicit that the tissue must have been mentioned before. Ask students whether there is any tissue mentioned in either of the sentences they have picked.
- Ask students to do the rest of the task in pairs, highlighting the parts of the text that have helped them to choose the right sentence. Allow 8–9 minutes. Check the answers as a class, pointing to the helpful phrases in the text.
- With a **weaker class**, do the whole task as a class. For gap 2, tell one student to read out the sentences before and after the gap. Ask students what this part of the text deals with (research team), and which sentences A–F refer to the same topic. Then point to *the latter* in sentence B and ask what it refers to. Refer them back to the word *disgraced* in the sentence before the gap.

- Ask another student to read out the sentences before and after gap 3. By this time, they will remember that sentence A was not used for gap 1.
- Remind the students to cross out those sentences they have already used. Ask a student to read out the sentence after gap 4. Point to the words *at least one of these* and ask what *these* could be. Ask them to look in the remaining sentences for what could be referred to as *these*.
- Tell students to read the sentences before and after gap 5 and both remaining sentences. Tell them that if they cannot decide which sentence fits the gap, they should try to eliminate the one that is less suitable. Point to the fact that sentence E introduces a new topic (cloning people) which the text does not mention at all.
- Remind students that in an exam, after filling all the gaps they should read the text again to check it's coherent.

1 D 2 B 3 A 4 F 5 C

Exercise 4 page 14

- Choose one of the questions in the exercise. If you are running out of time, skip the questions and just ask students to look at the picture and identify what it shows. Elicit *Frankenstein*, and tell them that the text they are going to work with concerns cloning people.

Exercise 5 page 14

USE OF ENGLISH – OPEN CLOZE

- Read out the instructions; stress the importance of spelling in this examination task.
- Tell students to scan the text so that they know what it is about. Tell them to ignore the gaps at this stage.
- Ask students to work individually. Ask them to read the text once more, aloud, so that they can hear themselves. While reading they should fill those gaps that seem obvious. Advise stronger students to repeat the process. Allow 3–4 minutes.
- Go through the text as a class with students contributing their words for each gap. If there are no suggestions for a particular gap, leave it unfilled.
- Ask a student to read out the text. For the gaps that still remain unfilled, help students with the right answer, e.g. for gap 1, write 'people regard clones ____ horror', for gap 10, rephrase the sentence – 'It's another question ____ cloning people would be a good thing'. Explain that if an indirect question is fronted, *whether* is used, not *if*.

1 with 2 out 3 to 4 even 5 too 6 as 7 do 8 In
9 even 10 Whether

Exercise 6 page 14

SPEAKING – FOR AND AGAINST AN ARGUMENT

- Ask students to discuss the topic in pairs. If you are running short of time, set the task as homework. Ask students to prepare to argue either for or against the idea of cloning humans. Alternatively, ask them to prepare a 2–3 minute presentation either for or against the idea.

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt about commercial cloning of animals. I have practised reading comprehension through a matching task. I have practised vocabulary through completing a gap-filling task.*

2 Stories

Map of resources

2A Vocabulary and listening

Student's Book p15, Workbook p11

Photocopiable Activity: 2A Compound adjectives (TRCD-ROM)

2B Real English

Student's Book p16, Workbook p12

Photocopiable Activity: 2B *like, unlike, as* (TRCD-ROM)

2C Culture

Student's Book p17, Workbook p13

Photocopiable Activity: 2C We Will Rock You! (TRCD-ROM)

2D Reading

Student's Book pp18–19, Workbook pp14–15

Photocopiable Activity: 2D *The Hitchhiker* (TRCD-ROM)

2E Grammar

Students's Book p20, Workbook p16

Photocopiable Activity: 2E Narrative tenses (TRCD-ROM)

2F Speaking

Student's Book p21, Workbook p17

Photocopiable Activity: 2F Discussion on ethical issues (TRCD-ROM)

2G Writing

Student's Book pp22–23, Workbook p18

Photocopiable Activity: 2G Festival fever (TRCD-ROM)

2 Review and Tests

Review 1–2 Student's Book p24

Review 1–2 Workbook p97

Photocopiable Activity: 2 Review (TRCD-ROM)

Student Self-Test Sheets 2, 1–3 (TRCD-ROM)

Unit 2 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 2

Student's Book p26

Workbook pp19–20

Workbook pp93–96 Exam Challenge

iTools Unit 2

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 2A *Rebecca* and 2B Photo comparison

2A Vocabulary and listening

Compound adjectives

LESSON SUMMARY

Vocabulary: compound adjectives, aspects of films

Listening: monologues – listening for gist and specific language

Speaking: talking about fictional characters

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, skip exercise 7 and set the Vocabulary Builder exercises as homework.

LEAD-IN 4–5 MINUTES

- Ask students to think about what is important for them when choosing a book to read or deciding which film to see. They should make a list of four factors they might consider. Give them a minute to think and then put them in pairs and ask them to find out if their partner has the same factors in mind.
- With a **stronger class**, encourage them to rank their key factors in order of importance.
- Ask a few students to feed back to the class.

Exercise 1 1.07 page 15

- Focus on the photos and ask students to identify the films. Tell them they are going to hear three speakers talking about the films in the photos. Ask them to predict what positive things they are going to hear about these films.
- With a **weaker class**, in order to facilitate the listening process, elicit more information about the films before you play the recording: the outline of the story, the main characters, where and when they are set.
- In a **weaker class** it would be useful to pre-teach: *contemporary* (set in today's world), *run-down* (in a very bad condition), *dead against* (in complete disagreement with), *twists and turns* (unexpected developments in a story), *cop* (policeman (slang)) and *indistinguishable from* (impossible to tell the difference from other things or people).

- 1 set in the real world, it's heart-warming
- 2 it's action-packed, Daniel Craig is cool
- 3 it's sci-fi, you can watch it over and over again

Audioscript 1.07 page 15

Speaker 1 I like contemporary dramas that are set in the real world. One of my all-time favourites is *Billy Elliot*. It's set in a run-down mining town in the north of England, and it's about an eleven-year-old, working-class boy who wants to become a ballet dancer. But his dad and brother, who are a bit old-fashioned and narrow-minded, are dead against it and want him to become a boxer. But when his dad gets to see his son dance, he comes round to the idea and lets Billy go to ballet school. It's a really heart-warming story.

Speaker 2 I really like action-packed thrillers, with a fast-moving plot and lots of twists and turns. For example, I just love the James Bond films, especially the more recent ones, with Daniel Craig as Bond. He's such a cool guy, you know, smartly dressed, good-looking and always so self-assured. He gets involved in some hair-raising adventures, but he remains cool-headed however much danger he's in, and he's always quick-witted enough to get out of trouble.

Speaker 3 The only films I like are sci-fi and fantasy. I love films that are set in the far-distant future, like *Blade Runner*, for example. It's quite an old film – it was made in 1982, but it's a real classic. It's quite slow-moving and difficult to follow at times, but it's a film you can watch over and over again. The main character, played by Harrison Ford, is an ex-cop who's brought out of retirement to help find and destroy things called 'replicants', which are basically genetically-engineered robots that are indistinguishable from humans. These man-made replicants have super-human strength but limited lifespans and they want to force the people who created them to prolong their short lives. I guess the film's really a futuristic detective thriller.

Exercise 2 1.07 page 15

- Students work individually to fill in the gaps. Then play the recording for them to check their answers. Point out that the words are not in order.
- Encourage students to guess the meaning of any unfamiliar words from their component parts. To check comprehension, ask questions about some of the words, e.g. *Which compound adjective means: causing happiness or pleasure? (heart-warming); intelligent or fast thinking? (quick-witted); in very bad condition? (run-down); extremely frightening (hair-raising); not prepared to accept ideas or beliefs that are different from your own? (narrow-minded).* Once you have gone through the answers as a class, check comprehension of some of the words and phrases by asking questions. As a general rule this is the most effective method of checking that students understand. If you simply ask *Do you understand?* or *Do you have any questions?* students may not respond because they are either too shy to ask or may wrongly suppose that they already know the meaning.

1 engineered 2 action 3 heart 4 moving 5 man
6 witted 7 cool 8 time 9 run 10 raising 11 narrow
12 self

Exercise 3 page 15

- Do the first two together and then ask students to complete the exercise alone or in pairs, writing a or b next to the words. Check answers, and then ask students to read the information in the *Learn this!* box silently. Ask them to close their books and elicit examples of types 1a and b, type 2 and type 3.

a 6, 7, 11, 12 b 2, 3, 4, 8, 10

For further practice of Compound adjectives, go to:

Vocabulary Builder 2.1 Workbook page 102

- 1 1 keeping
- 2 2 sounding
- 3 3 equipped
- 4 4 catching
- 5 5 raising
- 6 6 behaved
- 7 7 made
- 8 8 reaching

Exercise 4 page 15

- Put students into pairs and give them a time limit of three minutes to come up with as many compound adjectives as they can. Write their words on the board and clear up any questions about meaning.
- Point out that compound adjectives are nearly always hyphenated, as opposed to compound nouns, which are sometimes two separate words, sometimes hyphenated and sometimes one un-hyphenated word, depending on how long the word has existed in the English language.

(Possible answers)

big-eyed, big-headed, big-hearted, broad-minded, broad-shouldered, cold-blooded, cold-hearted, empty-handed, empty-headed, fair-haired, fair-minded, fair-skinned, kind-hearted, long-haired, long-legged, narrow-minded, single-handed (done by one person alone, without any help), single-minded, thin-haired, thin-skinned (oversensitive to criticism), thin-blooded, thin-skinned, wide-eyed

Exercise 5 page 15

- Students do the exercise individually or in pairs.
 - ... George is quick-thinking and kind-hearted ...
 - ... Lennie Small, who is childlike ...
 - ... George is small and slim-built, while Lennie is tall and broad-shouldered
 - ... The ending is heart-breaking ...
 - ... The hundred-page novel is a fantastic read

Exercise 6 page 15

- Demonstrate by giving your own example of 1 and 2. Students continue the exercise in pairs before feeding back to the class.

Some typical collocations include:

- 1 cold-blooded murder / execution / attack / crime
- 2 absent-minded professor
- 3 light-hearted film / book / joke
- 4 long-lasting battery / light bulb / relationship / friendship / effects
- 5 time-consuming task / recipe / hobby
- 6 cut-price tickets / computers
- 7 remote-controlled aeroplane / boat / robot

Exercise 7 page 15

- Students make notes individually. Make sure they choose a character others may know.

Exercise 8 page 15

- Students describe their characters in pairs or small groups. For further practice of Compound nouns, go to:

Vocabulary Builder 2.2 Workbook page 102

- 1 1 f 2 g 3 d 4 h 5 a 6 e 7 b 8 c
- 2 2 road movie
- 3 feature film
- 4 shoe-string budget
- 5 film buff
- 6 opening sequence
- 7 psychological thriller
- 8 heart-throb

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can talk about various aspects of stories. I can understand and use a range of compound adjectives.*

2B Real English

What's on the box?

LESSON SUMMARY

Grammar: *like, unlike and as*

Reading: a short article about the effects of TV on children

Listening: three people discussing television

Speaking: a discussion about viewing habits and preferences

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, don't play the recording a second time for exercise 6 and set the Grammar Builder exercises as homework.

LEAD-IN 2-3 MINUTES

- Write on the board; *books, films, television, radio, theatre.*
- Ask students to discuss in pairs or small groups which of these media they prefer for entertainment, giving clear reasons for their preference over the other media. Give them 1–2 minutes for this.
- Conduct a poll with the whole class. If there is one medium which stands out, elicit reasons for this choice.

Exercise 1 page 16

- Ask students to do the task individually and then check answers in pairs before whole class feedback.
- Tell them that they should fill in the gaps with 'functional' or grammar words, such as prepositions and adverbs, and not 'content' words, which contain concrete meaning.
- The text is rich in useful language, so during feedback, analyse its linguistic features as follows:
 - 2 Ask: *How else could you say: He watches TV for four hours every day?* (He watches four hours of TV a day.)
 - 3 Ask: *What's another way of saying: They are less likely to graduate?* (It is less likely / probable that they will graduate.) Ask: *Who are your peers?* (other people of the same age)
 - 4 Ask: *What's the opposite of 'half as likely?'* (twice as likely, not twice more likely)
 - 7 Write *subsequent* on the board. Ask where the stress falls (subsequent) and elicit a synonym (later). Write *he failed to graduate* Ask: *Does that mean the same as 'he failed his exams?'* (No, it means he didn't graduate; *fail* to means 'not do something' e.g. *he failed to arrive on time.*)
 - 8 Write: 1 ___ comparison to his brother, John is very shy. 2 His brother is outgoing. ___ comparison, John is shy. Elicit the prepositions (1 = In, 2 = By). Explain that if comparison is followed by a comma, as in the text, we use *by*. If followed by an object + *to* + object, we need *in*.
 - 11 Write *attention deficit*. Ask where the stress falls (attention deficit). Ask for a paraphrase (inability to pay attention for long).
- Ask: *What is a learning disorder?* (a condition where children have difficulty reading, writing or doing mathematics) Ask: *Is it related to intelligence?* (no)
- Finally, ask students to tell you the adjective form of *behaviour* (behavioural), *cause* (causal) and *challenge* (challenging).

1 In 2 of 3 than 4 to 5 to 6 between 7 in 8 By
9 on 10 of 11 with 12 such

Exercise 2 page 16

- Ask a student to summarise the information in the text.
- Put students in pairs or small groups to discuss the question. Go round monitoring as they do so, listening, correcting and offering your own opinions.
- Conduct a brief whole-class feedback.

Exercise 3 1.08 page 16

- Ask students to close their books. Tell them they are going to hear three people discussing television. Brainstorm as a class the reasons why people watch television and write their ideas on the board. Ask them to open their books and compare the reasons with their own ideas.
- Play the recording and ask students to write down the words which helped them answer the question.

relaxation (give my brain a rest)

getting news (watch the news)

family activity (sit down together after dinner as a family)

escapism (to escape the real world)

Audioscript 1.08 page 16

Chris I watch TV most days I guess, usually when I come in from school. I do it to unwind really, and give my brain a rest. I'll watch more or less anything, and Mum comes into my room and –

Joanna You've got a TV in your bedroom?

C Yeah, yeah, and Mum comes in and she's like, 'Why are you watching that rubbish?'

Steve Yeah, my parents are a bit like that too. But they're just as bad, forever watching cheesy sitcoms and quiz shows. It's true there's a lot of rubbish on, though, don't you think?

J I suppose. My main criticism of TV these days is the way women are portrayed. They're all impossibly thin and good-looking. And everything is so sexualised. The women and girls are all in relationships with guys and the relationships are, um, nothing like what happens in the real world.

S Yeah, I think you're right about the world we see in TV programmes not being realistic. There's always a beginning, a middle and an end – usually a happy one – and things just aren't like that in real life.

C Stories are always like that, though, whether on TV or in books or whatever.

S Do you watch a lot of telly, then Joanna?

J I suppose I watch quite a lot ... but I don't have a TV in my bedroom, like Chris does. I like to watch the news and find out what's going on in the world. And um we usually sit down together after dinner as a family and watch telly ... We like the same kinds of things, luckily.

S What kind of stuff do you watch?

J We watch dramas and films mainly, and series like *Heroes*.

S Really? I can't stand all that fantasy and superhero stuff.

J *Heroes* is great. The storylines are really good.

C I'm with Joanna on that. The stories are fascinating, as are the characters – really well drawn.

S I prefer series like *Lost*. The stories and characters are great too, but unlike *Heroes*, *Lost* is set in the real world.

J I'm a big fan of *Lost* too, but I wouldn't say it's set in the real world. In fact one of the reasons I watch it is to escape from the real world. You can really lose yourself in programmes like that.

C Well, our family can never agree on something to watch. My mum and sister always want to watch romantic comedies or slushy sitcoms. Me and my dad always go for the thrillers or the action-packed blockbusters. But I guess it's just that men and women have different tastes.

J I think that's just stereotyping people, I don't think it holds true for everybody. I'm not a big fan of rom-coms, like your mum and sister – I prefer something with a bit of action ...

C The exception that proves the rule!

J Yeah. Whatever.

S *Lost's* starting in a few minutes. Shall we watch it?

Exercise 4 page 16

- Students complete the exercise in pairs, referring to the wordlist if necessary.
- Check the pronunciation of *unwind* /ʌnwaɪnd/ and demonstrate its meaning, miming the winding up and slow unwinding of a toy.

1 to unwind 2 rubbish 3 slushy 4 are portrayed
5 well-drawn 6 set

Exercise 5 page 16

- Ask the first question to one or two students as a demonstration, making sure students give expansive answers. Then students continue asking the questions in pairs. At the end, go through each question asking individuals to report back their partner's answer, encouraging the rest of the class to react.

Exercise 6 1.08 page 16

- Students do the exercise individually. Play the recording for them to check.
- Highlight the use of the present tense to talk about the past in sentence a. The present tense is often used instead of the past in this kind of narrative.

a like b like c like d like e as f unlike

Exercise 7 page 16

- Students do the exercise individually or in pairs.

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

For further practice of *as* and *like*, go to:

Grammar Builder 2.1 Workbook page 116

1 1 b 2 a 3 b 4 b 5 a, b 6 a 7 b 8 b

2 1 like 2 Like 3 Unlike 4 as/like 5 like 6 as
7 As 8 like

Exercise 8 page 16

- Students discuss the question in pairs or small groups. Have a brief class feedback.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can discuss the effects of TV on children. I can talk about my TV viewing preferences. I can talk about similarities and differences using as, like and unlike.*

2C Culture

Death of a Salesman

LESSON SUMMARY

Reading: an article about Arthur Miller and *Death of a Salesman*

Vocabulary: adjective + noun collocations, verb + noun collocations

Listening: an extract from *Death of a Salesman*

Speaking: a discussion about the issues raised in *Death of a Salesman*

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, don't spend long dealing with unknown vocabulary in exercises 3 and 4 and limit the time spent on discussion in exercise 9.

LEAD-IN 3-4 MINUTES

- Divide the classroom in half and explain that one side is for those who believe you should have dreams and ambitions and believe you can achieve them, no matter who you are. The other side is for those who believe you should be realistic and have your feet on the ground and in that way you will be happy. Ask students to choose their side. Depending on the distribution of students, you could put them in pairs or small groups across the centre line and ask them to defend their position, or encourage debate between the two groups.

Exercise 1 page 17

- Read the definition together, explaining if necessary *prosperity* (being successful and earning money) and *irrespective* (without taking sth into consideration). Let students consider their views in pairs before eliciting a few opinions. If your students have done the lead-in activity, omit the pair work and move straight into the open class stage.

Exercise 2 page 17

- Students do the exercise individually. Set a time limit of four minutes.
- With a **weaker class**, go through the first two gaps together, eliciting what class of word is needed to go in the gaps (adjective, noun, etc.).
- Write the answers up on the board as some of the words may present spelling difficulties.
- Students might come up with *indications* for number 4. The difference between the two words is very subtle. *Indication* is a sign that something is happening or what somebody is thinking or feeling, e.g. *There are indications that the economy is slowing down.* *Indicator*, on the other hand, is a sign that shows what something is like, e.g. *an indicator of wealth, poverty, high self-esteem*, etc.

1 dramatists 2 financial 3 insistence 4 indicators
5 employers 6 painfully 7 pretence 8 enthusiastic
9 prestigious 10 guilty

Exercise 3 page 17

- Read carefully through the instructions. Students do the exercise individually.

1 experience 2 attract 3 set up 4 overturn 5 financial
6 social 7 literary 8 communist

Exercise 4 page 17

- Students can do both parts of the activity individually or in pairs. Check answers to the matching activity before students write their sentences.
- As you go through the answers, elicit or explain *marital status* (whether you're single, married, divorced, etc.), *right-wing* (strongly supporting capitalism) and *coveted* (something that a lot of people want very much).
- Explain that to have *sympathy* (uncountable) means 'to feel sorry for, or to understand or care about a person's problems'. The countable noun *sympathies* is usually plural, goes after an adjective and means 'showing support for a political cause'.

a reach a verdict
b serve on a committee
c cause hardship
d draw attention
e marital status
f right-wing sympathies
g coveted award
h considerable hardship

Exercise 5 1.09 page 17

- Tell students they are going to listen to the opening of *Death of a Salesman*. Focus attention on the glossary and on the question and options.
- Encourage students to sit back and enjoy the play without being distracted by unknown vocabulary.

Audioscript 1.09 page 17

Linda Willy!

Willy It's all right. I came back.

L Why? What happened? Did something happen, Willy?

W No, nothing happened.

L You didn't smash the car, did you?

W I said nothing happened. Didn't you hear me?

L Don't you feel well?

W I'm tired to the death. I couldn't make it. I just couldn't make it, Linda.

L Where were you all day? You look terrible.

W I got as far as a little above Yonkers. I stopped for a cup of coffee. Maybe it was the coffee.

L What?

W I suddenly couldn't drive any more. The car kept going off on to the shoulder, y'know?

L Oh. Maybe it was the steering again. I don't think Angelo knows the Studebaker.

W No, it's me, it's me. Suddenly I realize I'm goin' sixty miles an hour and I don't remember the last five minutes. I'm – I can't seem to – keep my mind to it.

L Maybe it's your glasses. You never went for your new glasses.

W No, I see everything. I came back ten miles an hour. It took me nearly four hours from Yonkers.

L Well, you'll just have to take a rest, Willy; you can't continue this way.

W I just got back from Florida.

L But you didn't rest your mind. Your mind is overactive, and the mind is what counts, dear.

W I'll start out in the morning. Maybe I'll feel better in the morning. These goddam arch supports are killing me.

L Take an aspirin. Should I get you an aspirin? It'll soothe you.

W I was driving along, you understand? And I was fine. I was even observing the scenery. You can imagine, me looking at the scenery, on the road every week of my life. But it's so beautiful up there, Linda, the trees are so thick, and the sun is warm. I opened the windshield and just let the warm air bathe over me. And then all of a sudden I'm goin' off the road! I'm tellin' ya, I absolutely forgot I was driving. If I'd've gone the other way over the white line I might've killed somebody. So I went on again – and five minutes later I'm dreamin' again, and I nearly – I have such thoughts, I have such strange thoughts.

Exercise 6 1.09 page 17

- Go through the questions and ask students to make notes for the answers as they hear the recording a second time. Let them discuss the questions with a partner, justifying their reasons.

- 1 He is physically and mentally burned out. He feels tired to death and his feet are hurting him. He is constantly distracted (by the beautiful scenery, for example) and unable to focus. He is troubled by some strange thoughts and bewildered by his own behaviour.
- 2 Linda is caring, attentive and extremely worried about his mental and physical state. We know this because she tries to find reasons for what happened to him, probably to reassure herself as much as him.
- 3 She suggests first that what happened was due to the steering on the car, and then that it was his glasses.
- 4 She suggests that he takes a break and rests his mind, and then that he takes an aspirin.

Exercise 7 1.10 page 17

- Explain that they are going to listen to another extract which follows straight on from the first. Ask students to read through the glossary and then elicit predictions about what they will discuss. Again, encourage them to put their pens down and just sit back and listen.

They talk about Willy's work and about their son Biff's lack of achievement.

Audioscript 1.10 page 17

Linda Willy, dear. Talk to them again. There's no reason why you can't work in New York.

Willy They don't need me in New York. I'm the New England man. I'm vital in New England.

L But you're sixty years old. They can't expect you to keep travelling every week.

W I'll have to send a wire to Portland. I'm supposed to see Brown and Morrison tomorrow morning at ten o'clock to show the line. Goddammit, I could sell them!

L Why don't you go down to the place tomorrow and tell Howard you've simply got to work in New York? You're too accommodating, dear.

W If old man Wagner was alive I'd a been in charge of New York now! That man was a prince, he was a masterful man. But that boy of his, that Howard, he don't appreciate. When I went north the first time, the Wagner Company didn't know where New England was!

L Why don't you tell those things to Howard, dear?

W I will, I definitely will. Is there any cheese?

L I'll make you a sandwich.

W No, go to sleep. I'll take some milk. I'll be up right away. The boys in?

L They're sleeping. Happy took Biff on a date tonight.

W That so?

L It was so nice to see them shaving together, one behind the other, in the bathroom. And going out together. You notice? The whole house smells of shaving lotion.

W Figure it out. Work a lifetime to pay off a house. You finally own it, and there's nobody to live in it.

L Well, dear, life is a casting off. It's always that way.

W No, no, some people – some people accomplish something. Did Biff say anything after I went this morning?

L You shouldn't have criticized him, Willy, especially after he just got off the train. You mustn't lose your temper with him.

W When the hell did I lose my temper? I simply asked him if he was making any money. Is that a criticism?

L But, dear, how could he make any money?

W There's such an undercurrent in him. He became a moody man. Did he apologize when I left this morning?

L He was crestfallen, Willy. You know how he admires you. I think if he finds himself, then you'll both be happier and not fight any more.

W How can he find himself on a farm? Is that a life? A farmhand? In the beginning, when he was young, I thought, well, a young man, it's good for him to tramp around, take a lot of different jobs. But it's more than ten years now and he has yet to make thirty-five dollars a week!

L He's finding himself, Willy.

W Not finding yourself at the age of thirty-four is a disgrace!

L Shh!

W The trouble is he's lazy, goddammit!

L Willy, please!

W Biff is a lazy bum!

L They're sleeping. Get something to eat. Go on down.

W Why did he come home? I would like to know what brought him home.

L I don't know. I think he's still lost, Willy. I think he's very lost.

W Biff Loman is lost. In the greatest country in the world a young man with such – personal attractiveness, gets lost. And such a hard worker. There's one thing about Biff – he's not lazy.

L Never.

W I'll see him in the morning; I'll have a nice talk with him. I'll get him a job selling. He could be big in no time. My God! Remember how they used to follow him around in high school? When he smiled at one of them their faces lit up. When he walked down the street ...

Exercise 8 1.10 page 17

- As before, ask students to take notes as they listen and then to pool what they can remember with a partner before whole-class feedback.
- 1 Linda suggests that Willy asks to relocate to New York so that he doesn't need to travel so much.
 - 2 The first time he disagrees with the idea, saying he's too important in New England; the second time he ignores her and starts thinking about his meeting the next day; and the third time he finally agrees to speak to his boss.
 - 3 Willy had criticised Biff for not making anything of his working life, for working on a farm instead of trying to get ahead in business.
 - 4 He says he won't speak to his boss about relocating and then changes his mind. He complains that Biff is lazy and then says he's a hard worker.
He says Biff is a moody man and then says he has an attractive personality.

Exercise 9 page 17

- Put students in different pairs to discuss the questions. After a few minutes ask selected pairs to summarise their conversations.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an article about Arthur Miller. I can understand and react to an extract from Death of a Salesman.*

2D Reading

Lord of the Flies

LESSON SUMMARY

Reading: an extract from a novel, sentence insertion, comprehension questions

Speaking: a discussion about human behaviour

Topic: Culture, People,

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and ask students to read the text before the lesson.

LEAD-IN 2–3 MINUTES

Put students in pairs. Ask them to look at the photo on page 18 and describe it in as much detail as possible. After one minute, ask them what they think might happen next, giving reasons for their suggestions.

Culture notes

William Golding Born 1911, died 1993, Golding was a British novelist and poet. He won both the Nobel Prize for Literature and the Booker Prize. *Lord of the Flies* is his best known novel, published in 1954.

Lord of the Flies The book is about what happens when a group of boys are stranded on a desert island. It covers themes such as leadership, moral choices, civilised versus animal behaviour and the group versus the individual. Two films of *Lord of the Flies* have been made – in 1963 and 1990.

Exercise 1 page 18

- Ask students to discuss the questions in pairs and then hold a class feedback.

Exercise 2 page 18

- Students read the text and answer the questions. Refer them to the glossary and warn them that the questions are not in the same order as the text.
- 1 They have been marooned on a desert island following a plane crash.
 - 2 He is angry because the fire has been allowed to go out.
 - 3 The purpose of the fire was to attract the attention of passing ships.
 - 4 It was Jack's responsibility to keep the fire going.
 - 5 He was hunting.
 - 6 He says that he needed everybody's help to capture the pig and they needed meat.
 - 7 Ralph had been chosen as the leader.
 - 8 Jack broke Piggy's glasses.
 - 9 Simon helps Piggy find his glasses.
 - 10 Jack apologises for letting the fire go out.

Exercise 3 page 18

- Remind students how to approach this kind of reading task. Ask them to re-read the text up to line 12 carefully, stop at the gap, look at the sentence after the gap and try to predict what kind of information might come in between. Then refer them to sentences a–h to see if the idea they predicted is there (d – it relates to the sentence after the gap and mirrors its language). Students continue alone.
- During feedback, ask students to explain the linguistic and conceptual link between the inserted sentences and the sentences before and after.

- 1 d
- 2 h (then his voice came after being silent for a moment)
- 3 b (being hit in the stomach by Jack made him sit down with a grunt)
- 4 a (glasses – specs (spectacles))
- 5 f (laugh – laughter rose ...)
- 6 e (in the wrong – an apology – pronoun *one* refers to apology)
- 7 g (Jack loud and active – gave orders, sang, whistled)

Exercise 4 page 18

- Students do the task individually and compare their answer with a partner before feedback.
- 1 The depressing truth that they could have been rescued was being passed on from person to person.
 - 2 Jack represented the exciting, unrestrained side of life, e.g. hunting and extreme pleasure. Ralph represented sensible behaviour and an inability to comprehend Jack's rashness.
 - 3 Ralph was angry and felt that it was unfair that in spite of letting the fire go out and hitting Piggy, Jack had given the impression of being decent by apologising.
 - 4 The barrier made of wood for the fire was symbolic of the enormous rift between them and of their totally contrasting characters.

Exercise 5 page 19

- Ask students to underline the relevant sections of the text. They do the task individually and then compare their answers with a partner.
 - Make sure students understand the meaning of *defiance* (rebelliousness, refusal to obey orders).
- 1 His voice was *loud and savage*, and struck them into silence. When he heard the hunters agree that he shouldn't have let the fire out *The bolting look came into his eyes* and he hit Piggy in the stomach. He smacked Piggy's head. He's always shouting.

- 2 Jack hacked and pulled at the pig.
- 3 His voice was shaky when he was angry with Jack, he laughed at Jack when he didn't mean to, he stepped forward when Jack threatened Piggy but didn't stop him from hitting him.
- 4 He shouted at Jack *You and your blood ...!* And later *You didn't ought to have let the fire out.* He threatened Jack after his glasses broke: *Jus' you wait.*
- 5 He refused to comment on what Jack had done or to move out of the way when they were building a fire.
- 6 He picked up Piggy's glasses.
- 7 They wailed when they realised Jack had let the fire go out, they laughed uncontrollably at his parody, gave out a buzz of approval after he apologised.

Exercise 6 page 18

- Ask students to talk about the questions in pairs and then open it up as a whole class discussion. You could round off the discussion by tying it back to the novel and asking students how they think the story of *Lord of the Flies* ends. (The boys all end up siding with warrior Jack against Ralph, the voice of reason. They descend into violence and savagery and in the end have to be rescued by adults – see Workbook page 15 for a detailed synopsis.)

Optional speaking activity 2D

Discussion: survival

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Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an extract from Lord of the Flies. I can react to and discuss the issues (about human nature) raised in the novel. I have revised how to do a sentence insertion exercise.*

2E Grammar

Narrative tenses

LESSON SUMMARY

Grammar: narrative tenses

Reading: Aesop's fables

Speaking: inventing and telling a fable

Topic: Culture, People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 5 together and set the Grammar Builder exercises as homework.

LEAD-IN 3-4 MINUTES

- Elicit the meaning of the word *fable*. Write on the board: *The North Wind and the Sun, The Lion and the Mouse and The Tortoise and the Hare*. Ask if anyone knows any of these stories by Aesop. If some students do know the stories, appoint them storytellers and put them in a group. Give them 2-3 minutes to tell the story. If nobody knows the stories, put them in small groups to discuss what they know about Aesop or if they know any stories which have a moral at the end.

Culture note – Aesop

The ancient Greek storyteller, Aesop, lived from 620 to 560 BC. Not much is known about his life but he is thought to have been a slave. He is famous for his short fables which illustrate truths about life and human nature. It is generally agreed that not all of the fables were created by him but he was so famous that many other earlier and later fables were attributed to him.

Exercise 1 page 20

- Students quickly read the fable and choose the moral.

b

Exercise 2 page 20

- Explain that this is a revision exercise to check what students remember and an opportunity to clear up any doubts about narrative tenses. Ask students to find examples of the tenses and describe their uses in pairs.

- 1 came, stood, stretched, couldn't, tried, said, walked
Past simple is used for short actions and events, long actions and events and repeated actions in the past.
- 2 were hanging, was ... dying
Past continuous is used to set the scene of a situation in the past. It is often used to describe a background event in conjunction with past simple, which describes an event or action that interrupted it.
- 3 had ... picked, had thought
Past perfect is used to talk about an action which happened before another event in the past.
- 4 had been searching
Past perfect continuous is used to talk about longer events that were happening before another event in the past.
- 5 would ... walk
Would is used to describe past habits.
- 6 used to wander
Used to is used to describe past habits or situations that we no longer have, or that don't exist now.
- 7 would be easy, was going to eat them
The future in the past is used to talk about things that were in the future when we were talking or thinking about them.

Exercise 3 page 20

- This exercise focuses on the more subtle differences between the tenses. Ask students to discuss the differences in pairs before asking individuals to describe the difference. It can be tricky for them to explain succinctly so prompt them by asking concept questions, e.g. in number 1, *Had he finished? Was it a quick action?*
- 1 a I had finished making the coffee (a quick simple action) before Joe arrived.
b I made the coffee after Joe arrived.
c I was in the middle of making coffee when Joe arrived.
d Before Joe arrived I had been making some coffee (which had taken some time).
 - 2 a He had lived in Japan for two years at some point in his life.
b He had been living in Japan for two years up to the time the sentence refers to.
 - 3 a You finished reading the book.
b You were in the process of reading the book. It isn't clear whether it's finished or not.
 - 4 a The first sentence is said in a neutral tone.
b The second sentence expresses disapproval.

- 5 a In the first sentence the marriage was planned and may or may not have happened.
 b In the second sentence the marriage was planned but didn't happen.

For further practice of Narrative tenses, go to:

Grammar Builder 2.2 Student's Book page 117

- 1 2 entered
 3 was crossing
 4 had forgotten
 5 would sit / used to sit
 6 were to be
 7 used to live / lived / were living
 8 had been shifting
- 2 2 missed
 3 used to have
 4 had been watching
 5 would spend / used to spend / spent
 6 (had) walked out
 7 would go / were going
 8 was waiting

Exercise 4 page 20

- Students work alone or in pairs.

- was running
- came
- had followed
- had never come
- was walking
- began
- challenged
- had never had
- accepted
- had been running
- had left
- sat
- had fallen
- wasn't hurrying
- woke up
- realised
- had beaten
- would / was going to / was to remember / remembered

The moral of the story is 'slow and careful wins the race.'

Exercise 5 page 20

- Students construct the fable using the information. Tell them they should try to combine the sentences where possible to make longer sentences. Remind them that although it's possible to tell the story using just past simple, they must use a range of narrative tenses.
- Set a time limit of five minutes, and then ask individuals to come forward and write a sentence each on the board.

There was once a shepherd boy who lived in a village. His family had lived there for many years. He used to look after a flock of sheep and every day he would go to the hillside above the village. One day he was feeling bored so he left his sheep and ran to the village and shouted 'Wolf! Wolf!' The villagers heard his cries and ran to help him but they had wasted their time and he laughed at them. After he had done this two or three times, a wolf really did come. He shouted 'Wolf! Wolf!' but the villagers ignored him and the wolf killed the whole flock of sheep. The boy would never cry / was never (going) to cry wolf again.

Exercise 6 page 20

- Circulate and check students' work as they write their sentences. Encourage them to self-correct.

Exercise 7 page 20

- First, get students to interpret the meaning of the sayings.
- Make hay while the sun shines.* (Do something while the conditions are right.)
- Don't judge a book by its cover.* (Appearances can be deceptive.)
- Look before you leap.* (Don't rush into things without thinking them through.)
- A stitch in time saves nine.* (If you deal with a problem when it first arises, you'll save yourself a lot of trouble later.)
- Students should write a brief outline of their fable in note form only. If time is short, they recount their fables in groups.

For further practice of Simple and continuous forms, go to:

Grammar Builder 2.3 Student's Book page 118

- 1 1 'd only known
 2 hadn't been listening
 3 'd been looking for
 4 thought
 5 wasn't enjoying
 6 smelt
 7 had belonged
- 2 2 a 'd eaten
 b 'd been eating
 3 a was jogging
 b jogged
 4 a 'd studied / studied
 b 'd been studying

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can use a variety of narrative tenses.*

2F Speaking

Photo comparison

LESSON SUMMARY

Functional English: comparing and contrasting, speculating

Listening: an interview with a homeless person

Speaking: comparing and speculating about two photos

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 4 as a class without playing the recording a second time, and set the Grammar Builder exercises for homework.

LEAD-IN 3-4 MINUTES

- Write on the board *down-and-out, beggar, itinerant, homeless, vagrant, tramp, busker*. Elicit that these words relate to people on the street and clarify whether each word is a noun or adjective, or both. Put students into small groups and ask them to discuss similarities and differences between the words. After two minutes, encourage groups to share their knowledge with the class and clarify meaning, using a dictionary if necessary.

Culture note – Homelessness

The UK Government's Rough Sleepers Initiative 1990–1999 was aimed at helping homeless people. Charities such as Shelter, Centrepoin and Crisis operate in the UK to help homeless people. Recent figures released by Crisis state that there are 380,000 homeless people in the UK. Government figures show a decrease in the level of homelessness but non-government sources show an increase of around 23 per cent in 2011.

Exercise 1 page 21

- Ask students to discuss the questions in pairs and then have a class feedback.

Exercise 2 page 21

- Tell students they are going to listen to an interview with a homeless person. Give them two minutes to think of questions. Write one question from each pair's list on the board.

Exercise 3 1.11 page 21

- Play the recording and then ask students to tell you which of the questions on the board were answered.

Audioscript 1.11 page 21

Interviewer How long have you been homeless?

Young woman For about a year now.

I How did you become homeless?

Y I had family problems. I was living at home and I wasn't getting on very well with my mum. We used to row every day. And then I started skipping school and they suspended me and then finally I was expelled ...

I So you were at home every day?

Y Not really. It got me down being at home. I slept there but I didn't hang around during the day. I used the place like a hotel, that's what mum said.

I So what made you leave in the end?

Y I'd got into drugs by then, and I'd steal to feed my habit, you know, shoplifting stuff.

I Did you steal from your parents?

Y From my mum, yeah. My dad doesn't live with us. I'd nick money from her purse. And one day she confronted me and accused me of stealing from her and we had an almighty row. That's when I walked out.

I And you came to London.

Y Yeah.

I And where did you stay?

Y At first I slept rough, on park benches, under bridges – it was summer so it wasn't too bad. Then I started going to a hostel. You can take a shower and get a good night's sleep. But they kick you out at nine and you can't go back till five.

I So what do you do during the day?

Y Wander around, hang out with other homeless people.

I And have you kicked your drug habit?

Y Yeah, pretty much. I haven't taken anything for a month now.

I So where do you get money for food?

Y By begging.

I How do people react when you ask them for money?

Y Most people ignore me and walk on. A few are nice and give me a bit of loose change. You get the occasional one who's aggressive and nasty.

I Does your mum know where you are?

Y She knows I'm in London. I ring her about once a month to let her know I'm OK.

I Do you want to go back home?

Y I don't know. I want to get off the streets, but I'm not sure about going home. I used to see homeless people on the streets and wonder why they just didn't go home. But it isn't always that easy.

I Where do you see yourself in a year or two from now?

Y I dunno. I'd like to get a job, but I haven't really got any qualifications.

I Why don't you go to college?

Y Yeah, maybe I will.

Exercise 4 1.11 page 21

- Students do the exercise alone or in pairs. Only play the recording a second time if necessary.

1 down f 2 around b 3 into a 4 out c 5 out e 6 with d

Exercise 5 page 21

- Students do the exercise alone or in pairs.

1 e 2 c 3 a 4 d 5 b

Exercise 6 page 21

- Read through both *Speaking tips*, the task and the phrases. Ask pairs to talk about the photos. One student should compare and contrast the photos focusing on what they can see for about a minute, and then the second student should offer opinions and speculate about what life is like for them and why they might be homeless.
- Ask a pair of students to repeat their description to the class.

Exercise 7 1.12 page 21

- Tell students to take brief notes as they listen and then compare what they remember / understood with a partner.

The speaker thinks he hasn't had a particularly hard life.

He probably sleeps in a night shelter at night, but must feel vulnerable when he has to sleep on the streets. He probably has to beg for food, life must be pretty tough.

She thinks he might have run away from home after quarrelling with his parents or he might have a drugs problem.

Audioscript 1.12 page 21

This man looks quite young – possibly not even twenty. It doesn't look like he's had a particularly hard life. I doubt he's been homeless for very long. He certainly appears to be in better shape than the man in the second photo. His clothes look like they're in good condition, and it looks like he has enough layers to keep warm. He's sitting on a bunk bed in what's presumably a night shelter of some kind – there are plenty of other beds crammed into the room. I imagine he hasn't been sitting there for long, and he probably doesn't spend his days there. These shelters are only open at night, so it's likely that he's on the streets during the day. He must feel quite vulnerable when doesn't get a bed in a shelter and has to spend the night on the street. I imagine he's short of money and probably has to beg to be able to buy food. He doesn't appear to have any possessions with him. I guess life is pretty tough for him. I wonder if he's run away from home for some reason, maybe after quarrelling with his parents, or he might have a drugs problem.

Exercise 8 1.12 page 21

- Students complete the sentences and then listen again to check.

1 looks	5 imagine; probably
2 doesn't look like	6 doesn't appear
3 looks like	7 guess
4 presumably	8 wonder

For further practice of Speculating, go to:

Grammar Builder 2.4 Student's Book page 118

- | | | |
|---|--|----------------|
| 1 | 2 a I wonder if she's ill. | |
| | b She looks ill. | |
| | 3 a I wonder if they're going to a football match. | |
| | b They must be going to a football match. | |
| | 4 a It doesn't look like he's passed his exams. | |
| | b He can't have passed his exams. | |
| 2 | 2 look | 6 might / must |
| | 3 wonder | 7 sounds |
| | 4 can't | 8 must |
| | 5 like | |

Exercise 9 page 21

- Students speculate about the second photo. To encourage them to use the new language tell them they can use each speculative phrase once only.

Exercise 10 page 21

- Refer students to the task on page 150. Quickly elicit the functional language for comparing and contrasting and for speculating onto the board for students to refer to. This time students should take it in turns to do the complete task. They should speak for about two minutes each.
- Circulate and monitor, noting examples of good language as well as mistakes to highlight in a feedback session.

Optional speaking activity 2F

Presentation: set texts for students
www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can compare, contrast and react to photos by giving opinions and speculating.*

2G Writing analysis

Review

LESSON SUMMARY

Writing: a film review, structuring a review

Language: vocabulary related to film reviews

Topic: Culture

SHORTCUT

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

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in for the writing analysis brief, skip exercise 6 of the writing analysis and the lead-in for the writing task. Ask students to brainstorm and plan in class but to finish exercise 7 for homework.

LEAD-IN 3-4 MINUTES

- Divide the class into three groups. Tell them they are going to brainstorm vocabulary about films. Group 1: people involved in film-making. Group 2: film genres. Group 3: the aspects involved in making a successful film. Set a time limit of two minutes. If possible, one student in each group should write their ideas on a large piece of paper.
- After two minutes, ask students to move around and look at the other groups' pieces of paper or, if this is not possible, regroup students so there are some from all three groups together and ask them to share their ideas orally.

Exercise 1 page 22

- Students discuss the questions in pairs and then ask two or three students to feed back what their partner said. Check understanding of *screenplay* (the words of a film and the way they are spoken).

Exercise 2 page 22

- Focus on the task instructions. Explain that *lukewarm* has a literal meaning of 'slightly warm', often used to say something is not hot enough, e.g. *this soup is only lukewarm* so in reference to a review it means 'not very positive'.
- Students compare their opinions with a partner before feedback.

There is one negative point: the film is let down by a rather convoluted and far-fetched plot, which begins to unravel in the final quarter of the film.

The negative language is quite strong but it is balanced by positive comments: stylish direction; thrilling, fast moving and visually spectacular; state-of-the-art special effects; jaw dropping stunt scenes; superb... theme song; best Bond movie for many years.

Exercise 3 page 22

- Students can work individually or in pairs. Check answers.
- After looking at the structure, you could exploit the text for further useful vocabulary for review writing by asking students to underline the words *predecessors*, *villain*, *state-of-the-art*, *convoluted*.
- Then ask: *Which word means: bad people in a film or book? (villains) overcomplicated? (convoluted), things which came before? (predecessors), extremely advanced e.g. technology? (state-of-the-art).*

1 C 2 B 3 A 4 D 5 C

Exercise 4 page 22

- Students complete the sentences with the help of the wordlist, if necessary.
- Ask **fast finishers** to identify three compound adjectives in the sentences and think of synonyms for them.
 - *best-selling* (very popular)
 - *below-average* (poor)
 - *nail-biting* (making you feel tense and excited)
 - *highly-acclaimed* (often praised)

1 unfolds	7 supporting
2 adaptation	8 twists
3 sequence	9 setting
4 location	10 delivered
5 miscast	11 enhanced
6 box-office; gross	12 sequel

Exercise 5 page 22

- Students write the sentence number under the correct heading.

1 1, 3, 8 2 5, 7, 10 3 4, 9, 11 4 2, 6, 12

Exercise 6 page 22

- Students can do the activity in pairs or small groups. Encourage them to use the vocabulary from the lesson for describing plot.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I know how to structure a film review. I have learnt vocabulary for writing a film review.*

2G Writing task

Review

LESSON SUMMARY

Writing: a film review

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and ask students to brainstorm and plan in class but to finish exercise 7 for homework.

LEAD-IN 2-3 MINUTES

- Put students in pairs. Write on the board: *adverts on TV, trailers, interviews with stars on chat shows, media buzz, recommendations from friends, film websites*. Ask them how much each of these might influence them if they were thinking about going to see a film. Let them discuss for 1-2 minutes and then bring the class back together again for feedback. Ask whether any of them read film reviews. If so, where do they find their reviews and have they ever decided not to see a film because of a bad review.

Exercise 1 page 23

- Give students three minutes to categorise the vocabulary.
 - disappointing, edgy, flawed, moving, powerful, serious, third-rate, wacky
 - disappointing, far-fetched, fast-moving, frightening, gripping, light-hearted, moving, powerful, predictable, serious, thought-provoking, violent, wacky
 - big-budget, disappointing, edgy, epic, flawed, gripping, light-hearted, low-budget, moving, third-rate, thought-provoking, violent, wacky, X-rated
 - disappointing, flawed, gripping, light-hearted, moving, powerful, predictable, serious, third-rate, thought-provoking, wacky
 - disappointing, frightening, gripping, wacky, third-rate

Exercise 2 page 23

- Read through the *Writing tip*, highlighting the fact that it is particularly important to use these modifiers when saying something negative.
- Draw a line across the board and write up the words in the correct place on the line from strongest to weakest. Highlight the points in the *Writing tip*.

extremely – pretty / very – quite / fairly / rather / a bit – not very / not particularly

extremely stylish, rather convoluted, pretty powerful

For further practice of *Modifying adverbs*, go to:

Vocabulary Builder 2.3 Workbook page 103

- 1 far-fetched
- 2 spectacular
- 3 moving
- 4 powerful
- 5 superb
- 7 light-hearted
- 8 unknown
- 9 faithful
- 10 awful

Exercise 3 page 23

- In pairs, students talk about a film. Ask two or three students to feed back their views to the class.

Exercise 4 page 23

- Focus on the *Writing tip* and then ask students to rewrite the sentences individually.
 - Directed by three-time Academy Award winner Steven Spielberg, *Saving Private Ryan* is one of the most gripping war films ever made.
 - Panned by critics when it was first released, *The Incredible Hulk* was a box office hit.
 - One of the most successful films of all time, *Titanic* won eleven Oscars.
 - Featuring Tom Hanks in the title role, *Forrest Gump* is my favourite movie of all times.
 - Adapted from the Steven King novel, *The Mist* is a terrifying horror film.

Exercise 5 page 23

- Students work individually or in pairs. Elicit or give synonyms / explanations for some of the more difficult words.
 - if you have an aversion to* (if you don't like)
 - hardcore fans* (serious fans)
 - marred* (spoiled)
 - hype* (advertisements and discussions in the media about how good something is)
 - dazzling* (stunning)

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

Exercise 6 page 23

- Give students five minutes to write notes following the plan.

Exercise 7 page 23

- Give students 15-20 minutes to write their review. Tell them to try to incorporate as much vocabulary as they can from the lesson. Walk around monitoring and helping.

Exercise 8 page 23

- Students check their writing against the *Check your work* list. Tell them that this is a vital part of the process and that they must make sure that in the exam they leave plenty of time to read through their essays.

Optional writing activity 2G

Film review

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can write a film review.*

Key for Language Review and Skills Round-up 1-2 is on page 120.

Get Ready for your Exam 2

Exercise 1 page 26

- Ask students if they can remember any strange and untrue stories that many people seem to believe in. Ask if they know what such stories are called. If the students cannot come up with 'urban myth / legend', refer them to the instruction in exercise 1.
- Work as a class. Ask students to give examples of funny or unusual urban / internet myths. Encourage them to remember details or variations of the stories other students remember. If the group cannot provide any examples, give your own, preferably one that is / was widespread in your area (e.g. a myth about people having their kidney stolen or about poisonous food sold in supermarkets).
- Tell students that later during the lesson they are going to learn about some other urban myths.

Exercise 2 page 26

USE OF ENGLISH EXAM TASK – WORD FORMATION

- Write *produce* on the board. Ask students to use the word to create as many words as they can.
- In a **weaker class**, pre-teach *allege / allegation / allegedly*.
- Tell students to do the task individually. Remind them to decide what part of speech is required in each gap, to be careful with singular / plural nouns, and with positive / negative adjectives, adverbs and verbs.
- Allow five minutes and then ask individual students to read out the text to check the answers. Write the answers on the board so that students can check the spelling.
- Ask **fast finishers** to create word families for some words from the text e.g. *completely, add, criticise, safety, protect*.

- 1 similarity
- 2 illness
- 3 Producers
- 4 resulting
- 5 untrue
- 6 scientific
- 7 totally
- 8 impossible
- 9 allegations
- 10 recently

Exercise 3 1.14 page 26

LISTENING EXAM TASK – MULTIPLE-CHOICE STATEMENTS

- Tell students to read the instructions and the task carefully. Allow two minutes.
- Remind students that it is more important to listen for information rather than for words – the correct answer is usually a paraphrase of the words used in the recording.
- Explain that it is sometimes easier to eliminate the wrong answers than to identify the right one. Encourage students to mark the wrong answers.
- Explain there's no need to answer all the questions during the first listening; it's more important to grasp the overall sense of the text. Encourage students to use the time between the first and the second listening to read the unanswered questions again.

- Play the recording once, allow a minute, then play it again.
- Check the answers as a class. In a **weaker class** make short breaks while playing the recording the first time.

1 C 2 D 3 A 4 C

Audioscript 1.14 page 26

Stories of colonies of alligators living in the sewers under the streets of New York date back to the early 1930s. The first sighting was reported in The New York Times. According to the newspaper, a group of boys was shovelling snow into a manhole cover, when a large alligator emerged. When it threatened to attack the boys, they beat it to death with their shovels. At about the same time, men working in the sewers claimed to have come across a large number of alligators, a claim which was verified when city officials launched an investigation. As the news spread, more sightings were reported, including one of an alligator in the subway. Passengers who were waiting for a train at Brooklyn Museum station were startled by the sudden emergence of a two-foot alligator from a rubbish bin on the platform. However, witnesses later told the police that shortly before the alligator appeared, a passenger had been seen putting a large bundle into the rubbish bin. However, this possible explanation did little to quash the rumours. People began to speculate as to how the alligators might have got into the sewers, as they are not native to that part of the United States. The most frequent explanation was that wealthy families would return to New York after holidaying in Florida, bringing alligators with them as presents for their children. When the alligators grew too large for comfort and became unsuitable as pets, the family would flush the reptiles down the toilet. The alligators would survive in the sewer by feeding on rats and rubbish, and would reproduce to form large colonies. Eventually they would grow to enormous sizes, striking fear into sewer workers and anyone foolish enough to venture down into the tunnels beneath the streets. However, zoologists believe that a sewer is not a fit environment for an alligator, and they would be unlikely to be able to reproduce down there. The animals need warm temperatures all year round. They also point out that if an alligator really did get into the sewer, it would not stay in the sewer but would try to get out. But, despite the scientific evidence, the rumours persist to this day.

Exercise 4 page 26

READING EXAM TASK – MATCHING SENTENCES TO TEXT

- Remind students of the techniques for tackling sentence-insertion reading comprehension. Students should first skim-read the text and sentences to get a general understanding. They then read the text again, stopping at each gap to try to predict what kind of information might follow. Next they look at sentences A–J to see if the idea they predicted is there and then check to see if there are grammatical links, e.g. pronouns or linkers which confirm their choice.
- Remind students it is helpful to cross out the statements as they are used and that if there are any items they are unsure of, they should move on and come back to them later, when they should be able fill gaps more easily by a process of elimination.
- Students complete the reading task. Check answers as a class.

1 H 2 G 3 I 4 D 5 E 6 J 7 B 8 A

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt about urban myths. I have practised vocabulary through a word formation task and listening comprehension through a multiple choice task.*

3 Partners

Map of resources

3A Vocabulary and listening

Student's Book p27, Workbook p21

Photocopiable Activity: 3A Pay close attention (TRCD-ROM)

3B Real English

Student's Book p28, Workbook p22

Photocopiable Activity: 3B Friend or foe? (TRCD-ROM)

3C Culture

Student's Book p29, Workbook p23

Photocopiable Activity: 3C Unusual weddings (TRCD-ROM)

3D Reading

Student's Book pp30–31, Workbook pp24–25

Photocopiable Activity: 3D Love conquers all (TRCD-ROM)

3E Grammar

Student's Book p32, Workbook p26

Photocopiable Activity: 3E Verb patterns (TRCD-ROM)

3F Speaking

Student's Book p33, Workbook p27

Photocopiable Activity: 3F Negotiation (TRCD-ROM)

3G Writing

Student's Book pp34–35, Workbook p28

Photocopiable Activity: 3G Manchester (TRCD-ROM)

3 Review and Tests

Review 3–4 Student's Book p46

Review 1–4 Workbook p98

Photocopiable Activity: 3 Review (TRCD-ROM)

Student Self-Test Sheets 3, 1–3 (TRCD-ROM)

Unit 3 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 3

Student's Book p36

Workbook pp93–96 Exam Challenge

iTools Unit 3

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 2A Holiday destinations

2B A problem

3A Vocabulary and listening

Relationships

LESSON SUMMARY

Vocabulary: verb (+ adjective) + noun collocations, set phrases

Listening: monologues, listening for gist and specific information

Speaking: discussing relationships

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief and set the Vocabulary Builder exercises as homework.

LEAD-IN 3–4 MINUTES

- Put students in pairs or small groups. Ask them to brainstorm important relationships an average person will have in their life, e.g. teacher–student, boss–employee. Then ask them to discuss which are the most important and choose their top three. Change the pairings so new students are together and can share their ideas and explain their ranking.

Exercise 1 page 27

- Focus on the photos and the discussion questions.
- Divide the class into groups. Ask each group to appoint a spokesperson (to feed back to the class later) and a secretary (to take notes from the discussion). Allow five minutes for the discussion and then ask the spokespeople to briefly feed back.
- For the feedback, focus on the photos one by one and elicit answers to question 2 from each spokesperson. Build up a list of qualities on the board. Some suggestions: mutual respect, a willingness to give as well as take, commitment, patience, tolerance, the ability to take criticism, sensitivity, honesty, open-mindedness, shared goals and values, the ability to communicate well, a willingness to make compromises and sacrifices.
- Elicit some other partnerships and then using the list on the board ask students to say which qualities are required.

Exercise 2 1.15 page 27

- Tell students they are going to hear five people talking about their partnerships and give them time to read through the options.

Speaker 1 e (confined space, car, sport)

Speaker 2 a (side by side, live on air, viewers, studio)

Speaker 3 d (rehearsals, line, character)

Speaker 4 c (songs, publisher, music)

Speaker 5 b (run a business, fashion design, retail)

Audioscript 1.15 page 27

Speaker 1 We've spent so much time together – and in a confined space, too – that we've formed a friendship that's really quite close, in a way. For example, you really start to notice the other person's irritating habits. Joe hums to himself when he's feeling stressed – annoying little tunes. Maybe he's just trying to stay calm – or just pretending to be calm – but anyway, it really gets on my nerves, that humming. But he definitely makes up for it when it comes to handling the car – he's one of the best in the sport, so I'll forgive him for humming! I've mentioned it, too. We're always completely honest with each other. It's important to speak your mind and get everything out in the open. That way you can resolve a dispute before it gets out of hand.

Speaker 2 We've been working side by side – literally! – for about five years now, and in that time, we've developed an intuitive understanding of each other. We're a bit like a married couple, I suppose – we always know what the other person is going to say! That's essential if problems occur when we're live on air – for example, if one of us is trying to ask a question but can't think of the right word, the other one can step in and rescue the situation! It happens quite a lot – although hopefully it isn't too obvious to the viewers. We're both liable to make occasional mistakes. If I help her out one week, she'll return the favour the next. It's a mutually supportive relationship – it has to be. And it makes it doubly important to pay attention when the other person is speaking and not let your mind wander even for a second. It's easy to get distracted by something else going on in another part of the studio.

Speaker 3 We've been working together for about a year now – or more, if you include rehearsals. By and large, it's been a good working relationship. We've had a few tense moments, but we've rarely had a full-scale argument. I have to be a little careful about what I say – after all, people in our profession are famous for their fragile egos! When I offer advice – for example, about how to deliver a line, or the best way to bring a character to life – he'll sometimes take it the wrong way. But he soon calms down and realises that I'm trying to help. And if he's been unreasonable, he's always quick to say sorry afterwards.

Speaker 4 Last year was the twentieth anniversary of our partnership! And in general, they've been good years – although of course, we've had our ups and downs too. But when things weren't so good, having a partner really helped. Whenever we suffered a setback – for example, if one of our songs was rejected by the publisher – I would get really depressed about it but George would stay optimistic – and gradually he'd cheer me up! When I stop to think about it, it's a great way to make a living – especially as we love music so much.

Speaker 5 She's the dreamer, I'm the realist. So from the point of view of running a business, we complement each other well. She's always coming up with these crazy ideas – some of them are brilliant, some of them are disastrous – and I voice an opinion. Often I say whoa, hold on a second, is that really going to work? Another positive aspect is that we bring different experience to the business: her background is in fashion design, whereas mine is in retail. So it's an equal relationship – neither of us has ever tried to take control, it just wouldn't work.

Exercise 3 1.15 page 27

- Play the recording again and then check answers as a class.

Speaker 1 d (humming)

Speaker 2 b (they've developed an intuitive understanding of each other, they know what the other is going to say)

Speaker 3 e (he sometimes takes things the wrong way)

Speaker 4 a (when a song is rejected by a publisher)

Speaker 5 c (one has a background in fashion design, the other was in retail)

Optional activity 3A

Language related to relationships
www.oup.com/elt/teacher/solutions

Exercise 4 page 27

- Students complete the exercise individually.

2 a 3 g 4 f 5 h 6 c 7 d 8 b 9 e

Exercise 5 page 27

- Draw attention to the *Learn this!* box and then ask students to complete the exercise individually before checking in pairs. Elicit a synonym for *constructive*.

1 form; relationship

2 take control

3 voice; opinion

4 suffered; setback

5 offering; advice

6 resolve; dispute

Exercise 6 page 27

- Elicit some functional language for expressing agreement and disagreement and write it on the board. Encourage students to use a different phrase for each discussion topic. Look at the example together and remind students that they need to give full answers with reasons and examples.

For further practice of *Set phrases*, go to:

Vocabulary Builder 3.1 Workbook page 103

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

2 2 pitch black

3 boiling hot

4 bone dry

5 soaking wet

6 wide open

7 brand new

8 bone idle

9 wide awake

10 fighting fit

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can talk about different kinds of relationships.*
I can use a variety of common verb (+ adjective) + noun collocations.

3B Real English

Friends

LESSON SUMMARY

Topic: the meaning and importance of friendship

Grammar: present perfect simple and continuous

Reading: song lyrics

Listening: a woman describing a friend

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, skip exercise 4, set the Grammar Builder exercises as homework and limit the discussion time in exercise 10.

LEAD-IN 3–4 MINUTES

- Put students in pairs. Tell them you'd like them to think about their friends and brainstorm together when they particularly need their friends and what they need their friends for. Conduct class feedback or put two pairs together to discuss their ideas.

Culture note – C S Lewis

Clive Staples Lewis, born in Ireland in November 1898, died November 1963. A lecturer at both Oxford and Cambridge universities during his life, he is best known for his fantasy novels *The Chronicles of Narnia*. He was a friend of J R R Tolkien, who wrote *The Lord of the Rings*.

Exercise 1 page 28

- Focus on the quotation and ask students what sort of thing *You too? I thought I was the only one* might refer to (shared tastes, interests, experiences, beliefs, fears, goals, etc.).
- Put students in pairs to discuss the questions. Encourage them to think of friendships they have and how they started, and what makes them successful.

Exercise 2 page 28

- Ask students to read the lyrics quickly with a partner and sum up the meaning of the song.

The song is about friendship.

Exercise 3 page 28

- Explain that students are going to focus on some of the metaphorical images in the song.
- Go round the class eliciting explanations for the phrases. Students should be able to do it 'off the cuff', without preparation.

losing ground – 'to lose ground' literally means 'to lose the advantage in a competition', here it means 'facing problems / losing control'

turn it all around – make everything better again

a shield from the storm – protection from the difficult things that life brings

the will to carry on – the motivation to continue living life normally

I can reach the sky again – I feel confident and optimistic again

someone to lean on – a person who can give me support

the one who I can run to – the person who I can go to to ask for help

Exercise 4 page 28

- Give students two minutes to think of other songs about friendship.

Students' knowledge and tastes will obviously be varied but some classic songs about friendship include:

Be there for you – The Rembrandts (theme tune from *Friends*)

With a little help from my friends – The Beatles

You're my best friend – Queen

Stand by me – Ben King

My friends – Red Hot Chilli Peppers

Exercise 5 1.16 page 28

- Before listening to the recording, give students a few minutes to check the vocabulary. Then test their comprehension and memory by giving definitions and asking students to say which word describes:
 - a close friend who understands you really well (soulmate)
 - a person who you know but isn't a friend (acquaintance)
 - a person you do business with (associate)
 - a person who stops being a friend when you're in trouble (fair-weather friend)
 - a word with negative connotations describing a person that someone spends a lot of time with (crony)

soulmate (she's been loyal and dependable and Liz can trust her)

Audioscript 1.16 page 28

Liz As friends, we go back more than ten years and we've known each other even longer than that. Our families used to live in the same street. Actually, I don't think our parents ever really spoke much to each other, but Karen and I often played together in the street after school. And then, as we got a bit older, we had some friends in common and used to hang out with the same group. Gradually, we got closer and now, I'd definitely describe her as my best friend. She's certainly my oldest friend – I mean, the one I've known longest. I wouldn't say that the friendship has always run smoothly. We haven't fallen out at all in recent years, but in the past, we've had our ups and downs. We've even had the odd set-to over the years, although to be honest, I can't remember now what any of them were about!

But I remember that there were times when we weren't speaking to each other. We always got over it, though, and I think in a way, those arguments helped to cement the friendship. I mean, part of the reason why we're so close now is that we've been through so much together.

I guess now that we're a bit older, our lives are less closely connected. We work in completely different fields, for example – but that doesn't mean we can't talk about work with each other. In fact, recently, problems at work have been getting me down and it's been great having somebody I can turn to. As an individual, I'd say I was quite reserved – I don't really wear my heart on my sleeve, shall we say. But with Karen, things are different. She's always been somebody I can really open up to. I guess it's just because we've known each other for so many years. It's easy to talk to close friends because they know you inside out. You don't have to watch what you say, because they're not going to be shocked!

If I look back over the last ten years or so, I can think of quite a few people that I've struck up friendships with and then been close to for a while ... but then we've drifted apart. But Karen's been a constant in my life, and that's good. She's very dependable, and honest through and through. I know I can trust her, and that's vital in any genuine friendship.

Exercise 6 1.16 page 28

- Students complete the sentences in pairs and then listen to the recording to check.
- Highlight the use of *odd* in sentence 3 meaning 'occasional'.

- back
- out; ups; downs
- to
- through
- down
- up to
- inside out
- through; through

Exercise 7 page 28

- Suggest that students try to work out why each tense was chosen, and to look at the grammar reference if necessary.

- the verb *know* is a state verb and as such isn't used in the continuous form
- we haven't fallen out* and *we've had* are in the simple form because they refer to actions which did not happen repeatedly
- we've had* is simple because the odd set-to happened occasionally, not repeatedly
- the verb *to be* isn't usually used in the continuous form
- refers to a recent action which is ongoing
- the verb *to be* isn't usually used in the continuous form, also it's not something recent

Language note – Simple and continuous aspect

To reinforce students' understanding of the difference between present perfect simple and continuous, highlight the fact that the concept of simple v continuous remains the same across the tenses. The simple aspect, whether it is present, past, present perfect or future, describes whole, completed actions. The continuous aspect, on the other hand, focuses on temporariness and duration. Help students to get to grips with this by asking concept questions such as: *Is it completed? Is it in progress? Is it temporary?*

For further practice of Present perfect simple and continuous, go to:

Grammar Builder 3.1 Workbook page 119

- 1 1 a 's swum
b 've been swimming
 - 2 a 've seen
b 's been seeing
 - 3 a 's been staying
b 've stayed
 - 4 a 's disappeared
b have been disappearing
 - 5 a 've stopped
b have been stopping
- 2 1 have been flying
 - 2 has been
 - 3 have negotiated
 - 4 has dealt
 - 5 have chosen
 - 6 have made
 - 7 have been paying
 - 8 have discussed

Exercise 8 page 28

- Students discuss the differences in pairs before open class feedback.
- 1 Sentence b suggests that this has only been happening recently.
 - 2 Sentence b suggests that they are continuing to drift apart.
 - 3 No difference.
 - 4 Sentence b has the meaning of 'going out with'.
 - 5 Sentence a asks if the person has been wearing the coat recently, whereas b asks if the coat has been worn at all.

Exercise 9 page 28

- Students do the task individually. Set a time limit of two minutes.

Exercise 10 page 28

- Monitor as students do the task, ensuring that the listener is asking questions to keep the conversation going. Monitor for correct use of present perfect tenses.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can discuss the meaning and importance of friendship and describe my friendships. I can use the present perfect simple and continuous tenses.*

3C Culture

Marriage in the UK

LESSON SUMMARY

Listening: a news report about weddings in the UK, six people talking about weddings and marriage

Speaking: discussing weddings and marriage

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and skip exercise 6 and the first two items of exercise 8.

LEAD-IN 3-4 MINUTES

- Put students in pairs. Ask them to think of the longest marriage they know (perhaps their grandparents' or parents') and encourage them to share information about this marriage with their partner. When they have done this, ask them to discuss what they think makes a good marriage. Conduct class feedback.

Culture note – Oscar Wilde

Oscar Fingal O'Flahertie Wills Wilde (born 16 October 1854, died 30 November 1900) was an Irish playwright, poet and author. His plays are still popular and the most famous is probably *The Importance of Being Earnest*.

Exercise 1 page 29

- Do this activity in open class.
- Ask the class what the real definition of *bigamy* is: 'the crime of marrying someone when you are legally married to someone else' and *monogamy*: 'the custom of being married to only one person at a time.'
- Elicit the meaning of the quotation. 'Having one husband or wife is having too much.' In other words, Wilde is cynical about marriage. (NB Before it was altered, Wilde's original quote was 'Bigamy is having one wife too many. Monogamy is the same.' Nowadays, of course, this is considered sexist.)

Exercise 2 page 29

- Focus on the chart and elicit what type of chart it is (pie chart), and then on the glossary. Students present the information to another pair. Ask a student to repeat the presentation. If necessary, feed in the following language that can be used in exercise 3.
 - the vast majority
 - a large / small proportion of people
 - a small / tiny minority

Exercise 3 page 29

- Students do the task in pairs. Conduct a whole class feedback.

Exercise 4 1.17 page 29

- Tell students they are going to listen to a news report about weddings. Play the recording. Ask students to listen and compare answers.

b

Audioscript 1.17 page 29

Men are turning to teeth whitening and fake tans to improve their appearance on their wedding day, says new research carried out for the magazine *Wedding*. While it is commonplace for women to want to look their best, increasing numbers of men are becoming self-conscious about how they will be perceived on the day.

42 per cent of men planned to diet before their wedding while twelve per cent aimed to get their teeth whitened and eight per cent wanted a fake tan spray. Among the brides-to-be, 72 per cent planned to diet, 27 per cent wanted their teeth whitened and 60 per cent wanted a fake tan.

The average couple planned to spend £10,600 on their wedding day, the survey for *Wedding* magazine showed, although most ended up spending £6,400 more, and more couples were opting for non-traditional venues, with just 48 per cent planning a church wedding.

Of the 1,000 people surveyed, the majority of whom were aged 20 to 34, 39 per cent had chosen a civil wedding in a licensed venue, eight per cent were travelling abroad and five per cent had chosen a registry office.

When it came to the cost of the engagement ring, one in ten brides contributed financially in order to have a more expensive piece of jewellery, with 30- to 34-year-olds spending the most (£1,730). Since 2002, the average amount spent on the ring has increased by 40 per cent, from £893 to £1,242. Perhaps because couples now get married later in life, 87 per cent of women also contribute towards their big day themselves and almost a quarter will make the largest financial input.

Brides are willing to sacrifice spending on other aspects of their wedding so as to spend more on a dress. A quarter opted for a cheaper cake, twelve per cent for fewer guests and almost twenty per cent for a shorter honeymoon.

The average engagement was 22 months. At a little over two years, under-25s spent the longest time together before getting married, while 30- to 34-year-olds spent just over a year engaged.

Asked which celebrity the bride would most like to look like on her wedding day, the favoured responses were Kate Winslet, the actress, and Tess Daly, the co-presenter of *Strictly Come Dancing*, a popular reality TV show on BBC1.

The same question was not asked of men.

Exercise 5 1.17 page 29

- Give students a few moments to read through the sentences before playing the recording a second time. Remind them that they are unlikely to hear the same words as in the sentences and should listen out for synonyms.

1 False: 42 per cent of men and 72 per cent of women would like to lose weight.

2 True

3 False: The majority were aged between 20 and 24.

4 True

5 False: Under-25s spend the longest time together before getting married.

6 False: Only the women were asked.

Exercise 6 page 29

- Students discuss the questions. Have a class feedback.

Exercise 7 1.18 page 29

- Students listen to six people talking about weddings and marriage. They only hear the recording once. Pause between recordings to allow them to read the question, and deal with any vocabulary queries which arise.
- Vocabulary which may need to be explained is *consent* (permission), *civil ceremony* (a non-religious ceremony), *vow* /vəʊ/ (a formal and religious promise).
- Give students a few moments to read through the sentences before playing the recording a second time. Remind them that they are unlikely to hear the same words as in the sentences and should listen out for synonyms.

- If there is time, highlight the following vocabulary related to marriage and relationships from the listening:
tie the knot (get married)
sweep someone off their feet (make sb fall suddenly and deeply in love with you)
whirlwind romance (a romance that happens very quickly)

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

Audioscript 1.18

Speaker 1 I've been to a lot of weddings over the past few years – including three in the last six months. I guess my friends are all getting to that age now when they want to settle down, and maybe have kids. I usually quite enjoy weddings, or at least, I enjoy the first half – the ceremony itself, and then the wedding reception with the meal, the speeches, all of that. It's the stuff that happens in the evening that often ruins them. There's nearly always a row of some kind, about halfway through the evening disco! It usually involves relatives of the bride or groom, who probably can't stand each other and have been forced to spend the whole day together!

Speaker 2 In Britain you can get married at the age of sixteen, which to me seems terribly young. Admittedly, you need to get your parents' consent, but that won't stop people rushing into a bad marriage before they're really old enough to make such an important decision. I don't think your parents can necessarily judge who would make a good husband or wife for their child. I reckon the minimum age should be eighteen. I mean, if you're so sure that you've met the right person, why not wait another couple of years before tying the knot? If the relationship falls apart during that time, then you know that it wasn't meant to be.

Speaker 3 It annoys me that so many people want to get married in church these days, when so few people actually go to church on a regular basis. Of course, their choice has nothing to do with religious beliefs, or anything like that. They've probably seen photos in a magazine and thought, 'Oh, that looks nice, I'd like that kind of wedding'. It's a fairytale for them, isn't it? You know, a 'proper' wedding. But it's hypocritical of them, because they make all those religious vows without really believing in what they're saying. It would be more honest of them to have a civil ceremony.

Speaker 4 Since I told my friends and family last month that I was getting married, I've been amazed at how many people have brought up all those silly superstitions that surround marriage. For example, they'll ask me 'Have you found something blue to wear on your wedding day?' When I ask them if they really believe in those superstitions, most of them say they don't – but then they talk about how it's nice to keep these traditions going and follow them as much as you can. But why? That's what I'd like to know. Why keep something going that belongs to another time in history – when people were ignorant?

Speaker 5 I suppose the idea is to end with the funniest of the three speeches – that's why they get the bride's father to speak first! He usually tells a few long, wandering anecdotes about the bride as a young girl which might or might not be amusing, but it isn't often the highlight of the reception. There are exceptions, of course – I've been to weddings when the father of the bride gave a hysterical speech and the best man's speech fell really flat. But more often than not, it's the best man's speech that everyone is waiting for. The groom's speech is usually very forgettable. That's why they put it in the middle, between the other two.

Speaker 6 There are always stories about them in the papers, aren't there? So-and-so got married at the top of Mount Everest, or at the bottom of a swimming pool, or halfway through the London Marathon – the weirder the better, it seems. I guess people just like to see their picture on the news or in a newspaper. I can't imagine why else they'd do it. What's the point? It should be an unforgettable day anyway – so why do you need a gimmick? I'd be very suspicious if some guy swept me off my feet in a whirlwind romance, asked me to marry him and then suggested we do it in a canoe halfway up the Amazon. Particularly if he also tipped off the local news channels. It's just attention-seeking, isn't it?

Exercise 8 page 29

- Students discuss the questions in pairs. Go round helping and contributing to the conversations, making a note of any common errors for feedback.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I have learnt about the marriage and wedding customs in the UK. I can express my opinion on marriage and describe wedding customs in my country.*

3D Reading

Loves conquers all

LESSON SUMMARY

Reading: an article; true / false questions

Vocabulary: verb + noun collocations

Speaking: telling a story about love triumphing over obstacles

Topic: State and society, People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief and ask students to read the text before the lesson.

LEAD-IN 2-3 MINUTES

- 'Love conquers all' is the title of the lesson. Ask student's to think what this means and whether they agree. Put them in pairs to discuss.

Exercise 1 page 30

- Students discuss the questions in pairs. Ask them to make brief notes.

Exercise 2 page 30

- Lead a feedback on the discussion and elicit their ideas onto the board in three columns.

Culture notes

The Fall of Baghdad This marked the end of the Battle of Baghdad in 2003, when American troops secured Baghdad airport and then successfully invaded the city of Baghdad.

The Sunni Triangle An area to the north of Baghdad, populated mainly by Sunni Muslims. This area was the centre of support for Saddam Hussein and main opposition to the US invasion of Iraq.

Exercise 3 page 30

- Give students 4-5 minutes to read the text and identify the problems Ehdaa and Sean face.

all of them

Language note – All's fair in love and war

This idiomatic saying means that behaviour which is unfair in normal circumstances is acceptable in love and war. By extension, it now means that in some situations any type of behaviour is justifiable to get what you want.

Exercise 4 page 30

- Students work individually and then compare answers with a partner, correcting the sentences that are false. Suggest that they begin by underlining the key words in the sentences before finding the relevant parts in the text. They should write the paragraph number next to each sentence.
- Explain that the sentences are not in chronological order.

- 1 True (D and E) *she's very attractive; ... a tall, shy, handsome soldier. He had the most beautiful eyes I had ever seen*
- 2 True (K) *It seems ironic that when ... it manoeuvred to divide*
- 3 True (H) *Once the battalion commander found out ... Blackwell was exiled*
- 4 False (B) *She's filled with hope for a new future*
- 5 True (G and H) *made an unauthorised detour; ... two soldiers ... stood guard outside*
- 6 False (E) *between patrols and weapon raids*
- 7 True (J) *fame is a passport. Ehdaa continues on her journey*
- 8 False (E) *hours of conversation*
- 9 False (B) *there was one thing the army didn't count on ... love ... conquers all*
- 10 False (G) *There was no regulation against a marriage*
- 11 False (J) *It's like I haven't been away from her for six months*
- 12 False (F) *It was a conversion of convenience, not conviction*

Exercise 5 page 31

- Focus attention on the *Reading tip*. Ask students if they can think of any military metaphors in their own language.
- In a **stronger class** ask students if they can think of any more in English. Some examples include: *to fight / battle something* (e.g. a cold), *to fight a losing battle*.
- Students complete the collocations individually.

- a launch
- b don
- c disobey
- d go back
- e respond
- f make
- g stand
- h file

Exercise 6 page 31

- Students do the exercise alone or with a partner and check their answers with the text.

- 1 made a detour (literal)
- 2 responded to the attack (figurative)
- 3 disobeying an order (literal)
- 4 launched a mission (figurative)
- 5 stand guard (figurative)
- 6 don bullet-proof vests (literal)

Exercise 7 page 31

- Circulate and monitor as students discuss the questions.

Exercise 8 page 31

- Ask as many students as possible to present their stories to the class or ask them to present them in groups. Take notes of errors and have a brief language feedback at the end.

Additional speaking activity 3D

Discussion: relationships

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Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand and respond to a love story. I have learnt some verb + noun collocations.*

3E Grammar

Verb patterns

LESSON SUMMARY

Grammar: verb patterns

Reading: a short text about identical twins, a short text about a singing duo

Speaking: further practice using different verb patterns

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, for exercise 5 divide the class into pairs and ask students to look up half the words each, and set the Grammar Builder exercises as homework.

LEAD-IN 2-3 MINUTES

- Either write on the board, dictate or simply ask the following questions: *Do you know any twins? Do you think being a twin is special and how can this relationship be beneficial or detrimental to your life?* Put students into small groups to discuss their answers.

Exercise 1 page 32

- Discuss the question in open class.

Language note – Verb patterns

Knowing the patterns which follow verbs is essential for accuracy and accounts for many errors at advanced level. There are not many rules governing which verb form is needed after a particular verb and students must simply learn and practise them. You could encourage them to start a page in their vocabulary books dedicated to each verb pattern. They could then copy the verbs in the grammar reference to the correct page and then add to them as they come across new words.

However, there are certain families of verbs which behave in the same way. You could encourage students to notice these. For example:

- 1 likes and dislikes: *adore, love, like, enjoy, don't mind, dislike, can't stand, detest, loathe*, etc. are followed by the *-ing* form.
- 2 communicating: *tell, ask, beg, warn, request, remind, recommend, persuade*, etc. are followed by the pattern verb + object + infinitive.

Exercise 2 page 32

- Give students two minutes to complete the text. Then stop them and ask them to check their answers with a partner and when they've finished, to describe the twins' working relationship.
- During feedback ask students why it is that *to* is followed by an *-ing* form in number 1 (because *to* is not an infinitive but a preposition). Ask them to identify two more prepositions in the text (*on* and *like*) and remind them that prepositions are always followed by an *-ing* form.

- | | |
|-------------|--------------|
| 1 doing | 8 to get |
| 2 watching | 9 accepted |
| 3 to read | 10 published |
| 4 to pursue | 11 to be |
| 5 to focus | 12 typing |
| 6 working | 13 finish |
| 7 writing | |

Exercise 3 page 32

- Students do the exercise individually. Go round and check their example sentences. Explain that there are a few examples of each. Suggest that although they only need to choose one, they should choose one which is unfamiliar so that the practice is more useful.

- 1 tend to, choose to, have yet to, happens to
- 2 has allowed them to, took the twins five years to
- 3 lets her sister finish
- 4 spent five years working, feels like typing
- 5 get their novel ... accepted

For further practice of Verb patterns (1), go to:

Grammar Builder 3.2 Student's Book page 120

- 1 to collect
- 2 selling
- 3 to purchase
- 4 get
- 5 consulting
- 6 to make
- 7 travelling
- 8 to post

Exercise 4 page 32

- Asks students to look at the dictionary entry and then elicit the answers from the class.

The dictionary entry shows the pattern in bold in brackets [V-ing]. It also contains an example sentence.

Exercise 5 page 32

- Students use their dictionaries to find out the behaviour of the verbs in the box.

claim 1	hate 3	risk 2
demand 1	love 3	stop 4
fail 1	refuse 1	try 4
guarantee 1	remember 4	

Exercise 6 page 32

- Ask students to read the *Look out!* box and then complete the text individually before checking in pairs.
- Point out that *go on + -ing* means 'continue to do something', whereas *go on + infinitive* means 'to do something after completing something else', e.g. *The Mulgray twins were teachers who went on to become writers.*

- | | |
|-------------------|---------------------------------|
| 1 to be booked | 7 to maintain |
| 2 to look | 8 to have been forgiven |
| 3 being impressed | 9 being / having been disgusted |
| 4 to have | 10 performing |
| 5 to stay | 11 not to have spoken |
| 6 trying | |

For further practice of Verb patterns (2), go to:

Grammar Builder 3.3 Student's Book page 120

- | | | | | | | | |
|-------|--------|---------|-----------|---------|-----|-----|-----|
| 1 1 b | 2 b | 3 a | 4 b | 5 a | 6 a | 7 b | 8 a |
| 2 2 | having | 3 being | 4 to have | 5 to be | | | |

Exercise 7 page 32

- Circulate as students do the task, monitoring for correct use of verb patterns. At the end ask students to report back their partner's answers.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can use a variety of verb patterns.*

3F Speaking

Negotiation

LESSON SUMMARY

Functional English: negotiating, making suggestions

Listening: two business partners discussing plans to buy a café

Speaking: negotiating a plan of action for opening a nightclub

Topic: Shopping and services, People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in and exercises 2 and 3 brief.

LEAD-IN 4-5 MINUTES

- Ask students to think about these questions: *When was the last time you needed to negotiate for something? What did you want to achieve? Were you successful or not? If you could go back in time, how would you do it differently?* Give them one minute to write any notes they wish. Encourage a few students to tell the class about their experience. Other students may ask questions.

Exercise 1 page 33

- Focus on the photos and ask students to tell you briefly what they can see. They continue the task in pairs.
- During feedback elicit synonyms for *affluent* (rich), *affordable* (cheap) and *clientele* (customers). Point out that these words are somehow more 'tasteful' than the simpler, blunt alternatives.
- Model and drill the pronunciation of *affluent* /'æfluənt/, *hygiene* /'haɪdʒiːn/ and *clientele* /,kliːəntel/.

- c (photo 1)
- d (photo 2)
- e (photo 1)
- a; f (either)
- f (photo 2)
- b (photo 1)
- d (photo 2)
- e (photo 1)

Exercise 2 page 33

- Elicit language from lesson 2F for comparing and contrasting photos and write it on the board.
The photos are similar in that ...
In the first café ... , whereas in the second ...
In the first café ... In the second café, on the other hand, ...
Give students 1-2 minutes to describe the photos, and then ask a pair to repeat their description.

Exercise 3 page 33

- Students rank the factors giving reasons.

Exercise 4 1.19 page 33

- Play the recording once and let students compare their answers with a partner before open class feedback.

b Factors 1 (location) and 2 (size) lead to the decision.

Audioscript 1.19

Man So, let's look at the different options. All three of these cafés are up for sale – and the prices are similar.

Woman OK. What's this first one called?

M The Soup Bowl.

W Yuk. I don't like the name.

M Me neither. We could change that, I suppose.

W We could, but that can cause confusion – especially if it's already in the phone book and on the Internet.

M True. How long has it been open?

W About a year. It's not doing badly, apparently. It's got a fairly loyal clientele. What puts me off is its location. It's too far from a main road.

M I agree. And looking at these photos, we'd need to spend a lot of money sorting out the internal decoration.

W All in all, it isn't very appealing.

M I think we should move on to the next option.

W Yes – Mario's. Here are the photos. This one has quite a lot going for it, in my opinion.

M It looks very old fashioned from the outside, doesn't it?

W Yes, but that wouldn't cost much to put right.

M Where is it, exactly?

W At the north end of the High Street.

M Really? That couldn't be better. And it's quite large too – 25 tables. Can you think of any drawbacks?

W I've heard that the service is very slow. They get quite a few complaints.

M I suppose there are ways around that. For example, we could send the staff on training courses.

W I suppose so. Shall we look at the last one?

M Yes – The Corner Café. It's on the corner of Green Street and Mansion Avenue.

W That's a little far from the centre of town.

M Yes, but it's a nice little café. Good reputation, plenty of regular customers. I think it's definitely worth considering.

W Really? How many tables?

M Fifteen. It's a bit smaller than we would like, I admit.

W And the location isn't great either.

M OK, you've got a point. On reflection, maybe we should reject that option.

W I agree.

M So, have we reached a decision?

W Yes, I think we have. Personally, I'm in favour of buying Mario's.

M I'll go along with that. It seems the only choice, really. It's big enough and the location is perfect.

W Absolutely. Well, let's get on the phone ...

Exercise 5 1.19 page 33

- Students work individually, trying to remember as much as they can. Play the recording a second time for them to check. Check understanding by asking for translations or synonyms in English for *what puts me off* (what makes me not like it), *has a lot going for it* (has a lot in its favour), *drawbacks* (disadvantages) and *ways around that* (solutions to that problem).
- Highlight the use of the cleft sentence structure in *What puts me off is ...* This phrasal verb is frequently used in this way.

- | | |
|-------------|------------|
| 1 options | 7 ways |
| 2 off | 8 worth |
| 3 all | 9 reject |
| 4 move | 10 reached |
| 5 going | 11 along |
| 6 drawbacks | |

Exercise 6 page 33

- Ask students to think about nightclubs and refer them to the questions for discussion.

Exercise 7 page 33

- Ask students to work in pairs and make notes under headings 1–5.

Exercise 8 page 33

- Focus on suggestions 1–5 and on questions a–e. Remind them that the aim of the exercise is to practise the language in exercise 5 so they should consider the options thoroughly before reaching a decision.
- Round up the activity by asking two or three pairs to present ideas for their ideal nightclub.

Optional speaking activity 3F

Presentation: friendship

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Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can discuss suggestions and negotiate a course of action.*

3G Writing analysis

An article

LESSON SUMMARY

Writing: an article, describing and comparing two towns

Language: using elaborate instead of basic vocabulary

Topic: Travel and tourism

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and do exercises 4 and 5 together as a class.

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, do exercises 4 and 5 on page 34 as a class and skip the lead-in for the writing task. Ask students to brainstorm and plan in class but to do exercises 8 and 9 for homework.

LEAD-IN 4–5 MINUTES

- Ask students to pick a touristy spot in their country and think about why it is so popular with tourists. Elicit ideas from the whole class. Now put the students in pairs and ask them to pick a place they think tourists don't know about but should visit and say why they should go there. They should prepare a 30–60-second presentation. Invite students to give their presentations to the class.

Exercise 1 page 34

- Focus on the photos and elicit a few adjectives to describe the general feel of the place (Burford: *peaceful, pretty, charming, picturesque, quaint*. Cheltenham: *bustling, lively, vibrant*) and then ask two or three individuals to say which place they would prefer to visit and why.

Exercise 2 page 34

- Students do the task individually. Ask them to underline the relevant section of the text and write the appropriate letter next to it.

Burford b, e, f, g, h

Cheltenham a, c, d

Exercise 3 page 34

- Ask students to consider the standard of writing and ask what distinguishes it from the writing of, say, an intermediate student.
- Read through the *Writing tip* together and ask students to do the exercise individually.
- With a **stronger class** ask students to find seven different alternatives.
- During feedback, highlight the differences in meaning of the words in part 2.
 - *picturesque* = pretty in a way that looks old-fashioned; it can apply to buildings, scenery
 - *quaint* = attractive in an old-fashioned or unusual way
 - *idyllic* = peaceful and beautiful, perfect; it can also apply to a lifestyle or existence
 - *exquisite* = extremely beautiful; but it can also describe food or hand-made items

- 1 readily available, has a great deal to offer, has a wealth of, are teeming with, are well provided for, a wide variety, you'll find yourself spoilt for choice
- 2 exquisite, quaint, picturesque, idyllic

Exercise 4 page 34

- Students do the exercise in pairs.

- 1 *c gripping* is used to describe a book, film or other kind of story
- 2 *a considerable* is used to describe something that is not tangible e.g. interest, pain, amount, expense
- 3 *b antique* is used to describe an object, e.g. furniture, jewellery
- 4 *b current* is used to describe something happening now, e.g. current prices, the current year

Exercise 5 page 34

- Do the first sentence together on the board to show that students need to make all the component parts of the sentences more elaborate. Explain that all the possibilities can be found in exercises 3 and 4.

(Possible answers)

- 1 The High Street boasts an impressive array of historic buildings.
- 2 The financial district has a wealth of vast, contemporary buildings.
- 3 The port has a wealth of fascinating history.
- 4 Young people looking for things to do in the town centre will find themselves spoiled for choice.
- 5 The streets near the station are teeming with state-of-the-art Internet cafes.
- 6 Culture lovers are well-provided for in the theatre district.

Exercise 6 page 34

- Go round monitoring and prompting as students do the activity. Have a brief class feedback.

Lesson outcome

Ask students: *What have you learnt today?* and elicit: *I know how to write an article about a popular tourist destination. I can make a description sound more interesting by using elaborate words and a range of synonyms.*

3G Writing task

An article

LESSON SUMMARY

Writing: a description, comparing two towns

Language: adjectives for describing places, prepositional phrases

Topic: Travel and tourism

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and ask students to brainstorm and plan in class but to do exercises 8 and 9 for homework.

LEAD-IN 2-3 MINUTES

- Ask students: *If you could live anywhere else in the world, which country would you choose?* Ask them to think for one minute and prepare to explain their reasons. Now get the class to mingle and encourage them to speak to as many different people as possible. If they meet someone who has chosen the same country, they should find out if it is for the same reasons. If they meet someone who has chosen a different country, they should try to convince them that their choice is better.

Exercise 1 page 35

- Refer students to the wordlist at the back of the Workbook. Elicit their ideas onto the board as three lists. If a student mispronounces a word, write it up on the board in brackets and focus on its pronunciation later.
- Words which are likely to be mispronounced are *bustling* /'bʌslɪŋ/, which has a silent t, *desolate* /desələt/, whose final syllable is a schwa, and *picturesque* /,pɪktʃə'resk/, which has stress on the final syllable.
- Check comprehension of some of the trickier words by asking students to tell you which word means: *very poor, without enough food, education etc. to live a happy and comfortable life?* (deprived) *full of people moving about busily?* (bustling) *empty and without people, making you feel sad?* (desolate) *with a strong and healthy economy?* (thriving) *spreading out from the centre in an untidy way?* (sprawling).

(Possible answers)

Positive

affluent
cosmopolitan
historic
picturesque
thriving
vibrant
well-connected

It depends

bustling
high-rise
hilly
industrial
remote
sprawling

Negative

crowded
deprived
desolate
isolated
rundown
touristy

Exercise 2 page 35

- In pairs, students begin by describing what they see, using previously learned language for comparing and contrasting, and then move onto the questions. Have a whole class feedback.

Exercise 3 page 35

- Read the *Study tip* together and elicit the preposition to complete the sentence.

from

Exercise 4 page 35

- In a **stronger class** students can attempt to complete the expressions from memory.
- To check students understand the expressions, ask: *Which means: very nearby? (a stone's throw away) very well-known for? (renowned for) similar to? (reminiscent of) to provide things that a particular situation needs or wants? (cater for).*

1 for 2 in 3 of 4 with 5 to 6 for 7 away 8 with 9 to 10 for 11 for 12 for

Exercise 5 page 35

- Set a time limit of five minutes for the exercise. After checking the prepositions elicit translations for the expressions.

2 to 3 in 4 to 5 to 6 with 7 from 8 in

Exercise 6 page 35

- Students complete the sentences individually or in pairs.

1 home 4 take pride
2 plays host 5 steeped
3 dates back 6 dates

Extra activity 3G

Vocabulary game

www.oup.com/elt/teacher/solutions

Exercise 7 page 35

- Focus on the task and elicit or explain the meaning of *extol the virtues of* (talk in very positive terms about all the good things the towns offer). Set a time limit of 3-4 minutes for the brainstorm.

Exercise 8 page 35

- Give students ten minutes to write a first draft. Walk around monitoring and helping. After this time ask students to swap their work. They should comment on good examples of language and find ways of fine-tuning it. They write the introduction jointly.

Exercise 9 page 35

- Students check their writing against the *Check your work* list and make final amendments. If there is time, ask two or three pairs to read out their work.

Optional writing activity 3G

Magazine article

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learnt today?* and elicit: *I can write an article extolling the virtues of a tourist destination. I have learnt some adjectives used for describing places as well as a variety of prepositional phrases.*

Get Ready for your Exam 3

LEAD-IN

- Ask students to decide what they think true love should be like. Write on the board: *If your love is true, ...* and ask each student to finish it. Give an example, e.g. *If your love is true, you always want to be with the person you love.*
- Ask students to read out their sentences. As a class discuss what the most important characteristics of true love are.
- Write on the board:
True love will never fade.
Love at first sight can't last.
It's never too late to fall in love.
First love is always the dearest to your heart.
There is no such thing as true love any more.
- Tell students to choose one statement they agree with and one they strongly disagree with. In pairs ask them to explain to each other why they agree / disagree with the particular statement. Ask some students to report their partner's opinion to the class.

GET READY TO READ

Exercise 1 page 36

- In a **weaker class** pre-teach *drift apart* and *tie the knot*.
- Ask students to imagine they work as newspaper or TV reporters. Tell them to use the vocabulary to outline a story to go with the picture. Allow three minutes. Ask some students to present their stories to the class.

Exercise 2 page 36

READING EXAM TASK – MATCHING

- Divide the class into three groups. Tell the students in group A to read text A, in group B – text B, and in group C – text C. Tell them they'll have to report the text to the rest of the class. Allow three minutes for individual reading.
- In groups ask students to prepare a summary for the two other groups.
- Ask one student from each group to present their story to the class.
- Ask students to answer questions 1–8 individually. Tell them to do only those questions they can answer without referring to the texts.
- Tell students to read the two texts they have not read to answer the questions they have not been able to answer so far.
- For each question, ask them to identify the part of the text that helped them to answer. Ask individual students to read out these parts of the texts: e.g. for question 1: 'they stayed in touch over the years with letters and cards'; question 2: 'despite the obstacles they had to overcome and the people they hurt, Jackie and John both firmly believe it was all worth it'; question 3: 'when Mr Hicks was stationed back in England, they drifted apart', etc.
- Point out that some of the questions are more easily answered by elimination (e.g. question 8).

1 A 2 C 3 A 4 B 5 B 6 A 7 B 8 C

Exercise 3 page 36

USE OF ENGLISH – ERROR CORRECTION

- In pairs students make a list of superstitions connected with weddings. Allow three minutes, and then discuss as a class.
- Tell students to scan the text in exercise 3 to find out what superstitions they have not mentioned.
- In a **weaker class** pre-teach *doomed*.
- Students work individually to complete the task.
- **Fast finishers** underline the following words and phrases in the text and find synonyms that would fit in the text: *originated* (started), *maintained* (preserved), *prospective* (potential), *susceptible* (vulnerable).
- Allow five minutes, and then check as a class.

1 ✓ 2 that 3 is 4 ✓ 5 ✓ 6 can 7 ✓ 8 ✓ 9 the
10 ✓ 11 the 12 ✓ 13 his 14 ✓ 15 ✓ 16 ✓ 17 as
18 ✓ 19 ✓ 20 not 21 ✓

Culture note

The white wedding gown is probably the best-known wedding tradition. Although it is hard to imagine a time when a wedding did not mean a woman in an exquisite white dress, this has not always been the case. It used to be that brides wore their best dress, in whatever colour it happened to be. All that changed, however, when Queen Victoria chose white for her wedding gown. The white wedding gown soared in popularity, and also came to symbolise virtues such as purity and innocence. The notion that a wedding gown should be white has become so ingrained in the fabric of our society that it is not at all unusual today to see even pregnant or second-time brides wear white.

Many of our current wedding customs are based on ancient beliefs that a bride was particularly attractive to evil spirits. Thus, many rituals arose in an effort to protect her. One of these was the bridal veil, which was designed to shield her from evil. This is also why brides had bridesmaids. Her friends would dress in garb and veils identical to the bride's so that the spirits could not identify her.

Another reason why a bride wore a veil was to hide her face from her fiancé in the days when arranged marriages were common. The wedding day was often the first time that the two participants met, and the idea was that the groom would not be allowed to see the bride until after the wedding, in case he did not find her pretty. (Once the knot was tied, it was too late for him to back out of an arrangement that would have been financially important to his family.) This is also the origin of keeping the bride and groom apart on the day of the ceremony.

Noise was also believed to drive off evil spirits, which is why we ring the church bells at a wedding. This is also the reason that noisy cans are tied to the newlyweds' bumper (although these days the people doing the tying of cans probably just think that it's a funny prank), and that glasses are clinked at the wedding reception.

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt about wedding superstitions. I have practised a matching reading text. I have practised vocabulary and grammar through a multiple choice gapped text.*

4 Changes

Map of resources

4A Vocabulary and listening

Student's Book p37, Workbook p29

Photocopiable Activity: 4A All change (TRCD-ROM)

4B Real English

Student's Book p38, Workbook p30

Photocopiable Activity: 4B Everybody changes (TRCD-ROM)

4C Culture

Student's Book p39, Workbook p31

Photocopiable Activity: 4C Protest songs (TRCD-ROM)

4D Reading

Student's Book pp40–41, Workbook pp32–33

Photocopiable Activity: 4D Slimming champion (TRCD-ROM)

4E Grammar

Student's Book p42, Workbook p34

Photocopiable Activity: 4E If... (TRCD-ROM)

4F Speaking

Student's Book p43, Workbook p35

Photocopiable Activity: 4F East Sellarby (TRCD-ROM)

4G Writing

Student's Book pp44–45, Workbook p36

Photocopiable Activity: 4G Technology essay (TRCD-ROM)

4 Review and Tests

Review 3–4 Student's Book p46

Review 1–4 Workbook p98

Photocopiable Activity: 4 Review (TRCD-ROM)

Student Self-Test Sheets 4, 1–3 (TRCD-ROM)

Unit 4 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 4

Student's Book p48

Workbook pp37–38

Workbook pp93–96 Exam Challenge

iTools Unit 4

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 4A Steampunk 4B Energy debate

4A Vocabulary and listening

Describing change

LESSON SUMMARY

Vocabulary: synonyms of *change*, nouns formed from verbs

Listening: monologues on things that have changed, listening for gist and specific information

Speaking: talking about change

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief and set the Vocabulary Builder exercise for homework.

LEAD-IN 4–5 MINUTES

- Put students into small groups. Ask them to brainstorm what important changes they have had in their lives so far and any changes they expect in the next five years or so. With a **weaker class**, offer suggestions to start them off: *starting school, starting and stopping hobbies or sports, having a new brother or sister, moving house*. When they have a list of a few things, ask them to think about whether they feel positive or negative about the changes they have listed. Conduct brief class feedback.

Culture note – George Bernard Shaw

George Bernard Shaw (born July 1856, died November 1950) was a famous Irish playwright. He wrote over 60 plays, won the Nobel Prize for Literature in 1925 and is most famous for his play *Pygmalion*, which was the basis for the hit musical *My Fair Lady*.

Exercise 1 page 37

- Give students time to interpret the quotation and to talk about their own attitudes to change in pairs before discussing it as a class. As feedback, elicit a paraphrase for Shaw's attitude and then ask a few students to tell the class about their partner's attitude.

Shaw says that some people question the cause of things, whereas he tends to ask himself why things can't be different, which indicates that he is generally in favour of change.

Exercise 2 page 37

- If students don't have dictionaries, refer them to the wordlist. Do the first pair of sentences together to check they understand that they need the same verb for both sentences.
- Remind students of the point raised in the previous unit, that at advanced level students need to go beyond the basic vocabulary, in this case, the word *change*.
- To help students remember how we use the words, as well as the meaning of the words, suggest that they write the full sentences in their vocabulary notebooks.

- 1 a converts b converted
- 2 a adapted b adapt
- 3 a alter b altered
- 4 a transformed b transform
- 5 a evolved b evolved
- 6 a refined b refining
- 7 a adjusts b adjust
- 8 a modified b modify

Exercise 3 1.20 page 37

- Read through the instructions. Ask students to make a note of any language which indicates a positive or negative opinion. Play the recording and give students time to check their answers in pairs, giving reasons.

Speaker 1 1 (they made a really good job of it, they captured the flavour and atmosphere. The speaker 'softens' any criticism he makes by saying *inevitably* they missed bits out, they changed the ending slightly to make it happier – *but that's Hollywood for you*).

Speaker 2 2 (It's a complete transformation and not for the better, it's much less pleasant for pedestrians now, (name change) Totally pointless)

Speaker 3 1 (On the whole, it seems to work very well)

Speaker 4 3 (It doesn't bother me)

Audioscript 1.20 page 37

Speaker 1 I went to see *The Golden Compass* last week. It's a screen adaptation of the *Northern Lights* by Philip Pullman. Everyone always says film versions of books are never as good as the original, but I thought they made a really good job of it. They made some minor alterations to the plot and they inevitably missed some bits out, but they really captured the flavour and atmosphere of the book. My only criticism is that they changed the ending slightly, basically to make it happier – but that's Hollywood for you.

Speaker 2 I recently went back to Newbridge, the town where I was born, twenty years ago. When I came out of the station I thought for a moment I'd got off at the wrong stop, it had changed so much. They've basically knocked down most of the old buildings in the town centre and replaced them with modern office blocks. It's a complete transformation – and not for the better. They've widened the roads, no doubt to ease traffic congestion, but it's much less pleasant for pedestrians now. At least they left the old theatre more or less untouched, apart from one slight modification: they've changed its name to the New Theatre. Why? Totally pointless. It isn't new!

Speaker 3 They've just introduced a new computer system at the call centre where I work. It's supposed to streamline the way we work, making it quicker to answer customers' queries and access files. We've only been using it for a day or two, and we'll obviously face a period of adjustment as we get used to it. No doubt they'll need to make some refinements to it once it's been up and running for a while, but I must say that, on the whole, it seems to work very well.

Speaker 4 My grandpa decided to undergo a religious conversion last year. Before that he hadn't really believed in God – it's not that he was an atheist; he just hadn't given it much thought. But then he started watching religious channels on daytime television. He's always had a bad back, and he claims that God cured him while one of these so-called televangelists was delivering a sermon on TV. His back certainly seems to be much better, so who knows what happened? But his whole personality seems to have changed and he goes around telling everyone that the theory of evolution is a load of nonsense and that the earth was created about 6,000 years ago. It doesn't bother me, but grandma isn't very happy about it because he keeps making large donations to a Christian TV channel.

Exercise 4 1.20 page 37

- Students do the task individually. Point out that both collocations are linguistically correct, and their task is to remember which one the speaker used.

- 1 screen adaptation
- 2 minor alterations
- 3 complete transformation
- 4 slight modification
- 5 period of adjustment
- 6 make some refinements
- 7 undergo a conversion
- 8 theory of evolution

Extra activity – Verb + noun collocations

Dictate the following sentences (slightly adapted) from the listening:

- 1 They _____ a good job of it.
- 2 They _____ the flavour of the book.
- 3 They've _____ the roads.
- 4 The computer system makes it quicker to _____ queries.
- 5 He hadn't _____ it much thought.
- 6 A so-called televangelist was _____ a sermon on TV.

Write these verbs on the board in a word pool: *deliver, make, capture, give, answer, widen*.

Students complete the sentences. In a **stronger class**, see if students can complete the sentences without the help of the word pool.

- 1 made
- 2 captured
- 3 widened
- 4 answer
- 5 given
- 6 delivering

Exercise 5 page 37

- Put students in pairs to discuss the changes. Conduct a brief feedback.

For more practice of *Expressions with change*, go to:

Vocabulary Builder 4.1 Workbook page 104

- | | |
|---------|-------------|
| 1 heart | 5 direction |
| 2 minds | 6 better |
| 3 tune | 7 hands |
| 4 ways | 8 plan |

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can describe the process of change.*

4B Real English

Life changes

LESSON SUMMARY

Grammar: comparative and superlative forms

Listening: three teenagers talking about changes in their lives

Speaking: a discussion about how people change when they become adults

Topic: Family and social life

SHORTCUT

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

LEAD-IN 3-4 MINUTES

- Divide the board in half vertically and write 'yes' at the top on one side and 'no' on the other. Put students in small groups. Ask them to think about the idea that childhood is the best time of your life. They should write a list of arguments for and against. When they have had 2-3 minutes, put two groups together to compare their ideas.

Exercise 1 page 38

- Focus on the photos first and elicit some adjectives to describe the children and teenagers. Next refer students to the words in the box and deal with any queries about their meaning.
- Words likely to require an explanation are *carefree* (without any worries, literally 'free of cares'), *idle* /'aɪdl/ and *listlessness* (having no energy or enthusiasm). Remind students that they came across *idyllic* (meaning 'perfect, without problems') in the previous unit, to describe beautiful villages in the Cotswolds.

Some possible alternatives: *stressful, pressurised, lonely, isolated, daunting, miserable, busy, exciting, hope-filled, fun-filled, optimistic*

Exercise 2 page 38

- First give students some time to read the sentences and individually formulate their thoughts about the statements.
- Elicit some language for agreeing and disagreeing and write it on the board.
I'd agree / wouldn't agree with that.
I'd say / wouldn't say ...
I'd go / wouldn't go along with that.
In my view, ...
In my experience, ...
I (don't) reckon ...
I guess it's probably true that ...
- Then put students in pairs or small groups to discuss them.

Exercise 3 page 38

- Suggest that students highlight the comparative and superlative phrases in exercise 2 before rewriting the sentences. Check answers, and then get them to discuss their reaction to each sentence in pairs. Refer them again to the language of agreeing and disagreeing on the board.
- 1 It becomes less and less easy to make new friends during your teenage years.
 - 2 The more you go out, the more money becomes central to your life.
 - 3 One of the most important things to teenagers is friendship.
 - 4 The more fashionable clothes teenagers have, the better.
 - 5 As a teenager, you are at your most sensitive to criticism.
 - 6 As a teenager, you are not quite so willing to follow orders.

For further practice of Comparative and superlative forms, go to:

Grammar Builder 4.1 Student's Book page 120

- 1 longer
 - 2 the most important
 - 3 faster, less intelligible
 - 4 lowest
 - 5 better
 - 6 not as / so hard
- 2 1 quite 2 very 3 deal 4 bit 5 slightly
 - 6 far 7 awful 8 mile

Exercise 4 1.21 page 38

- Focus on the instructions and give students time to read through the sentences.
- With a **weaker class** pre-teach *come to terms with* (gradually accept) and *confrontational* (argumentative).

Speaker 1 b e Speaker 2 a c Speaker 3 d f

Audioscript 1.21

Speaker 1 As a child, I spent most evenings at home with my family, watching TV or doing homework. These days, I spend a good deal more time with my friends than I do with my family – or it feels that way, at least. Not that I've got anything against my family – I get on fine with them. In fact, I get on with them a bit better now than I did, say, a year ago, when I had quite a few rows with my mum. I think at that time, she was just coming to terms with the fact that I was growing up and wanted to do my own thing. I suppose she's accepted it now – and she doesn't expect to know where I am or what I'm doing every minute of the day. Maybe I'm not quite so confrontational either. I've grown up a bit.

Speaker 2 The typical image of a rebellious teenager doesn't really apply to me, and it never has. I've always had quite a lot of freedom compared to most of my friends ... and if I compare myself with the people I hang out with, I'd say that I'm the most mature and responsible by a long way. From my point of view, the biggest change that's happened since I became a teenager is that I've got myself a part-time job and started to earn some money. It's not much, because the job isn't particularly well paid and I only do a few hours a week – but it does make me marginally less dependent on my parents for cash. It's something I really wanted to do – it didn't come from my parents. They've always been happy to give me money whenever I need it.

Speaker 3 As a child, you tend to be very influenced by your parents. Most of your ideas and opinions come from them. But then, as you get older, you become more of an individual. You don't just accept what your parents tell you without questioning it. And I think this is what often leads to arguments. Basically, it's the parents who find it difficult to come to terms with the changes, not the teenager! I argue with my dad quite a lot ... and money is far and away the most common reason for arguing. Usually, we fall out when I ask him for money to buy clothes, because he never thinks I need them. He's not interested in fashion himself and he doesn't understand how important clothes are to me. It's not that I insist on having the very latest fashion – but I do care about what I wear. I guess it won't be so much of a problem when I get a job and can afford to buy my own clothes.

Exercise 5 page 38

- Students do the exercise individually or in pairs.
- Before moving on to the freer activity in exercise 6, provide some controlled practice of the expressions by drawing three stick figures on the board: Tom, Dick and Harry. Tom, on the left, is the smallest, Dick, in the middle, is a little taller and Harry, on the right, is considerably taller than both.
- Point to Dick and then Tom to elicit:
Dick is a little / very slightly / a bit, etc. taller than Tom. Don't accept any sentences without modifiers.
- Then point to Tom and then Dick to elicit:
Tom isn't quite as tall as Dick.
- Point at Harry to elicit:
Harry is the tallest by far / by miles / by a long way, etc.
- Finally, point at Harry and then at Tom to elicit:
Harry is much / a far sight / an awful lot / a great deal taller than Tom.
- Each time, nominate an individual student to make a sentence. Elicit several possibilities, not just the most familiar forms.

- | | |
|----------------|---------------|
| 1 far and away | 5 marginally |
| 2 very | 6 a bit |
| 3 a long way | 7 so |
| 4 only | 8 a good deal |

Exercise 6 page 38

- Read through the *Look out!* box together. Divide students into pairs and small groups to discuss the topics. Encourage them to use a range of modifiers and to experiment with the ones which are less familiar.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can talk about changes that occur at different stages of life using a range comparative and superlative structures and expressions for modifying comparative and superlative adjectives.*

4C Culture

Protest songs

LESSON SUMMARY

Reading: a text about protest songs

Listening: a radio programme extract about a protest song

Speaking: discussing songs as a vehicle for protest

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and do exercise 5 together as a class.

LEAD-IN 3–4 MINUTES

- Ask students to name any protest groups they know and what they protest against. Elicit ideas and build a list on the board. Put students in pairs and ask them: *Would you protest about something close to your heart? Give them 1–2 minutes to talk and then conduct whole class feedback.*

Exercise 1 page 39

- When students have had a chance to discuss the questions in pairs, elicit their ideas, getting them to explain which words helped them decide. Don't confirm their suggestions yet.

Exercise 2 1.22 page 39

- Play the first part of the recording and let students compare what they understood in pairs before checking the answer.
- With a **weaker class** pre-teach *mob* (a crowd of people; the word has negative connotations and suggests they that may become violent and cause trouble).

The strange fruit are the bodies of two black men who were killed by a mob of whites and their bodies were hung on trees.

Audioscript 1.22 page 39

Part 1

Strange Fruit began as a poem written by Abel Meeropol, a Jewish schoolteacher from the Bronx district in New York City, who published under the pen name Lewis Allan. (Lewis and Allan were the names of his two children who died in infancy.)

Meeropol wrote *Strange Fruit* to express his horror at the murder of two black men – Thomas Shipp and Abram Smith – in Marion, Indiana, in the southern states of America. They were killed by a mob of whites, and their bodies were hung from trees. Meeropol saw a famous photo of the scene and the horrific image haunted him for days, until finally he sat down and wrote the poem to express his anger and shock.

He published the poem in 1937 in a magazine called *The New York Teacher*. Although Meeropol had often asked others to set his poems to music, he set *Strange Fruit* to music himself. The song gained a certain success as a protest song in and around New York. Meeropol, his wife, and a black vocalist called Laura Duncan performed it at Madison Square Garden.

Exercise 3 1.22 page 39

- Play the recording a second time. Students only need write abbreviated forms of the names.

- 1 Lewis Allan
- 2 Abel Meeropol
- 3 Thomas Shipp and Abram Smith
- 4 Laura Duncan

Exercise 4 1.23 page 39

- Give time to students to read through the sentences and deal with any vocabulary questions that arise.
- Pre-teach *retaliation* (an action somebody takes in response to being harmed or offended).
- Let them compare and explain their answers before checking the answers together.
- Before going on to exercise 5, now that students are familiar with the background of the song, you could ask them to look again at the lyrics and discuss with a partner what makes them so powerful: the juxtaposition of the image of a dead body against an otherwise idyllic, pastoral scene with a breeze and the sweet fresh scent of magnolia; the comparison with fruit, which is usually associated with sweetness, but which here is bitter, in all senses; the reference to the elements – the rain, the wind and the sun – which normally combine to provide the right conditions for the ripening of fruit, instead gather, suck and rot the flesh.

- | | |
|---------|---------|
| 1 True | 5 True |
| 2 True | 6 False |
| 3 False | 7 True |
| 4 False | 8 False |

Audioscript 1.23 page 39

Part 2

Barney Josephson, who was the owner of a nightclub in Greenwich Village, New York, heard the song and introduced it to the legendary jazz singer Billie Holiday. In 1939, Holiday performed the song at Barney Josephson's nightclub, Café Society. It was the first nightclub in New York to allow black and white customers to mix. Holiday said that singing the song made her afraid of retaliation. She later said that because the imagery in *Strange Fruit* reminded her of her father, she insisted on singing it. (Her father had died of pneumonia when several hospitals refused to treat him because he was black.) The song became a regular part of Holiday's live performances.

Holiday approached her recording label, Columbia, about recording the song. Columbia refused, fearing that record stores in the southern states of America would be unwilling to sell it. However, Columbia did allow Holiday a one-session release from her contract in order to record it in 1939 for Commodore, an alternative jazz label. She recorded two major sessions at Commodore, one in 1939 and one in 1944. *Strange Fruit* was a success, both critically and commercially, and in time it became Holiday's biggest selling record. Though the song became a regular feature of her live performances, Holiday's accompanist Bobby Tucker recalled that Holiday would break down in tears every time she finished singing it. For Holiday at least, the song never lost its power.

Exercise 5 page 39

- Students do the exercise alone or with a partner. Remind them that the first step is to consider which word class fits the gap.
- Be prepared to explain in number 7, where students might come up with *economical*, that *economic* means 'related to the economy' whereas *economical* means 'cheap'.
- Ask **fast finishers** to explain in their own words the meaning of the metaphorical expressions: *had their roots in, proved fertile ground*.

- | | |
|-----------------|-----------------|
| 1 significantly | 6 Performers |
| 2 captivity | 7 economic |
| 3 political | 8 condemnation |
| 4 freedom | 9 environmental |
| 5 abolition | |

Exercise 6 page 39

- Circulate and monitor while students discuss the questions and then have a whole class feedback.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand a song about the murder of two black men. I can understand an article about protest songs in general.*

4D Reading

A new direction

LESSON SUMMARY

Reading: a text about someone who radically changed her life, multiple-choice questions

Vocabulary: adjective + noun collocations

Grammar: reduced relative clauses

Speaking: a discussion about motivation and goals

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercise as homework and ask students to read the text ahead of the lesson.

LEAD-IN 2-3 MINUTES

- Put students in pairs. Ask them what plans they have for when they leave school. Ask them to think about anyone or anything which is influencing these plans, e.g. parental pressure, location of a course they want to do. Give them 1-2 minutes to talk in their pairs, and then conduct class feedback, asking some students to report on what their partner said.

Exercise 1 page 40

- Students discuss the quotation in pairs, and then have a class feedback. Can they think of an example of something they have done because they are good at it, rather than because they wanted to do it (e.g. a subject, sport, instrument)? How successful was it?

Exercise 2 page 40

- Do the exercise as open class. Ask for an explanation of *tormented* (extremely troubled and distressed). Students will no doubt predict that she changed her career, so ask them to imagine what sort of difficulties she faced and what she decided to do instead.
- Set a strict time limit of three minutes to read the text.

Exercise 3 page 40

- Remind students that a good strategy for answering multiple choice questions is to read the question stem and try to answer it without looking at the options. Next check the options for something similar, and finally, read the appropriate section of the text in detail to double check.

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

Exercise 4 page 40

- Students do the exercise individually.
- Check understanding by asking comprehension questions, such as:

What does an overbearing father do?

Is a protracted row long or short?

How do you feel after an uplifting experience?

At what age do people tend to be impressionable?

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

Exercise 5 page 40

- Students tell half the story each. As the first student tells the story, their partner crosses off the collocations. When the first four have been crossed off, the second student continues telling the story.

Exercise 6 page 40

- Copy the sentence onto the board and expand it.

... *instinct which is required* ...

Exercise 7 page 40

- Students do the exercise individually.

1 In the women's locker room, *which was inhabited by* ...

2 a shoulder injury, *which had been sustained*

3 qualities *which are easily transferable*

For further practice of *Reduced relative clauses*, go to:

Grammar Builder 4.2 Student's Book page 121

- The player injured in the match was rushed to hospital.
- The boys hanging around outside the shopping centre live on my estate.
- The man arrested last night is now in police custody.
- The hostages being held by the hijackers are all members of the crew.
- The employees dismissed for bad conduct have all been reinstated.
- The lifeguard jumping into the sea is going to rescue someone.
- The measures enforced by the government seem to be working.
- The woman standing on the podium is my mother.
- The houses destroyed in the earthquake are going to be rebuilt.

Exercise 8 page 40

- Students discuss the questions in pairs. You could ask them to compare their ideas with another pair before class feedback.

Additional speaking activity

Remind students of the text *Little stars* and elicit what Andrea used to do and what she does now.

Explain that you have just heard of a similar situation. A young dot com millionaire called Chris Bishop has decided at the age of 25 to try to find a new direction in his life. He wants to change his priorities from making money to using his body, mind and skills to help others. As a class, build up a profile of Chris Bishop on the board. This should include the details you'd normally find on a CV and also his personality, likes and dislikes, anything he is not good at, etc.

Put students in pairs. Tell them to think of a job or occupation where the person really has a great effect on others. With a **weaker class**, give ideas such as a politician, a nurse, an aid worker, a children's entertainer. Ask them to write an advertisement for this job or occupation, giving information about it and clearly stating the requirements. Give them a time limit of 5–10 minutes (and ask them to write legibly if necessary!). Monitor carefully.

Take the advertisements and put them up around the room as a gallery. Ask students to go around and read them. Now each pair needs to choose one advertisement and sit down together again. They should imagine they will be interviewers for this job / occupation and prepare questions for the interview candidates. As a guide, suggest 5–10 questions.

When the questions are ready, divide the pairs and take half of the students aside. They will be Chris Bishop. The others are interviewers. Pair them up again and tell them they have five minutes for the interview.

When the interviews are finished, conduct class feedback and find out whether the interviewers were impressed and whether the interviewees felt this job / occupation provides the right new direction. If there is sufficient time, change the pairings and allow them a second chance to interview / be interviewed. Otherwise, with an outgoing class, encourage one or two pairs to act out their interview in front of the class and elicit feedback from the group.

4E Grammar

Conditionals

LESSON SUMMARY

Grammar: second, third and mixed conditionals, other conditional structures

Reading: a short article about dinosaurs

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercises as homework and do exercises 4 and 5 as a class.

LEAD-IN 2–3 MINUTES

- Put students in small groups. Ask them to brainstorm everything they know about dinosaurs. After two minutes, elicit information from the class.

Exercise 1 and 2 page 42

- Focus on the task and elicit answers to the question. Don't confirm or refute the answers but ask them to read the text to find out.

It was originally thought that they were cold-blooded but some may have been warm-blooded.

They became extinct 65 million years ago when a giant meteor hit the Earth.

Exercise 3 page 42

- Students can do the exercise alone or in pairs.
- If there were no sheep, cows and dogs, we wouldn't have ... man's best friend. (b)
 - What would have happened if the meteor had missed its target? (a)
 - If the meteor hadn't struck the Earth, we wouldn't be around today. (c) Suppose dinosaurs were still roaming the Earth today, would the human race have managed to evolve alongside them? (c)
 - Suppose dinosaurs were still roaming ... It was thought ... would never have survived. (a)
 - Had the meteor not hit the Earth, dinosaurs would have continued to thrive. (a)

For further practice of Conditionals, go to:

Grammar Builder 4.3 Student's Book page 121

- correct
 - If I'd spoken better English, I would have got the job.
 - correct
 - Suppose I hadn't been to the bank, how would we have paid for that meal?
 - Had they arrived any later, the show would have started.
 - You wouldn't be so tired if you had gone to bed earlier last night.
 - correct
 - If they'd been driving more slowly, they wouldn't have crashed.
- If I'd known you liked Coldplay, I'd have bought you a ticket for the concert.
 - Had you lost your glasses, you wouldn't be able to read the menu.
 - If John had packed the sandwiches, he wouldn't be starving now.
 - Unless they ban tourists from the ancient city, it will be ruined in no time.
 - Mary would spend more time with her children if she worked at home.

Exercise 4 page 42

- Using item 3 of exercise 3 as an example, point out that mixed conditionals can consist of two tense sequences.
 - If + past simple / past continuous in the conditional clause and *would have* + past participle in the result clause. Or
 - If + past perfect in the conditional clause and *would* + infinitive in the result clause.
- If Kate hadn't failed her driving test last week, she wouldn't be retaking it in July.
 - If he'd paid his tax / hadn't refused to pay tax, he wouldn't be being prosecuted now.
 - If he hadn't been rude to me, I would like him.
 - If he'd been wearing a seatbelt, his injuries wouldn't be so serious.
 - If I hadn't forgotten my keys, I'd be able to get into the house.

Language note – *if it weren't / hadn't been for*

Highlight the use of *if it weren't for* and *if it hadn't been for* in sentences 4 and 6 of exercise 5. This structure allows us to use a noun as a condition.

E.g. *If he hadn't been so brave ...* can be expressed as *If it hadn't been for his bravery ...*

Or we can refer to a person, e.g. *If it hadn't been for John, I'd never have known about this place.*

Give students practice in the structure using prompts for them to transform.

E.g. *If it hadn't rained ...* If it hadn't been for the rain ...

If he hadn't insisted ... If it hadn't been for his insistence ...

If she hadn't said such kind words ... If it hadn't been for her kind words ...

If he hadn't scored that magnificent goal ... If it hadn't been for his magnificent goal ...

Exercise 5 page 42

- Do the first sentence together and then ask students to continue alone before checking in pairs.
 - Point out that in sentences 4 and 6 it is not possible to use the contracted forms *weren't* and *hadn't*. We use full forms instead.
- 1 Should you need to make any photocopies, there's a photocopier outside my office.
 - 2 Please contact head office should you need to make a complaint.
 - 3 Were Kurt Cobain alive today, he'd be over 40.
 - 4 Were she not married to the boss / Were it not for the fact that she's married to the boss, she'd never have got the job.
 - 5 Had I known it would rain, I'd have taken an umbrella.
 - 6 Had it not been for my parents' generosity, I could never have afforded to buy a new car.

Exercise 6 page 42

- Elicit or explain that *If only I had more time* is more emphatic and regretful than *If I had more time* and that *How I wish* is much more emphatic than *I wish*.
- After they have compared their sentences with a partner ask some students to report back their partner's sentences.

Exercise 7 page 42

- Students work alone to transform the sentences.
 - Remind students that they can write sentences with the *if* clause at the beginning or end, and that if it's at the end, it doesn't need a comma.
- 2 Unless we hurry, we won't get to the airport on time.
 - 3 You can borrow my MP3 player provided that you give it back to me tomorrow.
 - 4 Supposing there were intelligent life out there, how could we make contact?
 - 5 As long as you follow the instructions I gave you, you can't go wrong.
 - 6 If he had admitted he was wrong, it would have been totally out of character.

Exercise 8 page 42

- Give students a minute or two to think of answers to the questions so that they can talk for longer about the sentences.
- Go round monitoring for correct use of conditionals as they speak.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can use a wide range of conditional sentences.*

4F Speaking

Discussion

LESSON SUMMARY

Functional English: giving an opinion, agreeing, disagreeing, conceding a point

Listening: a discussion about proposed changes to a town

Speaking: discussing town development plans

Topic: Environment

SHORTCUT

To do the lesson in 30 minutes, keep the time for the preparation phases in exercise 5 brief, and limit the number of open class performances in exercise 8, getting students to perform to another pair.

LEAD-IN 2-3 MINUTES

- Ask students to decide in small groups: *What are the three best things about your town?* When they have decided, move them around so that the groups are mixed up and they can discuss their opinions with their classmates. Conduct class feedback and find out whether there is consensus. Encourage them to give reasons for their opinions.

Exercise 1 page 43

- Students discuss the questions in pairs. After a class feedback, find out through a show of hands how many students prefer renovated old buildings and how many prefer totally modern ones.

Exercise 2 page 43

- Students do the exercise in pairs, using dictionaries if necessary.
- Check comprehension of the vocabulary, eliciting from students the difference between:
 - a chain store / an independent shop
 - a landscaped area / landscape
 - a pedestrianised street / a pedestrian crossing
 - a shopping mall / a shopping centre (mall is American).

cycle racks 3

landscaped area 2

multi-storey car park 2

pavement café 3

pedestrian crossing 1, 2, 3

period buildings 1, 3

skateboard park 3

shopping mall 2

water feature 2

Exercise 3 page 43

- First teach / elicit the meaning of the less familiar words by asking which word or words mean:
 - using the most modern methods and technology (state of the art)
 - lacking character (soulless)
 - attractive in an old and unusual way (quaint)
 - lacking in colour (drab)
 - very fashionable (chic, trendy)
 - very fashionable in an elegant way (chic)

– built to be practical and useful, without emphasis on the way it looks (functional).

Exercise 4 1.24 page 43

- Tell students that they are going to hear two people discussing the changes that are being proposed in picture 2. Ask them to predict what benefits and drawbacks will be mentioned. This will make the listening process easier.
- As they listen, they should note down the benefits and drawbacks. Let them check their answers with a partner before class feedback.

Benefits

The car park will attract more people and be good for business.

The car park will be good for elderly people.

The shopping mall will offer a good range of shops.

Drawbacks

The multi-storey car park is a step backwards as it encourages people to drive.

It would mean losing the lovely old buildings.

Too many people will make the town congested.

The shopping mall is soulless and impersonal.

Audioscript 1.24 page 43

Young man What do you think of the changes they're proposing to make in the town centre?

Young woman I quite like the plans for the pedestrianised area. But I don't like the idea of the new multi-storey car park. And they'll have to knock down all those lovely old buildings to make room for it.

M True. But they're in very poor condition, practically falling down. The whole area is very run down.

W There must be something else they could do, though. Renovating the buildings would seem like the best option to me. And anyway, why are they building a car park when they should be encouraging people to use public transport, or cycle, or walk? To my mind, building a car park is a step backwards.

M I don't know. It's impossible to find a parking space now. The new car park'll attract people into the town, and that'll be good for the shops and cafés.

W That's not how I see it at all. If the town centre becomes even more congested, everyone will avoid it like the plague. Shops and cafés will be worse off, not better off.

M I think it'll make things easier for people, especially elderly people. My gran'll love it – she'll be able to park in the multi-storey and walk straight into the new shopping mall. She won't have to carry all her shopping home on the bus.

W That's a fair point.

M What I don't like is the new shopping mall. It's all concrete and glass. Really functional and impersonal.

W I couldn't agree more. It looks totally soulless. But I imagine there'll be a great range of shops. There always is in malls like that – we'll be able to get practically everything we need in one place.

M But the shops'll be mostly big chain stores, and they're the same all over the country. It would be nice to have some little independent retailers there too – like in the plans for the pedestrianised area.

W I suppose. They've tried to make it quite nice though. They've planted some trees and there's a landscaped area outside, with a water feature.

M Is that what it is? I think I preferred what was there before, though, the little row of shops and that nice café.

W It wasn't nice. The food was really greasy.

M I liked it.

W There's no accounting for taste.

Exercise 5 1.24 page 43

- Students complete the sentences alone or in pairs.
- Draw attention to the preposition *to* in *to my mind* in contrast to **from** *my point of view*, **in** *my view*, **in** *my opinion*.

1 option 2 mind 3 see 4 fair 5 agree

Exercise 6 page 43

- Students do the exercise alone or in pairs.

1 A 2 A 3 C 4 D 5 B

Exercise 7 page 43

- Give students two or three minutes to make notes about the merits of their plan.

Exercise 8 page 43

- Circulate as they do the task, making notes of any mistakes that you want to highlight, including pronunciation. At the end, ask a pair to re-enact their discussion.
- Finally, conduct a language feedback session, write the mistakes on the board (including mispronounced words) and ask students to correct them in pairs.

Optional speaking activity 4F

Presentation: improve where you live

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can talk about changes to a town centre. I can use a range of phrases for expressing my opinion, agreeing, disagreeing and conceding a point.*

4G Writing analysis

Discursive essay

LESSON SUMMARY

Writing: a discursive essay, topic sentences

Functional English: linking words

Topic: Science and technology, Environment

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and limit the topics for discussion in exercise 1.

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in and exercise 1 brief for the writing analysis. In the writing task lesson omit the lead-in, and ask students to complete the essay for homework.

LEAD-IN 3-4 MINUTES

- Ask students to imagine they could meet somebody from 100 years in the future. They would be allowed to ask this person just one question. Give them a minute to think about what question they would ask. If you wish, allow them to discuss their ideas in pairs. Elicit some of the questions.

Exercise 1 page 44

- Choose one of the topics, for example, food, and elicit three or four ideas about how it might be different a hundred years from now. Some ideas: *Nearly all food will be scientifically modified to make it more healthy, and to make it last for ever without going off. New flavours will be invented. Artificial flavours will taste exactly like the real thing. There will be an amazing selection of futuristic snacks.*
- Students continue discussing the topics in their pairs. If time is limited, ask them to select just three.

Exercise 2 page 44

- Students do the exercise alone.

2 computers 3 clothes 4 transport

Exercise 3 page 44

- Refer students to the *Writing tip* and then ask them to match the topic sentences with the gaps.
- Point out, if necessary, that there is one extra topic sentence.

1 d 2 a 3 f 4 c 5 e

Sentence b matches the topic of 'health'.

Exercise 4 page 44

- Monitor and correct as students write. Ask a few pairs to read out their sentences.

Exercise 5 page 44

- Let students discuss the meanings in pairs. In feedback ask for an example sentence as well as an explanation of meaning.

which neither requires fuel nor creates pollution

either as friends or as potential rivals

fly to work rather than sitting in a traffic jam

people could be wearing jeans or even nineteenth-century suits or dresses

both nylon and Lycra

not only as sources of information, but also as sources of wisdom and advice

not only ... but also is similar to both ... and ...

neither ... nor ... is used to join two negative ideas (it is the opposite of both ... and ...)

either ... or ... is used to talk about a choice of two different things

... rather than ... is used to say that something is preferable to something else

or even ... suggests that the next thing mentioned is something surprising

Exercise 6 page 44

- Students work alone or in pairs.

(Possible answers)

1 Computers are not only becoming more powerful, but also cheaper.

Not only are computers becoming more powerful, but they are also becoming cheaper.

2 Soon computers may be able to hold conversations with humans, or even tell jokes.

3 We may be able to control it with our mind rather than using a mouse or keyboard.

4 Computers may demand better treatment or even equal rights!

5 Some people maintain that computers will neither be able to think like people nor have emotions.

6 Super-powerful computers will either be incredibly useful or incredibly dangerous to mankind.

Exercise 7 page 44

- Encourage students to practise the linking words as they discuss the questions.

Lesson outcome

Ask students: *What have you learnt today?* and elicit: *I know how to write a discursive essay. I can write topic sentences. I can write more fluently using linkers.*

4G Writing task

Discursive essay

LESSON SUMMARY

Writing: a discursive essay, topic sentences

Functional English: speculating about the future

Topic: Science and technology, Environment

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, and finish writing the essay for homework.

LEAD-IN 4-5 MINUTES

- Write these words on the board: *possible, likely, probable, certain*. Elicit the part of speech (adjectives) and ask students to build word families, i.e. *possible, possibly, possibility, impossible*. (NB *Likely* is different: *likely*, no adverb, *likelihood, unlikely*.) Put them in pairs to discuss the difference in meaning between these words and to decide which are the nearest in meaning. Monitor and finally check as a class.

Exercise 1 1.25 page 45

- Give students a few moments to familiarise themselves with the ideas and deal with any vocabulary questions which may arise.

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

Audioscript 1.25 page 45

Girl Well, humans might not even live on earth a hundred years in the future – we might have all moved to another planet, or we might be extinct. They might have invented things that they can plug into your brain so that you don't have to go to school.

Boy I was reading a book the other day about everyone having a chip in their brain and, you know, the rich people had a more sophisticated one than the poor people and so the poor people's ones were always going wrong and they end up, like, malfunctioning and, you know, so, like, 24 / 7 Internet access in your head. And there'll be no cars ... they'll probably have been banned by government.

G Er ... we might have discovered aliens and – I dunno – cross-bred with them. Erm ... we might have antennae, we might have green skin and scales.

B If we lived in space, I doubt we'd have any hair, and we'd probably be as pale as death.

Exercise 2 page 45

- Ask students to number the ideas in pairs. They shouldn't worry too much about an exact order. At the end elicit a few opinions about which one they think is the most likely and which one the least likely.

Exercise 3 page 45

- Students work alone, and then check in pairs before class feedback.

1 It will happen.

2/3 It's bound to happen. / It will almost definitely happen.

4/5/6 It's very likely to happen. It may well happen. It will probably happen.

7 It could / might happen.

8 There's a (faint) chance it might happen.

9 There's (almost) no chance of it happening.

Exercise 4 page 45

- Either ask students to do this in pairs or do it as a round-the-class activity.

Exercise 5 page 45

- Students complete the exercise alone.

- 1 doubtless
- 2 as likely as not
- 3 more likely than not
- 4 no doubt
- 5 in all probability

Exercise 6 page 45

- Allow pairs 5–10 minutes to brainstorm ideas for their essay. Refer them to the pictures for ideas if necessary.

Exercise 7 page 45

- Students write their first draft individually. Walk around helping and correcting.

Exercise 8 page 45

- Students check their partner's work, ticking the *Check your work* boxes as appropriate. For the fifth point, checking spelling and grammar, suggest that they underline any mistakes and hand the essay back to their partner for correction.

Optional writing activity 4G

Magazine article

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learned today?* and elicit: *I can write a discursive essay. I can talk about how likely it is that something will happen in the future.*

Key for Language Review 3–4 and Skills Round-up 1–4 is on page 120.

Get Ready for your Exam 4

LEAD-IN

- Work as a class. Tell students to remember all the factual information they have about the Poles. Suggest they think about geography, history, exploration, climate issues, etc. Divide the board into two parts – one devoted to the South Pole, the other to the North Pole.
- Note anything the students come up with, e.g. **the North Pole**: Arctic, the Arctic Ocean, Greenland, drifting ice, polar night, polar bears, seals, etc. **the South Pole**: Antarctica (continent), Amundsen, Scott, temperatures much lower than at the North Pole, snow storms, Marek Kamiński, etc.

Exercise 1 page 48

GET READY TO READ

- Refer students to the title and the question in exercise 1. Allow a minute, get feedback from two or three individual student and elicit reasons for both answers.

Exercise 2 page 48

- Ask students to scan the text very quickly, just to find the answer. Allow a minute. Ask them to identify the parts of the text that helped them find the answer (possible fragments: 'Antarctica had been warmer because it was once much closer to the equator', 'when dinosaurs roamed the almost sub-tropical forests of an ice-free Antarctic', 'the Arctic Ocean was a gigantic freshwater lake infested with crocodile-like reptiles').

Exercise 3 page 48

READING EXAM TASK – TRUE/FALSE

- In a **weaker class** pre-teach *plateau, coniferous, roam, infested, gharial*.
- Ask students to read the instructions, the text and the task on their own. Allow four minutes.
- Warn students not to rely on their memory or impression but check each answer against the text. Tell them to make sure all the answers they have not chosen are wrong.
- Tell students to do the task individually. Allow four minutes.
- Ask **fast finishers** to look through the text to find synonyms for the following verbs: *find* (come across), *climb* (scale), *suggest* (put forward), *come out* (emerge), *depend* (rely).
- Check the answers as a class. If there are any doubts, ask students to read out the fragments that contain the correct answers.

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

Exercise 4 page 48

- Read the *Exam tip* together. Remind students to read around the word.
- Students find the words in the text and underline the context.
- Check answers as a class. Students explain their choices.

1 b 2 a 3 c

Exercise 5 page 48

USE OF ENGLISH EXAM TASK – SENTENCE TRANSFORMATION

- Focus students on the task. Allow two minutes for them to read the instructions and the task. Ask them to underline the parts of the original sentences that require rephrasing (e.g. *if our car hadn't broken down*). Stress the importance of correct spelling. Remind students to read the rephrased sentences to make sure they are logical and grammatically correct.
- In a **weaker class** help the students by giving hints (e.g. suggest they should first rephrase sentence 1 beginning with *If...*, and then use inversion) or providing alternatives to choose from.
- Check the answers as a class, asking individual students to read out the rephrased sentences.

- 1 our car not broken down, we would have
- 2 time I spend online, the easier I find it
- 3 it isn't raining, I'll meet you
- 4 hadn't been wearing the jacket I'd given him, I wouldn't have
- 5 easy to ski when the snow
- 6 does she write songs but she also plays several

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt about the climate around the North and South Poles in the past. I have practised reading comprehension through a True/False task. I have practised vocabulary and grammar through rephrasing sentences.*

5 Battles

Map of resources

5A Vocabulary and listening

Student's Book p49, Workbook p39

Photocopiable Activity: 5A Problem page (TRCD-ROM)

5B Real English

Student's Book p50, Workbook p40

Photocopiable Activity: 5B Family politics (TRCD-ROM)

5C Culture

Student's Book p51, Workbook p41

Photocopiable Activity: 5C Fighting for equality (TRCD-ROM)

5D Reading

Student's Book pp52–53, Workbook pp42–43

Photocopiable Activity: 5D Wildlife champion (TRCD-ROM)

5E Grammar

Student's Book p54, Workbook p44

Photocopiable Activity: 5E Sleepover! (TRCD-ROM)

5F Speaking

Student's Book p55, Workbook p45

Photocopiable Activity: 5F Presentation (TRCD-ROM)

5G Writing

Student's Book pp56–57, Workbook p46

Photocopiable Activity: 5G Article – Describing a person (TRCD-ROM)

5 Review and Tests

Review 5–6 Student's Book p68

Review 1–6 Workbook p99

Photocopiable Activity: 5 Review (TRCD-ROM)

Student Self-Test Sheets 5, 1–3 (TRCD-ROM)

Unit 5 Progress Tests & Short Tests (Test Bank CD)

Cumulative Test, Units 1–5 (Test Bank CD)

Get Ready for your Exam 5

Student's Book p58

Workbook pp93–96 Exam Challenge

iTools Unit 5

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 5A Anita Roddick

5B Agony aunt

5A Vocabulary and listening

War and peace

LESSON SUMMARY

Vocabulary: war and war idioms, verb–noun collocations

Listening: an account of the Battle of the Somme

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 5 together as a class and set the Vocabulary Builder exercises for homework.

LEAD-IN 3–4 MINUTES

- Show students the title of the lesson and ask them to look at the pictures. Elicit the names of wars from recent history (e.g. WWI, WWII, Korean war, Vietnam war, Iraq conflict). Put students in small groups and ask them to discuss what they know about these wars. With a **weaker class**, give them categories to guide discussion: *When was it? Who was fighting? Why? What was the outcome? When did it end?* Conduct class feedback.

Exercise 1 page 49

- Ask individual students to read out the quotations. Elicit or explain that *mighty* is a literary word meaning 'extremely powerful'. Then elicit the meaning of the expression *The pen is mightier than the sword* (the written word is more effective than fighting).
- Encourage students to think of examples to back up their opinions.

Exercise 2 page 49

- Do an example together before students continue alone or in pairs.
- Highlight the use of personalisation for a country (*her* rather than *its*) before number 5.
- Check the meaning of the more difficult words by asking for: a synonym for *soldiers* (troops), a synonym for *rebel* (insurgent /ɪn'sɜːdʒənt/), a word that describes a country that has agreed to help another country at war (ally /'ælaɪ/), a word which means 'a group formed by people from different groups, agreeing to work together for a particular purpose' (coalition /ˌkəʊəlɪʃən/).
- Model and drill the words as necessary.

- 1 coalition
- 2 mass destruction
- 3 violation
- 4 weapons inspectors
- 5 allies
- 6 troops
- 7 insurgents
- 8 suicide bombers
- 9 security

Exercise 3 page 49

- Students complete the exercise alone or with a partner.

advance ≠ withdraw

arm ≠ disarm

civilian ≠ military

defeat ≠ victory

defend ≠ attack

enemies ≠ allies

occupy ≠ liberate

release ≠ capture

Exercise 4 2.01 page 49

- Focus on the photo and elicit a translation for *trenches*.
- Go through the instructions and give students time to read the sentences and deal with any vocabulary queries, e.g. *bombardment* (an attack which involves continuous firing or bombing). With a **weaker class** you could go through the sentences and predict what the words in the gaps could be.
- Explain that there will be some unfamiliar vocabulary but that students should ignore it and concentrate on listening out just for the sections they need to answer the questions.
- Play the recording and let students compare answers with a partner before class feedback.
- In a **weaker class** let students listen a second time.

1 nearly two

2 no man's land

3 to walk

4 in bunkers / fifteen metres underground

5 confusion and poor communication

6 progress

7 launch further attacks

8 Neither side

Audioscript 2.01 page 49

The Battle of the Somme, which took place in northern France between July and November 1916, was one of the biggest and bloodiest battles of the First World War. The British and French had been fighting the Germans for nearly two years, and neither side had made a decisive breakthrough. The armies, dug into trenches along a 40-kilometre front, faced each other across a narrow strip of 'no man's land' – an area of land occupied by neither side. The French and British decided to launch a massive attack against the German lines in an attempt to break the stalemate. For five days and nights before the attack, their big guns pounded the German positions. In all, over 1.7 million shells were fired. At 7.30 a.m. on the sixteenth of July, the guns fell silent and orders were given to the soldiers in the trenches to advance on the German lines. The British and French believed that the Germans would put up little resistance following the five-day bombardment, and, astonishingly, some of the troops were ordered not to run but to walk. However, the Germans had previously retreated into their bunkers, some of which were fifteen metres underground, and had suffered few casualties. When the British and French soldiers emerged from their trenches, they were met by a storm of rifle and machine-gun fire, which inflicted heavy losses. On the first day alone, the British suffered 60,000 casualties, including over 19,000 dead. 7,000 Frenchmen also died, and 8,000 Germans lost their lives. Confusion and poor communications meant that it was a few days before the British generals realised the scale of the disaster, and called up reinforcements. For the next ten weeks, the Germans continued to put up stiff resistance, and despite a few small British and French successes, no significant progress was made. In October the weather changed and heavy rain turned the battlefield into a sea of mud. The armies ground to a halt once more, and by November further attacks became impossible. The British and French had won a strip of land 50 kilometres long and eight kilometres wide, at its widest point. However, neither side could claim victory and the cost in human life and suffering was immense: 650,000 German casualties, 450,000 British and 195,000 French.

Exercise 5 page 49

- Students complete the exercise using a dictionary if necessary.
- During feedback elicit explanations for the following words: *breakthrough* (an important development that may lead to an agreement or achievement), *stalemate* (a situation where neither side can win or make progress – you could explain that the word comes from chess, when a player can't move on a chess board), *casualties* (injuries or death), *reinforcements* (extra soldiers), *grind to a halt* (go slower gradually and then stop completely).

1 make 2 launch 3 break 4 give 5 put up 6 suffer
7 inflict 8 call up 9 grind 10 claim

Exercise 6 2.01 page 49

- Go round monitoring and prompting as students retell the story. Play the recording for them to check.

Exercise 7 page 49

- Explain or elicit the meaning of *a last resort* (something you do only when all other possibilities have been exhausted). Encourage students to think about the wars that they talked about in the lead-in, why they started and whether they were justified.

For further practice of Idioms, go to:

Vocabulary Builder 5.1 Workbook page 104

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

2 2 has set her sights

3 bury the hatchet

4 jumped the gun

5 dropped a bombshell

6 is sticking to his guns

7 opened up old wounds

8 burnt/burned his bridges

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can describe military conflicts and talk about my opinion of them.*

5B Real English

Family tensions

LESSON SUMMARY

Grammar: for + noun / pronoun + infinitive

Speaking: an account of an argument, discourse markers which indicate attitude

Reading: an article about arguing

Listening: three monologues about family arguments

Speaking: an account of an argument

Topic: Family and social life

SHORTCUT

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

LEAD-IN 4-5 MINUTES

- Write the following eight nouns on the board: *argument, row, quarrel, clash, disagreement, difference of opinion, fight, battle*. Put students in pairs to discuss the differences in meaning between these near synonyms. You could encourage them to think about which are stronger or weaker, more polite, more aggressive, etc. Give them 2-3 minutes. Monitor and then clarify any confusion as a whole class.

Exercise 1 page 50

- Students discuss the questions in pairs and then as a whole class.

Exercise 2 page 50

- Ask students to skim read the text. Stop them after one minute and ask them to answer the question in pairs before checking as a class.

Yes, it's good to argue because it brings families closer. It gives teenagers a chance to understand their parents' points of view and vice versa. The most constructive arguments are the ones about everyday issues such as homework, clothes, curfews and friends.

Exercise 3 page 50

- When students have looked at the sentences, copy them onto the board and highlight the relevant parts to show the structure.

for + noun / pronoun + infinitive

For further practice of for + noun / pronoun + infinitive, go to:

Grammar Builder 5.1 Student's Book page 122

- for her to take over
 - for him to leave
 - For them to win
 - for us to go
 - for me to start
- Mum's plan was for the whole family to go camping together.
 - It's essential for him not to turn up late.
 - He's eager for his girlfriend to accompany him to Jo's wedding.
 - It seems unnecessary for us to stay until the boss leaves.
 - Our host's idea was for us not to set off until after lunch.

Exercise 4 page 50

- Either read through the information in the *Learn this!* box together or ask students to read the information silently to themselves. Do the first sentence on the board together and then students continue with the exercise alone.

- It's important for her to say sorry.
- My idea is for us to leave before dawn.
- I was anxious for him not to feel offended.
- It would be a disaster for us to lose the match.
- It isn't cold enough for it to snow.

Exercise 5 2.02 page 50

- Tell students they are going to hear three people talking about family arguments.
- Play the recording and let them check in pairs before class feedback. Ask which words from the recording led them to the answer.

- S (made him a stronger person)
- T (you're thrown together so there are bound to be reasons for arguments)
- M (testosterone)
- T (I recognise them in myself)
- M (vying for parents' attention)
- S (I was always the peacemaker)

Audioscript 2.02 page 50

Speaker 1 – Mandy I tend to argue most with my older brother. For some reason we get on each other's nerves. We love each other to bits, but quite honestly, at the same time we absolutely drive each other crazy. It's a bit better now that we're older, but we do have proper arguments in a way that I don't have with anybody else. No doubt it's because we are very close in age – there's only a year between us – and when we were younger, we were probably vying for our parents' attention most of the time. We're also quite different, which can cause a bit of friction as well.

Surprisingly enough, with my little brother – I don't argue at all with him. He's three years younger than me, and I think that the age gap is probably big enough ... we generally get on very well.

My brothers and my dad argue a bit though. I think it's ... yeah, it's because they're all male! All that testosterone. They're all into sport, and there can be quite a few fiery discussions about football and stuff around the dinner table, which can sometimes degenerate into a family argument.

My mum, thank goodness, she doesn't argue with anybody. She's quite easygoing and laughs at the rest of us – don't blame her. She and Dad hardly ever argue, come to think of it, even though he's naturally quite argumentative. Not sure how she manages that – she must ignore him a lot.

Speaker 2 – Simon My parents are always arguing. Absolutely nothing is happening, and to my utter astonishment, my parents will manage to make an argument about it. They argue about nothing and everything. I am an only child, and growing up I was always the peacemaker. I wasn't very keen on the arguments and I would always try to patch it up for them. But I do that less now that I'm older and have more of my own life. Now I just let them get on with it. I don't know why they argue. To be perfectly honest, if I got married, I wouldn't want to have a relationship like them. But they've been married for a very long time, so it works for them, I suppose. They do know how to say sorry, so no doubt that helps a lot.

Oddly enough, I realise that growing up in a noisy and argumentative household has made me a stronger person. When I'm in a confrontational situation, I'm not intimidated, and I know a lot of my friends are when somebody shouts at them. They get scared and run away, but I don't. I'm quite able to stand my ground. Don't know if that's a good thing or a bad thing! Come to think of it, my parents don't argue much with me at all. They are quite calm and discuss things with me. As an only child, I've always been quite responsible, so I get a lot of freedom, anyway, thank goodness. Or I'd definitely argue with them about that!

Speaker 3 – Tina Families are funny things ... I mean, you don't choose your family members, do you? It's not like your friends – you can choose them, fortunately. But with your family – you're just put in a house with them and you've got to put up with their everyday habits, their annoying traits. So there are bound to be lots of reasons to argue. And in many ways, you're all very similar – quite frankly, that's one of the things that is very hard to take! I know I end up having arguments with my mum about things I don't like, because – much to my annoyance – I recognise them in myself! I'm thinking – I don't want to be like that, I don't want to be like her. And so, it's not really her fault – it's me reacting against her. Doubtless it will change when I get older, and have my own house and life. Perhaps our being alike won't be a cause for conflict then! Perhaps we'll get on better, because we are so alike.

I don't argue so much with my sister or my dad. I don't think, although my sister does annoy me at times. We share a room and she's not as tidy as me, so there are usually arguments about that. And she wants to listen to music when I want peace and quiet to study, that sort of thing. My mum usually sorts things out between us. She's very fair about things like that. Oddly enough, my dad just gets cross with us!

Exercise 6 2.02 page 50

- Students do the exercise alone or in pairs.

1 oddly 2 quite 3 quite 4 much 5 doubt 6 enough
7 goodness 8 perfectly 9 utter

Exercise 7 page 50

- Students do the exercise alone or in pairs.

1 quite frankly, quite honestly, to be perfectly honest
2 oddly enough, surprisingly enough, to my utter astonishment
3 doubtless, no doubt
4 fortunately, thank goodness
5 much to my annoyance

Language and pronunciation note – Discourse markers which express attitude

Explain to students that the discourse markers usually come at the beginning of a sentence to signal that what you are about to say is going to be surprising, sincere, etc., but they can also come at the end of a sentence, or mid-sentence, between commas. If they come at the beginning of the sentence, the intonation ends on a rising tone, whereas at the end, they end with a falling tone. Expressions which indicate surprise (*oddly enough, surprisingly enough and to my utter astonishment*) should be spoken with pronounced stress and intonation to emphasise the sense of surprise.

Exercise 8 page 50

- Give students a minute to remember the details of an argument they had or witnessed. Put them in pairs to describe it.
- Ask a few students to recount their partner's argument. Remind them that they need to change some of the discourse markers to the third person, e.g. *Much to Tom's annoyance* ...

Lesson outcome

Ask students: *What have you learnt today?* and elicit: *I can talk about family disputes and arguments. I can use discourse markers to express my attitude.*

5C Culture

Fighting for equality

LESSON SUMMARY

Reading: an article about the Suffragettes

Listening: a song about feminism

Speaking: discussing equality between men and women

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, limit the preparation time and the number of presentations to the class.

LEAD-IN 2–3 MINUTES

- Ask if anyone can explain the term *civil rights*. If not, give a definition (the rights that each person has in society, whatever their race, gender or religion). Put students in pairs and ask them to brainstorm what these rights are (the right to food, education, work, freedom and freedom of expression / speech, equality in the law, voting rights). Conduct whole class feedback.

Exercise 1 page 51

- Discuss the questions as a class and elicit their reactions. Ask whether they think there should be a higher percentage of women in power. Why? Why not? In some countries, like Sweden, there is a minimum quota of representation by women. Do they think this is fair, or not?

The graph compares the percentage of women in parliament in 2011 compared with 1997.

Exercise 2 page 51

- Students complete the text individually. Remind them that the words that fit the gap will be functional words rather than content words.

1 the 2 them 3 for 4 That 5 with 6 to 7 so
8 to 9 were 10 when 11 out 12 that 13 to
14 under 15 would

Exercise 3 page 51

- Students work individually and then check in pairs. Ask them to use their own words rather than repeat the language of the text.

1 The government didn't take any notice of women.
2 They took (non-violent) action rather than hold meetings and send petitions.
3 Deeds are the things you do, so it means taking action rather than just discussing, petitioning, etc.
4 They felt it would be too divisive at a time when the country should be holding together in the face of war.
5 From the age of 21 to 29 they could become an MP but weren't allowed to vote.

Exercise 4 2.03 page 51

- Focus on the song title. Find out what the class know about The Eurythmics (see Culture note). Ask what they think *sisters* refers to in the context of the lesson (women fighting together for a cause).
- Students read as they listen or sing along if they'd like to.

The lyrics don't suggest the song is anti-men. The message of the final verse is that men don't need to feel threatened as women aren't 'layin' plans to take over and that there is still a role for them because 'a woman still loves a man.'
The overall message is that women are more liberated than they were and we should celebrate that.

Culture note – The Eurythmics

This band, formed in 1980, consisted of Annie Lennox and Dave Stewart. They made over ten albums and sold 80 million records. The song *Sisters Are Doing It For Themselves* was recorded as a duet with American R&B musician Aretha Franklin, and is from the hit album *Be Yourself Tonight*.

Audioscript 2.03 page 51

Now, there was a time when they used to say
That behind every great man
There had to be a great woman.
But in these times of change,
You know that it's no longer true.
So we're comin' out of the kitchen
'Cause there's somethin' we forgot to say to you.

*We say, sisters are doin' it for themselves.
Standin' on their own two feet.
And ringin' on their own bells.
Sisters are doin' it for themselves.*

Now, this is a song to celebrate
 The conscious liberation of the female state.
 Mothers, daughters and their daughters too.
 Woman to woman, we're singin' with you.
 The inferior sex has got a new exterior
 We got doctors, lawyers, politicians too.
 Everybody, take a look around.
 Can you see, can you see, can you see
 There's a woman right next to you?

We say, sisters are doin' it for themselves.
 Standin' on their own two feet.
 And ringin' on their own bells.
 Sisters are doin' it for themselves.

Now we ain't makin' stories
 And we ain't layin' plans
 Don't you know that a man still loves a woman,
 And a woman still loves a man
 Just the same though.
 Ooh ooh ooh
 Ooh ooh ooh ooh.
 Sisters are doing it for themselves.
 etc.

Exercise 5 page 51

- Go through the questions and the ideas. You may need to explain the following:
 - glass ceiling* – a situation where a woman's progress in her job is limited. She can't go any further because she hits a ceiling. It is called 'glass ceiling' because the limitation is not apparent, i.e. it is not written in the company policy.
 - positive action (or positive discrimination)* – policies that encourage women or people from racial minorities to apply for jobs and promotions.
 - maternity leave* – the time a woman has off from work before and after having a baby. For men it is called paternity leave.
- Have a brief round-up, asking pairs to summarise their thoughts.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand and react to an article about civil rights campaigners and a song about feminism.*

5D Reading

Wildlife warrior

LESSON SUMMARY

Reading: an article about a naturalist, sentence insertion

Vocabulary: verb-noun collocations

Speaking: a discussion about voyeuristic TV

Topic: Environment, People

SHORTCUT

To do the lesson in 30 minutes, ask students to read the text for the first time at home and set the Vocabulary Builder exercises for homework.

LEAD-IN 3-4 MINUTES

- Tell students that they are going to read about a famous Australian. Put them into pairs and ask them to discuss what they know about Australia, including anything specific about the climate and wildlife. Conduct class feedback. Ask if any of the students would like to go to Australia and if so, why?

Exercise 1 page 52

- Focus on the photo. In pairs, students describe what is happening and why. They should 'look behind the photo' and think of his motives. Encourage them to use speculative language.

Exercise 2 page 52

- Students discuss the questions in pairs and then conduct a brief open class feedback.

Exercise 3 page 52

- Give students a time limit of two minutes to read the text. Check answers.

- He was stung by a stingray.
- He became rich because visitors came in droves to watch him get up close to dangerous animals.
- He took over the Queensland Reptile and Fauna Park.

Exercise 4 page 52

- Students complete the task alone. Remind them to look out for reference words such as pronouns, linkers and definite articles.

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

Exercise 5 page 52

- Students answer the questions in pairs. Encourage them to answer in their own words.

- People were surprised because it's very rare to be killed by a stingray.
- At the time he apologised, but later defended his action, claiming that he was completely in control.
- Many Australians had mixed feelings about Irwin because he portrayed an unsophisticated image of Australia that they didn't want to be associated with.
- Some people objected to the programmes because he took dangerous risks in order to satisfy the public's desire to see someone put themselves in danger.

Exercise 6 page 52

- Students complete the collocations from memory and then look back at the text to check.

- provoke
- shake off
- take
- acquire
- laugh off
- pronounce
- take over
- administer
- cause

Extra activity – Prepositions

Ask **fast finishers** to complete the following phrases with the correct preposition and then check their answers in the text.

- spiders capable _____ delivering a fatal bite
- he was in tune _____ his surroundings
- shrink _____ the sun
- I'm fine _____ that.
- Unprovoked attacks are virtually unheard _____.
- One commentator blamed his death _____ the demands
- He developed it _____ a tourist attraction.

1 of 2 with 3 from 4 with 5 of 6 on 7 into

For further practice of Verb–noun collocations, go to:

Vocabulary Builder 5.2 Workbook page 104

- 1 take over
 - 2 shake off
 - 3 cause
 - 4 pronounce
 - 5 laugh off
 - 6 take
 - 7 acquire
 - 8 administer
 - 9 provoke
- 1 take advice
 - 2 cause trouble
 - 3 shake off the feeling
 - 4 laugh off the suggestion
 - 5 take over the country
 - 6 provoke an allergic reaction
 - 7 pronounce sentence
 - 8 administer drugs
 - 9 acquire a taste

Exercise 7 page 52

- Students do the exercise individually and check with a partner.
- 1 He had an instinctive understanding of the natural life around him.
 - 2 He knew how to respond to any situation.
 - 3 It may have been his belief that nothing could harm him that eventually killed him.
 - 4 He had spent time with animals from a very young age.
 - 5 He enjoyed entertaining people and it came easily to him.
 - 6 People say that I'm addicted to thrill-seeking.

Exercise 8 page 52

- Circulate as students discuss the questions. At the end, find out through a show of hands whether the majority admire Steve Irwin and approve of the programme.

Additional speaking activity 5D

Discussion: Steve Irwin

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an article about a naturalist and discuss the issues raised in it.*

5E Grammar

Ellipsis

LESSON SUMMARY

Grammar: ellipsis

Reading: dialogues containing ellipsis

Speaking: a dialogue containing ellipsis

Topic: Family and social life

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder exercise as homework, and for exercise 5 ask pairs to act out their dialogues in two groups rather than open class.

LEAD-IN 2–3 MINUTES

- Write on the board: *repeat*. Elicit the part of speech (verb) and build the word family together (*repetition, repetitive, repetitively, repeated, repeatedly*). Ask students to think about the way they use language and discuss whether repetition is or isn't a good thing.

Exercise 1 2.04 page 54

- Stop the recording after *I don't want to* and elicit the missing words (*turn it off*). Play the rest of the recording. Students write the rest of the missing words. If necessary, give them time after the recording has ended to finish writing.

turn it off
done it
will do it
drunk it
drunk it

I buy some more
to post it
post it
promise

For further practice of Ellipsis, go to:

Grammar Builder 5.2 Student's Book page 122

- 1 peel them
- 2 get the books
- 3 asked after her
- 4 upset her
- 5 gone out
- 6 beat him
- 7 go horse-riding
- 8 go out for a drink

Exercise 2 page 54

- Either read through the *Learn this!* box together or ask students to read it quietly to themselves. Or, for the sake of variety, ask them to work in pairs and read the information aloud to each other.
- During feedback point out that *don't like to* means 'think it's better not to', e.g. *I don't like to disturb him when he's working*. This meaning of *like* is very different from (*don't*) *like* + *-ing*, e.g. *I don't like doing crosswords*, which means 'I don't enjoy doing crosswords'.

- 1 'd love to
- 2 didn't mean to
- 3 wanted to
- 4 intend to
- 5 hope to
- 6 don't like to
- 7 won't be able to
- 8 used to

Exercise 3 2.05 page 54

- Students do the exercise alone or with a partner.

- 1 shouldn't
- 2 won't
- 3 do
- 4 have
- 5 haven't
- 6 haven't
- 7 has
- 8 wouldn't have
- 9 like

Exercise 4 page 54

- Students prepare their dialogues in pairs. Go round monitoring. Get them to practise reading them aloud, focusing on the pronunciation.

Exercise 5 page 54

- Ask as many pairs as possible to act out their dialogues.

Lesson outcome

Ask students: *What have you learnt? What can you do now?* and elicit: *I can use ellipsis to avoid repetition.*

5F Speaking

Presentation

LESSON SUMMARY

Functional English: changing the subject, acknowledging and dismissing an opposing view

Listening: two presentations about pacifism

Speaking: giving a presentation

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, limit the presentations to two minutes and ask students to present in groups rather than to the whole class.

LEAD-IN 3-4 MINUTES

- Put students in pairs or small groups. Ask them to think about government spending. Ask: *What does any government have to spend money on?* They should brainstorm for about two minutes. When they have a list of ideas, ask them to put them in order of importance, in their opinion.

Culture note – Britons ... wants you poster

The poster, showing Lord Kitchener, the Secretary of State for War, was the most famous image used in the recruitment campaign for World War 1. The campaign resulted in the recruitment of three million volunteers.

Exercise 1 page 55

- Students discuss the questions in pairs. Conduct a class feedback and ask some additional questions: *Are you surprised by the information in the chart? Why was it so effective? Have you or would you take part in an anti-war protest?*

Exercise 2 2.06 page 55

- Go through the *Speaking tip* and clarify some of the vocabulary, e.g. *acknowledge* (recognise that something is true) and *counter-argument* (a statement which disproves the previous argument).
- As students listen, they tick the points in the *Speaking tip* box if the advice is followed, rather than taking notes.
- Conduct the feedback in two stages: for question 1, give students time to compare ideas with a partner before leading a class feedback on question 1 only. Then elicit the arguments and counter-arguments onto the board and ask them to discuss in pairs which they find most persuasive.

Speaker 1: presents the strongest argument first, acknowledges the opposing view and then gives a counter-argument, uses fillers, paraphrases

Speaker 2: presents the strongest argument first, acknowledges the opposing view and then gives a counter-argument, uses fillers, tries to paraphrase but doesn't

Audioscript 2.06 page 55

1 The first thing I'd like to say is that I don't agree with the statement. Um, I don't think it's true that pacifists are cowards. A coward is someone who doesn't have the courage to do something that other people are prepared to do. A pacifist, on the other hand, is somebody who has a strong – what's the word? – a strong reason why they are not willing to kill other people. It is not because they are afraid or lack courage.

The reason pacifists will not kill people is often because they have a strongly held religious belief, not because they are frightened of getting hurt. One of the Ten, um ... er ... in the Bible – orders from God – if you understand what I mean – is 'You mustn't kill' and some people believe that it is always wrong to kill, um, in any circumstances. In my view, if a belief like that is genuine and, er, sincere, then we should respect it and not force people to fight.

Other people are pacifists because they simply believe that it is always possible to find non-violent solutions to disputes between nations. They argue that politicians do not make enough effort to resolve their differences peacefully, through the United Nations, for example. I agree with this view.

Let me see ... Uh, now, as far as the arguments against pacifism are concerned, it is sometimes argued that citizens have a duty to protect their country and their fellow citizens from other countries who want to attack them. However, as I said earlier, governments would never have to ask their citizens to go to war if they themselves made a bigger effort to find peaceful solutions to disputes, so we can dismiss this argument out of hand.

To summarise then, I don't believe pacifists are cowards. On the contrary, I think it must take an enormous amount of courage to refuse to fight when everyone else wants to go to war.

2 Um, right. Well, um ... First of all I'm going to state my own opinion: I agree that to be a pacifist is to be a coward and I don't believe there are any valid reasons for refusing to fight for your country. Um ... Why do I believe that? I think – um, there are a number of reasons. Firstly, we do not live in a perfect world. It would be nice if everyone lived in peace. But that is not a realistic view. Some political leaders are really evil and actually want to go to war. Talking to them won't stop them. The only way to stop them is to defend ourselves, and that unfortunately means killing people. I think it is people who refuse to fight in a war like that are, um ... I don't know the word ... Anyway, I think they are cowards.

Moving on to my second argument, um, what would a pacifist do if somebody attacked a member of their family? What if the only way of preventing the attack was to hurt the attacker, and possibly kill him? I think it would be cowardly not to defend that person. There is some merit in the argument put forward by pacifists that allowing somebody to kill someone else is as not as bad as killing someone yourself, but in the circumstances I've just outlined, I don't think this argument holds water.

I'd like to conclude by saying that I think the arguments in favour of the statement are stronger than those against, and to reiterate the point I made at the start, that there aren't any valid reasons for refusing to fight for your country.

Exercise 3 2.06 page 55

- Before playing the recording again, read through the phrases in the box. Ask students to give example sentences containing some of the phrases.
- With a **weaker class**, write the answers in gapped form on the board. Students copy them and complete them as they listen.

- As far as the arguments against pacifism are concerned
- Moving onto my second argument
- It is sometimes argued that
- There is some merit in the argument put forward by pacifists
- we can dismiss this argument out of hand
- I don't think this argument holds water
- as I said earlier
- to reiterate the point I made at the start

Exercise 4 page 55

- Do the first example together, and then students continue individually or with a partner.

- 1 Eradicating
- 2 to defend
- 3 Having
- 4 to spend
- 5 Too much
- 6 were destroyed

Exercise 5 page 55

- Students do the exercise in pairs.

- 1 b For 2 a For 3 c Against 4 a Against 5 c For
- 6 b Against

Exercise 6 page 55

- Circulate and monitor as students brainstorm, feeding in ideas if necessary. (See key.)

(Possible arguments)

a

Pros

If National Service were compulsory, countries would be better prepared for emergencies.

National Service teaches important skills such as leadership skills, teamwork and self-discipline.

Cons

If people are forced to do National Service they won't be committed, it has to be voluntary.

There is no need for National Service in countries that are not likely to go to war in the near future.

b

Pros

We should reduce military spending because sending in troops to win unwinnable wars in other countries is a waste of money. Money should be spent on helping locals in war zones to look after themselves – they are better at it.

Cons

The military need more money. At the moment equipment is poor and salaries low.

The military has other benefits: military and defence industries benefit the economy, many advances in science and technology are made by people working in the defence sector.

c

Pros

America's foreign policy, particularly in Iraq, is highly provocative.

The USA has been too willing to ignore the UN, e.g. war on Iraq / bombing Libya.

Cons

Fundamentalists and extremists pose the biggest threat to world peace.

The USA doesn't threaten peace; it keeps world peace.

Exercise 7 page 55

- Students rehearse their presentation in their pairs before presenting to the whole class.

Optional speaking activity 5F

Presentation: equality

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can give a presentation on a subject related to war. I can use phrases in a presentation to change the subject, acknowledge and dismiss an opposing view and refer to something said earlier.*

5G Writing analysis

Article: describing a person

LESSON SUMMARY

Writing: analysing the style of an article

Vocabulary: adjectives and nouns to describe people

Speaking: describing admirable qualities

Topic: State and society

SHORTCUT

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

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in to the writing analysis brief, do exercises 1–3 quickly as a whole class and skip the Vocabulary Builder exercises. In the writing task lesson skip the lead-in and the Vocabulary Builder exercises and set exercises 7 and 8 as homework.

LEAD-IN 3–4 MINUTES

- For this writing lesson, students need to focus on people's best qualities. Put them in small groups and ask them to brainstorm good qualities a person may show, e.g. *kindness, tolerance*. They should write their answers down legibly. After 1–2 minutes, invite students to get up, walk around and look at others' lists, taking note of any unknown vocabulary. In a whole class feedback session they may ask the meanings of these words. You could also ask which of these qualities they feel are the most important.

Exercise 1 page 56

- Students answer the question with a partner. Conduct a brief feedback.

The first part of the quotation suggests we love to be admired so we love the people who admire us. The second part suggests that the feelings of admiration and love are very different and not necessarily compatible. For example, we may admire someone for their success, but not love them because of their ruthlessness. Or looked at another way, we may be too familiar with the people we love to admire them, and may take their admirable qualities for granted. We may even be jealous of the people we admire.

Exercise 2 page 56

- Students read the *Writing tip* and discuss the questions in pairs.

Readers of the school magazine

To inform

A combination of formal and chatty

Exercise 3 page 56

- Discuss the question in open class. Ask a few students to tell you which they like best and why.

C works least well. The first sentence repeats the wording in the instructions for the task and the second sentence repeats the wording and meaning of the first sentence. Therefore, it is mechanical and unengaging.

Exercise 4 page 56

- Students identify the features individually and then compare their answers with a partner before class feedback.

- 1 If you were to meet him, you wouldn't believe ...
- 2 But what's he really like as a person?
- 3 a Top of the list comes ..., three years short of a hundred, on top of that, ... All this was long before I was born, of course, ... In the years that I have known him, ... He's one of the wisest and most tolerant people I know, and I'm very lucky to have him as my great-grandfather.
- 4 If you were to meet him, ... Throughout his long life he has battled against adversity ..., Not only was he badly injured, but he was also captured ... However, the business ran into difficulties ...

Exercise 5 page 56

- In pairs, students choose the best title. Ask them to think about why it's better than the others.
- 3 'Battling against adversity' is deeper, more meaningful and more likely to be interesting to the audience than the other titles.

Exercise 6 page 56

- Students do the exercise alone.

Two nouns: *courage* and *determination*

Three adjectives formed from nouns: *tolerant*, *wise* and *witty*

Exercise 7 page 56

- Students complete the activity alone or in pairs with the help of a dictionary if necessary.
- Check students understand the trickier words by asking for a synonym for *likeable* (amiable), *selfless* (altruistic), *faithful* (loyal) and *pleasant* (charming).

altruistic, amiable, charming, courageous, determined, devoted, generous, honest, intelligent, loyal, patient, reliable, sensitive, sincere, trustworthy

For further practice of Word formation (1), go to:

Vocabulary Builder 5.3 Workbook page 105

- | | |
|-----------------|----------------|
| 1 national | 4 eventful |
| 2 mysterious | 5 determined |
| 3 cloudy | 6 homeless |
| 2 adventurous | 5 spacious |
| 2 sleepless | 6 painful |
| 3 optional | 7 conceited |
| 4 healthy | 8 occupational |
| 3 admiration | 9 imagine |
| 2 admirable | 10 imaginative |
| 3 communicate | 11 possession |
| 4 communicative | 12 possess |
| 5 consideration | 13 reliability |
| 6 consider | 14 reliable |
| 7 devotion | 15 tolerate |
| 8 devoted | 16 tolerant |
| 4 admirable | 5 imaginative |
| 2 communication | 6 possessions |
| 3 considering | 7 rely |
| 4 devoted | 8 tolerate |

Exercise 8 page 56

- Suggest students choose from the realm of political campaigners, politicians, sports people, authors, actors, etc. Ask a few pairs to present their ideas to the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can write an effective title and opening sentence for an article. I can select a suitable style according to the target audience and purpose of an article. I can use a range of adjectives and nouns to talk about a person I admire.*

5G Writing task

Article: describing a person

LESSON SUMMARY

Writing: an article about someone students admire

Language: linkers for addition

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and set exercises 7 and 8 as homework.

LEAD-IN 3-4 MINUTES

- Put students in small groups. Ask them to think about challenges people may have in their lives e.g. bereavement, disability. Give them 2-3 minutes to think about challenging circumstances and write a list. Then, as a whole class elicit ideas and build a list on the board.

Culture notes

Ludwig van Beethoven (born 1770, died 1827) was a German composer. He lived in Vienna for most of his life. His fifth and ninth symphonies are very well known, as are the Moonlight and Pathétique sonatas. He started to go deaf in his twenties and became totally deaf but continued to compose and conduct music.

Nelson Rolihlahla Mandela was born in South Africa in July 1918. He was an anti-apartheid activist campaigning for racial equality. He was the leader of the African National Congress and spent 27 years in prison for his beliefs and activities. He became the first President of South Africa to be elected in democratic elections. In 1993 he received the Nobel Peace Prize.

Emmeline Pankhurst – see Student's Book page 51.

Exercise 1 page 57

- Students discuss the questions in pairs before class feedback.
- 1 Beethoven was one of the most highly acclaimed composers of all time. He managed to achieve this despite being deaf.
- 2 Nelson Mandela was the first President of South Africa to be democratically elected and a winner of the Nobel Peace Prize. He had to serve 27 years in prison for his refusal to give up his beliefs.
- 3 Emmeline Pankhurst played a crucial role in gaining the right to vote for women in Britain. In her fight for the suffragette cause she had to endure prison sentences, hunger strikes and force feeding.

Exercise 2 page 57

- Students do the exercise individually. You could also ask students to tell you which one of the linkers would only be used in an informal context (plus).

Furthermore and moreover are only used in a formal context.

- 1 besides
- 2 What's more
- 3 on top of that
- 4 Not only ... but also

For further practice of Linkers (1), go to:

Vocabulary Builder 5.4 Workbook page 105

- 1
 - 1 In addition to
 - 2 Besides
 - 3 into the bargain
 - 4 both
 - 5 Apart from
 - 6 Along with
 - 7 Moreover
 - 8 to boot
- 2
 - 1 Along with, Apart from, As well as, In addition to, Besides
 - 2 Apart from, Along with, As well as, In addition to, On top of
 - 3 on top of that, to boot
 - 4 not only ... but also
 - 5 Along with, As well as, In addition to, Besides, On top of
 - 6 Apart from, As well as, In addition to, Besides, On top of
 - 7 What's more, Furthermore
 - 8 into the bargain, on top of that

Exercise 3 page 57

- Students work individually and then check answers in pairs before class feedback.
 - Point out that when the linkers are followed by a noun, pronoun or gerund, and they come at the beginning of a sentence, they are followed by a comma.
- 1 Besides being very determined, Wendy is very ambitious.
 - 2 Henry travelled up the Amazon along with some of his friends.
 - 3 Liam is a fine painter and a good pianist to boot.
 - 4 My mum has a full-time job as well as doing all the housework.
 - 5 In addition to a great sense of humour, Jake has a great deal of charm.
 - 6 My grandmother looked after five children plus her own sick mother.
 - 7 Apart from a flat in London, Pete owns a house in the country.

Exercise 4 page 57

- Students read the task and make notes individually. If they choose to write about a public figure, they may wish to research some information on the Internet. They could either do this during the lesson if facilities are available, or do it at home and write the essay for homework, or they could be asked to do some research before the lesson.
- Tell them their notes need to be legible because their partner will need to read them.

Exercise 5 page 57

- Circulate and monitor to check students are following the procedure correctly.

Exercise 6 page 57

- Encourage students to help their partner think of a good title. If they can't think of a title they are satisfied with, they can come back to it at the end of the first draft.

Exercises 7 and 8 page 57

- Students write their first draft. After 15–20 minutes ask them to check their compositions against the checklist.
- You could ask students to write a final draft at home and to bring in a photo of the person. The articles could then be displayed around the classroom together with the photos for other students to read.

Optional writing activity 5G

Profile of a person

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can write an article describing a person I admire. I can organise my writing using linkers for addition.*

Get Ready for your Exam 5

LEAD-IN

- Write a *quarrel* on the board. Ask the students to provide as many synonyms as possible. Elicit: *argument, disagreement, fight, misunderstanding, row, controversy, conflict*. Ask students to explain which are the strongest and most aggressive.

GET READY TO SPEAK

Exercise 1 page 58

- Refer students to exercise 1. Ask them to discuss the questions in pairs. Then ask individual students to report their partner's answers.
- As a class, discuss the commonest causes of aggressive behaviour.

Exercise 2 page 58

SPEAKING EXAM TASK – COMPARE AND CONTRAST

- Elicit that speaking tasks often start with picture description and then move onto a general discussion where students are meant to give their opinions and share experiences.
- Start by asking for suggestions on what each picture shows.
- In pairs, ask students to take turns in being the candidate and the examiner. Monitor while students are doing the task.
- Feed back by highlighting good use of English and correcting any common errors.

Exercise 3 page 58

USE OF ENGLISH EXAM TASK – MULTIPLE-CHOICE CLOZE

- Tell students to do the task individually. Suggest they start by reading the text and ignoring the gaps to grasp the general sense. Remind them to read the whole text again when all the gaps have been filled to make sure it is logical and grammatically correct. Allow five minutes.
- In a **weaker class**, pre-teach *encroachment* and *inhibit*.
- **Fast finishers** underline the following words and look for synonyms that would fit in the text: *friction* (conflict), *concerns* (worries), *fatigue* (tiredness), *distractions* (disturbances), *predictor* (forecaster, indicator).
- Check the answers as a class.

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

Exercise 4

GET READY TO LISTEN

- Give students a few minutes to brainstorm as much as they know about 1066.
- Share ideas as a class.

Exercise 5 2.07 page 58

LISTENING EXAM TASK – TRUE / FALSE / NOT STATED

- Tell students to read the instructions and the sentences on their own.
- Play the recording once, stop for a short while, and then play again.
- In a **stronger class**, play the recording straight through twice.
- Check as a class.

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

Audioscript 2.07

1066 is probably the most famous date in English history. If you ask anyone in Britain what happened in that year, they will almost invariably answer 'The Battle of Hastings'. The events of that momentous year have almost become part of our national consciousness. Why is that so?

Every child in Britain learns about the Battle of Hastings in history lessons, but that cannot account for it. They also learn about other notable dates in English history, but for some reason 1066 is the one date that sticks in almost everyone's mind. There are two more likely reasons for this phenomenon. Firstly, the Conquest of 1066 is the last time that a foreign power has succeeded in conquering and occupying Britain. This is undoubtedly a source of pride to British people, although arguably the English Channel has played a more important role than British military might in keeping us safe from invading armies.

The second reason is that the Battle of Hastings changed the course of British history in a way that no other single battle has done. Prior to that date, Britain was ruled by Anglo-Saxons, people whose ancestors had come to Britain from Northern Germany five centuries earlier. They spoke an early form of English and had their own sophisticated form of government. The invading Normans brought with them their own culture, a new system of government, and above all, their own language: French. For many decades after 1066, Anglo-Saxons were excluded from government and positions of power and authority, and in effect became second-class citizens in their own country. English remained the language of the common people, but it would take three hundred years for English once again to establish itself as the language of government. British people are notoriously ignorant about many aspects of their own history, but 1066 is the one date you can be sure the vast majority of the population know.

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt about the Battle of Hastings. I have prepared a discussion task. I have practised vocabulary and grammar through a multiple-choice gapped text. I have practised a True / False listening task.*

6 Dreams

Map of resources

6A Vocabulary and listening

Student's Book p59, Workbook p47

Photocopiable Activity: 6A Future plans (TRCD-ROM)

6B Real English

Student's Book p60, Workbook p48

Photocopiable Activity: 6B Phrasal verbs: Particles and their meanings (TRCD-ROM)

6C Culture

Student's Book p61, Workbook p49

Photocopiable Activity: 6C The European Union (TRCD-ROM)

6D Reading

Student's Book pp62–63, Workbook pp50–51

Photocopiable Activity: 6D Insomnia (TRCD-ROM)

6E Grammar

Student's Book p64, Workbook p52

Photocopiable Activity: 6E Reporting structures (TRCD-ROM)

6F Speaking

Student's Book p65, Workbook p53

Photocopiable Activity: 6F Photo comparison (TRCD-ROM)

6G Writing

Student's Book pp66–67, Workbook p54

Photocopiable Activity: 6G The sign (TRCD-ROM)

6 Review and Tests

Review 5–6 Student's Book p68

Review 1–6 Workbook p99

Photocopiable Activity: 6 Review (TRCD-ROM)

Student Self-Test Sheets 6, 1–3 (TRCD-ROM)

Unit 6 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 6

Student's Book p70

Workbook pp55–56

Workbook pp93–96 Exam Challenge

iTools Unit 6

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 6A Travel 6B Ghost story

6A Vocabulary and listening

Looking into the future

LESSON SUMMARY

Vocabulary: expressions for plans and predictions, synonyms for *predict*

Listening: six people talking about their future, listening for gist and specific information

Speaking: talking about the future, expressing doubt and uncertainty

Topic: People

SHORTCUT

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

LEAD-IN 2–3 MINUTES

- The title of this unit is 'Dreams'. Elicit the two meanings of the word *dreams*: dreams we have when sleeping and dreams for the future (hopes or ambitions). Put students in pairs. Ask them to share any dreams of either kind.

Exercise 1 page 59

- Use the photo to pre-teach *clairvoyant* and *fortune-teller*.
- Give students two or three minutes to discuss the questions before holding a class feedback.

For further practice of Synonyms of *predict*, go to:

Vocabulary Builder 6.1 Workbook page 106

- 1 **expecting / anticipating** 2 **prophesied** 3 **anticipate**
- 4 **forecast** 5 **projected** 6 **predicted / expected**

Exercise 2 2.08 page 59

- Tell students they are going to listen to six teenagers talking about their future. Pause after each speaker to allow students to take brief notes on which to base their discussions.
- In open class ask students to explain their answers.

Audioscript 2.08 page 59

Speaker 1 Where do I see myself in ten years' time? It's difficult to say really. I'm not particularly ambitious. Actually, I think it's likely that I'll be married with a couple of children. I don't see why I shouldn't have a job, too – though it may be difficult while the children are young. I can see myself working part-time, maybe an office job of some sort. But I don't mind if I don't go straight into a job – I can concentrate on my career later.

Speaker 2 I study music at school – which is mainly studying classical composers and music theory. But I also play the guitar at home and me and my friends have got a band. I'm determined to continue with that – even if I go to university – and try to make a career of it. You know, write songs and try to get a recording contract. It's notoriously difficult to succeed in the music business, but I'll give it everything I've got. I'm fairly confident of my abilities, so I think I'll succeed. But it may take longer than ten years to realise my dream.

Speaker 3 I'm going to university to study law – at least that's what I've set my sights on. But it depends how well I do in my school-leaving exams – I'm not sure my grades will be good enough. It's really difficult to get a place at university to study law, so we'll see. But assuming that I fulfil my ambition and become a lawyer, in ten years from now I guess I'll be working in some law firm or other, possibly here, but more likely in London. If my plans come to nothing, I don't know what I'll do. I suppose I'll have to reapply to university to study something else.

Speaker 4 I want to leave school as quickly as possible and start earning money. My parents aren't very well off, so I don't want to rely on them for longer than I have to. I'd like to get a job somewhere round here – something involving computers would be good. But I need to get good grades in my school-leaving exams first, so I'm not pinning my hopes on it. But hopefully, in ten years, I'll have a steady job somewhere round here. The other thing I'm really keen to do is play football for the local team. It's just a small amateur club, but they're pretty good. I play for the school team now, so there's a reasonable chance that I'll achieve my goal.

Speaker 5 I'd like to go to university, but I haven't made my mind up yet about what I'd like to study. I'm quite good at science so I might well do biology or chemistry. Then again, I'm really interested in history too, so that's another possibility. Anyway I hope I succeed in getting a place at college to study something. I could go in a number of directions after that. I've thought about teaching, so I may work towards that, but I'm not sure. I'd like to get married and start a family at some point, but I doubt if I'll be married with kids ten years from now. No, I don't really see that happening in the foreseeable future!

Speaker 6 In ten years? I'm seventeen now, so that's about four years after I leave university. I can certainly tell you where I'd like to be, though I'm not counting on it. I'd like to be working for a charity in a developing country, maybe in Asia or Africa, on an environmental or humanitarian project. The problem is that jobs like this are really hard to come by. Vacancies don't come up all that often and there are always loads of applicants, some already with lots of experience. So in order to improve my chances of landing a job, I'm going to spend my gap year doing voluntary work in Gambia, then I'm going to apply for courses in development studies and economics at college. Hopefully that'll give me a head start and I'll be in a better position to apply for a job overseas.

Exercise 3 2.08 page 59

- Tell students they can find some of the answers in the wordlist at the back of the Workbook. The rest they complete by instinct or memory. Play the recording for them to check.

1 likely 2 myself 3 sights 4 counting 5 fulfil 6 come
7 determined 8 everything 9 realise 10 hopes 11 goal
12 succeed 13 work 14 foreseeable 15 position

For further practice of Talking about the future, go to:

Grammar Builder 6.1 Student's Book page 122

- 1 1 a 2 b 3 a 4 b 5 b 6 a 7 b 8 b
2 2 'm playing 5 leaves
3 are going to change 6 'll have finished
4 'll be having

Exercise 4 page 59

- Give students a minute or two to make brief notes.
- Ask **fast finishers** to make further predictions: *What kind of music will they listen to? What will they do in their free time? What kind of films will they be into? What sort of food will they like?*

Exercise 5 page 59

- Students make predictions about their partner's future using the headings in exercise 4. At this stage they don't look at their partner's notes. Their partner doesn't confirm or deny the predictions. (They will do this in exercise 6.)
- Ask which future forms they will need to use (*will*, future continuous, future perfect).

Exercise 6 page 59

- Ask students to exchange notes and ask questions about the predictions. You could ask them to ask two questions for each heading. Make sure students understand that they have to write their own answers to their own notes. Alternatively, you could ask students to write the answers to their partner's questions next to their partner's notes.

Exercise 7 page 59

- Ask individual students to read out three of the expressions each. Give them a minute to prepare to present their ideas.

Exercise 8 page 59

- Ask students to pair up with a different partner to talk about their future. Encourage them to use the expressions from the box that they are less familiar with. Monitor the conversations as they speak. At the end have a class feedback, asking students to report back one or two sentences about their partner, e.g. *Magdalena thinks it's unlikely that she'll work abroad. She says it's anyone's guess whether or not she'll be married by then.*

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can speculate and make predictions about the future.*

6B Real English

The meaning of dreams

LESSON SUMMARY

Grammar: phrasal verb particles and their meanings

Reading: an article about the purpose of dreams

Speaking: a discussion about dreams

Topic: People

SHORTCUT

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

LEAD-IN 3–4 MINUTES

- Write on the board: *a daydream, a nightmare, a recurring dream*. Ask students in pairs to write a definition for each of these lexical items. Regroup them in different pairs to compare their definitions and discuss whether they have experienced any of these different types of dreams.

Exercise 1 page 60

- Students discuss the questions in pairs before class feedback.

Exercise 2 page 60

- Begin by asking students why they think we dream. Then ask them to read through the text ignoring the gaps and see if any of their ideas are mentioned.
- As with multiple choice reading comprehension questions, suggest that students try to answer without looking at the options first and then see if their answer is given as an option.

1 a 2 a 3 d 4 b 5 a 6 b 7 d 8 b 9 d

Exercise 3 2.09 page 60

- Stop the recording after each speaker to let students note down their answers. Let students compare their answers in pairs before class feedback.

- It was based on a story that was read to her.
- He has to convince himself that he can fly.
- She thinks it's a way for the mind to be able to deal with information overload.

Audioscript 2.09 page 60

Speaker 1 – Belinda I think dreams are really interesting. When I was little I used to have a recurring dream which was actually more of a nightmare I think, um, because it was related to a fairy story that I used to read, or used to have read to me, about, um three little pigs who built different houses, out of different materials, and the straw house was the one that the wolf would come to blow down, and in my dream I would be in this straw house and I think I remember the wolf coming up to the house but just before anything really awful happened I would always wake up. I think – I'm not really sure whether this means anything, I've never tried to work out what it means, and though I'm not really sure in general if dreams are actually significant, but I remember being scared out of my wits by this particular dream.

Speaker 2 – Harry I'm a light sleeper, which means that I tend to dream a lot, I think. I do have one or two recurring dreams which stay vividly in my memory. One recurring dream is a flying dream – actually, I haven't had this dream for a while now. It usually goes like this. I am being chased, usually by two men, and they are about to grab hold of me. I break into a run, going faster and faster, and then I throw myself forward and I take off. But then I think, no, I can't fly, of course I can't – and I look down and start sinking down again towards the ground where my pursuers are looking up at me and waiting. So in order to carry on flying, I have to believe I can fly. So I try to rise up again and it's really scary. But I know that I have to get over my fear in order to be able to do it, and gradually I calm down. After a while, I start to really enjoy it. In one dream I flew all over my home town, Edinburgh. I circled round the castle, swooped over the old town where I used to live – I could see everything so clearly – the streets, the people, the cars, and the sea sparkling in the distance. It was fantastic, and I still remember it all so clearly.

Speaker 3 – Christine Um, I often dream and I often remember my dreams, and I have to confess that I am a person who likes to tell other people about my dreams, um, I'm probably less interested in hearing about theirs, but nevertheless I think it's quite amusing sometimes to recount the dream or at least to go over the dream in your own head, and sometimes during the day I can have totally forgotten what I've dreamed and then suddenly something will trigger a memory and I will recall a dream that I've had. Mostly my dreams are just a rehash of events of the day, coming back in muddled form. I think it's a way for the mind to cope with a lot of surplus information that you might receive during the day, and somehow that information has to be processed and, whether that's conscious or unconscious, I think it definitely comes back during the night in your dreams. But I don't think there's any point really in trying to interpret particular dreams – you could attach any number of meanings to most dreams.

Exercise 4 page 60

- Explain to students that the particles of phrasal verbs have basic meanings and a knowledge of these can help them guess the meaning of new phrasal verbs they come across.
- Let them study the *Learn this!* box on their own.
- You may need to explain the meaning of *jot down* (note down), *make off with* (steal something and hurry away with it), *drone on* (talk boringly and at length – literally, to make a continuous low noise like a bee, or traffic), *pick on* (treat someone unfairly often because they are vulnerable in some way), *make out* (distinguish), *pop over* (visit quickly).
- With a **stronger class** ask students to think of other phrasal verbs where the particle has this meaning e.g. *back* 1 say sth back, 2 go back (our friendship goes back ...); *down* 1 note down, take down, 2 cut down.
- Students do the exercise alone and then check in pairs.
- When you go over the sentences ask students to guess the meaning of *rehash* (a rearrangement of the same ideas in a different order).

1 up (1) 2 out (2) 3 off (1) 4 on (1) 5 down (2)
6 back (1) 7 over (2)

For further practice of Particles and their meanings, go to:

Grammar Builder 6.2 Student's Book page 123

1 1 b 2 a 3 b 4 a 5 b 6 b 7 a

2 2 on

a attacking b continuing

3 over

a visiting b considering, examining

4 down

a recording in writing b reducing

5 up

a improving b approaching

6 off

a departing b ending

7 out

a solving, searching b disappearing

Exercise 5 page 60

- Circulate and monitor as students discuss the questions. At the end ask students to relate to the class any particularly interesting recurring dreams that their partner has had, or any that have come true.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can talk about the significance of dreams. I have learnt the meaning of several phrasal verb particles.*

6C Culture

The European dream?

LESSON SUMMARY

Reading: a text about the European Union

Vocabulary: verb–noun collocations, dependent prepositions

Listening: four people talking about the EU

Speaking: discussing the advantages and disadvantages of the EU

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, set exercise 7 as a research and writing task for homework.

LEAD-IN 4–5 MINUTES

- Put students in pairs and tell them they are going to have a writing race. As soon as they finish, they should put their hands up and the first pair to do so will win. Now say: *Write down the English names for all the different continents of the world.* As soon as one pair finish, end the task and check their answers (Asia, Africa, North America, South America, Antarctica, Europe and Australia). Now ask them to brainstorm countries of Europe. Give them a one-minute time limit. Conduct whole class feedback.

Exercise 1 page 61

- Students do the quiz in pairs. Make the checking part a scan reading race.

1 the 1950s

2 France, Germany, Italy, Belgium, the Netherlands and Luxembourg

3 28

4 Brussels and Strasbourg

Exercise 2 page 61

- Students can work alone or in pairs.

1 way 2 what 3 further 4 like 5 in 6 on/about
7 by 8 every 9 in 10 over

Exercise 3 page 61

- Students do the exercise individually and compare answers before class feedback.

- 1 They hoped that if they formed a union, there would no longer be war between the various European states.
- 2 It means 'combining political power'.
- 3 The European Commission is made up of 28 government ministers, one from each of the EU member states. Its role is to vote on laws proposed by the European Commission. The Council of the EU is made up of 28 commissioners. Its role is to propose new laws, but it cannot vote for them. The European Parliament is made up of 785 members, who have been elected by the citizens of the 28 member states of the European Union. Its role is to vote on the laws proposed by the European Commission.
- 4 Eurosceptics are afraid that the European Union is trying to impose its will on member states and that the various states will lose their independence. Furthermore, they say that the people who legislate do not really represent the citizens of the member states.

Exercise 4 page 61

- Students complete the exercise alone.

- 1 join an organisation
- 2 delegate powers
- 3 propose new legislation
- 4 pass a law
- 5 hold an election
- 6 bring benefits
- 7 deliver peace and stability
- 8 exercise control

Exercise 5 page 61

- Students do the exercise alone.
- Point out that we say *vote for* to talk about which option you choose in an election, e.g. *Which candidate did you vote for?* We use *vote on* to talk about the issue which has been put to the vote, e.g. *The Parliament votes on the laws proposed by the Commission.*

1 evolve into 2 consist of 3 vote on

For further practice of Dependent prepositions, go to:

Vocabulary Builder 6.2 Workbook page 106

1 1 of 2 against 3 to 4 from 5 with 6 of
7 to 8 on

Exercise 6 2.10 page 61

- Give students time to read through the sentences and then play the recording. Students compare answers before class feedback.
- With a **weaker class**, ask:
 - **Speaker 1** *What did people have to do in the old days if they wanted to travel to another European country? (exchange money, stop at customs, show their passport, get an international driving licence)
How many people so far have exercised their right to cross borders? (15 million)*

- **Speaker 2** *What example does the speaker give of an issue that is best left to domestic governments? (law and order)
What example does the speaker give of issues which the EU does have a useful role in? (the environment / regional development)*
- **Speaker 3** *Why is it so important for member states to have a voice in world affairs? (to stand up to America, the superpower.)
In what sense is the European Union undemocratic? (The European Commission who think of the new laws have not been elected by the people.)*
- **Speaker 4** *What example does the speaker give of a law which nobody wants or needs? (No-one should work more than 35 hours a week.)*

Speaker 1 b and g

Speaker 2 d and e

Speaker 3 a and h

Speaker 4 c and f

Audioscript 2.10

Speaker 1 I think that on the whole the EU has brought more benefits than disadvantages. In the old days when you travelled in Europe, you had to change money before you left home, stop at customs, show your passport at the border control, get an international driving licence before you could drive abroad, and so on. Now all that has disappeared, at least in most EU countries. Not only can people travel for leisure, but because of the single market they are also free to live and work in other member states. I heard that more than fifteen million people have crossed borders to exercise this right. On the whole, that's a good thing, but it has caused problems in some countries, such as the UK, which has seen a huge influx of immigrants.

Speaker 2 I'm in favour of the EU, but I'm worried that it's becoming too centralised and taking too much power away from national governments. I think it was much better when it was just an economic union, but the countries are gradually moving towards political union, and I think that's a bad thing. What's good for people of, say, Spain isn't necessarily good for people here in Ireland. The EU has an important role to play in areas like the environment and regional development. For example, it's given a lot of money to the poorer parts of Europe. But it shouldn't interfere in domestic politics – things like law and order and social policy should be left to national governments.

Speaker 3 What's great about the EU is that it has given the member states a strength and world influence which none of them could have on their own. Countries like France and Britain used to be global powers, but they aren't any more. America is the only superpower now and it's important for her to have an ally with real power that can stand up to her. I don't think it's good when America acts alone. The individual nation states of Europe have no real influence with the US – not even Britain, with its so-called 'special relationship'. Europe needs to speak with a single voice – that way, there's a chance that the Americans may listen. The aspect of the EU that I'm not very keen on is its lack of democracy. Sure, we all get to elect the Members of the European Parliament. But have they really got that much power? It's the Commission that comes up with new laws and they are unelected. Personally I think that they should be elected too.

Speaker 4 It's great to be part of a group of countries where people, goods and services can move freely. I think the days of narrow nationalism are over and we've discovered that we have more interests in common than we have differences. The single market has brought enormous economic benefits as companies in EU countries can now sell their goods and services in a market of half a billion people. My only complaint is that the EU employs too many people and pays them too much. I think these European bureaucrats create work for themselves by dreaming up legislation which nobody wants or needs. For example, there's an EU law that says that no one should work for more than 35 hours a week. That's ridiculous. It's nothing to do with the EU. It's a matter for employers and employees to sort out at company level.

Exercise 7 page 61

- To help students prepare for their discussion it would be useful to recap on the issues raised in the recording.
- Give students time to a) decide whether they agree or disagree with each statement, and b) decide whether they are generally in favour of the EU.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an article about the European Union. I can give my views on the pros and cons of the EU.*

6D Reading

Sleep-deprived teenagers

LESSON SUMMARY

Reading: a text about the importance of sleep

Vocabulary: collocations with *sleep*, register

Speaking: discussing sleep patterns

Topic: People, Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and exercise 1 brief, ask students to read the text before the lesson and set the Vocabulary Builder exercises for homework.

LEAD-IN 2-3 MINUTES

- Write on the board: *babies, children, teenagers, 30-somethings, middle-aged people, the elderly*. Put students in small groups and ask them to discuss which group, generally speaking, needs the most sleep and which needs the least and the reasons for their views. They could go on to talk about how many hours each group might need.

Language note – Let sleeping teenagers lie

The title of the article is a play on the proverb *Let sleeping dogs lie*, which alludes to waking up a fierce watchdog and means don't stir up trouble unless it's really necessary, e.g. *Sam knew he ought to report the incident to the police but decided to let sleeping dogs lie*.

Exercise 1 page 62

- Students describe the photos and discuss the questions in pairs before class feedback.
- Refer students to the title of the lesson and see if they can remember the meaning of *deprived* which they learned in lesson 3G in the context of a deprived area. Elicit the meaning of *sleep-deprived* (suffering from a lack of sleep). Find out how many people in the class consider themselves sleep-deprived.

Exercise 2 page 62

- Give students five minutes to read the text. They will need to process quite a lot of text before they find the answers.
- The writer mentions 3 but says that 2 is a more likely explanation (line 67)

Exercise 3 page 62

- Let students discuss their answers in pairs before feedback. Encourage them to reformulate the text into their own words.
- Lack of sleep can affect teenagers physically and mentally.
- Some experts believe this because these kinds of activities stimulate the brain and the bright lights delay the release of melatonin.
- Some research revealed that when teenagers were observed in a sleep laboratory it was found that they didn't release melatonin until 1 a.m.

Exercise 4 page 62

- Students may not be familiar with a collocations dictionary so explain that it's a type of dictionary which doesn't give definitions but is purely dedicated to showing which words combine together naturally. Students do the exercise alone.

get	a good night's
survive on	catch up on
a lack of	drop off to
deprivation	go to
lose	pattern

Exercise 5 page 63

- Reiterate the fact that the dictionary gives example sentences (not definitions), from which they can deduce the meaning.

- lose sleep
- snatch some sleep
- during sleep, in your sleep
- lull / send sb to sleep
- feign sleep

Exercise 6 page 63

- Students do the exercise individually and then compare answers with a partner.

- drifted into, fell into, sank into
- cycles, patterns, schedules
- cried
- catch up
- deep, drunken
- get, go back; overcame, overtook

Exercise 7 page 63

- Students work alone or in pairs. During feedback, see if students can identify a general similarity between the formal words. (Formal words tend to be of Latinate (or in the case of *plethora*, Greek) origin.) By contrast, less formal words tend to be of Anglo-Saxon origin and include many phrasal verbs.

- require
- a profound effect
- regulate
- conduct
- occur
- plethora
- cease

For further practice of Register, go to:

Vocabulary Builder 6.3 Workbook page 106

- 1 conducting 2 require 3 plethora 4 ceased
5 profound 6 occurred 7 regulate
- 2 Teachers should not permit students to leave the room during lectures.
3 The audience retained their composure until the speaker had left the room.
4 The aim of our housing association is to assist people in their quest for affordable accommodation.
5 Visitors may obtain a substantial reduction if they make an advance booking.
6 Rescuers are trying to locate two climbers who have been reported missing in the Swiss Alps.
7 Items purchased in this store will only be replaced on production of a valid receipt.
8 Please select the colour you require and then place your order.
9 I assure you it won't happen again.

Exercise 8 page 63

- Ask students to pair up with a different partner to discuss the questions.

Additional speaking activity 6D

Discussion: 'Let sleeping teenagers lie'

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Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an article about the causes and effects of sleep deprivation. I can discuss sleeping habits. I can use a variety of collocations of 'sleep.'*

6E Grammar

Reporting structures

LESSON SUMMARY

Grammar: reporting structures

Vocabulary: adverbs which convey a speaker's emotions

Reading: an anxiety dream

Listening: sentences and dialogues illustrating reporting structures

Speaking: information exchange practising reporting structures

Topic: People

SHORTCUT

To do the lesson in 30 minutes, do exercise 1 together as a class, set the Grammar Builder exercises as homework and reduce the number of items in exercise 9 to 5.

LEAD-IN 2-3 MINUTES

- Put students in pairs. Ask: *How do you feel in the run-up to an exam? How do you prepare for exams? How do you feel in the exam room?* Give them 1-2 minutes.

Exercise 1 page 64

- Ask students to read the text and then find out if anybody has had an anxiety dream.

Exercise 2 page 64

- Students can do this orally in pairs. Check answers and elicit the rules for transforming indirect to direct speech.
- In a **weaker class** ask them to write down the original words.

(Possible answers)

Mum Don't forget that your school exams start today.

Mum Have you done enough revision?

Me The exams aren't for another three weeks. I promise I'll revise for them.

Me Sorry I'm late.

Teacher Sit down and start writing.

Me I haven't read any of the books.

Teacher You have to do the exam anyway.

For further practice of Reporting structures, go to:

Grammar Builder 6.3 Student's Book page 124

- 2 to pay me / it back
3 going
4 to stealing / to having stolen
5 him not to leave
6 her on winning
7 reduce / should reduce
8 to beat up
- 1 against crossing
2 him when to call her
3 of having used
4 to stay
5 that Dan stop
6 on giving

Exercise 3 page 64

- Look at the example sentence together, and then ask students to work individually and check in pairs. Remind them that there may be more than one possible answer.
- Ben recommended that Lee (should) go to the restaurant.
- Jo begged Ian not to wear those old jeans.
- Mr Medway threatened to give his class a detention if they didn't stop talking.
- Jo warned Tom not to swim too far out to sea as the currents were quite strong.
- Sue congratulated Chris on passing his / her driving test.
- Steve promised that he would never lie / never to lie to Vanessa again.
- Liam insisted that his daughter (should) eat her vegetables.

Exercise 4 page 64

- Students do the exercise individually. Check the first stage (choosing the alternatives) before they change the sentences to direct speech. Ask how the sentence would have continued for the incorrect option, e.g. 1 *Dad suggested that I (should) get an early night.*
- The direct speech can be expressed in a number of ways, so elicit a range of suggestions.

- advised; 'You should get an early night.'
- denied; 'I didn't cheat in the exam.'
- insisted; 'You have to help me.'
- agreed; 'All right, I'll buy a new car.'
- reminded; 'Don't forget to turn off the computer.'
- blamed; 'The accident was your fault.'
- agreed; 'OK, then. We'll steal the bullion from the security van.'

Exercise 5 page 64

- Students work alone or in pairs.
- He refused to cheat in the exam.
- David asked me to help him. / David asked me if I would help him.
- Kate proposed buying a new car.
- Fred ordered his son to turn off the computer.
- Robbie accused his brother of causing the accident.
- The robbers admitted stealing / that they had stolen the gold bullion from the security van.

Exercise 6 2.11 page 64

- Refer students to the information in the *Learn this!* box.
- You could ask students to try to complete the sentences without listening and then listen to check.
- It may be necessary to explain:
bitterly – angrily and sadly because you have been treated unfairly
callously – cruelly
resignedly – sadly but calmly, accepting a situation that can't change
sharply – attacking and using few words
- 1 resignedly 2 bitterly 3 sarcastically 4 defiantly
5 sharply 6 callously 7 sympathetically

Exercise 7 2.12 page 64

- Give students a few minutes to read through the options and deal with any vocabulary questions.
- Check comprehension by asking for the adjective for *gratitude* (grateful), a synonym for *grateful* (thankful) and translations for *boast* and *tell off*.

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

Audioscript 2.12 page 64

1

Granddad Hello, Lizzie. Lovely to see you.

Girl Hello, Granddad. I've brought these flowers for you.

Granddad Thanks, Lizzie. They're lovely.

Girl How are you today? Are you feeling any better?

Granddad Yes, much better, thank you.

2

Boy Hi Sally. I'm having a party next Saturday. Would you like to come?

Girl That's the 27th, isn't it?

B No, the 28th.

G Oh, dear, I've promised to babysit for the neighbours that evening.

B Can't you get out of it?

G No, I can't really let them down.

3

G Have you any idea how long I've been waiting here for you?

B I'm really sorry. I missed the bus.

G Well, you might have rung me to let me know.

4

B Where are you going on holiday?

G To Italy. It's a good chance to practise my Italian.

B I didn't know you spoke Italian.

G I'm teaching myself. It isn't difficult. I already speak French and Spanish, so I'm halfway there.

B So, you speak three foreign languages?

G Four, actually. I speak German too.

5

Woman Where did you learn to cook like that?

Man I just followed the recipe, really.

W Well, it was a fabulous meal. Really tasty.

6

W Hi, Uncle Robert.

M Hi, Lucy. So you got home OK. How was the journey?

W Fine. There weren't any major hold-ups. I just called to say thank you so much for your hospitality. It was so good of you to put us all up for a week.

M Not at all. I'm glad you enjoyed it, and you know you're welcome to come and stay with us whenever you like.

7

Boy So, who's organising the music for the party?

Girl David is. He's got loads of music on his laptop. And Becky is getting the drinks.

B And you said you'd be happy to organise the food?

G Yes, I'll get lots of crisps and nibbles.

B That's great. All sorted then.

8

B What time do you call this? Have you any idea how long I've been standing here ...

G I'm really sorry.

B ... in the cold and wet.

G I know. I'm really, really sorry. I was late leaving and then I missed the bus.

Exercise 8 2.12 page 64

- Tell students they need to write a maximum of three words. Play the recording again and let students check in pairs before feedback.
- Pause after each dialogue to give them time to write answers and find the next sentence, as they are not in order.

- a the hospitality
- b speak foreign languages
- c health
- d being late
- e his cooking
- f a party
- g organise the food
- h late

Exercise 9 page 64

- Give students time to think of situations before they start to speak. Afterwards conduct a feedback by asking a student to ask the first question and to nominate another student to answer it. After answering it, the second student asks the next question and nominates someone else to answer it. They continue in open pairs.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can report direct speech using a number of different structures. I can use adverbs to convey the emotions of the speaker.*

6F Speaking

Photo comparison

LESSON SUMMARY

Functional English: concession and counter-argument

Listening: four people talking about achievements

Speaking: comparing and contrasting two photos of award-winners

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep exercise 1 brief, listen to the first recording once only and set the Vocabulary Builder exercise as homework.

LEAD-IN 3-4 MINUTES

- Put students in small groups. Elicit the meaning of *achievement*. Ask them in their groups to think about the different ways that society recognises and rewards achievement (e.g. a medal, a certificate, praise, money). With a **weaker class**, give some categories to help them: sports, business, school, film, military, etc. When they have had 2-3 minutes to discuss, conduct feedback, writing a list on the board, and encourage students to think about the kind of reward or recognition that they would most appreciate.

Exercise 1 page 65

- Students do the exercise in pairs.
- In feedback, guide them towards clear explanations by asking concept questions.

The woman in the first photo has won a prize.

An award is a prize that you win for achieving something, e.g. an Oscar, a bravery award.

An honour is similar to an award but is more official, e.g. in Britain honours are awarded on the first of January in recognition of work that has been done in service to the country in a particular field, e.g. science, business, education, entertainment.

A medal is a metal object given to the winner of a competition or to someone who has been brave.

A prize is an award given to someone who wins a competition or a race. It is not necessarily won on the basis of an achievement, e.g. it could be a lottery.

A reward is something you receive for working hard or behaving well. It can take many different forms. For example, an employee may receive a financial reward or a promotion for working hard.

A trophy is an object such as a metal cup or plate given to the winner of a competition.

Exercise 2 page 65

- Students discuss the question in pairs. As feedback, ask students to tell the class about any interesting awards their partner has won.

Exercise 3 2.13 page 65

- Begin by asking students to predict the range of thoughts and emotions one might feel on winning a major prize such as a huge lottery win or a gold medal.
- Pause after each speaker to enable students to note down any language which indicates what they do, how they felt and how they feel.
- Let students compare answers with a partner before feedback.

Speaker 1 6 At first he felt disbelief, then he was thrilled. Now he's anxious about how life might change, how people will react, etc.

Speaker 2 1 At first he was thrilled. Now it's given him renewed confidence.

Speaker 3 2 At first she was shocked, now she feels honoured and grateful.

Speaker 4 4 At first she felt that she didn't deserve it more than others on the team, but she and they were thrilled. Now she feels relieved.

Audioscript 2.13

Speaker 1 When my wife told me we'd won, I thought she was having me on. I mean, what are the chances of winning the big prize? About fourteen million to one. We'd always bought a ticket, every Saturday, but our numbers had never come up. Anyway, she said she'd double-checked the numbers and she was certain. Well, I was over the moon. I couldn't believe our luck. Then after a while I began to think, how's this going to change our lives? We're happy in our little house, we're friends with everyone in the street, we don't want to move away. But what's everyone going to think? They're going to treat us differently now, aren't they?

Speaker 2 It was a dream come true. I didn't honestly think I was going to win, though of course, I gave it everything I had. When they announced the results, I didn't realise immediately that I'd come first, because I'd won by the narrowest of margins, just a couple of centimetres. It only sank in when the other guys came up to me and started congratulating me. I felt as if I was walking on air. It's given me renewed confidence for next season's competitions.

Speaker 3 I was in shock. It was just so humbling. I don't know what I did to deserve this. There were so many other great performances that the judges could have chosen. I felt so, so ... unworthy! But of course, it is such an honour and I'm on top of the world and I just want to say a big thank you to everyone who made this possible, and dedicate this award to my mum and dad.

Speaker 4 I was thrilled to bits to accept the award, but there are a whole bunch of people without whose hard work and dedication these discoveries would never have been made. And I can tell you, they are jumping for joy. They have worked tirelessly, day in day out, over many years, recording the results of tests and analysing vast amounts of data. So, yes, of course we are delighted, but we have to keep on our feet on the ground. It is very difficult to secure funding for the type of research we carry out, so in practical terms, the prize money simply means that we can carry on with our research for another year, which is a great relief.

Exercise 4 2.13 page 65

- Students complete the exercise individually or with a partner.

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

Exercise 5 page 65

- Focus on the task and refer students to page 21. They compare and contrast the photos in pairs using the questions as prompts. Tell them they should speak for approximately a minute. They don't need to answer the second part of the task.

Exercise 6 2.14 page 65

- Ask students to make a note of student's answers to the second part of the task to help them with their discussion.

Audioscript 2.14

In the case of the lottery winners, I think they were probably motivated by a desire to get rich quickly. Having said that, they may have been quite hard up, and were just hoping for a modest win to get out of financial difficulty. As for the athlete, most sportspeople are driven by a desire to win, although some have pushy parents who've encouraged them from an early age – so it's possible they're motivated by a desire to please their parents. I don't think the lottery winners did anything really to achieve success. Granted, they may have been buying loads of lottery tickets every week and spent hundreds of pounds over the years, but that doesn't compare with the time, effort and commitment needed to become a world-class athlete. Mind you, some runners have enormous natural talent and they love training, so it's no real hardship for them. Lots of lottery winners say that the money won't change them, but much as they might like to keep their old friends and lifestyle, I think they'll find it really difficult. They'll want a big new house, new car, they'll go on expensive holidays ... they're bound to start mixing with other people. As for the sprinter, I doubt his life will change very much. It's true, he'll probably get a big bonus for winning, and lots of extra media attention, but it's unlikely his life will change fundamentally.

Exercise 7 page 65

- Explain that concession and counter-argument phrases are formal linguistic terms to describe words like *but* and *although*.
- Explain that a conjunction is followed by a clause; an adverb is followed by a comma if it is at the beginning of the sentence. It can also come at the end of a sentence.

The speaker uses: *Having said that, although, granted, mind you, much as, it's true that*

Adverbs: *all the same, granted, even so, having said that, in spite of this, mind you, nevertheless, nonetheless, though*

Conjunctions: *although, even though, and yet, much as, it's true that, though, yet*

NB *Though* can be used as a conjunction, or as an adverb at the end of a sentence.

Exercise 8 page 65

- Remind students about the use of commas.
- Much as I'd like to be rich, I'm not prepared to spend my money on lottery tickets.*
 - Even though he hardly did any work for the exam, he managed to pass.*
 - Although I admire his achievements, he's neglected his family in his quest for success.*
 - She's worked really hard. Nonetheless, she's never really got the recognition she deserves.*
 - She's widely acknowledged to be the best actress of her generation, and yet she's never won an Oscar.*
 - Though the winning goal may have been lucky, they deserved to win the match.*

For further practice of Concession and counter-argument, go to:

Vocabulary Builder 6.4 Workbook page 107

- We set off at the crack of dawn. Even so, we encountered a lot of traffic.*
- She spends all her free time clothes-shopping, and yet she's never got anything to wear.*
- My father enjoys his job. Having said that, he's looking forward to retiring. / My father's looking forward to retiring. Having said that, he enjoys his job.*
- Granted, your car was cheaper than mine, but my petrol consumption is lower than yours.*
- It's true that the team qualified for the final phase, but they ended up without a trophy.*
- Martin is the life and soul of the party. Mind you, he thinks he's antisocial.*
- Mozart was once a court musician. Nevertheless, he died a pauper.*

Exercise 9 page 65

- Refer students to the task on page 150. Students take turns to do the complete task. They should speak for about two minutes each.
- Circulate and monitor, noting examples of good language as well as mistakes to highlight in a feedback session.

Optional speaking activity 6F

Presentation: dreams

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Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can compare, contrast and react to photos. I can use clauses of concession and counter-argument.*

6G Writing analysis

Story-writing

LESSON SUMMARY

Writing: a story

Grammar: order of adjectives and adverbs, punctuating reported speech

Reading: an extract from a story

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief, skip exercise 3 and set either the Grammar Builder or Vocabulary Builder exercises as homework.

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in for the writing analysis brief, skip exercise 3 and set the Grammar Builder and Vocabulary Builder exercises for homework. Skip the lead-in for the writing task, and ask students to write their final draft for homework.

LEAD-IN 2-3 MINUTES

- The title of 6G is 'Story-writing'. Ask students to think for a moment how they feel about being asked to write a story. Put them in pairs or small groups to discuss. Monitor carefully and write up two or three student reactions on the board. Conduct a class discussion based on these quotes and, if necessary, provide positive comments to encourage and motivate them.

Exercise 1 page 66

- Divide students into pairs or groups to think of and discuss the book or film.
- Bring their ideas together and write them on the board.

(Some possible answers)

The opening scene / pages draw us in and make us want to find out what happens next.

There is lots of excitement and it is full of tension, with interesting twists and turns.

(in a book) The language is vivid and interesting and helps the reader to conjure up images.

It is told at the right pace, not too fast, not too slow.

The characters are interesting and believable so we care about what happens to them.

The ending is unpredictable.

Exercise 2 page 66

- Students read the extract and then discuss it with reference to the features written on the board.

The beginning draws you in.

The ending is unpredictable.

The language is vivid and brings it alive, appealing to your sense of sound as well as vision.

Exercise 3 page 66

- Students work alone.

Adjectives: lovely, deep, strange, old, tall, black, husky, cold

Adverbs: loudly, cautiously, nervously, quietly, furiously, gradually

Adverb phrases: in a husky voice, bolt upright

Exercise 4 page 66

- Students do the exercise alone.
- Explain that the rules for the order of adjectives are not completely fixed but serve as a good starting point.

1 lovely deep 2 strange old 3 tall black
opinion size age ... colour

Exercise 5 page 66

- Students can do the task individually or in pairs.

- 1 a wonderful old Italian painting
- 2 two enormous black leather suitcases
- 3 a stupid fat grey Siamese cat
- 4 a small modern square house
- 5 a beautiful cream linen suit

Exercise 6 page 66

- Students do the exercise alone or in pairs.
- 1 In the past we often used to go skiing in France at this time of year. / We often used to go skiing in France at this time of year in the past.
 - 2 Now and then, I still go for long rides along the river on my own.
 - 3 I certainly couldn't have done it quite so quickly without your help. / Without your help I certainly couldn't have done it quite so quickly.
 - 4 It's raining quite heavily today.
 - 5 Oddly enough, your letter only arrived here yesterday morning. / Your letter only arrived here yesterday morning, oddly enough.
 - 6 He clearly didn't fully understand what you said just now. / Clearly, he didn't fully understand what you said just now. / He didn't fully understand what you said just now, clearly.

Exercise 7 page 66

- Students work alone or in pairs.
- Elicit or explain *in a fit of pique* (annoyed because your pride is hurt).

Gemma marched angrily into the café.

... why hadn't he phoned earlier?

... reminding him to meet her here.

... wait for him for 15 minutes and no more.

She walked moodily ...

... and in a fit of pique threw her bag ... / threw her bag in a fit of pique ...

... took her phone out again ...

Sighing loudly, ...

... it went straight onto voicemail like before.

Suddenly, she felt very upset. / She suddenly felt very upset.

It ... going very wrong lately. / Lately, it had all ...

Ryan was not himself at the moment, ...

Why wouldn't he ever talk about it? She had just finished ...

... was wearily getting up to go / was getting up wearily to go

For further practice of Adverbs and adjectives, go to:

Grammar Builder 6.4 Student's Book page 125

- 1 2 a long black silk
 - 3 an elegant fast Italian
 - 4 hideous grey concrete
 - 5 a gorgeous tall dark
 - 6 a scruffy old-fashioned check
- 2 2 Zoe spent her childhood in Moscow and she can still speak Russian fluently.
 - 3 correct
 - 4 I almost lost my job yesterday.
 - 5 Basically, we're never going to finish on time.
 - 6 correct
 - 7 They occasionally go camping in the summer.
 - 8 My cousin didn't even say thank you when we put her up last weekend.

Exercise 8 2.15 page 66

- Refer students to the wordlist. Quickly recap on the meaning by giving definitions and eliciting the words. Drill the pronunciation of any words that are mispronounced.

1 mutter 2 whine 3 shriek 4 sigh 5 gasp 6 whisper
7 groan 8 yell

Audioscript 2.15

- 1 I don't believe that for a moment.
- 2 Oh, please, Mum. Let me stay up and watch the match.
- 3 Just get out of here! I never want to see you again!
- 4 Ah, well. Maybe we'll have better luck next time.
- 5 What the hell do you think you're doing?!
- 6 Come outside. There's something I want to tell you.
- 7 Oh, no. England have conceded another goal.
- 8 Come on England! Pull yourselves together!!

For further practice of Punctuating reported speech, go to:

Vocabulary Builder 6.5 Workbook page 107

- 1 (Possible answers)
 - 1 'Get out of my way!' yelled Harry.
 - 2 'I love you,' she whispered. 'Do you love me?'
 - 3 'Oh, no!' groaned Tom. 'It's raining again.'
 - 4 'Mum, please let me have an ice-cream,' whined Lucy.
 - 5 'Open the window!' gasped Vicky. 'I can hardly breathe!'
 - 6 'That's just typical,' he muttered to himself.
- 2 2 'I'm tired,' whined Tommy. 'I want to go home.'
'It won't be much longer,' said his mother.
- 3 'What's wrong?' she asked.
'It's my ankle,' he groaned. 'I think it's broken.'
- 4 'There's a spider in the bath!' she shrieked.
'I'll get rid of it,' offered her husband.
- 5 'Watch out!' she yelled. 'There's a car coming!'
'I know,' he replied.
- 6 Paul whispered, 'Who's that woman over there?'
'She's the new manager,' replied Phillip.

Exercise 9 page 66

- Divide the class into pairs or small groups. At the end ask some of the pairs or groups to read out their ending.
- Elicit or point out that direct speech helps to bring the writing alive and create a more exact and dramatic picture.

Lesson outcome

Ask students: *What have you studied today? What can you do now?* and elicit: *I can use adjectives, adverbs and a range of reported speech structures to make a story interesting.*

6G Writing task

Story-writing

LESSON SUMMARY

Writing: a story

Topic: People

SHORTCUT

To do the lesson in 30 minutes students write their final draft for homework.

LEAD-IN 1-2 MINUTES

- Ask students to look at the pictures and ask: *What genre of story is this? Who are the characters? What is their relationship?* Ask them to check their ideas with a partner.

Exercise 1 page 67

- Read through the instructions for the task and put students into pairs to think about the characters and the endings. Encourage them to look at the expressions on the faces to decide what the characters are like.

Exercise 2 page 67

- Focus on the *Writing tip*. Then ask students to work in pairs and write the first paragraph using the picture, sentences and questions as a guide. Circulate and monitor as they do this.
- Ask a strong pair of students, who have used a range of adjectives and adverbs, to read out their first paragraph.

Exercises 3-5 page 67

- Continue this process for the next three paragraphs. Circulate and check that students are incorporating adverbs, adjectives and reporting phrases.

Exercise 6 page 67

- Students take the necessary steps to ensure their essay is the correct length.

Exercise 7 page 67

- Students go through the checklist and write a second draft. This time both students write separately.

Optional writing activity 6G

Story

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you studied today? What can you do now?* and elicit: *I can use adjectives, adverbs and a range of reporting verbs to write an interesting story.*

Key for Language Review 5-6 and Skills Round-up 1-6 is on page 121.

Get Ready for your Exam 6

LEAD-IN

- Ask the class to come up with the names of American presidents they know something about – for each name ask for one fact. (Possible answers: J.F. Kennedy was assassinated, Bill Clinton played the saxophone, G. Washington was the first US president, George W. Bush's father was president too.)

Exercise 1 page 70

- Ask students to work in pairs. Focus them on the task. Allow two minutes and get feedback.
- If students have little knowledge of Abraham Lincoln, help them by writing the following sentences on the board and asking them to decide whether they are true or false:
 - *Lincoln was president for five years.* (true)
 - *He was stabbed by a political opponent.* (false)
 - *He was the leader of the Confederates during the Civil War.* (false)
 - *He was a lawyer by profession.* (true)
 - *He was the first Republican president.* (true)

Culture note

Abraham Lincoln (1809–1865) was the sixteenth President of the United States of America. He served as President from 4 March 1861 until 15 April 1865 (he was re-elected in 1864). Abraham Lincoln was born in a log cabin near Hodgenville, Kentucky. He had very little formal schooling and was mostly self-educated. He eventually became a lawyer and a Republican politician.

Lincoln was elected President in 1860. During his presidency, the Southern states seceded from the Union because Lincoln and the Northern states were against slavery. Six weeks after he became President, the Civil War began. In this war, the Northern states fought the Southern states (called the Confederacy). The Civil War lasted from 1861 until 1865.

On 1 January, 1863, Lincoln issued the Emancipation Proclamation, which eventually led to the freeing of all slaves in the USA. During the Civil War, Lincoln gave many speeches, including the Gettysburg Address (November 1863), a short speech in which he stated how a country must be dedicated to human freedom in order to survive.

Lincoln was re-elected President in 1864. He was shot on 14 April 1865 by John Wilkes Booth (an actor) during a theatre performance at Ford's Theater in Washington, D.C. Lincoln died the next morning. He was the first US president ever assassinated.

Exercise 2 page 70

READING EXAM TASK – MISSING PHRASES

- Ask students to read the instructions and the title of the text, and to speculate what the text may be about. Get feedback.
- Tell students to scan the text quickly to check whether their speculations were right.
- In a **stronger class**, allow 8–10 minutes for students to do the task individually. Check the answers as a class.
- **Fast finishers** underline the following words and phrases and provide synonyms that would fit in the text: *resigned himself to* (accepted), *prior to* (before), *deserted* (empty), *demanding of* (asked), *ascribed* (assigned).

1 G 2 C 3 B 4 A 5 K 6 L 7 F 8 J 9 E 10 D

Exercise 3 page 70

USE OF ENGLISH EXAM TASK – SENTENCE TRANSFORMATION

- Ask students to read the instructions and the sentences carefully. Allow 6–8 minutes for students to do the task individually. Check the answers as a class.
- In a **weaker class**, before asking students to do the task, make a list of reporting verbs on the board (e.g. *deny, refuse, advise, promise, accuse, insist*) and practise them as a class, reading out a verb and asking students to use it with the appropriate preposition or verb form (*refuse to go, insist on going, deny going, advise somebody to go*, etc.).

- 1 denied stealing / having stolen
- 2 reminded her daughter to write
- 3 insisted on paying
- 4 threatened to send his son
- 5 accused Tom of breaking / having broken
- 6 promised not to tell anyone
- 7 expressed her gratitude for
- 8 Ben confirmed his intention to apply for the job.

Exercise 4 page 70

SPEAKING EXAM TASK – PICTURE-BASED DISCUSSION

- Ask students to read the instructions. Allow three minutes for them to discuss the question in pairs.
- Choose two strong pairs to do the task in front of the class. Ask the rest of the class to listen and make notes of any good vocabulary they hear. Afterwards, elicit the vocabulary and put it on the board for the whole class to copy.
- In a **weaker class**, before students start talking in pairs, make a list of words and phrases you want them to use while describing the photos (e.g. *ultramodern design, remote, spacious interior, have one's flat decorated, luxuriously furnished*).

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt a few facts about President Abraham Lincoln. I have completed a reading comprehension task. I have practised sentence rephrasing. I have prepared a photo-based speaking task.*

7 Journeys

Map of resources

7A Vocabulary and listening

Student's Book p71, Workbook p57

Photocopiable Activity: 7A Race to the airport (TRCD-ROM)

7B Real English

Student's Book p72, Workbook p58

Photocopiable Activity: 7B Bali bound (TRCD-ROM)

7C Culture

Student's Book p73, Workbook p59

Photocopiable Activity: 7C Migration (TRCD-ROM)

7D Reading

Student's Book pp74–75, Workbook pp60–61

Photocopiable Activity: 7D Time travel (TRCD-ROM)

7E Grammar

Student's Book p76, Workbook p62

Photocopiable Activity: 7E Adding emphasis (TRCD-ROM)

7F Speaking

Student's Book p77, Workbook p63

Photocopiable Activity: 7F Presentation (TRCD-ROM)

7G Writing

Student's Book pp78–79, Workbook p64

Photocopiable Activity: 7G Horrible hotel (TRCD-ROM)

7 Review and Tests

Review 7–8 Student's Book p90

Review 1–8 Workbook p100

Photocopiable Activity: 7 Review (TRCD-ROM)

Student Self-Test Sheets 7, 1–3 (TRCD-ROM)

Unit 7 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 7

Student's Book p80

Workbook pp93–96 Exam Challenge

iTools Unit 7

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 7A A travel complaint 7B

Great women explorers

7A Vocabulary and listening

Travelling about

LESSON SUMMARY

Vocabulary: informal language, phrasal verbs with *run* and *walk*, synonyms of *journey* and *walk*

Listening: four people describing trips

Speaking: talking about a memorable trip

Topic: Travel and tourism

SHORTCUT

To do the lesson in 30 minutes, do the first item of each Vocabulary Builder exercise in class and set the rest as homework.

LEAD-IN 3–4 MINUTES

- Put students in small groups and ask them to brainstorm all the modes of travel they can think of and write them down. Give them two minutes. When the time is up, encourage them to move around the classroom to read other groups' words and see if there were any they missed in their own discussions.

Exercise 1 page 71

- Students describe and react to the photos in pairs. Have a class feedback.

Exercise 2 page 71

- In pairs, students discuss the differences between the words.
 - A break is a short holiday, e.g. a weekend break, a city break.
 - An expedition is an organised journey with a particular purpose, to a place which is not well known, e.g. an Antarctic expedition.
 - An excursion is a short journey for pleasure, organised for a group of people, e.g. an excursion to the seaside.
 - A journey is the act of travelling from one place to another.
 - A tour is a journey, made for pleasure, in which several different places are visited.
 - An outing is similar to an excursion, but lasts for no more than one day, e.g. an outing to a museum.
 - A pilgrimage is a journey to a holy place, e.g. Mecca, Lourdes or Santiago de Compostela.
 - A trip is a journey to a place and back, for pleasure or for a particular purpose, e.g. a research trip, a school trip.
 - A voyage is a long journey especially by sea or in space.
 - Travels means time spent travelling, e.g. He met her on his travels. The film is based on his travels.

Exercise 3 2.17 page 71

- Tell students they are going to listen to four people describing a different kind of trip or journey.
- Let them compare in pairs before class feedback.

Speaker 1 excursion

Speaker 2 expedition

Speaker 3 break

Speaker 4 pilgrimage

Audioscript 2.17 page 71

Speaker 1 We boarded the coach outside the hotel. It was boiling hot even though it was only ten o'clock in the morning. It took about two hours to get to the castle and there was no air-conditioning on the coach so it was a dreadful journey. We stopped off at a service station on the way there but the building wasn't air-conditioned either so it wasn't much relief.

There was a woman sitting behind us whingeing the whole way about how badly organised everything was and how she was going to ask for a refund from the travel company when she got home. Anyway, when we got there, the place was absolutely heaving with other sightseers. We had to queue for ages to get in and then we were shown round by a tour guide who I couldn't really understand because of his thick accent. When we came out we were ripped off at the drinks kiosk – we paid £5 for two cokes! Then we were herded back onto the coach for the journey back to the hotel.

Speaker 2 We spent three days in the capital getting provisions and assembling all our kit. The next stage of the journey would be by plane and take us to a small landing strip deep in the jungle. From there we'd have to travel on foot, staying as close to the river as possible. There was a tropical storm just before we boarded the plane so we were a bit jittery about flying, but it passed over before we took off. I was still suffering from jet lag after the long flight from London and was feeling absolutely shattered. I closed my eyes as soon as I was in my seat and although the flight was a bit bumpy, I snoozed for most of the journey, only waking up when we touched down on the landing strip.

Speaker 3 We got a good deal 'cause we'd only decided to go at the last minute. I'd been working pretty hard and was really looking forward to getting away for a weekend. But I have to say it was very disappointing. The hotel was a bit grubby – it didn't look like our room had been cleaned properly, so we complained, but the one they moved us to wasn't much better. And the grub was terrible so we ended up eating out. The meals were included in the cost so I didn't appreciate having to shell out extra. All in all it wasn't a great experience.

Speaker 4 The journey didn't start well 'cause we were held up at the airport by a baggage handlers' strike. But we eventually got here and found a lovely little place about half a mile away – it only has three or four guestrooms and it's run by a lovely old couple. The morning after we arrived, we decided we'd walk to the shrine, though there was a little bus that ferried people there and back. The sky looked pretty threatening so we put on our wet-weather gear – which was lucky, because it started to bucket down when we were about halfway there. It didn't dampen our spirits though. We made our way past rows of shops, where they tried to flog us tacky souvenirs – but we didn't buy any – and arrived at the shrine, where we drank some of the holy water and lit candles. It was an amazing experience, the kind of thing you only do once in a lifetime.

Exercise 4 2.17 page 71

- Explain that students will hear the words in the order that they are written.
- If necessary, stop after each sentence containing the informal equivalent to give students a chance to write it down.
- Write the words up on the board so that students can see the spelling. Write them in random order so that when you've checked the answers, you can test students' memories by pointing at a word and eliciting its formal equivalent.

- | | |
|--------------|----------------|
| 1 whinge | 7 grubby |
| 2 heaving | 8 grub |
| 3 rip sb off | 9 shell out |
| 4 jittery | 10 place |
| 5 shattered | 11 bucket down |
| 6 snoozed | 12 flog |

For further practice of Informal language, go to:

Vocabulary Builder 7.1 Workbook page 107

- | | | | | | | | |
|------------|-------------|-----|-----|-----|-----|-----|-----|
| 1 1 g | 2 c | 3 e | 4 h | 5 f | 6 b | 7 d | 8 a |
| 2 1 sarnie | 5 kids | | | | | | |
| 2 bangers | 6 chill out | | | | | | |
| 3 mates | 7 bust | | | | | | |
| 4 lòo | 8 yob | | | | | | |

Exercise 5 page 71

- Students do the exercise alone before checking in pairs.

1 c 2 a 3 e 4 d 5 b

Exercise 6 page 71

- Students do the exercise alone before checking in pairs.

- 1 showed us round
- 2 will pick (you) up; drop (you) off
- 3 see (him) off
- 4 was held up; checked into
- 5 stop by; put (you) up
- 6 stopped off

For further practice of Phrasal verbs with run and walk, go to:

Vocabulary Builder 7.2 Workbook page 108

- 1 1 walk in on sb
2 run sth by sb
3 walk all over sb
4 run into sb
5 run away
6 walk off
7 walk out on sb
8 run sb down
9 walk up to sb
10 run out of sth
- 2 1 running her down
2 walked off
3 walked out on
4 walked in on
5 running out of
6 ran (the proposal) by
7 ran away
8 walks all over
9 ran into
10 walked up

Exercise 7 page 71

- Start by telling your own story of a memorable journey. Give students two minutes to prepare their notes. Tell them it could be a positive or negative experience, although a negative experience is often easier to talk about at length and will enable them to practise the informal language.

Exercise 8 page 71

- Students recount their memorable journeys in pairs. Encourage them to ask follow-up questions.

For further practice of Synonyms for walk, go to:

Vocabulary Builder 7.3 Workbook page 108

- 1 quietly: creep, sneak, tiptoe
casually: saunter, stroll, wander
purposefully: march, stride, strut
with difficulty: limp, stagger, stumble
slowly and wearily: plod, traipse, trudge
- 2 Students' own answers

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can describe different kinds of travel using informal language and a variety of phrasal verbs.*

7B Real English

The travel bug

LESSON SUMMARY

Grammar: *-ing* forms after preparatory *it*, nouns and adjectives

Listening: three people talking about places they'd like to visit

Speaking: 'softening ideas' and being less precise, a group presentation about a place to visit

Topic: Travel and tourism

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercises as homework and ask students to talk about 2, not 3 places in exercises 7 and 8.

LEAD-IN 2-3 MINUTES

- Ask: *If you think about the countries of our region, which do you think is the most popular with tourists and why?* Encourage students to talk in small groups. Elicit ideas from a few students to share with the whole class.

Exercise 1 page 72

- Students can either discuss the chart in pairs or as a whole class. Ask: *Why is France the top destination?* (weather, food, beaches, skiing, ease of access, etc.) *Why is China one of the leading tourist destinations?* (attracted interest since the Beijing Olympic Games in 2008, recent opening of more overseas flight routes, etc.).

Exercise 2 page 72

- Students discuss the questions in pairs before class feedback.

- China** The Great Wall of China is a series of walls first built in the fifth century BC. It served to protect Chinese borders from attacks from the north.
- USA** The Niagara Falls are located on the border of Ontario, Canada and New York State, USA. They consist of three adjacent waterfalls. They are not the highest in the world (the highest are the Angel Falls in Venezuela) nor the widest (the Victoria Falls in Zimbabwe / Zambia) but they are exceptionally beautiful and attract a million visitors a month.
- Italy** St Peter's Square is in front of St Peter's Basilica in the Vatican. It is from here that the Pope gives his blessing from a window of the Vatican Palace, which looks out onto the square.
- Mexico** Chichen Itza is an archaeological site built by the Mayan civilisation. It contains ruins in various states of preservation including a castle, temples, ball courts, shrines and a market. The monument in the photo is a castle.

Exercise 3 2.18 page 72

- Ask students to note down as they listen any words related to the reasons 1-10. Ask them to compare what they've written before class feedback. If necessary, stop the recording after each speaker to give students time to make notes.

Speaker 1 4 (sample some of the cuisine), 6 (volcanoes, glaciers and geysers), 8 (meet Icelandic people), 9 (glacier-hiking, white-water rafting)

Speaker 2 3 / 5 (finding out about Inca civilisation), 6 (spectacular landscape), 9 (lugging your stuff), 10 (test myself and find out my stamina levels)

Speaker 3 5 (old Roman ruins), 3 (museums and galleries), 7 (practise Italian), 8 (meet loads of people)

Audioscript 2.18

Speaker 1 – Susan One place that I would really like to go and visit is Iceland. I think it would be really exciting to go there because it's a place I don't know too much about and it just kind of seems quite exotic. It might not be the most popular destination for a holiday, but for me it'd be a place well worth paying a visit because I'm really interested in doing outdoor activities and I think that would be a great place to go and do things like glacier-hiking, white-water rafting, or that kind of thing. I also think there are so many interesting things to go and see in terms of, you know, spectacular geographical features, because there's a lot of volcanoes, glaciers, and a lot of geothermal activity so there's things like geysers that you can go and see ... I'd also be interested to meet some Icelandic people ... um it's always fascinating seeing how other people live, and um to sample a bit of the Icelandic cuisine because I'm not sure what that would be like.

Speaker 2 – Martin I'd really love to go to Peru and walk the Inca Trail ... um the Inca Trail is a four-day hike through the jungle and then up through the Andes, ending up at Machu Picchu, which is an ancient Inca city, high up in the mountains. I'm really interested in the Incas and their civilisation, how it developed, how the people lived, how they were conquered by a small group of Spanish soldiers, in I think the sixteenth century. Um, I've got friends who've done the trail and I've seen their photos and talked to them about it and they say it's just a really incredible experience. I'm sure I'd find it really exhilarating trekking through the mountains at high altitude ... The scenery is spectacular, you camp in the jungle, eat round the campfire ... You need a good level of fitness because you're walking at an altitude of 4,000 metres or something like that, and it's hard work lugging all your equipment with you, but in a way it would be an experience of self-discovery and a journey where I could really test myself and find out my own levels of stamina and uh endurance or whatever.

Speaker 3 – Ralph What I'd like to do is spend a month backpacking round Europe. My brother did that last summer; he got an Inter-rail card which allows you to uh travel on trains all over Europe. The card costs about £300 I think, something like that, but it's amazingly good value because you can go virtually anywhere for a whole month. Obviously it'd be crazy attempting to get to every country inside a month, so I'd limit myself to maybe eight or ten places. I'd definitely go to Italy, France and Spain, I'd love to see the old Roman ruins in Italy and also visit the museums and galleries and see all those great paintings. I'm studying Italian at school so it would be a good opportunity to practise and sort of get a bit more fluent. Um, I actually think it would be fun backpacking on my own, a real adventure. I don't think I'd be lonely, 'cause you meet loads of other people doing the same thing. When my brother did it he hooked up with some guys from Denmark and they spent a week travelling together. I couldn't afford to stay in hotels so I'd probably try to get overnight trains. It's a bit of a pain kipping on the train, but I'll survive I'm sure.

Exercise 4 page 72

- Go through the *Learn this!* box together as a class or ask students to read the information silently before they do the exercise.
- If necessary, explain the meaning of *kip* (informal word for 'sleep') and *lug* (informal word for 'carry or drag something heavy with a lot of effort').
- If you plan to do the Grammar Builder exercises in class, check the answers to this exercise first. If setting the Grammar Builder exercises for homework, do exercise 5 and then play the recording for students to check the answers.

1 paying

2 seeing

3 trekking

4 lugging

5 attempting

6 backpacking

7 kipping

For further practice of -ing forms after preparatory it, nouns and adjectives, go to:

Grammar Builder 7.1 Student's Book page 125

- 1 2 pointless taking
 - 3 good staying
 - 4 nice talking
 - 5 tiring dealing
 - 6 worth selling
- 2 2 I'm confident of passing all my exams.
 - 3 Nadal has a good chance of winning.
 - 4 She's worried about her children getting lost.
 - 5 It'll be strange spending the night in an igloo.
 - 6 Most children hate the thought of their parents splitting up.

Exercise 5 2.18 page 72

- Refer students to the *Speaking tip*. If they can't remember which expressions were used, play the recording and ask them to tick the phrases they hear.

a bit of a, in a way, just kind of, sort of, or that kind of thing, or something like that, or whatever

Language note – Using imprecise language

Expressions for being imprecise are extremely common in spoken English. We need to use imprecise language when we are unsure of facts, e.g. *It's made of aluminium or something like that*. It's also useful when we want to spare the listener the effort of listening to too many details. For students it is particularly useful because they can use them when they don't know the exact word in English.

Exercise 6 page 72

- Students do the exercise in pairs before class feedback.

(Possible answers)

- 1 Paris, Rome and Madrid are sort of good places to visit.
- 2 In a way I'd like to travel round the world.
- 3 Tom just kind of wants to backpack or hitchhike round Europe.
- 4 We're sort of planning to visit the Seychelles or the Maldives.
- 5 In one way or another, Thailand has to be top of my list of holiday destinations.

Exercise 7 page 72

- Suggest that students have a rehearsal of their presentation in their groups so that when they give their presentation to the class they can glance at their notes rather than read from them.

Exercise 8 page 72

- As students give their presentation take note of errors and good use of language for a feedback session.

Exercise 9 page 72

- Find out through a show of hands which is the most popular destination.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can talk about the reasons why people go on holiday. I can soften ideas and make them less precise.*

7C Culture

Early migration to the UK

LESSON SUMMARY

Listening: a talk about early migration to the UK

Vocabulary: compound nouns related to phrasal verbs, word formation

Speaking: discussing migration to the students' own country

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, and set the Vocabulary Builder exercises for homework.

LEAD-IN 3-4 MINUTES

- Put students in small groups. Ask them to share what they know about their country's history and go back as far as possible to decide which other nations have had the most influence on their country. With a **weaker class**, you could give categories such as language, customs, architecture, etc. After 2–3 minutes or if discussion is proving difficult, bring the class back together and try to elicit ways in which their country has been shaped, both in positive and negative ways.

Exercise 1 page 73

- Ask students to cast their minds back to the culture lesson on the origins of English (page 7). How much can they remember about the invasions into Britain?
- They mark their answers on the map, leaving space to write in the correct answer after listening to the recording, if necessary.
- Elicit answers but don't confirm or contradict yet.

Exercise 2 page 73

- In pairs, students match the pictures with the groups.
- Again, elicit suggestions but don't give away the answers yet.

Exercise 3 2.19 page 73

- Tell students that they are going to listen to a talk about early migration to the UK. Explain that the talk will contain some unfamiliar vocabulary. They should ignore this and concentrate instead on listening out for words connected to the images. Elicit what these words might be.

Exercise 1

- | | |
|---------------------|------------------------|
| 1 8,000 BC | 4 9th and 10th century |
| 2 AD 55 | 5 1066 |
| 3 early 5th century | |

Exercise 2

- 1 Ancient Britons 2 Romans 3 Anglo-Saxons 4 Normans

Audioscript 2.19 page 73

There is no neat beginning to the story of the British people. Over the centuries, their identity has been shaped and reshaped by a succession of invasions from many different parts of Europe, which began long before the political and economic migrations of the nineteenth and twentieth centuries. The outcome is the multicultural, multiracial society that we have in Britain today.

The story begins some 10,000 years ago, when the Ancient Britons came from mainland Europe, migrating to the British Isles following the end of the last ice age. Some travelled on foot, for the English Channel had not yet been formed, others came by boat up the west coast of France from Spain. The Ancient Britons ruled Britain for ten millennia, but they had no form of writing, so our knowledge of them comes mainly from archaeological records. Their most visible legacy is dozens of stone circles across the UK, the most famous of which is Stonehenge, built some 5,000 years ago.

In the first century BC, Britain attracted the attention of the Romans. After two failed attempts to conquer the island by Julius Caesar in 55 and 54 BC, the Romans launched a successful invasion about a century later, in AD 43. The British tribes tried to resist the Romans, but the uprising was quickly crushed and the Romans rapidly took control of a large part of the island, including Wales and most of Scotland – although they later retreated from this northern region and built Hadrian's Wall right across the north of England to keep the Scottish tribes out. Following the Roman takeover, they named their new province Britannia, and it remained under Roman rule for nearly four centuries, during which time they built water and sewage systems as well as an extensive network of roads, many of which lie directly under Britain's modern roads. The Romans left Britain early in the fifth century, but following the pull-out the Anglo-Saxons arrived from what is now northern Germany, displacing the existing British population to the fringes of Britain (Cornwall, Wales and Scotland). During the seventh and eighth centuries, about ten different Anglo-Saxon kingdoms vied for supremacy. The names of some have survived as modern regions: Kent, Essex, Sussex and East Anglia. The ninth and tenth centuries saw further invasions, this time by the Vikings from Scandinavia and Denmark, and during the first half of the eleventh century, England was ruled by the Danish king, Canute.

In 1066, Britain was conquered once again, this time by the Normans, who were the descendants of Vikings who had settled in Normandy, a region of Northern France, two centuries earlier. The invasion precipitated the downfall of the Anglo-Saxon kingdoms, but there was a great deal of popular resistance to the newcomers, and in order to subjugate and control the population, the Normans built enormous castles and cathedrals, most of which survive to this day.

The Norman Conquest was the last full-scale invasion of Britain by a foreign power and provided the final ingredient in the make-up of the British people over the next few centuries.

Exercise 4 2.19 page 73

- Give students a few moments to read through the sentences. Make sure they understand that they are all false. Their task is to find out why. Encourage them to remember as much as possible and give some explanations before listening for a second time.
- Pre-teach the words *displace* (force to move) and *fringes* (the outer parts).

- 1 They began long before the political migrations of the 19th (and 20th) centuries.
- 2 Some travelled on foot as the English Channel had not yet been formed.
- 3 He led two failed attempts.
- 4 They displaced the population to the fringes of Britain.
- 5 England was ruled by a Danish king, Canute.
- 6 There was a great deal of popular resistance.

Exercise 5 page 73

- Students do the exercise alone or in pairs, using a dictionary to help if necessary.
- Elicit or teach the meaning of *outcome* (result) and *uprising* (rebellion).
- Explain that the stress is on the first syllable, whether it is a verb or particle. Drill the words to practise this.

- 1 outcome
- 2 uprising
- 3 takeover
- 4 pull-out
- 5 downfall
- 6 make-up

Language note – Compound nouns related to phrasal verbs

Some compound nouns based on phrasal verbs are hyphenated, e.g. *pull-out*. Others are not, e.g. *downfall*.

Those ending in *-out* and *-over* tend to be written as one word, e.g. *fallout*, *checkout*, *takeover*.

Those ending in *-in* and *-up* are usually written with a hyphen, e.g. *make-up*, *break-in*.

Other than this there aren't any hard and fast rules. Whether or not a word is hyphenated depends on its stage of development within the English language. They begin as two separate words and over time become hyphenated and then eventually become one word.

Plurals are formed by adding *-s* to the last word, e.g. *takeovers*, not *takesover*.

Exercise 6 page 73

- Students do the exercise alone or in pairs, using dictionaries if necessary.
- Check students understand *upsurge* (a sudden large increase), *outbreak* (the sudden start of something unpleasant, e.g. disease or war), *overthrow* (to remove a leader from power by force), *standoff* (a situation in which no agreement can be reached), *outlook* (probable future).

- 1 upsurge
- 2 outbreak
- 3 comeback
- 4 overthrow
- 5 stand-off
- 6 outlook

For further practice of nouns related to phrasal verbs, go to:

Vocabulary Builder 7.4 Workbook page 108

- | | |
|-------------|------------|
| 1 2 out | 5 off |
| 3 back | 6 away |
| 4 up | 7 over |
| 2 2 upkeep | 5 setback |
| 3 write-off | 6 downpour |
| 4 walkover | 7 outlook |

Exercise 7 page 73

- Students do the exercise alone or in pairs.
- Check students understand *succession*. Write a *succession of invasions* and elicit a synonym (*a series*). Check answers.

- | | |
|--------------|--------------|
| 1 succession | 5 knowledge |
| 2 migration | 6 conquest |
| 3 attempt | 7 resistance |
| 4 invasion | 8 supremacy |

For further practice of Word formation (2), go to:

Vocabulary Builder 7.5 Workbook page 109

- | | |
|----------------|-----------------|
| 1 1 admission | 7 confidence |
| 2 extension | 8 existence |
| 3 guidance | 9 imagination |
| 4 remembrance | 10 organisation |
| 5 persecution | 11 achievement |
| 6 prescription | 12 recruitment |
| 2 2 confidence | 5 guidance |
| 3 prescription | 6 admission |
| 4 achievement | 7 persecution |
| 3 2 migration | 6 conquest |
| 3 resistance | 7 attempt |
| 4 invasion | 8 succession |
| 5 knowledge | |

Exercise 8 page 73

- Circulate and monitor while students answer the questions. Have a brief whole class feedback at the end.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can understand and react to a talk about migration to the UK. I have learned a variety of words formed from phrasal verbs.*

7D Reading

Time travel

LESSON SUMMARY

Reading: an article about time travel, matching headings, true / false sentences

Vocabulary: easily confused words, linkers

Speaking: discussing time travel

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, ask students to read the text at home before the class, and set the Vocabulary Builder exercises as homework.

LEAD-IN 1–2 MINUTES

- Elicit the meaning of *sci-fi* and that it's an abbreviation of *science fiction*. Ask students to name any science-fiction writers they know of. Ask: *Why do some people like to read science-fiction?*

Exercise 1 page 74

- Students answer the questions in pairs before class feedback.

There are countless films about time travel. Amongst the most well-known are *The Time Machine* based on the book by HG Wells, the *Back to the Future* trilogy, the *Terminator* films, *Planet of the Apes* and *Donny Darko*.

Exercise 2 page 74

- Ask students to read the text and choose the best summary. Encourage them to highlight the sections which back up their answer.

2

Exercise 3 page 74

- Suggest that students highlight key words in the summary sentences before looking for paragraphs that contain the same idea. They should then read the paragraphs carefully and mark the parts that express that idea.

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

Exercise 4 page 75

- Again encourage students to mark the key words in the sentences before they find the relevant part of the text.

- 1 True (Paragraph F)
- 2 True (Paragraph E)
- 3 False (Paragraph B)
- 4 True (Paragraph E)
- 5 False (Paragraph C)

Exercise 5 page 75

- Students discuss the answers in pairs.

- 1 The 'granny paradox' is a sequence of events where somebody goes back in time and accidentally causes the death of his grandmother, making it impossible for him to have been born.
- 2 The theory of parallel worlds is that every time we make a decision it leads to a set of consequences but there also exists a set of consequences for the option that we didn't take. These are known as parallel worlds.

Exercise 6 page 75

- Students do the exercise alone.

For further practice of Easily confused words, go to:

Vocabulary Builder 7.6 Workbook page 109

- 1 a exceedingly
b excessively
- 2 a irrational
b unreasonable
- 3 a imply
b infer
- 4 a classical
b classic
- 5 a borne
b born
- 6 a opportunity
b possibility
- 2 1 continual
2 uninterested
3 persuaded
4 altogether
5 historic
6 economic
7 high
8 especially

Exercise 7 page 75

- Students find the linkers in the text and use the context to identify the uses.

- 1 to tell the truth
- 2 actually
- 3 the plain fact is
- 4 in fact
- 5 as a matter of fact

For further practice of Linkers (2), go to:

Vocabulary Builder 7.7 Workbook page 110

- 1 (Possible answers)
2 in fact, the food was delicious.
3 actually, I'm getting home later than ever.
4 the plain fact is, he would have been thrown out otherwise.
5 to tell you the truth, I think we deserved one.
6 as a matter of fact, he had never been as happy as he was with Felicity.

Exercise 8 page 75

- Students discuss the questions in pairs. After a few minutes ask them to share their ideas with the class.

Additional speaking activity

The students are going to create life in a parallel universe for themselves. Ask them to think about the previous weekend and write down things that happened to them, decisions they made and actions they did. They should try to write a list of 10–20 different things.

Now in pairs they should look at their lists and pick one action or one sequence of events which could have been different and discuss what might have happened in that case, e.g. *If I had said no when Marius invited me to the cinema, I wouldn't have seen the film or gone for a coffee afterwards, but I might have spoken to someone on the phone / finished my homework / gone for a walk / gone shopping and bought something.*

Swap pairs and explain what happened and what might have happened. The new partner should listen and then think about the consequence of the different action / event. So, adding to the example above, you might have been at home when the doorbell rang and it was the postman with a mystery package.

This process should be repeated, so that each student talks to a number of their classmates and they all contribute to building parallel universes for each other. One way to do this is to sit the students in a two-ring circle, one inside the other. Then the students in the ring on the outside only need to be instructed to move on one place to the left each time.

When students have spoken to four or five others, model how to give feedback to the class: *Last weekend I played football with Michael and Rafal but in a parallel universe I didn't play football. Instead I stayed at home and then the phone rang and it was Evelina and she had a problem so ...* Now encourage them to tell the whole class about their parallel universes. Students can say whether they would rather be in their parallel universe or the current one!

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an article and discuss my views on time travel. I have learnt the difference between some commonly confused words.*

7E Grammar

Adding emphasis

LESSON SUMMARY

Grammar: adding emphasis with cleft sentences, fronting phrases, use of *do / does / did*

Reading: an article about a flying car

Listening: emphatic sentences

Speaking: practising emphatic structures

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder exercises for homework.

LEAD-IN 2–3 MINUTES

- Tell students that inventors are currently trying to invent new forms of transport because the ones we use now are damaging the environment. Put them in small groups to discuss possibilities for new types of transport. After two minutes, conduct whole class feedback.

Exercise 1 page 76

- Ask students to skim read the text and elicit the answer.

It can drive and fly.

Exercise 2 page 76

- Focus on the *Learn this!* box. Ask students to underline the words or ideas that are being emphasised and then underline the examples in the text.
- Point out that the basic principle behind all these devices is that they push the important piece of information to the end of the sentence. That way the important part lingers in the listener's mind for longer.

What is being emphasised in the *Learn this!* box:
how the transition can take off
the cost

so impressed
the pilot
looks elegant
like the design

In the text:

It's only in the past few years ... that ...

What you're going to see ...

Before me stood ...

It was while they were studying ...

Not until they'd left ...

Not only is it very versatile ...

The question is ...

What may put a lot of people off ...

It doesn't anticipate ... but it does believe ...

For further practice of Emphasis, go to:

Grammar Builder 7.2 Student's Book page 126

- 1 *Hardly had the party got going when the lights went out.*
- 2 *The truth is (that) we got completely carried away.*
- 3 *No sooner had we taken off than the captain reported the fault.*
- 4 *What they need to do to solve the congestion problem is improve public transport.*
- 5 *It's my older sister (who / that) I miss the most.*
- 6 *Outside the palace stood two armed soldiers.*
- 7 *We didn't pay for the flight, but we did pay for the hotel.*
- 2 *What caused the destruction was neither a bomb nor a fire.*
- 3 *Not only did the storm rip houses apart, but it also killed three people.*
- 4 *The question is, what turned a thunderstorm into a devastating tornado?*
- 5 *It was a supercell that struck the north of France.*
- 6 *These storms do occur frequently in the USA,*
- 7 *not until now have they been seen in northern Europe.*

Exercise 3 page 76

- Ask students to look back at pages 74 and 75 to find examples.

- 1 *It was Einstein, as every schoolchild knows ... (line 5), As a matter of fact it was Wells who ... (line 7)*
- 3 *The problem is that common ... (line 32)*
- 4 *It was through science fiction (line 44), What happened was this ... (line 47)*
- 6 *But the plain fact is that ... (line 102)*

Exercise 4 page 76

- Students do the exercise alone and then compare with a partner.

- 1 I don't have a car, but I do have a bicycle.
- 2 Never have I read such a thought-provoking book.
- 3 What I don't like is his attitude to women. / It's his attitude to women that I don't like.
- 4 The problem is I can't afford a new car.
- 5 Round the corner came a man in a yellow jacket.

Exercise 5 2.20 page 76

- Either ask students to write down what they hear (in the style of a dictation) and then analyse the changes with a partner, or pause after each one and discuss it in open class.

Audioscript 2.20 page 76

- 1 What on earth are you doing?
- 2 I know it's me that's wrong.
- 3 Nice weather today.
- 4 You have done well.
- 5 Why ever did you do that?
- 6 Do take a seat.
- 7 Nice tie you're wearing.

Exercise 6 page 76

- Students can work alone or in pairs.
- 1 Where on earth have you been?
 - 2 It's me you should apologise to, not him.
 - 3 Fantastic goal he scored.
 - 4 Do help yourself to more potatoes.
 - 5 Just when I was dozing off Jack just burst in.

Exercise 7 page 76

- Ask students to complete the sentences in a way that's true for them. Circulate and monitor while they do the activity.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can use a variety of structures to add emphasis.*

7F Speaking

Presentation

LESSON SUMMARY

Functional English: expressing cause, purpose and result, generalising

Listening: two presentations on whether young people should travel abroad

Speaking: a presentation on the benefits of tourism

Topic: Travel and tourism, Environment

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, skip the listening part of exercise 3 and limit the discussion time in exercise 7.

LEAD-IN 3–4 MINUTES

- Draw a table on the board with three columns headed *positive*, *neutral* and *negative*. Ask students to copy the table. Tell them that you are going to read out words and they should write them in the correct column. Do a demonstration, if necessary. Words: *damage*, *harm*, *impact*, *benefit*, *result*, *threat*, *gain*, *effect*, *growth*, *consequence*, *danger*, *improvement*, *detriment*. Ask them to compare their answers with a partner and then check as a class.

Exercise 1 page 77

- Students discuss the questions in pairs.

(Possible answers)

The photos show the concreting over of beautiful coastline, air pollution, boosting the local economy and causing disturbance to wildlife.

The graph shows the dramatic increase in the numbers of UK citizens choosing to travel abroad.

Exercise 2 2.21 page 77

- Ask students to make notes of the arguments to use as the basis for their discussion with a partner.
- During feedback elicit the opinions and supporting arguments.

Audioscript 2.21

Speaker 1 On the whole, I am of the opinion that people should not be encouraged to travel abroad on holiday. The fact is that a vast increase in the number of flights over recent years has resulted in increased carbon emissions, and this has clearly had a detrimental effect on the earth's atmosphere. Climate change, then, is a major concern, but by no means the only one. Tourism can have a negative impact on the physical environment, too, especially in popular destinations like coastal resorts. An increase in the number of visitors inevitably leads to expansion and development. For example, big hotels spring up along the coast, usually to the detriment of the local environment – and in most cases it was the local environment that was the reason for the resort's popularity in the first place. Furthermore, more hotels and more restaurants inevitably mean more strain on the local infrastructure, too. I think this is especially true in remoter and poorer parts of the world, for example in Africa and Asia, where the local population broadly speaking consumes less energy, less water and less food than the visiting tourists. The increased demand for water, for example, can pose a threat to rivers and lakes, which may dry up or become unsuitable as a habitat for wildlife. Admittedly, the local people benefit from the money that tourists spend while they are on holiday, but I don't think the benefits to local people outweigh the damage that tourism does.

So, to sum up, the consequences of more flights will be increased climate change and further damage to the places which the tourists visit. For these reasons, I strongly believe that people should be discouraged from travelling abroad.

Speaker 2 I don't believe in general that people should be encouraged to travel abroad on their holidays. On the other hand, nor do I think that people should be discouraged from doing so. People clearly benefit from foreign travel – they learn about other cultures, they broaden their horizons, and by and large it does teach them to be more tolerant and understanding. For this reason, I think it's particularly important for people to travel, especially when they are young. Tourism can also be beneficial to the people who live in the tourist destinations – for much the same reasons.

However, having said that, there's been much discussion in recent years of the impact that travel in general and air travel in particular has on the environment. Climate change is partly due to carbon emissions from planes, but rather than discouraging people from travelling, what I think we should do is encourage them to use forms of transport that have a less adverse effect on the environment, such as trains. Moreover, we should encourage people to travel to places where they are less likely to compromise the wildlife, environment or the local community.

In summary, then, when the purpose of travel is to learn about other cultures, it's clearly of mutual benefit to the tourist and the local people. People have to travel, and we all need holidays, so I don't think we can avoid doing harm altogether. However, we should endeavour to minimise the damage we cause to the environment by seeking alternatives to flying.

Exercise 3 2.21 page 77

- Do the first example together and then ask students to complete the exercise alone or in pairs.
- Explain the meaning of *strain* (pressure) and *infrastructure* (the basic systems that are necessary for a country to run smoothly, e.g. transport, water and power supplies).

- 1 resulted in
- 2 leads to
- 3 the reason for
- 4 mean
- 5 consequences of
- 6 this reason
- 7 due to
- 8 purpose of

For further practice of Expressing cause, purpose and result, go to:

Vocabulary Builder 7.8 Workbook page 110

- 1 (Possible answers)
- 2 The school is unable to provide free meals due to a reduction in the budget.
- 3 The upshot of the argument was that my brother left home.
- 4 As a result of the increase in knife crime, spot checks are being carried out on clubbers.
- 5 Interviews are being held locally with a view to attracting more applicants.
- 6 He lost his license as a consequence of his reckless driving.
- 7 The actor's success gave rise to a number of offers from other studios.
- 8 They started saving money with the aim of buying a house.

Exercise 4 page 77

- Students do the exercise alone and then check with a partner.
- Elicit an explanation of *outweigh* (be greater than) and practise the pronunciation of *detriment* /'detrɪmənt/ compared to *detrimental*, /'detrɪ'mentl/, where the main stress shifts to the penultimate syllable, and of *environment* /ɪn'vaɪrənmənt/ where the *n* is silent.

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

Exercise 5 page 77

- Students do the exercise alone or in pairs.

1 on 2 to 3 in 4 by 5 in 6 broadly

Exercise 6 page 77

- You could let students prepare their presentations in pairs. For this you would need to divide them into two groups, those that agree and those that disagree, so that they can work with somebody with the same opinion. It doesn't matter if the groups are unequal in size.

Exercise 7 page 77

- Students prepare their presentation in note form. They should not write full sentences. Tell them to include at least three different structures expressing cause and effect and two phrases for generalising. Encourage them to rehearse with a partner, who can give them feedback before they present to the whole class. During their presentations make a note of any recurring errors as well as good use of language for a feedback session at the end.

Optional speaking activity 7F

Presentation: travel

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Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can give a presentation about the effects of tourism.*

7G Writing analysis

Letter of complaint

LESSON SUMMARY

Writing: a letter of complaint, using formal language, linking ideas, using the correct layout

Reading: a model letter

Topic: Travel and tourism, Shopping and services

SHORTCUT

To do the lesson in 30 minutes, do exercises 1 and 2 as a class, skip the second part of exercise 5 and set the Vocabulary Builder exercises as homework.

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in for the writing analysis brief, and skip the lead-in for the writing task. Follow the shortcut above for the writing analysis lesson. In the writing task lesson students write their final draft for homework.

LEAD-IN 1-2 MINUTES

- Elicit the meaning of the word *complaint*, establish that it is a noun and elicit the verb (*complain*). Put students in pairs and ask them to think of people who have to deal with complaints as part of their daily life and what those complaints might be about. (Ideas could include customer service assistants, managers, police, teachers and school staff, restaurant staff, shop assistants.)

Exercise 1 page 78

- Focus on the photos. Students discuss the questions in pairs.
- Elicit or explain the meaning of *workmanship* (the skill with which something is made, especially the way it looks).

Exercise 2 page 78

- Divide students into pairs or groups to answer the questions. If they are short of things to say, tell them about a time when you had cause to complain. Ask them what they would have done in that situation. Would they complain or not? Would they email, phone or speak in person?

Exercise 3 page 78

- Students can work alone and then check with a partner before class feedback.
- Students should by now be developing a feel for what sounds formal and what doesn't, but you can give them some guidelines by pulling together some of the features illustrated in the exercise: Write two headings on the board and ask them to decide whether the following are typical features of formal or informal language.
 - *passive structure, contractions, words with Latin roots, phrasal verbs, linkers such as but, so, linkers such as however, abbreviations*

- 1 returned
- 2 I am writing
- 3 a number of
- 4 First of all
- 5 the hotel is described as being
- 6 whereas in fact
- 7 What is more
- 8 which made swimming hazardous
- 9 On our arrival we were informed by your representative
- 10 which we had

- 11 make our own arrangements
- 12 To make matters worse
- 13 made no apology for this
- 14 draw your attention to
- 15 fine
- 16 we were not offered
- 17 and I would therefore like a partial refund

Exercise 4 page 78

- Elicit answers from the whole class.
- 1 a) in the top right-hand corner, b) on the left but below her own address, c) under her address
 - 2 a) Dear Mr Smith, b) Yours sincerely

Exercise 5 page 78

- Students complete the exercise in pairs and brainstorm more linkers with a partner.
- 1 whereas, however
 - 2 First of all, My second complaint
 - 3 What is more, To make matters worse
 - 4 On the whole

Exercise 6 page 78

- Students work alone or in pairs.
 - Practise the pronunciation of *purchase* /'pɜ:tʃəs/.
- | | |
|----------------|------------|
| 1 conform with | 4 purchase |
| 2 seek | 5 numerous |
| 3 respond | 6 address |

Exercise 7 page 78

- Students work alone or in pairs.
- 1 numerous, has addressed
 - 2 purchased
 - 3 conform to, seek / be seeking
 - 4 respond to

For further practice of Formal language, go to:

Vocabulary Builder 7.9 Workbook page 110

- 1 1 d 2 f 3 h 4 a 5 c 6 g 7 e 8 b
- 2 1 I would be grateful
- 2 We regret to inform you
- 3 of a much higher standard
- 4 I trust you will ensure
- 5 give my regards
- 6 a great deal of
- 7 leaves / left much to be desired
- 8 Please find enclosed

Lesson outcome

Ask students: *What have you learnt today?* and elicit: *I can write a letter of complaint. I can write in a formal style.*

7G Writing task

Letter of complaint

LESSON SUMMARY

Writing: a letter of complaint

Language: achieving a formal style and layout, language for making complaints

Topic: Travel and tourism, Shopping and services

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, and ask students to write their final draft for homework.

LEAD-IN 2-3 MINUTES

- Write the following words on the board: *shocked, disappointed, appalled, horrified, disgusted, upset, dissatisfied, dismayed, unpleasantly surprised*. Ask students in pairs to discuss the differences between them, including which ones are stronger or weaker. Monitor carefully and clarify any necessary points in whole class feedback.

Exercise 1 page 79

- Students use the photos and ideas to brainstorm causes of complaint.
- Unfamiliar vocabulary is likely to be *plumbing* (the system of pipes that supply water to a building), *unbearably* (intolerably), *bland* (lacking flavour).

Exercises 2 and 3 page 79

- Students read the task and make the notes into sentences using the phrases. When they have finished elicit an example sentence for each phrase.

Possible answers

- 1 I was disappointed that our hotel room had a view over a construction site instead of a panoramic view of the city, which is what we had expected.
- 2 It is really unacceptable that we were charged extra for dinner.
- 3 The brochure claimed that we would have access to an unspoilt beach. However, we were horrified to find that it was polluted and totally unsuitable for swimming.
- 4 I was appalled by the surly attitude displayed by the hotel staff.
- 5 To our horror, our rooms smelled awful because of the bad plumbing.
- 6 Seldom have I experienced such unbearably long delays at the airport.
- 7 One major problem was the duration of the sightseeing tour of the city. The bus was late, and as a result, the tour lasted only 30 minutes!

Exercise 4 page 79

- Students write their first paragraph. Refer them to the model letter but don't let them copy it word for word.

Exercise 5 page 79

- Give students 10–15 minutes to write the main body of their letter. Go round helping and answering questions but don't correct their work as they should be encouraged to do this at the end.

Exercise 6 page 79

- Students write their final paragraph. This shouldn't be more than two sentences long.

Exercise 7 page 79

- Before students look at the checklist, suggest they count their words and take the necessary steps to achieve the correct length. They then write a final draft.

Optional writing activity 7G

Letter of complaint

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Lesson outcome

- Ask students: *What have you learnt today? What can you do now?* and elicit: *I can write a letter of complaint.*

Get Ready for your Exam 7

LEAD-IN

- Ask students if they've lived in the same place all their lives. Divide them into small groups of three or four and ask them to use their own experience or imagination to discuss positive and negative aspects of moving to a new house or flat. Get feedback.

GET READY TO SPEAK

Exercise 1 page 80

- Ask students what other reasons, apart from moving to a new / bigger / better home, people might have for leaving the place where they've lived.
- Focus students on the question in exercise 1, allow a minute and get feedback from the group.

Exercise 2 page 80

- Focus students on the pictures in exercise 3. In a **weaker class**, pre-teach *precariously*. Then ask them to make sentences in pairs. Students then share their ideas with the class.

Exercise 3 page 80

SPEAKING EXAM TASK – PICTURE-BASED DISCUSSION

- Ask students to work in pairs. One student should act as an examiner and ask the questions. While the other student is answering, the 'examiner' notes all the good vocabulary and linking phrases used. Then students swap roles.
- After everybody has done the task, ask two pairs to act out the discussion in front of the class, or act as an examiner yourself and ask one or two stronger students to answer the questions.

Exercise 4 page 80

USE OF ENGLISH EXAM TASK – OPEN CLOZE

- The students do the task individually. Remind them to read through the text first, ignoring the gaps to get the overall idea, and then, after all the gaps have been filled, to check if the completed text is logical and grammatically correct.
- Allow 7–8 minutes. Check as a class.
- Ask **fast finishers** to look through the text for synonyms of the following words / phrases: *tiny* (diminutive), *eternal* (endless), *reproduce* (breed), *expand* (stretch), *impressive* (epic), *achievement* (feat).

1 on 2 Despite 3 in 4 which 5 is 6 as 7 to
8 only 9 can / could 10 if

Exercise 5 page 80

GET READY TO LISTEN

- Give students a few minutes to read the sentences and speculate in pairs.
- Students, in the exam, should always read the sentences to familiarise themselves with the topic.

Exercise 6 2.22 page 80

LISTENING EXAM TASK – MULTIPLE-CHOICE

- Ask a student to read out the instructions.
- Pre-teach *humpback, grey, blue whales; a calf; a leg of a journey; breeding grounds; seaboard*.
- Allow two minutes to read the task carefully. Remind students that the questions are in the same order as the information will appear in the recording. Remind them as well that the questions will probably be worded in a different way from the exact wording in the recording.
- Play the recording straight through twice. Check as a class.

1 A 2 A 3 B 4 A 5 B

Audioscript 2.22 page 80

It is one of the most remarkable journeys by any creature on the planet – and it is made by one of the biggest creatures known to science. Researchers have shown that humpback whales travelling between breeding grounds off the west coast of Central America and feeding grounds off Antarctica covered more than 8,000 kilometres on one leg of their journey – the largest recorded journey by any individual mammal.

The researchers believe the whales head north to warmer waters where they give birth to their calves. The whales have an extraordinary lifestyle, with their breeding grounds in one place and their feeding grounds in another, thousands of kilometres away.

The researchers made daily excursions in small boats off the coast of Central America to observe the whales between June and October. They took photographs of the underside of the animals' tails so that they could be identified at the other end of their journey. Just as humans have unique fingerprints, whales have unique tail markings. During the Antarctic summer, the team travelled south to make similar observations and looked for whales which had been spotted in the tropical waters. Seven individual animals were photographed in both locations and a mother and calf pair were seen in Antarctic waters less than six months after they had been spotted off Costa Rica, having travelled 8,425 kilometres.

The research ends the controversy over which whale species travels the furthest. The grey whale's migration from Mexico to the Arctic is also an impressive voyage. Blue whales – the largest animals on the planet – also migrate thousands of kilometres, with the North Atlantic population moving from Arctic feeding grounds to waters off the eastern seaboard of the US. But none of these animals has been shown to undertake such incredibly long journeys as the humpbacks.

The humpback whales cross the equator on their journey from the Antarctic to their breeding grounds off Central America. To work out why they go so far, the team looked at satellite measurements of sea surface temperatures of the breeding grounds of 24 humpback whale populations around the world. In all cases, the animals were opting for waters around 24–25 degrees Celsius. The whales observed off the coast of South America had to continue north beyond the equator to find water this warm. The researchers believe that a high enough water temperature is crucial for the whales to breed. It's likely that being in warm water is somehow beneficial to the calf.

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt some facts about whales. I have done a photo-based speaking task. I have practised vocabulary through a gap-filling task. I have completed a multiple-choice listening task.*

8 Tastes

Map of resources

8A Vocabulary and listening

Student's Book p81, Workbook p65

Photocopiable Activity: 8A Clothes idioms (TRCD-ROM)

8B Real English

Student's Book p82, Workbook p66

Photocopiable Activity: 8B Food (TRCD-ROM)

8C Culture

Student's Book p83, Workbook p67

Photocopiable Activity: 8C Fashion (TRCD-ROM)

8D Reading

Student's Book pp84–85, Workbook pp68–69

Photocopiable Activity: 8D Scones (TRCD-ROM)

8E Grammar

Student's Book p86, Workbook p70

Photocopiable Activity: 8E Modals (TRCD-ROM)

8F Speaking

Student's Book p87, Workbook p71

Photocopiable Activity: 8F UK eating habits (TRCD-ROM)

8G Writing

Student's Book pp88–89, Workbook p72

Photocopiable Activity: 8G University challenges (TRCD-ROM)

8 Review and Tests

Review 7–8 Student's Book p90

Review 1–8 Workbook p100

Photocopiable Activity: 8 Review (TRCD-ROM)

Student Self-Test Sheets 8, 1–3 (TRCD-ROM)

Unit 8 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 8

Student's Book p92

Workbook pp73–74

Workbook pp93–96 Exam Challenge

iTools Unit 8

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 8A Talking about charts and graphs 8B A restaurant review

8A Vocabulary and listening

Fashion

LESSON SUMMARY

Vocabulary: clothes and styles, two-part adjectives

Listening: four teenagers talking about clothes

Speaking: discussing clothes and fashion

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 3 as a class and set the Vocabulary Builder exercise as homework.

LEAD-IN 3–4 MINUTES

- Put students into small groups. Ask them to look carefully at each other's clothing and make sure they can all accurately describe everything they are wearing. Monitor and assist with any vocabulary queries. After 1–2 minutes, invite one or two students to stand up with a person from their group and describe them to the class. Encourage them to be accurate and use sufficient detail including the kind of material, pattern and style. With a **weaker class**, you could allow them more time in their groups to establish this detail and then invite some more students to describe each other thoroughly.

Exercise 1 page 81

- Ask students to discuss the questions in pairs or small groups. Have a class feedback and round off the discussion by asking them to describe what clothes are fashionable at the moment and whether the students like them.

The quotation suggests that fashion is for people who haven't yet found an identity for themselves.

Other reasons for following fashion might include:

- a desire to identify with a certain group, e.g. hippies, Goths, punks, etc.
- a wish to emulate well-known people, e.g. athletes, film stars, etc.
- some people think it raises their social status as it shows you can afford to replace your clothes regularly
- it's interesting to change your appearance regularly rather than wear the same clothes all the time

Exercise 2 page 81

- Ask the questions to the whole class.

Exercise 3 page 81

- Students read the *Speaking tip* and then match the words to the photos, using the wordlist at the back of the Workbook to help them.
- Write up the following words which may present pronunciation problems and drill them:
dishevelled /dɪ'ʃeɪvld/
corset /'kɒsɪt/
cravat /krə'væt/
dreadlocks /'dredlɒks/
plaits /plæts/
- With a **stronger class**, elicit more words to describe the first photo: *fringe, hair extensions, platform boots, zips*.

- 1 scruffy, trendy, corset, buckle, laces, stripy, studded (belt), dreadlocks, extensions, piercing
- 2 button, chic, slightly dishevelled, elegant, smart, stripy, stylish, well-dressed, buckle, collar, cuff

Exercise 4 page 81

- Divide students into pairs and ask them to describe one photo each. Circulate and monitor to check that they are following the recommended structure.

Exercise 5 3.01 page 81

- Tell students they are going to hear four teenagers speaking about clothes. Pause after each speaker to allow them to note their answers and read the next statement.
- For statement 2 explain that *she wouldn't be seen dead in* is not to be taken literally! It is a common informal expression meaning 'she would be far too embarrassed to be seen wearing'.
- Play the recording and let students compare their answers with a partner before class feedback.

1 F 2 T 3 NS 4 F

Audioscript 3.01

Speaker 1 There was a boy in my class at my last school who never used to wear casual clothes. It was his thing. You'd meet him in town to go to the cinema and he'd be wearing a three-piece suit! I don't think he even owned a pair of trainers or jeans. I guess he just enjoyed being different – it was part of his identity. A lot of people used to make fun of the way he dressed, but I always thought he looked pretty cool.

Speaker 2 I used to argue all the time with my parents about what I could and couldn't wear. This would be when I was about thirteen or fourteen, I suppose. A lot of my friends were going out in high-heeled shoes and short skirts, but my parents insisted that I was too young for that. They wanted me to wear the clothes that they had chosen for me. I remember having a big row with my mum when we were going to a wedding. She made me wear a disgusting full-length skirt and a pair of ugly, open-toed sandals. I spent the whole day terrified that a friend might see me! If I ever have kids, I'll let them wear whatever they like ... well, within reason!

Speaker 3 My brother copies his way of dressing from TV shows, mostly, so he always looks quite American to me. He used to be really into *Friends*, and his favourite character was Chandler. So for a couple of years he always wore a V-neck sweater with a white T-shirt underneath. More recently, he's been watching the TV series *Lost* and copying one of the characters in that – I can't remember his name. So now my brother wears a white, loose-fitting shirt all the time, with the sleeves rolled up. Actually, it quite suits him, I have to admit.

Speaker 4 I work for a marketing agency. We organize special promotional events – for example, the launch of a new model of car, or the opening of a large shop. The job's really interesting, but the outfits we have to wear for the events are sometimes a bit ... well ... tasteless. They're certainly not the kind of thing I'd choose to wear, if it were up to me! Sometimes it isn't too bad – we just have to wear a long-sleeved T-shirt with some company's logo on the front. But last weekend we were at the Oxford and Cambridge boat race, which was sponsored by a health-food manufacturer. We all had to wear skin-tight trousers (to show how thin we were!) and a zip-up cardigan with the manufacturer's name on the front and back. I felt uncomfortable all day – it was gross!

Exercise 6 3.01 page 81

- Students do the exercise alone or in pairs.

- 1 three-piece suit
- 2 full-length skirt
- 3 open-toed sandals
- 4 V-neck sweater
- 5 loose-fitting shirt
- 6 long-sleeved shirt
- 7 skin-tight trousers
- 8 zip-up cardigan

Pronunciation note – Silent /d/ and /t/

Long-sleeved T-shirt and *skin-tight trousers* are examples of a pronunciation feature which occurs in fast speech whereby /d/ and /t/ at the end of a word when followed by a consonant are not pronounced.

So *long-sleeved T-shirt* sounds like *long sleeve T-shirt*

And *skin-tight trousers* sounds like *skin tigh trousers*. (The final t in *tight* doesn't disappear altogether but stops in the throat rather than between the teeth. This sound is common in English and is known as a glottal stop.)

Get students to practise saying the following.

bright pink

a red tie

my oldest jeans

Extra activity 8A

Alphabet race

www.oup.com/elt/teacher/solutions

For further practice of *Clothes idioms*, go to:

Vocabulary Builder 8.1 Workbook page 111

- | | |
|----------|------------|
| 1 1 belt | 6 trousers |
| 2 collar | 7 socks |
| 3 cuff | 8 boots |
| 4 hat | 9 cap |
| 5 shoes | |

Exercise 7 page 81

- Students discuss the questions in pairs. At the end ask a few students to summarise their discussions.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can talk about clothes and fashion. I have learnt a variety of two-part adjectives.*

8B Real English

Food or fuel?

LESSON SUMMARY

Grammar: uses of *would*

Reading: an article about meat for vegetarians

Listening: four people talking about their attitudes to food

Speaking: a discussion about attitudes to food

Topic: Food, Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercise as homework and limit the number of questions for discussion in exercises 4 and 9.

LEAD-IN 2–3 MINUTES

- Write the words *vegetarian* and *vegan* on the board and ensure that students know the correct pronunciation. Ask them in pairs to provide clear definitions of these words. Monitor and clarify if necessary. Find out whether there are any vegetarians in the class. Ask students to discuss in their groups what reasons people might have for being vegetarian and what the pros and cons of being a vegetarian might be. Elicit ideas from the whole class.

Culture note – Vegetarianism

Statistics for the UK show that around 5 per cent of the population is vegetarian, which equates to about three million people.

Exercise 1 page 82

- Focus on the photo and the title of the article and ask students to discuss the question. Elicit a few ideas.

Exercise 2 page 82

- Students read the article quickly. Elicit the answer to the question.

The meat will be grown from animal cells.

Exercise 3 page 82

- Read the *Learn this!* box together and then students do the exercise alone or in pairs. Check answers and then ask students to practise saying the sentences.

would be cultured, would be more environmentally friendly, would be grown, would be regularly stretched, would be scraped off
Changing *would* to *will* would make it less remote and theoretical.

Exercise 4 page 82

- Students discuss the questions in pairs before a class feedback.

Exercise 5 3.02 page 82

- Ask students to take notes in answer to the questions. Let them compare answers with a partner before feedback.

Speaker 1 Narrower. He now only eats healthy food because he has become more aware of the risks involved in eating certain types of food.

Speaker 2 Wider. She used to eat only chocolate and sweets but now eats a wider range.

Speaker 3 Narrower. His mother used to cook a wide range of dishes. Now that he has left home he eats a narrower range.

Speaker 4 Wider. She has discovered new dishes such as curries and other ethnic food.

Audioscript 3.02 page 82

Speaker 1 I used to absolutely love junk food – burgers, chicken nuggets, hot dogs ... It was a real treat, going to the local takeaway! But then something happened – maybe it was because of some TV programme I saw, or something that somebody said to me, I can't remember exactly. But I suddenly decided that I couldn't eat all those meat products because of all the gross things they contain – ears, nostrils and much worse! So I stopped. I would have been about fourteen at the time. All my friends thought I was a bit weird – and most of them are still really into junk food. Me, I've got even fussier, I suppose. Lots of things are off the menu, as far as I'm concerned. I wouldn't eat swordfish, for example – it gives you worms, or so I've read. And tuna contains mercury. In fact, I'd say there are very few foods that are safe to eat!

Speaker 2 My dad wouldn't let us have sugar when we were kids, so obviously as teenagers we craved nothing else! I pretty much lived on chocolate and sweets between the ages of twelve and fourteen. I hardly touched a piece of fruit or a vegetable for two years! As a result, I put on loads of weight and became very unhappy about it. And then, when I turned fifteen, I decided to change my diet completely. I got into eating salads, fruit, that kind of thing. It wasn't just a health thing, either – I found that my tastes in food had really changed, and become a lot more varied. Funnily enough, my two sisters are exactly the same as me. We're all fanatical about eating the right kind of food. My friends sometimes tease me a bit – they reckon I just gorge on chocolate when I'm at home and nobody can see me – but I don't. I just don't have a sweet tooth at all. My dad says it's all because of how he brought us up. But he would say that, wouldn't he?

Speaker 3 My mother is quite an adventurous cook. When we were kids, I don't think we ever had the same thing twice for dinner. She went through phases – I remember she was really into Chinese food for a while, and we had loads of stir-fries. She didn't make us finish what was on our plates, or eat anything we didn't like. She'd insist that we try it, though. Now that I've left home and have to prepare my own meals, my tastes have changed a lot. I suppose I treat food as fuel. I eat fairly plain dishes – pasta, rice, lots of carbs. It's partly that I'm rubbish at cooking. A bowl of pasta is about my limit. My sister's a real foodie, though – just like my mum. She's doing a cookery course in the south of France this summer, in fact. I would guess she's hoping to make a career out of it.

Speaker 4 I suppose I had fairly typical tastes in food when I was a child – quite conservative, really. But since the age of about sixteen, I've really broadened my horizons in terms of what I eat. First, I discovered curry – and spicy food in general. I think chilli can be a bit addictive! Later, I moved on to other kinds of ethnic food – Mexican, Thai, Japanese ... you name it! I love trying new and exotic dishes. I went to a Mongolian restaurant the other day and really enjoyed it. Mind you, I expect the food there is tailored to Western tastes, and probably isn't what ordinary people really eat in Mongolia. I would love to sample their everyday dishes – you know, stay with an ordinary family there and share their meals. Nobody else in my family is into the same kind of food as me. I don't think my mum has ever even had a curry! And my dad's very set in his ways too. They'd never think of going to an ethnic restaurant.

Exercise 6 3.02 page 82

- Students complete the sentences, referring to the wordlist if necessary.
- Check answers and then check understanding. Provide a little more controlled practice by asking individual students: *What kind of food would you consider a real treat? Do you ever have cravings for a particular food? What do you crave? Have you ever gorged on anything until you made yourself feel ill? Is there any particular food that's off the menu in your household? Why? Have you got a sweet tooth?*

- 1 treat
- 2 menu
- 3 craved
- 4 lived
- 5 touched
- 6 gorge
- 7 tooth
- 8 fuel
- 9 foodie

Exercise 7 page 82

- Students do the exercise alone or in pairs.

1 5 2 3 3 1 4 2/3 5 5 6 2 7 1 8 4

Sentence 4 is difficult to match because it could have one of two meanings. The first one is that my dad didn't use to let us have sugar (i.e. it was a habitual action). The second meaning is that he refused to let us have sugar (i.e. he was unwilling to let us have it).

For further practice of *would*, go to:

Grammar Builder 8.1 Student's Book page 127

- 1 2 When I was a child I would (always) create my own birthday cards. Use 2 – habitual action
- 3 I'd rather get a takeaway. Use 4 – preference
- 4 My brother wouldn't think of calling me. / My brother would never think to call me. Use 3 – (un)willingness
- 5 I'd say about twenty people turned up. Use 1 – make statement less definite
- 6 You would have been tired after your journey. Use 5 – logical deduction
- 7 I'd love to go to the REM concert! Use 4 – preference
- 8 Her boyfriend would defend her, wouldn't he? Use 5 – logical deduction

Exercise 8 page 82

- Students work alone or in pairs.
- 1 My dad would always cook lunch on a Sunday.
- 2 I wouldn't eat genetically modified food.
- 3 I would say he's trying to lose weight.
- 4 Spending a year travelling would have broadened her tastes in food.
- 5 My mother wouldn't buy South African food because of apartheid.

Exercise 9 page 82

- After students have asked and answered the questions, ask a few students to report back on their partner's answers.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can talk about different attitudes to food. I can make sentences using would.*

8C Culture

Youth culture

LESSON SUMMARY

Reading: an article about youth culture and fashions

Vocabulary: colloquial words

Writing: a short text about a fashion style

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and ask students to read the text before the lesson.

LEAD-IN 3-4 MINUTES

- Put students in small groups and explain that this unit is about youth culture. Ask them to brainstorm any groups or styles which young people choose to be part of – these could be current or styles which have gone out of fashion now. Give examples to help them start if necessary: *Goths*, *metalheads*. After around two minutes, conduct class feedback and ask which of the groups are current and if anyone in the class knows more about any of these groups.

Exercise 1 page 83

- Students describe the people in the photo in as much detail as possible. Refer them to the vocabulary exercise on page 81 if necessary.

Exercise 2 page 83

- Give students two minutes to read the text and answer the question. Don't let them get distracted by unknown vocabulary.

Nu Grave

Exercise 3 page 83

- Ask students to underline the key words in the sentences and then search for synonyms in the text.
- Ask them to compare with a partner, justifying their answers with reference to the text.

- 1 B (tracks to remix)
- 2 C (it must be perfect)
- 3 A (they care about the environment)
- 4 D (20 cm platforms)
- 5 C (in single-sex packs)
- 6 E (taking in films; actively not watching telly)
- 7 B (mini-entrepreneurs)
- 8 D (they lap up the attention they get from shocked relatives)
- 9 D (black lips)
- 10 C (Instead of ruthless introspection ...)

Exercise 4 page 83

- Elicit the meaning of *colloquial* (language used in conversation, not used in formal speech or writing). Ask why the text is so full of colloquial language (because this is the language of youth culture).
- Students complete the exercise alone or in pairs. Check answers to 1–8.

- 2 skiving
- 3 super-skinny
- 4 taking in
- 5 grungy
- 6 clued-up
- 7 lap up
- 8 crew

Exercise 5 page 83

- Ask students to compare definitions with a partner. Elicit answers.

kids (n) young people

mate (n) friend

hoodies (n) hooded sweatshirts

hot (adj) very cool

'zines (n) magazines

packs (n) groups of people

Exercise 6 page 83

- Set a time limit of five minutes and then ask pairs to read out their texts to the class. Do they agree with the observations?

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can understand an article about youth culture. I can talk about youth culture and fashions.*

8D Reading

Food of the future

LESSON SUMMARY

Reading: a text about nano-food: matching headings and multiple choice

Speaking: a discussion about nano-food

Topic: Food, Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and ask students to read the text at home before the class.

LEAD-IN 2-3 MINUTES

- Put students in pairs and ask them to tell each other what their favourite food is. When they have all done this, ask them to think whether this food will still exist 100 years in the future and in what ways our eating habits and the foods available to us will have changed. Give them two minutes to discuss and then conduct class feedback.

Culture note – Friends of the Earth

Friends of the Earth is a network of environmental organisations in 70 countries. The main campaigns of Friends of the Earth activists in the UK are climate change, waste, safer chemicals, transport and corporate accountability.

Exercise 1 page 84

- Focus on the questions and give students two minutes to complete the task. They answer the questions orally. Encourage them to use their own words where possible.
- Elicit or explain the meaning of *by stealth* (secretly), *health supplement* (vitamins that are taken in addition to what you usually eat) and *bug* (a bacteria or virus that causes illness) and check the pronunciation of *stealth* /steɪlθ/.

- They are tiny particles that are introduced into various products including food. Potentially they can channel drugs and vitamins into the body's systems more effectively, kill bugs or create windows that can clean themselves.
- Some people are concerned that the risks haven't been properly assessed.

Culture note – Willy Wonka

Willy Wonka is a fictional character from the very popular book *Charlie and the Chocolate Factory* by Roald Dahl. In the book, Willy Wonka is an amazing person who has invented products such as everlasting sweets and ice cream that never melts. The character of Willy Wonka has been played in films by Gene Wilder and more recently, Johnny Depp.

Exercise 2 page 84

- Ask students to identify the key words and then read through the text quickly to match the paragraphs with the headings. Remind them that there is one extra heading.
- During feedback ask students to say which sections of the text led them to the answer.

Paragraph 2 Create your own flavours

Paragraph 3 Products available now

Paragraph 4 Healthier and more exciting food

Paragraph 5 Unknown dangers

Paragraph 6 Tiny toxins

Exercise 3 page 84

- Remind students that a useful approach to answering multiple choice questions is to underline the key words in the questions, try to predict the answer before looking at the options and decide which fits the prediction and finally to go back to the text to check.

1 d 2 c 3 c 4 d 5 b 6 b 7 d

Exercise 4 page 84

- Students work alone or in pairs.
- During feedback highlight the following points:
 - Savoury* means 'not sweet'. Students often erroneously use the word *salty* to mean savoury. *Salty*, however, means 'containing a lot of salt' and would describe food such as bacon and anchovies.
 - The final syllable of *colourless*, *tasteless* and *blackcurrant* are pronounced as a schwa /ə/. (Drill these words.)
 - hued* is a literary, formal word not used in everyday conversation.
 - Peril* is also a literary or formal word for 'danger'.

1 sweet: blueberry pie, ice cream

savoury: tomato soup, roast beef

2 colourless, tasteless, green-hued, blackcurrant-flavoured

3 bacteria, contaminants

4 fat, salt, proteins

5 perils, risk, hazards, threat

6 liver, brain, stomach, lung

Exercise 5 page 84

- Students brainstorm in pairs. Remind them that for 1 and 2 they should think of dishes, not food, e.g. cheesecake, not chocolate.
- Ask the pair with the most words to read out their list. Write the lesser known words on the board so that the students can peer-teach them to the rest of the class. Ask if any students from the other pairs can add to the list. Add any 'interesting' ones to the list on the board. If any words are mispronounced, write brackets around them and come back and model and drill them later.
- Point out that you can make a lot of adjectives to describe food by adding the suffix *-y* to a noun. Typical examples are *chocolaty*, *nutty*, *fruity*, *cheesy*, *milky*, *buttery*, *spicy*.
- If there is time, erase all the words except adjectives describing food. Ask students to categorise them into positive and negative words. Then ask them to decide what kind of food they can refer to.

(Possible answers to 3 and 4)

3 Food: tender, juicy, tough, dry, ripe, overripe, melt-in-the-mouth, stodgy, rich, plain, overcooked, undercooked, elaborate, rich, raw, fresh, insipid, bland, sickly, greasy, heavy, light, spicy

Drinks: fizzy, sparkling, still, milky

4 carbohydrates (carbs), minerals, vitamins, water, fibre, proteins, fat

Exercise 6 page 84

- Monitor as students discuss the questions and make notes for feedback at the end.

For further practice of Talking about food, go to:

Vocabulary Builder 8.2 Workbook page 111

1 1 carrots 2 courgettes 3 apples 4 rice 5 dessert
6 cake 7 jam 8 spinach 9 salt

2 1 wine 2 sugar 3 butter 4 parsley 5 garlic
6 salt 7 milk 8 bread

3 2 slice of bread 6 a sip of wine
3 knob of butter 7 a pinch of salt
4 a clove of garlic 8 a spoonful of sugar
5 a drop of milk

Additional speaking activity 8D

Discussion: nano-food

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an article about nano-food. I can describe food and discuss food science.*

8E Grammar

Modal verbs

LESSON SUMMARY

Grammar: modal verbs

Speaking: discussing the morality of spending a lot of money on food

Topic: Food

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder exercises and exercise 7 for homework.

LEAD-IN 2-3 MINUTES

- Ask students to imagine they've got very little time but need to have lunch. Their two options are a sandwich shop and a fast food outlet. Which would they choose? Put them in small groups to discuss their choice and talk about their reasons. After 1–2 minutes, ask them to talk about what they'd choose if they had plenty of time for lunch and many options. If possible, encourage them to think about whether this food would be better than the fast option and why. Conduct class feedback.

Exercise 1 page 86

- Do this as a whole class activity.
- Explain that *gimmick* is a word with negative connotations, which describes an unnecessary and empty trick that is used to attract publicity or persuade people to buy something.

The headline plays on the two meanings of *rich*: one meaning is 'wealthy'; the other, when referring to food, means 'heavy and full of fat, cream or butter'. Rich food is usually eaten in small quantities as it makes you feel full quickly, e.g. chocolate mousse, sauces containing cream.

Exercise 2 page 86

- Explain that this exercise and the next are revision exercises to check how much students can remember about modal verbs. Students do the exercise in pairs.
 - In feedback, when students are explaining why the other options don't fit, encourage them to illustrate the meaning of those options with example sentences.
- b (We use *can* to talk about ability, make requests, offers, ask for permission and talk about typical situations. We use *should* to talk about advice, what is right and to make deductions.)
 - a, c (We use *mustn't* to tell people not to do things.)
 - a, b (We use *don't have to* to say something is unnecessary.)
 - a, c (For *mustn't* see 2. It doesn't make sense in the context of 'nobody's forcing you to buy it!')
 - b, c (*Have to* means there is a rule.)
 - a (*Needn't*, like *don't have to*, means it isn't necessary.)
 - b (For *should* see 1. *Must* refers to a personal obligation rather than an external obligation. Here the obligation is external.)

Exercise 3 page 86

- Do the first one together as an example and then ask students to continue the task alone or in pairs.

- should, ought to
- shouldn't, ought not to
- must
- can't, couldn't
- must, have to
- don't have to, needn't
- mustn't

For further practice of Modals go to:

Grammar Builder 8.2 Student's Book page 127

- b – *might* and *could* express possibility, *can* expresses ability
 - b – *must* and *have to* express obligation, *can't* expresses prohibition
 - a – *mustn't* and *can't* express prohibition, *don't have to* expresses lack of necessity
 - c – *can* and *may* express permission, *must* expresses obligation
 - a – *didn't have to* and *didn't need to* express lack of necessity, *mustn't* expresses prohibition
 - c – *ought to* and *should* express the right thing to do, *would* is used in a request
 - a – *must* and *will* express deductions, *can* expresses permission
- 1 don't have to / needn't / don't need to wear
 - 2 should / ought to / must / have to / need to use
 - 3 couldn't / wasn't able to drive
 - 4 must / will / might / may / could
 - 5 mustn't / can't use
 - 6 May / Can / Could
 - 7 could / may / might
 - 8 has to study

Exercise 4 page 86

- Students work individually or in pairs to make their sentences.

(Possible answers)

It must be a gimmick. / Some of the profit must be going to charity.

It couldn't be worth that amount of money.

You'd have to have more money than sense to spend that much on a dessert.

People shouldn't waste that kind of money on food when there are millions starving in the world.

Exercise 5 3.03 page 86

- Play the recording and elicit the answer.
- You could also write on the board *Why was the man irritated by the woman?* (for not telling him she was going to New York, for suggesting he go out with her brother, for not being prepared to spend money on a taxi but being prepared to splash out on an expensive dessert).

The woman

Audioscript 3.03 page 86

Man Have you seen this dessert? They're serving it in a restaurant in New York. It's chocolate with real gold on the top!

Woman Really? You can eat gold, can you?

M I guess so. Anyway, it's not cheap – \$25,000!

W I don't imagine they've sold many at that price!

M How do you know? They may have sold hundreds. There are lots of rich people in the world.

W True – but surely nobody's stupid enough to pay \$25,000 for a chocolate dessert!

M They let you keep the bowl too, apparently – and the spoon. There's a picture.

W Let's have a look. Hmm. It does look nice.

M You're sounding quite interested now.

W I am! I may go along and try it next week. I'm in New York for a meeting. I could charge it to expenses.

M You might have told me you were going to New York next week!

W I thought I had ...

M No, you didn't. And I've invited your brother round for dinner on Wednesday. Now I'll have to cancel.

W Why? You could take him out for a meal, just the two of you – a boys' night out.

M No, thanks! Remember what happened last time we did that. Your brother started arguing with the waiters and in the end they threatened to call the police. We might have been arrested!

W But you weren't – so stop being so melodramatic! I think he was going through a difficult patch back then. He's different now. You should have a better evening this time.

M It couldn't be any worse!

W Well, it's up to you, anyway.

M When exactly are you leaving?

W Monday morning – early.

M Can I borrow your car while you're away?

W Yes, of course. You could give me a lift to the airport! It would save me the taxi fare ...

M So, you're thinking of spending \$25,000 on a chocolate dessert, but you want me to get up before dawn to save you a taxi fare ...

W I doubt very much if I'm really going to order that dessert! But still, it would be interesting to know what it tasted like.

M Well, if you should try it, let me know!

Exercise 6 3.03 page 86

- Let students discuss the options with a partner, and then play the recording a second time for them to check.

1 may 2 might 3 could 4 might 5 should 6 couldn't
7 could 8 should

Exercise 7 page 86

- Give students time to think about their answers. Go round listening, helping and making a note of persistent errors for students to correct at the end.

1 I'm sure they will have sold hundreds.
2 Perhaps you told me (but I can't remember).
3 Taking him out for a meal would be the right thing to do.
4 It's possible we were arrested (but I'm not sure).
5 It's possible that you'll have a better evening this time.
6 It's possible that it won't be worse.
7 You have permission to take me to the airport.
8 If you think there's a chance you'll try it some time, let me know.

Exercise 8 page 86

- Ask students to use their intuition to decide whether or not they sound natural.
- During feedback ask them to try to explain what is wrong with the ones that don't sound natural.

1, 4, 5 and 6 are natural English.
2 ... the service can be a bit slow sometimes. (This is an example of *can* being used to talk about typical situations.)
3 Yes, you can. (*Could* can be used to ask for permission, but not to give it.)
7 ... people can't smoke ... (*Can't* is better because it means that it is not allowed, whereas *mustn't* is used when the obligation comes from the speaker.)
8 ... has to work ... (The obligation comes from outside i.e. from the employer rather than from the speaker.)

Exercise 9 page 86

- Students discuss the question in pairs. As feedback, find out what the majority of the class think.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can use modal verbs accurately and effectively.*

8F Speaking

Stimulus-based discussion

LESSON SUMMARY

Functional English: describing charts, using vague language

Listening: descriptions of charts

Speaking: describing and responding to visual stimuli

Topic: Food, Health

SHORTCUT

To do the lesson in 30 minutes, skip the lead-in and the second listening (but focus on the language).

LEAD-IN 1–2 MINUTES

- Draw a circle on the board and explain that this is a chart representing food consumption in one average week. Ask students to draw their own chart to show how often they eat food they have prepared themselves, food prepared by someone in their family and food prepared by someone else i.e. from a shop or café. Give them one minute to do this and then put them in pairs to compare and talk about their charts.

Culture note – Fairtrade

Fairtrade (see the bar charts in exercise 1) is a social movement whose aim is to provide a fair price to producers of goods such as coffee, sugar, tea, bananas, cotton and handicrafts in developing countries. It tries to make the lives of these producers more secure and thus improve the economies and development of their countries. In the UK, Fairtrade is becoming more popular and many large supermarkets are now stocking Fairtrade goods.

Exercise 1 page 87

- Students work in pairs. They do not need to look at the information closely at this stage. They will be describing these charts in detail in exercise 7.

1 bar chart c 2 pie chart a 3 graph b 4 table d

Exercise 2 3.04 page 87

- Make sure students understand that the recordings they will listen to are unrelated to the graphs in exercise 1. Let them pool their ideas with a partner before feedback.
- With a **stronger class**, elicit more information about the findings in the charts. Ask:
 - What was the speaker surprised about?* (the number of women shoplifters, the sharp rise in the total number of crimes committed by women)
 - What do the statistics indicate?* (Most people are online every day, hardly anyone doesn't use the Internet.)
 - What is the main development in energy consumption?* (People are moving from conventional power to greener sources.)

4 What have been the main trends in immigration to the UK in the last decade? (More people from the rest of Europe are immigrating, but fewer from developing countries.)

- 1 criminal offences
- 1 energy consumption
- 1 using the Internet
- 1 immigration and emigration

Audioscript 3.04 page 87

Speaker 1 These statistics show the pattern of offending over the past three years, depending on age group and gender. For me, the most interesting aspect is the comparison between the numbers in columns three and four. I didn't realize that so many shoplifters were female. I think it's also surprising – and worrying – that there has been a sharp rise in the total number of offences carried out by women.

Speaker 2 This chart shows the result of a survey in which people were asked one simple question about their use of online services. It's easy to see at a glance that the vast majority of people are online every day – whether they're looking for information or wanting to make a purchase. According to the chart, very few people have no online access at all; and roughly equal numbers of people claim to use the Internet about once a week or once a month.

Speaker 3 I suppose the information itself isn't that surprising, but seeing it in this form really brings home to you how important things like solar energy and wind power have become in recent years. There's a definite trend away from conventional power stations and towards alternative forms. In particular, power companies which advertise their green credentials are definitely attracting a lot of customers.

Speaker 4 This chart shows how many people have left and entered the country every year for the past decade. As far as emigration is concerned, the rate has remained quite stable throughout that period. When we look at the trend for immigration, we can see that there has been a slight increase in numbers of immigrants from other European countries and a slight decrease in numbers from developing countries. This is significant because it contradicts the assumptions which many people make about the situation.

Exercise 3 3.04 page 87

- Give students time to read through the expressions and answer any vocabulary queries. You may need to explain *roughly* (more or less), *brings home to you* (gets the message across very clearly), *embrace* (welcome an idea enthusiastically). Ask them to try to answer the questions from memory before playing the recording again.

1 a 2 a 3 b 4 b 5 b 6 a 7 b 8 a 9 a 10 b

Exercise 4 page 87

- Students explain the words in pairs using the language from exercise 3. Refer them to the wordlist, if necessary.
- During feedback, highlight, using diagrams on the board, the following points:
 - 2 *Creep up* means 'to increase marginally over a prolonged period', e.g. *Her weight has crept up over the last few years.*
 - 5 The difference between *plateau* and *stabilise* is that *plateau* means 'to stop increasing after a period of growth', whereas *stabilise* means 'to stay still after a period of going up and down'.
 - 6 *Slumped* usually refers to a decrease in something positive, such as sales. It wouldn't sound natural to say *a slump in crime rates, or obesity rates.*

(Possible answers)

- 1 There has been a sharp rise in obesity rates.
- 2 There has been a slow but steady increase in obesity rates.
- 3 There has been a significant drop in obesity rates.
- 4 Rates of obesity have increased greatly.
- 5 Rates of obesity have stopped growing and are now stable.
- 6 Rates of obesity have suddenly gone down.
- 7 Rates of obesity have gradually got lower.

8 After a period of fluctuation, obesity rates are neither going up nor down.

Exercise 5 page 87

- Explain that it is often not possible to be exact when describing statistics. The expressions will help students describe information in vague terms and at the same time lend an air of fluency.

a more or less, in the region of, something like
b in round numbers, give or take one per cent, thereabouts
The expression *more or less* could go in either position.
Other words might include: a) around, somewhere around, somewhere in the region of, approximately, b) as a ballpark figure

Exercise 6 page 87

- Refer students to the *Speaking tip*. Elicit from the whole class the words which give a personal reaction.
- Ask if they can think of any more expressions (*what surprises / amazes / shocks me is, I'm (quite) taken aback by*).

For me, the most interesting aspect is ...

What strikes me as most interesting ...

Exercise 7 page 87

- Students take turns to describe the charts. Monitor and check students are using the target language. Encourage them to use a range of language and to experiment with unfamiliar language rather than repeat language they feel comfortable with.

Exercise 8 page 87

- Refer students to the task on page 152. Again, monitor as they do the task and note down mistakes for a feedback slot.

Optional speaking activity 8F

Presentation: fashion

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can describe charts and respond to the information they contain.*

8G Writing analysis

A report

LESSON SUMMARY

Writing: a report

Language: periphrasis and euphemism, language for describing music venues

Speaking: discussing live music

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in and the discussions brief.

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in brief and omit exercise 6 of the writing analysis lesson and the lead-in to the writing task. Ask students to finish writing their report at home.

LEAD-IN 2-3 MINUTES

- Put students in pairs or small groups. Tell them the lesson focuses on report writing and there are two important things to think about when writing a report: 'Who is going to read it?' and 'What are they reading it for?' Ask them to discuss in their pairs how these considerations will affect the planning and writing of a report. (Ideas could include the level of formality of the language you use, the length of the report, how you structure it, what you choose to include or omit.) Conduct class feedback.

Exercise 1 page 88

- Focus attention on the photos. Ask students to answer the question in pairs.

Exercise 2 page 88

- Students complete the exercise individually.
 - Relatively informal: e.g. *it could certainly do with better air-conditioning; If it's internationally-renowned performers you're looking for, the Cave isn't the venue for you; at £25-30 a throw; use of exclamation marks*
 - The report is aimed at teenagers and adults. This is the age group that would be interested in knowing about venues.
 - The Hippodrome

Exercise 3 page 88

- Students work alone or with a partner.
 - Internationally-renowned performers
 - well-run
 - well-appointed
 - grungy
 - reasonably-priced
 - crowded
 - polished
 - memorable

Exercise 4 page 88

- Read through the *Writing tip* together. Point out that periphrasis and euphemism are features of spoken English as well as written. Ask if students can think of examples of how they might soften a negative comment in their language.
- Students complete the exercise in pairs before checking in class.
- Point out that although presented as a writing tip, these expressions are very useful in spoken English too.
 - It's a little on the sterile side.
 - It could certainly do with better air-conditioning.
 - What it lacks in slickness, it makes up for in character.
 - If it's internationally-renowned performers you're looking for, the Cave isn't the venue for you.
 - The room is a little cosy, to say the least.
 - It does have a tendency to be very crowded on Saturday nights.
 - Tickets aren't exactly cheap.
 - It may not be the most polished gig you've ever seen, but the evening should be memorable.

Culture and language note – British indirectness

Using periphrasis and euphemism as a way of softening criticism and negativity is an example of the indirectness that British people are often known for. Students may consider this strange or unnatural, but it is important that they are made aware of it, as otherwise they may unwittingly come across as being abrupt or a little insensitive.

Exercise 5 page 88

- Students do the exercise in pairs or as a class.

(Possible answers)

- If it's successful bands you're looking for, this isn't the gig for you.
- What the drummer lacks in skill, he makes up for in enthusiasm.
- It may not be the most original song you've ever heard, but it's certainly catchy.
- The singer's voice isn't exactly attractive.
- The singer has a tendency to go out of tune.
- The stage is a little on the small side.
- The sound system could certainly do with being replaced.
- The room is a little warm, to say the least.

Exercise 6 page 88

- Discuss the questions as a whole class. Ask students which venue they consider to be the best in the area and why.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can soften negative comments in a report.*

8G Writing task

A report

LESSON SUMMARY

Writing: a report about cafés and restaurants

Vocabulary: words with positive or negative connotations

Topic: Food, Shopping and services

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 5 together as a class and ask students to finish writing and check their the report for homework.

LEAD-IN 1-2 MINUTES

- Put students in pairs and ask them to describe either their favourite restaurant or the best restaurant they've ever been to. What makes or made it so great?

Exercise 1 page 89

- Students describe the photos in pairs before a class feedback.

Exercise 2 page 89

- Ask two individual students to read out the descriptions. Ask which is more positive and why. Try to elicit the idea that the words in A have positive associations (connotations) and those in B have negative associations. This will facilitate their understanding of the idea of connotation in the writing tip.

Language note – Connotation

A word's basic meaning is known as its denotation. Its 'extra' meaning (positive, negative, humorous, etc.) is its connotation. Knowing a word's connotation is an essential part of knowing a word and students should be encouraged to take note of any positive or negative association a word might have. This knowledge will allow them to express their attitude to something through their choice of vocabulary. If we want to pay someone a compliment, for example, it's important to get the connotation right. 'You're looking very skinny' would not be complimentary.

Exercise 3 page 89

- Do the first example together as a class and then ask students to continue the activity in pairs. Check answers and clarify the meaning of *odd* (strange), *concoction* (an unusual mix of things to drink or take as medicine), *succulent* (pleasantly juicy, e.g. succulent chicken) *soggy* (unpleasantly wet and soft, e.g. overcooked carrots).

relaxed – long and drawn-out combination – concoction
light – meagre succulent – soggy
novel – odd sweet – sickly

Exercise 4 page 89

- Students work alone or in pairs. Refer them to the wordlist for help if necessary.

attentive – intrusive	staff	'attentive' is more positive
bustling – crowded	interior	'bustling' is more positive
claying – sweet	food	sweet
cramped – intimate	interior	intimate
deserted – uncrowded	interior	uncrowded
formal – stiff	staff	formal
hearty – heavy	food	hearty
hurried – swift	staff	swift
insubstantial – light	food	light
laid back – sloppy	staff	laid back
sour – tangy	food	tangy

Exercise 5 page 89

- Give students a time limit of two minutes to come up with at least one word with a less negative connotation.

(Possible answers)

- determined, single-minded
- direct
- quaint, retro
- slim
- self-assured
- casual
- unique, special

Exercise 6 page 89

- Read through the *Writing tip* and the task together. It might be useful for students to brainstorm a few cafés and restaurants that they know before deciding on the headings.

Exercise 7 page 89

- Students add notes to the plan. Suggest they refer to the words in exercise 4 for inspiration. They should maintain a balance of positive and negative comments about the place.

Exercise 8 page 89

- Allow 15–20 minutes for this stage. Walk around monitoring and helping and encouraging students to refer back to the model as much as possible.

Exercise 9 page 89

- Students check their work according to the criteria. They could swap and peer review each other's work.

Optional writing activity 8G

Tips for visitors

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can write a report. I can use language and a writing style appropriate to a given audience. I can use words which have positive and negative connotations.*

Key for Language Review 7–8 and Skills Round-up 1–8 is on page 122.

Get Ready for your Exam 8

LEAD-IN

- Write the following adjectives on the board: *fresh, running, spring, tap, still*, and ask the students what noun they all collocate with.
- If they answer correctly (water), ask them to add some more adjectives. If they can't, help them by adding the following to the list: *boiling, drinking, mineral*.

GET READY TO LISTEN

Exercise 1 page 92

- Ask students to discuss the questions in pairs. Allow 2–3 minutes. Get feedback.

Exercise 2 3.06 page 92

LISTENING EXAM TASK – SENTENCE COMPLETION

- In a **weaker class**, ask students to read the task and make a guess about the content of the recording. Elicit: *bottled water, recycling plastic bottles*.
- In a **stronger class**, ask students to read the instructions and the task on their own. Allow 2–3 minutes.
- Play the recording straight through twice. Check answers as a class.

- 1 ask for tap water
- 2 one-litre bottle
- 3 serious threat to wildlife
- 4 the northern Pacific
- 5 a few millimetres across
- 6 cross national borders
- 7 supply bottled water
- 8 bad citizens

Audioscript 3.06 page 92

When the National Consumer Council recently investigated 'rip-off mineral water' in restaurants, it found one in five people 'slightly nervous' or 'too scared' to ask for tap water.

Britons consume three billion litres of bottled water a year. Most bottled water is siphoned into plastic bottles, and of thirteen billion plastic bottles sold in the UK last year, just three billion were recycled.

As recycling rates remain dismally low, making bottles requires raw materials, namely oil. It takes 162 grams of oil and seven litres of water (including power plant cooling water) just to manufacture a one-litre bottle, creating over 100 grams of greenhouse gas emissions per empty bottle. To make the 29 billion plastic bottles used annually in the US, the world's biggest consumer of bottled water, requires more than seventeen million barrels of oil a year, enough to fuel more than a million cars for a year.

What happens to our enormous pile of empties? The answer isn't encouraging. Most are buried underground (Americans throw 30 million water bottles into landfill every day) or, in the UK, increasingly incinerated, where only a tiny proportion of their energy value can be recovered; the rest becomes environmental pollution, particularly in the ocean where, as the plastic slowly fragments, it poses a serious threat to wildlife.

Later this year, environmental campaigner David de Rothschild will set off across the Pacific Ocean in a boat made from waste water bottles, highlighting the impact of such consumer dependencies. His voyage will take him through the Eastern Garbage Patch, the rubbish-strewn region which comprises hundreds of kilometres of the northern Pacific. It was first encountered by researchers in 1999 and contains billions of pieces of plastic, almost all of it less than a few millimetres across.

The bottled water industry will find it increasingly hard to write off water bottle pollution as a merely aesthetic issue. The research nets appear to be closing in. Scientists have now tracked plastic particles smaller than a human hair, to twenty microns and found nine different polymers, consistent with water bottles, all over the UK and further afield as well.

The footprint doesn't end there. Globally, nearly a quarter of all bottled water crosses national borders to reach consumers. The journey of bottled water normally includes boat, train and truck – journeys that can still rack up considerable distances and ensuing carbon emissions. In 2004 for example, Nord Water of Finland bottled and shipped 1.4 million bottles of Finnish tap water 4,300 kilometres from its bottling plant in Helsinki to Saudi Arabia. Fiji water – a particularly potent symbol of excess, according to campaigners, which can apparently 'trace its origins to rainfall more than 400 years ago in the Fijian mountains' – makes a journey of 16,000 kilometres to get to UK supermarket shelves.

But there are signs that the tide is turning. When Arthur Potts Dawson, the chef behind London's Acorn House, launched his new restaurant Waterhouse last week, there wasn't a bottle of water in sight. He won't supply bottled water even if customers beg for it. Instead he's installed a 'top of the range' filtration system for which diners will be charged a small cover charge. Just imagine how much traffic will be taken off the road by not ferrying all that water about. Continue in this vein and the fact that Claridge's has a 32-strong mineral water menu and that you routinely see 40 brands of water on the shelves of a medium-sized supermarket will start to look ridiculous. In the near future, those who carry a pristine water bottle could look like bad citizens.

Exercise 3 page 92

- Refer students to the task. Ask them to scan the text for the answer.

the most expensive: 420 Volcanic
the cheapest: London tap water

Exercise 4 page 92

USE OF ENGLISH EXAM TASK – MULTIPLE-CHOICE CLOZE

- In a **stronger class**, students do the task individually.
- In a **weaker class**, summarise the text as a class. Students should underline the following words in the text: *of water* (gap 2), *is best* (gap 4), *has ... been* (gap 8). Explain that focusing on these words may help choose the correct answer.
- Check the answers as a class.

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

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt about various types of bottled water and about the recycling of plastic bottles in the UK. I have practised listening comprehension through a true / false task. I have completed an exam gap-filling task.*

Map of resources

9A Vocabulary and listening

Student's Book p93, Workbook p75

Photocopiable Activity: 9A Gossip (TRCD-ROM)

9B Real English

Student's Book p94, Workbook p76

Photocopiable Activity: 9B In confidence (TRCD-ROM)

9C Culture

Student's Book p95, Workbook p77

Photocopiable Activity: 9C The secret author (TRCD-ROM)

9D Reading

Student's Book pp96–97, Workbook pp78–79

Photocopiable Activity: 9D Crossword (TRCD-ROM)

9E Grammar

Students's Book p98, Workbook p80

Photocopiable Activity: 9E Wanted! (TRCD-ROM)

9F Speaking

Student's Book p99, Workbook p81

Photocopiable Activity: 9F Obviously (TRCD-ROM)

9G Writing

Student's Book pp100–101, Workbook p82

Photocopiable Activity: 9G In the public eye (TRCD-ROM)

9 Review and Tests

Review 9–10 Student's Book p112

Review 1–10 Workbook p101

Photocopiable Activity: 9 Review (TRCD-ROM)

Student Self-Test Sheets 9, 1–3 (TRCD-ROM)

Unit 9 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 9

Student's Book p102

Workbook pp93–96 Exam Challenge

iTools Unit 9

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 9A A book review 9B

Keeping a secret

9A Vocabulary and listening

Gossip

LESSON SUMMARY

Vocabulary: gossip and secrets, giving and withholding information**Listening:** monologues about secrets**Speaking:** discussing causes and effects of gossip**Topic:** People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, listen to the recording only once and set the Vocabulary Builder exercises as homework.

LEAD-IN 3–4 MINUTES

- Put students into small groups. Write on the board: *It is wrong to have secrets.* Ask them to discuss this statement in their groups. After one minute or so, elicit opinions from some students and encourage discussion within the whole class. Now tell them you have another statement to discuss. Write: *If you tell someone a secret, you place a terrible burden on them to keep it.* Follow the same procedure.

Exercise 1 page 93

- Focus on the instructions and check understanding of the vocabulary, asking: *Which word means 'listen in to somebody else's conversation'?* (eavesdrop) *'give some shocking or unexpected news'?* (drop a bombshell) *'extremely shocked and angry'?* (outraged) *'not very good at keeping secrets'?* (indiscreet)
- Students describe and speculate about what's happening in the photos in pairs. Have a class feedback.

Exercise 2  3.07 page 93

- Focus on the instructions and tell students they can write down the exact words they hear.
- Give them time to compare answers with a partner.
- Elicit the meaning of *hand in your notice*. Ask: *Under what circumstances might somebody hand in their notice?*
- With a **weaker class**, pause at the appropriate moments to allow students to write their answers.

- a new job
- handed in his notice / resigned
- a close friend
- redevelop the sports club
- do all right
- New Year's Eve party
- ex
- are seen together

Audioscript 3.07 page 93

Speaker 1 Hi, Gerry – it's Kate. Have you heard the latest? Harry's been offered a new job. It's with the BBC – assistant director of human resources, or something like that. Now, I'm telling you this in the strictest confidence. He hasn't even handed his notice in at his current job, so if word gets out, it'll cause huge amounts of embarrassment and ill feeling. As you know, Harry's the soul of discretion and hasn't breathed a word to anybody about this. He only told me because I knew something was up and gave him a real grilling! And I'm only telling you because you're such a close friend, and I know it won't go any further.

Speaker 2 Hello, Jake – Brian here. How are you? I'm fine. Just been chatting to Sam. I managed to glean some interesting information from him about plans to redevelop the sports club. It's highly confidential at the moment, so don't let on to anyone, will you? But the word is that they're going to sell off nearly half the land to a big supermarket chain for an out-of-town hypermarket. Yes, I know – it's hard to believe, isn't it? I guess there's a lot of money involved. Don't quote me on this, but I suspect a few people at the club will do all right out of the deal, if you get my drift. You know, they'll be handsomely rewarded! What do I mean? Do I have to spell it out? I mean backhanders, bungs, bribes, kickbacks ... got it?

Speaker 3 Hi, Karen – it's Julia. Are you OK? Yes, fine. And I've got some really juicy gossip for you! Don't tell anyone I told you, but Michael and Sue have started seeing each other. They got together at Ben's New Year's Eve party – but even Ben doesn't know, and he's her brother! It's all very hush-hush. I think Sue's worried that her ex – I can't remember his name, something like Brad, or Brett – will get upset if he gets wind of the new relationship. You see, when she ended it with *him*, she told him she wanted to spend some time on her own. But it turns out she had her eye on Michael all along! When she told me, it was a real bolt out of the blue. I hadn't suspected a thing! Of course, I promised faithfully that I'd keep it to myself – so you mustn't pass it on to anyone, OK? Mind you, the truth will come out sooner or later – they're bound to be seen together. They won't be able to keep it under wraps for ever!

Exercise 3 3.07 page 93

- Students choose the correct alternative and listen to check.
- During feedback highlight the following language points:
 - 1 *the latest* is a kind of ellipsis where the word *news* is understood but not spoken.
 - 2 we can also say *if the truth gets out ...*
 - 3 *the soul of discretion* means 'very good at keeping secrets' (compare *indiscreet* in exercise 1)
 - 9 we can also say *don't repeat this*
 - 11 this is an example of onomatopoeia (where the meaning of the word is mirrored in its sound)

1 latest 2 strictest 3 word 4 soul 5 breathed
6 further 7 glean 8 highly 9 quote 10 juicy
11 hush-hush 12 wraps

Extra activity – Useful fixed phrases

If you have time to exploit some vocabulary from the listening, write up the following gapped phrases. Students fill in as many words as they can, and then listen to the recording to check.

- 1 It'll cause ... _____ feeling ...
- 2 I knew something was _____ and gave him a real grilling.
- 3 Don't _____ on to anybody ...
- 4 if you get my _____
- 5 If he gets _____ of the new relationship
- 6 It was a real bolt out of the _____.

1 ill 2 up 3 let 4 drift 5 wind 6 blue

Exercise 4 page 93

- Do the first sentence together and then ask students to continue alone or in pairs.
 - Students should use a different expression for each sentence if possible.
- 1 Don't quote me on this, but I think my brother is getting married.
 - 2 I've gleaned some juicy gossip about her private life, but I won't breathe a word to anybody.
 - 3 Her plans for next year are all very hush-hush.
 - 4 For the time being, they're keeping the identity of their new manager under wraps.
 - 5 I'll tell you my secret because I know you're the soul of discretion.
 - 6 She told me some juicy gossip about Tony but if word gets out, she'll be furious.

Pronunciation activity – Words with silent consonants

Write up the following words from the lesson and explain that they all contain silent consonants. Students read them aloud and identify the silent consonants. Check answers (the silent letters are underlined). Then ask them to practise saying the words.

whispered wraps bombshell fascinating knowledge

Exercise 5 page 93

- Students discuss the questions in pairs and then have a brief whole-class feedback.

For further practice of Giving and withholding information, go to:

Vocabulary Builder 9.1 Workbook page 111

- 1 blow the whistle
2 break (news)
3 leak
4 let something slip
5 clam up
6 hush up
7 keep the lid on
8 stonewall
- 2 keep the lid on
3 stonewalled
4 breaks
5 let slip
6 clam up
7 blabbing
8 blew the whistle
9 have leaked

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand and use the language of gossip and news.*

9B Real English

In confidence

LESSON SUMMARY

Grammar: colloquial omissions

Vocabulary: verb and noun phrases

Reading: an article about how to keep a secret

Speaking: a role-play practising colloquial omissions

Topic: People

SHORTCUT

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

LEAD-IN 3-4 MINUTES

- Put students in pairs. Ask them to think about the word *secret*, (which you may need to highlight, can be a noun and an adjective) and brainstorm words which collocate with it, e.g. *keep a secret*, *a secret organisation*. After 1-2 minutes make a list on the board as a whole class. (Natural collocations include *keep*, *tell*, *share*, *know*, *let someone in on*, *top*, *trade*, *a closely guarded* + noun; adj + *meeting*, *location*, *chamber*, *police*, *service*, *agent*, *weapon*, *ballot*, *admirer*.)

Exercise 1 page 94

- Students discuss the question in pairs. Ask a few students to report back what their partner has said (providing the partner doesn't mind the secret being divulged to the whole class).

Exercise 2 page 94

- Students do the exercise individually or in pairs. They can consult the wordlist at the back of the Workbook.
- As a final comprehension check, elicit translations for *crop up*, *betray*, *boost*, *prize something out of somebody* and *feign*.
- Practise the pronunciation of *feign* /'feɪn/.

1 crop 2 feign 3 drop 4 prize 5 hold 6 boost
7 betray 8 fall 9 go 10 get 11 give 12 turn

Exercise 3 page 94

- Divide students into pairs to do the task. Ask them if they think the advice is easy to follow and whether they find it easy or hard to keep secrets.

Exercise 4 page 94

- Refer students to the information in the *Look out!* box and then ask them to complete the exercise individually or in pairs.

- go shopping; do some revision
- Have a think; give me a call
- come to the conclusion; have / take a rest
- had a look; paid her a compliment
- dropped a hint; cause offence

For further information about Colloquial omissions, go to:

Grammar Builder 9.1 Student's Book page 128

Exercise 5 page 94

- Do the first sentence together on the board, and then ask students to complete the exercise alone or in pairs.
- Point out that words like *well*, *so*, *sure* are not to be crossed out.
- Ask students what they understand by the colloquial words and expressions *grumble* (complain), *spill the beans* (tell a secret), *make a move* (start leaving).

On your way home?

No, just hanging around.

Fancy a coffee?

My turn to pay.

Good. You?

Can't grumble. Heard any good gossip recently?

Not a word to anyone.

Promise?

Another coffee?

Better make a move.

See you later.

Nice talking to you.

Exercise 6 3.08 page 94

- After students have listened to the recording ask them to read the dialogue aloud. Explain that they will need to exaggerate their intonation in the questions in order to compensate for the lack of auxiliary words.

Audioscript 3.08

Sam On your way home?

Colin No. Just hanging around.

S Fancy a coffee?

C Sure.

S My turn to pay.

C Thanks. So, how are you?

S Good. How are you?

C Can't grumble. Heard any good gossip recently?

S I have, as it happens.

C Well, go on then. Spill the beans!

S Well, apparently Ben and Molly have split up.

C You're kidding! Really?

S But they haven't told people yet. So not a word to anyone!

C I understand.

S Promise?

C Yes!

S OK. Another coffee?

C No, thanks. Better make a move.

S OK. See you later.

C Sure. Nice talking to you.

Exercise 7 page 94

- Suggest that students script their dialogue first. Ask a few students to perform their dialogues in front of the class.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can speak in natural colloquial English by using verbs and nouns instead of single-word verbs and colloquial omissions. I can talk about how to keep a secret.*

9C Culture

The Secret Agent

LESSON SUMMARY

Reading: an extract from *The Secret Agent*

Listening: a talk about Joseph Conrad

Speaking: a discussion about spy stories

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in and the discussion in exercise 7 brief and ask students to read the text before the lesson.

LEAD-IN 2-3 MINUTES

- Draw students' attention to the title of the lesson and ask them to discuss in pairs what a secret agent does and how he or she does it. Conduct class feedback.

Exercise 1 page 95

- Give students a minute to answer the questions if they can. Elicit answers but don't confirm or contradict them yet. Find out if there's anything else they know about the writer.

Exercise 2 3.09 page 95

- Tell students that they are going to listen to a talk about the life of Conrad. Explain that there will be some unfamiliar vocabulary in the recording but that it will not prevent students from being able to complete the task as long as they don't allow themselves to be distracted by it.

1 Poland

2 England

3 *Heart of Darkness, The Secret Agent*

Audioscript 3.09 page 95

One of the most influential and widely read writers of the Victorian age, Joseph Conrad, inspired authors from William Golding to Graham Greene and tackled topics such as immigration, terrorism and colonialism with an unerring prescience that foretold the dilemmas of the present.

Yet in 2007, the 150th anniversary of the birth of Józef Konrad Korzeniowski passed largely unnoticed outside the tightly knit academic community which keeps the writer's spirit alive.

In London, where Conrad spent long periods of his peripatetic early life, a single blue plaque sits above a shop in a shabby part of Pimlico, where he shared a room with seven other men. It is the only sign of the author of *Heart of Darkness* in the capital. Another similarly low-key plaque is appended to a private home in the Kent village of Bishopsbourne where he lived later with his family.

Not for Conrad the carefully preserved houses and literary theme parks lavished on writers such as Virginia Woolf and Charles Dickens. To mark the milestone this year, which coincides with the 100th anniversary of the publication of *The Secret Agent*, the Conrad Society had sought to persuade the Royal Mail to issue a stamp in his honour but bosses there remained un-persuaded. Attempts to organise an event at the British Library also failed. Instead the focus of celebrations will be two sessions at the National Portrait Gallery on Thursday in which modern authors will discuss Conrad's place in their work.

But, according to Dr John Stape, a leading expert on Conrad and his work, the reputation of Britain's most famous Polish immigrant remains that of literary outsider despite his embracing, wholeheartedly, his adopted country and its language.

Conrad regarded himself as English, once telling a friend 'I am more English than you are because I chose it.' He strongly identified with England. His wife was English, his children were brought up as truly English, he learned the language and became and felt English. But there is always a question of whether the host culture accepts you. In fact, Conrad once described himself as an 'amazing freak ... a bloody foreigner'.

Conrad studies in universities have enjoyed something of a boom in recent years, buoyed on the wave of renewed interest in empire and colonialism.

But his reputation suffered a critical blow after Chinua Achebe, the father of modern African literature, delivered his devastating 1975 lecture entitled *An Image of Africa: Racism in Conrad's Heart of Darkness*.

Dr Stape believes Conrad was against colonialism and says he was far more than the one-trick literary pony he is sometimes portrayed as, exploring hard-hitting themes being thrown up by the steamship era of early globalisation.

Culture note – Blue plaques

In the UK, a commemorative blue sign or 'plaque' with white writing is mounted on the wall of public places which have links to an important person or historical event.

Exercise 3 3.09 page 95

- Before playing the recording a second time, pre-teach the following words:
foretell – predict
peripatetic – going from place to place
a blue plaque – see Culture note
a milestone – a very important event in the history or development of something
a freak – a person who is considered unusual. The word has very negative connotations.
a one-trick pony – a person, e.g. a singer, a writer who has only one single accomplishment
- Let students discuss their answers with a partner before class feedback.

1 T

2 T

3 F (The stamps were to commemorate the 100th anniversary of *The Secret Agent*, but they were not published anyway.)

4 NS (We know he was a literary outsider and that there is a question about whether the host culture accepts you but we don't know for sure what his friends thought.)

5 F (The lecture about racism in *Heart of Darkness* was delivered in 1975.)

Exercise 4 page 95

- Read through the task together and deal with any vocabulary queries that arise. Ask students to highlight sections of the text which back up their answer.

c

Exercise 5 page 95

- Go through the *Reading tip* together and then ask students to complete the exercise alone or in pairs.
- During feedback explain the meaning of *nominally* (in name but not in reality), *ostensibly* (seeming to be true but often not true), *impudent* (disrespectful).

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

Exercise 6 page 95

- Students work alone and then compare their words with a partner.
- In feedback, point out that although the words don't directly describe his life, by describing the objects, people and places they describe the world he moves in.

His life is not very glamorous.

small, grimy, dingy, nondescript, flimsy, badly printed, worn, not valuable, cracked

Exercise 7 page 95

- Mingle and monitor as students discuss the questions. Then conduct a brief class feedback.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can understand a talk about Joseph Conrad. I can understand a text by Joseph Conrad.*

9D Reading

Conspiracy theories

LESSON SUMMARY

Reading: an article about conspiracy theorists, sentence insertion

Vocabulary: literal and figurative language

Speaking: discussing conspiracy theories, free practice of language arising from the text

Topic: Culture, People

SHORTCUT

To do the lesson in 30 minutes, ask students to read the text at home before the class and set the Vocabulary Builder exercise as homework.

LEAD-IN 2-3 MINUTES

- Elicit the meaning of the words 'conspiracy theory'. Put students in pairs. Ask them to cover exercise 1 and only look at the pictures. They should discuss what some people believe to be true about the people or things in the photos. After 1-2 minutes you can let them uncover exercise 1 and begin the lesson.

Exercise 1 page 96

- Students discuss the questions in pairs. Have a class feedback and ask students: *Why do you think conspiracy theories are so popular?* (Because people have to find an explanation for shocking events even when there isn't one.) *Why are conspiracy theories more common than ever before?* (They spread fast on the Internet.)

Exercise 2 page 96

- Ask students to skim the text fairly quickly in order to find the answer to the question.

2, 5, 6

Exercise 3 page 97

- As students are very familiar with this kind of exercise by now, elicit from them a strategy for approaching the task. (Read the text before and after the gap to predict the missing information and then look for a sentence in exercise 3 which fits the topic. Next check by looking for language links, such as pronouns or linkers.)
- Remind students that there is an extra sentence.
- As you go through the answers ask students to tell you the links.

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

Exercise 4 page 97

- Do the first sentence together and then ask students to continue with the exercise individually before comparing their paraphrases with a partner.

- 1 was in the headlines of the newspapers, TV and other media
- 2 give ammunition to
- 3 it is presented as if it were a fact
- 4 are becoming more popular
- 5 the government and important businesses
- 6 became more and more irrational
- 7 people's desire
- 8 believing in something like lots of other people

For further practice of Literal and figurative language, go to:

Vocabulary Builder 9.2 Workbook page 112

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

Exercise 5 page 97

- Give students plenty of time to think of examples and then ask them to compare their ideas with a partner.

Exercise 6 page 97

- Divide students into pairs or small groups to consider the questions. Have a class feedback.

Possible answers to question 3: Conspiracy theories are harmless if it gives people comfort to think that life's events are not completely out of control. However, they are harmful if they fuel paranoia and make people feel that they are victims of people much more powerful than themselves. If people feel powerless, they don't feel motivated to take responsibility in life.

Additional speaking activity

Put students in pairs. Ask them to talk together to recall from the text the reasons why people might believe in conspiracy theories. Give a time limit of 1-2 minutes. Ask them to try to think of any other reasons which weren't mentioned in the text. Conduct class feedback if necessary.

Put pairs together to create small groups. Ask them to look back at the specific conspiracy theories in exercise 1. Taking each theory in turn, they should discuss two things; which of the reasons given might make you believe it and what information or proof, if it were available, would totally disprove it (e.g. classified documents made public, forensic evidence including DNA sampling, photos or credible eyewitnesses, etc.).

After ten minutes or so, conduct class feedback and find out if all the students' discussions had the same outcomes.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand an article about conspiracy theories and discuss the issues that arise from the article.*

9E Grammar

Passive structures

LESSON SUMMARY

Grammar: passive structures, choosing between active and passive, participle phrases

Reading: an article about Joyce Hatto

Topic: Culture, People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and set exercise 5 and the Grammar Builder exercise for homework.

LEAD-IN 2-3 MINUTES

- Tell students you are going to dictate three questions: *Have you ever exaggerated a story a little bit for a better effect? Have you ever been untruthful about yourself or some aspect of your life? Can you imagine when this might happen?* Put students in pairs or small groups and ask them to talk about these questions. After two minutes, conduct class feedback, including discussion of the possible consequences of exaggerating or telling a lie about yourself.

Exercise 1 page 98

- Students will be very familiar now with forming passives. The challenge will be in choosing the correct verb and putting it into the correct tense.
- A few of the verbs (e.g. *hail, pass off*) in the box may be unfamiliar to students. Suggest that they complete the gaps that they think they know the answer to first and then deduce the meaning of the remaining verbs from the context of the gaps, referring to a dictionary for a final check.

- was being bombed
- was considered
- were recorded
- issued
- were described
- had (ever) been made
- was hailed
- had been copied
- were (in fact) performed
- are being uncovered
- will be shown
- was informed
- had been passed off
- be reduced

For further practice of *The passive*, go to:

Grammar Builder 9.2 Student's Book page 128

- 2 were released
- 3 was found
- 4 have been classified
- 5 was identified
- 6 has been done / is being done
- 7 are eaten
- 8 will be saved

Language note – Avoiding non-specific subjects

For stylistic reasons, in formal writing we prefer to use a passive structure rather than non-specific subjects such as *people, someone, we, you, they*. For example, *Someone saw him steal the wallet* becomes *He was seen stealing the wallet*.

Exercise 2 page 98

- Before reading through the *Learn this!* box, ask students when we use the passive (when the agent is unknown, unimportant or obvious). Ask what kind of text often contains passives (formal texts, academic texts, newspaper reports).
- Do the first sentence together. The first underlined clause doesn't need to change because Joyce and her husband are the focus of the sentence. The second part would be better in the passive because it's obvious that doctors diagnosed her illness.
- Students continue alone or in pairs.
- During feedback draw attention to the point made in the language note about avoiding non-specific subjects in formal writing.
- Point out they should avoid stating the agent (when obvious or unimportant) in passive sentences e.g. 'Joyce had been diagnosed with cancer by doctors' or 'had ever been composed by anyone'.

after Joyce had been diagnosed with cancer (It does not make sense to make London the subject of a passive sentence; the focus is Joyce and her husband.)

had ever been composed (It is not necessary to say that the doctors diagnosed the disease; this is understood.)

Joyce's efforts to produce outstanding recordings were being hampered by her disease (the focus should be on Joyce)

The first electronic alterations were made by William (the focus should be on the alterations)

his dishonest actions were triggered by a desire to protect his wife's reputation (the flow is better if 'his actions' continue to be the focus)

He simply wanted her to be given (The subject, *people*, is unnecessary and adds no information. The focus of the sentence is firstly Joyce, and secondly, her husband.)

which she had been denied by her disease (it is better to keep Joyce, not the disease, as the subject)

Although Joyce's recordings were never taken seriously again (The subject, *people*, is unnecessary and adds no information. The focus of the sentence is Joyce's recordings.)

Her courage and her husband's love should be admired (The subject, *we*, is unnecessary and adds no information. The focus of the sentence is Joyce's courage and her husband's love.)

Exercise 3 page 98

- Find out whether students have modified their opinion as a result of learning more about Joyce Hatto and her husband.

Exercise 4 page 98

- Refer students to the *Learn this!* box and ask them to complete the exercise alone or in pairs.

Watched by millions in the USA, the cookery show *Dinner: Impossible* was presented by British chef, Robert Irvine. Knighted by the Queen, he claimed to have been given a castle in Scotland by her. Investigated by officials when a business venture failed and exposed as a fraud, Irvine has finally admitted the truth. Now, angry creditors are pursuing Irvine, and his fictitious biography has been removed from the TV channel's website.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can improve the style of my writing by using a wide range of passive structures and particle phrases.*

9F Speaking

Drawing conclusions

LESSON SUMMARY

Speaking: drawing conclusions from photos, using vague language

Listening: two students drawing conclusions from photos

Topic: People

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, skip questions 3 and 4 in exercise 2, and do exercise 5 together as a class.

LEAD-IN 3-4 MINUTES

- Allow students in small groups to use dictionaries and their own knowledge to discuss the difference between the following nouns: *speculation, guesswork, deduction, reasoning, inference, conclusion*. Monitor carefully and conduct a whole class feedback session to clarify differences in meaning.

Exercise 1 page 99

- Students brainstorm ideas in pairs before class feedback.

Exercise 2 page 99

- Students discuss the questions in pairs. Remind them to use the language for comparing and contrasting and for speculation that they have learned previously.
- Have a brief feedback to find out if students have drawn similar conclusions.

Exercise 3 3.10 page 99

- Students listen to the recording and in pairs comment on how similar the observations are to their own.
- Elicit the answers given by the students to questions 1-3 in exercise 2.

Audioscript 3.10 page 99

Female student Judging by the fact that there are bushes, long grass and a river, I'd say that the photo was taken in a forest, or some such place. The fact that he's got a camera would suggest that he's some kind of photographer or cameraman. He's sitting behind a bush, so obviously he wants to blend in with his surroundings. Perhaps he's trying to film some bird or other. It's clear from the fact that he's bothered to bring such a large piece of equipment that he's planning to be there for some time. I'd say from his body language and with his eye pressed up to his camera that he's patient and determined to get his photo.

Male student There are no signs or shop windows. This would point to the fact that she's in a back street rather than on a main road. The people look Japanese to me, which leads me to think that this could be Tokyo or some other large city in Japan. The woman who's trying to blend into the background is wearing a costume which has been made to look like a vending machine. I take it that she's pulled the top part up in order to hide. Why is she hiding? It's impossible to say with any certainty. She could be some kind of private investigator, I suppose. However, I think the whole thing is a bit far-fetched. I doubt if anyone would really wear a costume like that - and it doesn't even work, because the boy has seen her! It strikes me as very odd that somebody has captured precisely this moment on camera. For that reason, I assume that the picture was set up so to speak. It might even be an advertisement of some kind.

Exercise 4 3.10 page 99

- Focus on the instructions for the task. Make sure students understand that they shouldn't attempt to write in the answers before listening since there are several possible options.

1 h 2 c 3 k 4 f 5 a 6 m 7 e 8 b 9 i 10 l
11 d 12 g 13 j

Exercise 5 page 99

- Students work individually. Explain that there are several possible answers for each one as many of the structures are synonymous.
- Students will probably have noticed that *the fact that* features several times in the expressions. Explain that it is a useful language tool that allows us to convert a verb + noun clause into a noun clause. For example, the expression *judging by* is followed by a noun, e.g. *Judging by his position / his expression / his mood*. If there is no suitable noun, prefacing a verb + noun with *the fact that* will give it the function of a noun, e.g. *Judging by the fact that he's sitting by a bush / he's frowning / he's not saying much*.

(Possible answers)

- Judging by the fact that there's a microphone, I'd say it's a video camera.
- The fact that he has a grey beard would suggest that he's quite old.
- He's chosen this career, so obviously he likes being alone.
- It's clear from the fact that the boy is turning around that he's seen the woman.
- It doesn't look like a real vending machine, which leads me to believe it's just a joke.

Language note - so to speak

So to speak has a slightly different function from the other vague language phrases. It is used when you know that you have expressed something in an unusual or amusing way, e.g. *It was a human vending machine, so to speak.* (unusual) *That's the vicar that married my mother, so to speak.* (amusing)

The expression *as it were*, which we hear in the recording, is used in exactly the same way.

Exercise 6 page 99

- Read the *Speaking tip* together. Ask students to find examples of vague language in exercise 4, check the answers briefly, referring also to the Language note, and then ask them to rewrite the sentences.

or some such
some other
some kind of

so to speak
look ... to me

- He's wearing a coat made of feathers or some such material.
- The photo was taken in Brazil or some other South American country.
- He looks bored to me.
- She works as some kind of private investigator.
- She looks in her thirties to me.
- She wants to blend into the background, so to speak.

Exercise 7 page 99

- Refer students to the task on page 152. Each student should speak for approximately two minutes. Encourage them to try out some of the phrases they hadn't come across or actively used before.

Optional speaking activity 9F

Presentation: private life

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can draw conclusions from photos. I can use vague language to draw imprecise conclusions about what I see in a photo.*

9G Writing analysis

Opinion essay

LESSON SUMMARY

Writing: an opinion essay

Grammar: passive structures with *consider, believe, etc.*

Vocabulary: common collocations

Topic: State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder exercise for homework.

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in for the writing analysis brief, and skip the lead-in for the writing task. Follow the shortcut above for the writing analysis lesson. In the writing task lesson set exercises 8 and 9 for homework.

LEAD-IN 2-3 MINUTES

- Elicit the meaning of the word *censorship*. Put students into small groups to discuss where and when censorship happens, who benefits from censorship and whether it is acceptable or not. After 2-3 minutes, conduct feedback.

Culture note – Noam Chomsky

Noam Chomsky born in 1928 in Pennsylvania, USA, and is best known for his academic work in the field of linguistics. He is also a philosopher, cognitive scientist, political activist and lecturer at MIT (Massachusetts Institute of Technology).

Exercise 1 page 100

- Divide the class into pairs to discuss the quotation and have a class feedback. Ask if they can think of examples of people who have been refused a voice because they are despised.
- Ask students who are in favour of censorship to think of examples where information should be censored.

The quotation is against censorship. Its message is that everybody, even people whose actions or beliefs are hateful, should be allowed to voice their opinions.

Exercise 2 page 100

- Students read the essay and discuss the question with a partner.

The writer's basic answer is that in a democratic society freedom of speech should be maintained wherever possible. However, there are situations where it must be sacrificed. For example, we should not be free to make public statements which are damaging to a person's reputation, or to give information which may endanger public security.

Exercise 3 page 100

- Students read the *Writing tip* and do the exercise alone.

... the fact that newspapers and TV news stations report stories ... **is seen as** one of the signs ...

Freedom of speech **is usually regarded** as one of the cornerstones ...

It **is widely accepted** that ...

(Possible answers)

It is widely known that the first amendment to the American Constitution ...

It is generally considered desirable that ordinary citizens in a democracy ...

It is generally accepted that total freedom of speech is impossible ...

For further practice of *Passive structures* with *consider, believe, etc.* go to:

Grammar Builder 9.3 Student's Book page 129

- It is widely accepted that human actions are responsible for global warming.
- Monsoons are usually regarded as a tropical phenomenon.
- It is often said that wind power is the best solution to the global energy crisis.
- Oil is generally considered to be running out.
- Public transport is usually seen as too unreliable.
- Commercial flights are widely acknowledged to cause a great deal of pollution.
- It is frequently reported that flooding has worsened in recent years.

Exercise 4 page 100

- Students can do the exercise alone or in pairs.

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

Exercise 5 page 100

- Students complete the exercise alone or in pairs.
- Elicit or explain the meaning of *jeopardise* (put in danger) and *stir up* (make people feel a strong emotion) and practise the pronunciation of *jeopardise* /'dʒɛpədɑɪz/.

- national security
- personal opinions
- free speech
- catastrophic results
- state censorship
- false accusations

Exercise 6 page 100

- Divide the class into pairs or small groups to discuss the question.

Lesson outcome

Ask students: *What have you learnt today?* and elicit: *I can write an opinion essay. I can use passive structures with consider, believe, etc. to achieve a formal style.*

9G Writing task

Opinion essay

LESSON SUMMARY

Writing: an opinion essay

Language: describing the current situation, restating the question

Topic: Media, State and society

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and ask students to finish writing their essay for homework.

LEAD-IN 3-4 MINUTES

- Put students into pairs and ask them to brainstorm positive and negative points about the effects the Internet has had on society and people's lives. After two minutes, put two pairs together to compare and discuss their lists. If there is time, conduct class feedback.

Exercise 1 page 101

- Give students two or three minutes to discuss the proposition. Afterwards collect ideas of the pros and cons of tighter censorship onto the board for students to refer to later in the lesson.

Arguments for:

There is a huge amount of offensive material, e.g. pornography or extreme racism.

It is very easy for children or other vulnerable groups to access it.

Offensive material is regulated in other media so why not on the net?

Arguments against:

People have a right to make their own decisions about what they want to look at.

It's not practical, governments can censor local material but they can't censor material from other countries.

If groups are banned, they go underground and become martyrs.

Exercise 2 page 101

- Ask students to read the articles and then talk to a partner about whether it changes their opinion, confirms it or doesn't affect it at all.
- Ask students what they understand by *cyber-bullying* (when an individual is repeatedly picked on through emails, texts or website postings), *crackdown* (severe action taken to prevent a crime), *glorify* (make something seem better than it is).

Exercise 3 page 101

- Students discuss the questions in pairs.

Exercise 4 page 101

- Students can plan their essay with a partner. Remind them that an opinion essay shouldn't be as balanced as a discussion essay in terms of giving equal weight to the opposing point of view.

Exercise 5 page 101

- Focus on the *Writing tip* and the introduction to the model essay. Elicit the answers to the questions.

The first and second sentences describe the current situation.

The third and fourth sentences rephrase the question.

Exercise 6 page 101

- Students write their introduction using the language provided. Allow three or four minutes for this.

Exercise 7 page 101

- Monitor as the pairs share their ideas. Ask one or two groups to read out their final version.

Exercise 8 page 101

- Individually, students write the main body of their essay. Allow approximately fifteen minutes for this stage.

Exercise 9 page 101

- Students check their work using the checklist and write a final draft if necessary.

Optional writing activity 9G

Letter to the editor

www.oup.com/elt/teacher/solutions

Lesson outcome

Ask students: *What have you learnt today?* and elicit: *I can write an opinion essay. I can write an introduction describing the current situation and restating the question. I can use passives to make my writing more impersonal.*

Get Ready for your Exam 9

LEAD-IN

- Discuss with the class what you can learn by watching a person's body language. Ask students how good they are at guessing other people's emotions or hiding their own.

Exercise 1 page 102

- Ask a student to read the instructions. Ask students to rehearse describing the picture in pairs – one person talks for a minute, the other ticks the words and phrases that have been used. Allow three minutes. Ask one or two students to describe the picture in front of the class.
- In a **weaker class**, pre-teach *deceit*, *deception*.

Exercise 2 3.11 page 102

LISTENING EXAM TASK – MULTIPLE-CHOICE

- In a **weaker class**, ask students to read the instructions and the questions. Then ask: *What different groups of children took part in the experiment? Do you think people lie a lot in everyday life? What kind of people do you think detect lies the best? Does the ability to detect lies depend on age, gender or profession? Why?*
- In a **stronger class**, students read the instructions and the task on their own.
- Remind students there's no need to complete the task after the first listening. Play the recording once.
- Tell students to read once more those questions they haven't answered and to concentrate on them while listening the second time.
- Play the recording the second time. Check answers as a class.

1 C 2 A 3 D 4 D 5 B

Audioscript 3.11 page 102

Whether we like it or not, deception – telling lies – is a part of everyday human interaction, whatever our race, our gender or our age. Researchers have explored the development of deception in children. Some of the most interesting experiments have involved asking youngsters not to take a peek at their favourite toys. The child is secretly filmed by hidden cameras for a few minutes, and then the experimenter returns and asks them whether they peeked. Almost all three-year-olds do, and then half of them lie about it to the experimenter. By the time the children have reached the age of five, all of them peek and all of them lie. The results provide compelling evidence that lying starts to emerge the moment we learn to speak.

A few years ago there was a national survey into lying, focusing on adults. Only eight per cent of respondents claimed never to have lied. Other work has invited people to keep a detailed diary of every conversation that they have, and of all of the lies that they tell, over a two-week period. The results suggest that most people tell about two important lies each day, that a third of conversations involve some form of deception, that four in five lies remain undetected, and that more than 80 per cent of people have lied to secure a job. What are the telltale signs that give away a lie? Is it possible to teach people to become better lie detectors? Psychologists have been exploring this question for 30 years. The research has studied the lying behaviour of salespeople, shoppers, students, drug addicts and criminals.

The results have been remarkably consistent – when it comes to lie detection, the public might as well simply toss a coin. It doesn't matter if you are male or female, young or old; very few people are able reliably to detect deception. The results suggest that we can't even tell when close family members are being economical with the truth.

We're in good company. Psychologist Paul Ekman from the University of California, San Francisco, showed videotapes of liars and truth-tellers to various groups of experts, including robbery investigators, judges and psychiatrists, and asked them to try to identify the lies. All tried their best. None of the groups performed better than chance.

So why are people so bad at detecting deceit? The work of psychologists such as Professor Charles Bond from the Texas Christian University provides a clue. He has conducted surveys into the sorts of behaviour people associate with lying. He surveyed thousands of people from more than 60 countries, asking them to describe how they set about telling whether someone is lying. People's answers are remarkably consistent. From Algeria to Argentina, Germany to Ghana, Pakistan to Paraguay, almost everyone thinks liars tend to avert their gaze, nervously wave their hands around and shift about in their seats. There is, however, one small problem. Researchers have spent hour upon hour carefully comparing films of liars and truth-tellers. On each showing, the observers look out for a particular behaviour, such as a smile, blink or hand movement.

The results are clear. Liars are just as likely as truth-tellers to look you in the eye, they don't move their hands around nervously and they don't shift about in their seats (if anything, they are a little more static than truth-tellers). People fail to detect lies because they are basing their opinions on behaviours that are not actually associated with deception.

Are there no signs of deception that can be detected in people's body language and facial expressions? Not necessarily. The simple fact is that the real clues to deceit are in the words that people use, not the body language.

Exercise 3 page 102

- Ask a student to read the instructions. Allow two minutes to scan the text. Get feedback by asking what sort of crime is described, what the criminal was unable to lie about and what this inability resulted in.

Exercise 4 page 102

USE OF ENGLISH EXAM TASK – ERROR CORRECTION

- Tell students to read the text carefully at least twice to understand all the sentences and logical connections between them.
- Allow 5–8 minutes for students to do the task individually. Check the answers as a class.

1 he 2 ✓ 3 the 4 for 5 ✓ 6 that 7 ✓ 8 ✓
9 had 10 ✓ 11 the 12 ✓ 13 was 14 that 15 to
16 not 17 he 18 that 19 as 20 ✓ 21 was 22 with
23 ✓ 24 he

GET READY TO SPEAK

Exercise 5 page 102

- Ask students to tell each other about when they might be tempted to lie.

Exercise 6 page 102

SPEAKING EXAM TASK – DEBATE

- Ask students to work in pairs and discuss the statement. Allow 6–7 minutes. Ask two pairs to present their discussion in front of the class.

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt about scientific research on lying and about lie detectors. I have completed a multiple-choice listening comprehension task. I have practised vocabulary and grammar through a gap-filling task. I have planned an oral presentation.*

Map of resources

10A Vocabulary and listening

Student's Book p103, Workbook p83

Photocopiable Activity: 10A Endings (TRCD-ROM)

10B Real English

Student's Book p104, Workbook p84

Photocopiable Activity: 10B Save our planet! (TRCD-ROM)

10C Culture

Student's Book p105, Workbook p85

Photocopiable Activity: 10C Film endings (TRCD-ROM)

10D Reading

Student's Book pp106–107, Workbook pp86–87

Photocopiable Activity: 10D Live forever (TRCD-ROM)

10E Grammar

Students's Book p108, Workbook p88

Photocopiable Activity: 10E Complex sentences (TRCD-ROM)

10F Speaking

Student's Book p109, Workbook p89

Photocopiable Activity: 10F Presentation (TRCD-ROM)

10G Writing

Student's Book pp110–111, Workbook p90

Photocopiable Activity: 10G Propositions (TRCD-ROM)

10 Review and Tests

Review 9–10 Student's Book p112

Review 1–10 Workbook p101

Photocopiable Activity: 10 Review (TRCD-ROM)

Student Self-Test Sheets 10, 1–3 (TRCD-ROM)

Unit 10 Progress Tests & Short Tests (Test Bank CD)

Cumulative Test 6–10 (Test Bank CD)

Cumulative Test 1–10 (Test Bank CD)

Get Ready for your Exam 10

Student's Book p114

Workbook pp91–92

Workbook pp93–96 Exam Challenge

iTools Unit 10

Teacher's Resource Disk (TRCD-ROM)

Interactive exercises (2xGrammar, 4xVocabulary)

Photocopiable Grammar activities (x2)

Photocopiable Vocabulary activities (x2)

Warmers and fillers

Extra Workbook listening exercises 10A Describing objects

10B Faustus' final speech

10A Vocabulary and listening

Farewell

LESSON SUMMARY

Vocabulary: synonyms for *end***Listening:** nine endings of dialogues and monologues**Speaking:** a role-play – the ending of a conversation**Topic:** People

SHORTCUT

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

LEAD-IN 3–4 MINUTES

- Put students in pairs or small groups. Ask them how many ways they know to say *goodbye* in English. Give them one minute to brainstorm. (Answers could include: *Goodbye, bye, bye bye, see you soon, see you later, see ya, ciao, cheers, cheerio, have a nice day, take care, nice to meet you, hope to see you again some time, must be off, I'm off now.*) Then give them categories: a close friend, your friend's parents, your employer, a new acquaintance. Ask them to discuss which goodbyes they would use in each case and why.

Language note – Farewell

As an exclamation the word *farewell* is very old-fashioned and formal. However, as a countable noun, e.g. *We said our farewells and left* it is still in relatively common use.

Exercise 1 page 103

- Ask students to discuss the photos in pairs. Encourage them to use language of speculation (*I imagine, I'd say, I guess*) and also to recycle some of the language for making deductions from lesson 9F (*Judging by the fact that they're smiling, It's clear from her expression, etc.*).

Exercise 2 page 103

- Read the quotation as a class and elicit some explanations of its meaning.

These lines (spoken by Juliet) describe their sorrowful parting which is also sweet because they will only be apart for one day before they meet again. It also encapsulates the idea that the joy of meeting after having been apart is more intense than the joy of being together not having spent time apart.

Exercise 3 3.12 page 103

- Tell students that they are going to hear the ends of nine conversations and monologues.
- With a **weaker class** pause after each speaker to allow them a moment to confer with a partner before noting the answer.

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

Audioscript 3.12 page 103

Extract 1

English, then, is now the global lingua franca. It is the language of international business, science, technology, aviation and diplomacy. While there are benefits of having a single language in which the majority of the world's population can communicate, the dominance of English may not be such good news for a large number of minority languages. As we have seen, it is likely that many of these languages will cease to exist over the next century or so.

Please join us again next week in *Language Matters*, when we will be looking at the different varieties of English spoken around the world and asking if it still makes sense to talk of 'standard English'. Till then, goodbye.

Extract 2

Interviewer Finally, I'd like to just talk about your qualifications. You have four A-levels and you've just completed a degree in mechanical engineering, is that right?

Interviewee Yes. I took my final exams in the summer, and the results are due out in a week or so. I'll send you a copy of the results as soon as I get them.

Interviewer That would be great. Now, do you have any questions?

Interviewee Um, no, I don't think so. You've addressed all my queries.

Interviewer Well, thank you very much for coming in. We'll be in touch shortly to let you know if we'd like you to come back for a second interview.

Interviewee Thank you. It was a pleasure to meet you.

Interviewer And you. Goodbye.

Interviewee Goodbye.

Extract 3

Interviewer So the research was carried at the hospital?

Scientist That's right. We have a big team of researchers working there.

I And this research culminated in the discovery of the gene responsible for a rare form of bone cancer.

S That's right. Hopefully it will lead to a cure for this disease.

I Indeed. Thank you, Professor Jones, for coming in and talking to us about your work.

S Thank you.

Extract 4

The train about to depart from platform 4 is the 18.05 service to Edinburgh. Owing to engineering works at Berwick, this service will terminate at Newcastle. There will be a bus service from Newcastle to Dunbar. Network Rail would like to apologise for any inconvenience that this causes to passengers. That's platform 4 for the 18.05 service to Edinburgh.

Extract 5

The score was nil-nil at the break after a disappointing first half in which both teams squandered opportunities to score. United took the lead early in the second half but City were level within minutes when Andy Hodgson scored from the penalty spot. United dominated in the final quarter but Ryan Jones wrapped it up for City with a goal in extra time.

Extract 6

Groom And now I'd just like to conclude this rather long speech by thanking the bridesmaids for looking after Karen today. Don't they all look lovely? So, ladies and gentlemen, will you all join me now in drinking the toast to: 'the Bridesmaids'.

All The bridesmaids.

Extract 7

Businessman So, I think we're all agreed, then.

Businesswoman Yes, it only remains for us to finalise the precise terms of the agreement. And I think we can leave that to another day.

Businessman Indeed. It's been a pleasure to do business with you, Connie.

Businesswoman Yes, and with you. Now perhaps you and your colleagues would like to join us for lunch?

Businessman We'd be delighted.

Extract 8

Boy You're not leaving already are you, Jane?

Girl Yes, I really must be going.

B But it's only ten o'clock. The party doesn't wind up till eleven.

G I know, but I've got to get up at the crack of dawn tomorrow.

B Why? What are you doing?

G We're driving up to Scotland to see my grandparents. My dad says we've got to make a really early start to beat the holiday traffic.

B Can't you just stay a bit longer?

G No, I'd better not.

B Shall I order you a taxi?

G No, it's OK, thanks. My dad'll come and pick me up. I'll give him a ring now.

B Oh, well, have a good time in Scotland.

G Thanks, Daniel. I will. You have a good weekend too.

B Bye now. Take care.

G Bye. See you soon.

Extract 9

Compere Let's hear a big round of applause for Annette Curtain! That's the last of our acts for tonight's show. If you'd like to see Annette in next week's final, ring 0408 99 88 05. The phone lines are now open and they close at nine o'clock. Here's a quick reminder of the numbers for all the contestants. For Hazel ring 0408 99 88 01, for Doug add 02, for Sue it's 03, for Tom 04 and for Annette 05. Be sure to join us again at 10.30 when we'll reveal which acts you have chosen to go through to the grand final!

Exercise 4 3.12 page 103

- Ask students to tell you what meaning is central to all the words in the box (they all mean 'to end').
- Students complete the exercise alone or in pairs. Tell them to look carefully at the dependent preposition in the sentences to help them arrive at the answers.
- You could extend the exercise by writing up gapped sentences, giving the initial letter, which contain the words meaning 'to end' in the other three recordings.
 - You've just c_____ a degree in engineering. (completed)
 - This service will t_____ at Newcastle. (terminate)
 - We need to f_____ the precise terms of the agreement. (finalise)

1 cease

2 culminated

3 wrapped (it) up

4 conclude

5 wind up

6 close

Exercise 5 page 103

- Ask students to read the Thesaurus entry silently to themselves. Do the first sentence together to ensure they understand that they should find verbs which do not fit the sentence.
- In feedback ask students to justify their answers.

1 stop, finish, conclude (because *end* is the only word that can be used to refer to space as well as time)

2 conclude (because it's not talking about *how* it finished), stop (because it's not going to start again)

3 stop (see explanation for sentence 2)

4 end, conclude, finish (there is no sense of something ending because it has been completed)

5 stopped (because there is a sense of completion)

Exercise 6 page 103

- Ask students to include at least six turns in their dialogues. Suggest that they practise reading the dialogue aloud so that when they act it out they are not just reading the script.

Exercise 7 page 103

- Ask as many of the pairs as possible to act out their dialogues.

Alternative speaking activity 10A

Role-play: saying goodbye

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For further practice of Synonyms and antonyms, go to:

Vocabulary Builder 10.1 Workbook page 112

- 1 2 minute
 - 3 objective
 - 4 biased
 - 5 comic
 - 6 solemn
 - 7 over the moon
 - 8 as miserable as sin
 - 9 vital
 - 10 trivial
 - 11 opportune
 - 12 ill-fated
 - 13 as tough as old boots
 - 14 vulnerable
 - 15 priceless
 - 16 worthless
- 2 1 priceless
 - 2 tiny
 - 3 dejected
 - 4 opportune
 - 5 solemn
 - 6 impartial
 - 7 trivial
 - 8 invincible

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can say farewell in a variety of contexts and situations.*

10B Real English

Threats to our planet

LESSON SUMMARY

Grammar: *whatever, whoever, etc.*

Reading: environmental facts

Speaking: a discussion about threats to our planet

Topic: Environment

SHORTCUT

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

LEAD-IN 1–2 MINUTES

- Ask students to look at the pictures and discuss what they illustrate and how they are connected. Put them in pairs to discuss. Conduct class feedback.

Exercise 1 page 104

- Students complete the exercise individually or with a partner.

- 1 exported
- 2 rubbish
- 3 extinction
- 4 resident
- 5 tailbacks
- 6 occurred
- 7 degrade
- 8 carbon dioxide
- 9 equivalent
- 10 raw material
- 11 polar icecaps
- 12 impact

Exercise 2 page 104

- Students discuss the questions in pairs. Ask a few pairs to present their opinions and reasons to the class.

Exercise 3 3.13 page 104

- Ask students to note down any language which indicates how optimistic or pessimistic they are.
- Pause after each speaker to allow students to compare their thoughts.

Speaker 1 is least optimistic. (*I have the feeling it's probably too late to reverse climate change ...*)

Speaker 2 is most optimistic. He doesn't take the threat of bird flu epidemics very seriously and is optimistic that it can be dealt with (*they blow it out of proportion, I don't think about it too much, you have to trust in science*).

Speaker 3 thinks the dangers are very real but thinks there's a chance they can be dealt with (*It could be solved if there was the political will, Maybe if we defeat international terrorism ...*)

Audioscript 3.13 page 104

Speaker 1 – Sarah Whichever way you look at it, global warming is a very real threat and one that really needs to be addressed. I believe that collectively we have a duty to try and combat climate change – everybody should do their bit and make an effort, however small. Governments need to invest in renewable sources of energy, hydroelectric, solar and wind power, which may be expensive in the short term, but will be economical in the long term. We also need to develop an alternative to the internal combustion engine which for the last hundred years or so has powered all the cars and lorries on the roads, and is a major source of carbon dioxide emissions. On a more personal level we should try to rely less on our cars, use public transport more, try to use less energy in our homes by turning off lights, insulating our roofs, that kind of thing. However, I have the feeling it's probably too late to reverse climate change, and our energy would be better spent thinking of ways to live with it and adapt to it.

Speaker 2 – Chris One threat that has surfaced in recent years is um global viruses such as bird flu – the idea of global viruses is pretty frightening, and in the past viruses have killed tens of millions of people – uh there was an epidemic of flu after the First World War which actually killed more people than died in the entire war itself ... which is pretty scary. The problem is that it's very difficult for the average person to assess the risk, you know, to know how seriously to treat the threat. Whenever the media hear about an outbreak of bird flu, they always blow it out of proportion – scare stories start appearing in the press and on TV and before you know it everybody's in a panic. And however much the government scientists try to reassure us, nobody really believes them. Personally I don't think about it too much and I think the chances of a global virus significantly affecting large numbers of people is quite small – but that's just my opinion – it isn't really based on any uh scientific analysis or anything. But I think you have to trust in science and scientists can develop and stockpile vaccines for viruses like bird flu.

Speaker 3 – Clare I think a nuclear war is still one of the biggest threats to civilisation. I know the Cold War between the East and the West ended about twenty years ago but very few countries have decommissioned their nuclear weapons so the threat of a nuclear holocaust still hangs over our heads. Ultimately though I think it's a problem that could be solved if only there was the political will. I think we in the UK should bring in measures to gradually get rid of our nuclear arsenal – but realistically I don't think there's any chance whatever of that happening in the foreseeable future. Um I think the main problem is the danger of nuclear proliferation, and I think that whatever we do with our own nuclear weapons, we have to prevent other countries from developing their own. I know it sounds hypocritical, but if countries which are politically very unstable, countries which are run by dictators, get their hands on atomic weapons, I think there's a strong chance they would use them. So I think we have to be hard-headed about it. The other danger with nuclear weapons links in with another serious global threat, and that's terrorism. I think there are some terrorist groups who would really like to get hold of nuclear weapons, or even weapons-grade nuclear materials that they could turn into a so-called 'dirty bomb', and turn them on their enemies – and in most cases, that's us in the West. Maybe if we can defeat international terrorism governments will be more willing to decommission their nuclear arsenals.

Exercise 4 page 104

- Students complete the exercise alone or in pairs.
- Check understanding of the collocations by asking for a synonym or explanation for each verb: *address* (deal with), *combat* (stop something from happening), *assess* (calculate), *stockpile* (store large quantities of), *decommission* (stop using), *bring in* (introduce).

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

For further practice of *whatever*, *whoever*, *etc.*, go to:

Grammar Builder 10.1 Student's Book page 129

- 1 **whoever**
- 2 **whatever**
- 3 **whichever**
- 4 **however**
- 5 **whenever**
- 6 **wherever**

Language note – *whatever* meaning 'at all'

Sentence 5 of exercise 5 is an illustration of a different use of *whatever*. After *any* or *no*, *whatever* can be used to mean 'at all', for example *He's got no idea whatever about what he wants to study at university*. *Whatever* can also be replaced by *whatsoever* in this structure.

Exercise 5 3.13 page 104

- Focus on the information in the *Learn this!* box and ask students to complete the exercise individually.
- 1 **Whichever way you look at it, global warming is a very real threat. (However is also possible.)**
 - 2 **Everybody should do their bit and make an effort, however small.**
 - 3 **Whenever the media hear about an outbreak of bird flu, they always blow it out of proportion.**
 - 4 **However much the government scientists try to reassure us, nobody really believes them.**
 - 5 **Realistically I don't think there's any chance whatever of that happening in the near future.**
 - 6 **Whatever we do with our own nuclear weapons, we have to prevent other countries from developing their own.**

Exercise 6 page 104

- As the pairs prepare their ideas, circulate and feed in vocabulary if necessary. Encourage them not only to describe the threat but to think about what the government and individuals should do to help address the threat.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can talk about global threats. I can use whatever, whoever, etc. to emphasise points.*

10C Culture

Happy endings?

LESSON SUMMARY

Listening: a film critic talking about film endings

Vocabulary: adjectives to describe film endings

Speaking: discussing film endings

Topic: Culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and limit the discussion time in exercises 1 and 6.

LEAD-IN 3-4 MINUTES

- Ask students to look at the title of the lesson. Put them in pairs and ask them to discuss what kind of films usually have a happy ending. (Examples include children's films, chick flicks, romantic comedies, musicals.) Also ask what kind of films they would expect not to have a happy ending (e.g. horror films, tragedies, some true life stories / documentaries, war films, drama, gangster movies). Ask them how important they feel the ending of a film is. Elicit ideas in a whole class feedback session.

Exercise 1 page 105

- Before students discuss the endings explain or elicit the meaning of some of the less familiar words in the box.
 - *upbeat* (positive and enthusiastic)
 - *finale* /fɪˈnaɪl/ (the last part of a show or piece of music)
 - *bleak* (depressing)
 - *(I) could see it coming* (it was predictable)
 - *dramatically coherent* /kəʊˈhɪərənt/ (fitting together in terms of the story)
 - *mystifying* (confusing or thought-provoking)

Exercise 2 3.14 page 105

- Tell students they are going to hear a critic talking about these films and others. Explain that they will hear a lot of unfamiliar vocabulary but they will be able to do the task as long as they 'screen out' the parts they don't understand.
- Play the recording once and ask students to compare their ideas with a partner before class feedback. Ask if they agree with the critic's opinions of the film endings they know.
- With a **weaker class**, pause at appropriate moments to allow them to write their answers.

1 + 2 - 3 - 4 - 5 + 6 + 7 + 8 + 9 -

Audioscript 3.14 page 105

When was the last time you walked out of a movie theatre and thought: Wow, what a great ending! It's an all-too-rare experience. Hollywood movies are expert at starting with a bang, but by the final reel, inspiration is often replaced by rote – or the smell of fear, as the corporate suits strong-arm their filmmakers to come up with a finale that desperately tries to please everyone but ultimately satisfies no one.

Every summer, we can expect a deluge of blockbuster films with happy endings. But how many of these upbeat finales fill us with real joy, the way that rousing rock-and-roll finale of the original *Shrek* left us with a big childlike grin on our faces? Constructing these extravaganzas, the studios often think that throwing millions of dollars of special effects in our faces is a reasonable substitute for a dramatically coherent ending, as if the sheer noise and spectacle will convince us that we're having a thumping good time. You needed an air-traffic controller to sort out all the colliding flying heroes and villains in the overstuffed finale of *Spider-Man 3*. Let's not even talk about that interminable 30-minute fight scene near the end of the last *Pirates of*

the Caribbean, a fight in which nothing was at stake because everybody was already dead – including, apparently, the screenwriters.

Special effects have become the crutch of lazy dramatists, and they've probably damaged more endings than they've helped. *Enchanted* was purring along just fine until someone decided it needed a big, tacky computer-generated dragon to liven up the climax – a jarring shift of tone that threatened to undo the movie's genuine enchantment.

Hollywood has convinced itself, against considerable evidence, that audiences insist on happy endings. How, then, can you account for two of the most popular movies ever: *Titanic* and *Gone With the Wind*, and, of course, the *Godfather* movies? Frankly, my dear, we don't give a damn if the ending is happy or sad, as long as it's right. Great endings come in many forms. There are movies that have great last lines: look no further than 'Nobody's perfect' from *Some Like It Hot*. There are movies that have indelible last shots, like that long (wordless) walk that Alida Valli takes past Joseph Cotten at the end of *The Third Man*, a shot that has echoed through movie history. Twist endings are in a special category: like walking a tightrope without a net, they run the risk of total disaster. But when they work – as *The Sixth Sense* did, spectacularly – they make you rewind the entire movie in your mind, and want to see it again.

Stanley Kubrick knew a thing or two about endings: can anybody forget the mystical and mystifying conclusion to *2001: A Space Odyssey*, an image of cosmic rebirth that has been parsed and probed for decades. There's much to be said for a conclusion that leaves us with a question, not an answer. The lack of closure makes it impossible to stop thinking about what you've just seen. The right riddle ending extends the life of the movie far beyond its running time. When someone does come up with an original ending, everyone aches it. Brian de Palma freaked us out at the end of *Carrie* with that final, unexpected jolt from the beyond the grave – you thought the movie was over, but it wasn't. The trick was so inspired, it was immediately imitated by every horror movie, until it curdled into an annoying cliché.

My own favourite recent romantic happy ending comes at the end of *Before Sunset*, in a scene between Ethan Hawke and Julie Delpy, two former lovers who meet again after a life-changing separation. The screen goes blank a moment before we expect it to – before the clinch – on a thrilling note of suspended romantic expectation so artfully timed it takes your breath away. Far more common, alas, is the egregious happy ending in which the lovers declare their passion for each other in a public place, surrounded by strangers who burst into wild applause as they kiss. Martin Scorsese may have been the last director to get away with this (just barely) in *Alice Doesn't Live Here Anymore* in 1974, but it has become a self-congratulatory staple of some of the worst movies in recent memory – and even some not-so-bad romantic comedies such as *Love Actually*. Is it too much to hope that not a single summer movie this year will feature this shameless spectacle at its climax? That would be a very happy ending indeed.

Exercise 3 3.14 page 105

- Give students plenty of time to read through the sentences and answer any vocabulary queries.
- Play the recording again and ask students to check their answers in pairs.

- 1 T
- 2 T
- 3 F (Its success confirms that happy endings are not what audiences want.)
- 4 NS
- 5 NS
- 6 T
- 7 F (They meet again after a life-changing separation.)
- 8 F (She hates films where strangers burst into wild applause as the lovers kiss.)

Exercise 4 page 105

- Students can work alone or in pairs, referring to a dictionary if necessary.
- 1 Films can be inspired at the beginning but then become more and more formulaic.

- 2 Lazy dramatists rely on special effects to make up for other failings in the film.
- 3 The closing shot of *The Third Man* is extremely memorable.
- 4 If someone makes a film with an unusual ending, everybody copies it.

Exercise 5 page 105

- As revision, elicit the meaning of *connotation* (the extra (positive or negative) meaning a word contains in addition to its core meaning).
- Give students two minutes to use their intuition to categorise as many words as possible. After that time ask them to compare their ideas with a partner and then look up any of the words that neither is sure of in the dictionary.

Positive: feel-good, heart-rending, intriguing, spectacular, subtle, touching, thought-provoking

Negative: baffling, clichéd, hackneyed, incongruous, nonsensical, overblown, sentimental, unsatisfying, vague

Neutral: ambiguous, shocking, unexpected

Exercise 6 page 105

- Students work alone and then compare answers in pairs.

- 1 heart-rending
- 2 unexpected / shocking
- 3 unexpected / shocking / intriguing
- 4 overblown / hackneyed / nonsensical
- 5 incongruous
- 6 ambiguous / intriguing / subtle / unexpected

Exercise 7 page 105

- Students complete the sentences and then compare answers with a partner.

Exercise 8 page 105

- Go round monitoring and contributing to the students' discussions.

For further practice of *Adverbs of degree*, go to:

Vocabulary Builder 10.2 Workbook page 112

- 1 1 c 2 d 3 a 4 e 5 b 6 i 7 h 8 f 9 j 10 g
- 2 2 could scarcely believe
- 3 hotly denied
- 4 vaguely remember
- 5 flatly refused
- 6 strongly disapprove
- 7 significantly differ
- 8 deeply offended
- 9 seriously damage
- 10 entirely agreed

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can describe and discuss the endings of films.*

10D Reading

Immortality

LESSON SUMMARY

Reading: an article about longevity

Vocabulary: negative affixes

Speaking: a discussion about immortality

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in and discussion in exercise 7 brief and ask students to read the text at home before the class.

LEAD-IN 2-3 MINUTES

- Ask students: Do you know any fictional characters who are immortal? Put them in pairs to share ideas. (*Highlander*, *X-Men* and other comic book characters, characters in the TV series *Heroes*, Voldemort in *Harry Potter*, Dracula) Ask them to discuss whether these characters have any problems with being immortal.

Exercise 1 page 106

- Focus on the photo and ask students to speculate about what is inside the tanks.

Exercise 2 page 106

- Give students two minutes to read the two paragraphs and answer the questions in pairs.

The metal cylinders contain bodies which have been drained of blood and frozen in liquid nitrogen.

Cryonics is the business of preserving a person's dead body and bringing it back to life at a time in the future when a cure for the disease which killed the person has been found.

Exercise 3 page 107

- Suggest that students read the rest of text through first to get the general gist, and then underline the key words in the summaries before returning to the relevant parts of the text to see which is the most accurate summary.

B is the best summary.

A is incorrect because it is not scientists but immortalists that believe that death is not biologically inevitable.

C is incorrect because Borges didn't mention the problem of the planet becoming overpopulated.

Exercise 4 page 107

- Students work alone and compare answers with a partner before feedback. Encourage them to underline the section of the text where they found the answer and write the number of the question next to it. This will facilitate the feedback stage.
- During feedback ask students to justify their answers with reference to the text.

- T (*They think it may well be possible to extend human life ... perhaps even for ever:* lines 23–25)
- NS (*It's true that it was misunderstood: However, humans don't have a death gene (line 31) but it doesn't say that that's why attempts failed.*)
- T (*We accept that ... we eventually die of old age:* line 29–31)
- F (*This procedure could, one day, help combat diseases:* lines 44–45)
- T (*Success in eradicating polio ...:* line 37–38)

6 T (*scientists at the Wake Forest ... using human cells:* lines 41–44)

7 T (*the immortal people are ... inert and apparently miserable:* lines 54–55)

8 F (*for those who are at the start of their lives ...:* line 84)

Exercise 5 page 107

- Students do the exercise on their own.

- unimaginable
- malfunctioning
- immaterial
- nondescript
- endless
- misdirected

Exercise 6 page 107

- Students work alone or in pairs.
- Check understanding of *unfeasible* (not achievable), *maladjusted* (having mental and emotional problems), *misconceived* (not carefully considered).

- malformed
- meaningless
- nonexistent
- unwilling
- unfeasible
- maladjusted
- incapable
- misconceived
- impenetrable

Exercise 7 page 107

- Let students think on their own for a few moments and then talk to a partner before the discussion is opened up to the whole class.

Additional speaking activity 10D

Discussion: moral dilemmas

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Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can understand and react to a text about longevity. I have learnt some words with negative prefixes and suffixes.*

10E Grammar

Complex sentences

LESSON SUMMARY

Grammar: complex sentences

Reading: a text about the Darwin Awards, a story about a Darwin Award winner

Speaking: Environment, People

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder exercises for homework and do exercise 4 together as a class.

LEAD-IN 1-2 MINUTES

- Put students in small groups. Ask them to brainstorm what they know about Charles Darwin. After about a minute, elicit information from the whole class. Look at the Culture note for details of his life.

Culture note – Charles Darwin

Charles Darwin (1890–1882) was an English naturalist. In his book, *On the Origin of Species*, published in 1859, he presented compelling evidence for the fact of evolution and also a hypothesis for one of the processes which drives it. He called this process natural selection. Briefly: (a) Living organisms reproduce rapidly, and if all their offspring survived they would soon exhaust all the available food and resources necessary for their survival. It follows that individuals compete for food and resources. (b) Within a species there is usually variation between individuals. (c) It therefore follows that those individuals with characteristics that make them better able to compete for food and resources, or that are better adapted to their environment, will be more likely to survive to adulthood and reproduce, thereby passing on these characteristics to their offspring. In this way, natural selection shapes and changes a species.

Exercise 1 page 108

- Ask students to read the text and answer the question in pairs before eliciting an explanation.

The awards are named after Charles Darwin because they prove that inferior members of a species, namely, people whose stupid acts have led to their deaths, don't survive long enough in this world to have children and pass on their genes.

Exercise 2 page 108

- Students complete the task individually. Check answers. Ask which of the rules 1–5 each sentence exemplifies.
- Reinforce the idea to students that using complex sentences with prepositions in the beginning position will help them achieve a 'sophisticated' style (much like using passive structures) appropriate for writing academic essays and other formal texts.

who the Darwin Awards are bestowed upon
which any right-minded person could be proud of
who it is awarded to
after whom the awards are named
according to which (can't change)
which are then voted for ... (can't change unless we change the passive to active so that the pronoun is no longer the subject of the following verb – see rule 4)
whose stupidity brought them about (can't change because it's a phrasal verb – see rule 2)
for which people can receive an honourable mention

For further practice of Relative clauses, go to:

Grammar Builder 10.2 Student's Book page 130

- 1 The medicine that / which got rid of my cough tasted of liquorice.
 - 3 The Golden Gate Bridge, which we crossed yesterday, is an impressive sight.
 - 4 He's the pilot whose plane crashed yesterday.
 - 5 They're mending the lift that / which broke down yesterday.
 - 6 The woman I asked for information was very helpful.
 - 7 Britney Spears, who sang *Baby one more time*, is hoping to make a comeback.
 - 8 The hotel we had booked was full.
- 2 My grandfather, for whom I have the utmost respect, died fighting for his country.
- 4 My mother's glasses, without which she cannot see, look quite stylish.

- 5 William's best friend, in whom he has always confided, has just moved abroad.
- 7 The wall on top of which Ryan was standing looked like it would topple over.
- 8 The boy with whom Sarah fell in love turned out to be a thief.

Exercise 3 page 108

- Do the first group of sentences as an example, and then ask students to work individually before comparing in pairs.
 - Explain that some of the changes do not involve prepositions.
- 1 Among the 'near misses' is the story of Larry Walters, with whose exploits most fans of the Darwin Awards are familiar.
 - 2 In 1982, he attempted a daring flight using only an ordinary garden chair to which he'd attached 45 helium balloons.
 - 3 The plan, which had been worked out carefully, was to float up to a height of about ten metres from where he'd be able to enjoy a fine view of the surrounding terrain.
 - 4 Unfortunately he rocketed into the air, climbing more than 5,000 metres, at which altitude he remained for more than fourteen hours.
 - 5 Air traffic control received bewildered messages from passenger planes whose pilots had seen Larry.
 - 6 It was a terrifying flight over which Larry had no control.
 - 7 Luckily, Larry had brought his pistol, with which he burst some balloons.
 - 8 He gradually descended to the ground, at which point he was arrested by the police.

Exercise 4 page 108

- Circulate and monitor as pairs complete the exercise.
- 1 Among the 'near misses' is the story of Larry Walters, whose exploits most fans of the Darwin Awards are familiar with.
 - 2 In 1982, he attempted a daring flight using only an ordinary garden chair, which he'd attached 45 helium balloons to.
 - 6 It was a terrifying flight which Larry had no control over.
 - 7 Luckily, Larry had brought his pistol, which he burst some balloons with.

Exercise 5 page 108

- Explain that students are going to look at the story of another Darwin Award winner.
- Do the first sentence together to show that they need to use the information to make complex sentences. They complete the exercise alone or with a partner.
- They can choose a formal or informal style but they must be consistent.

One evening, Fabio was chatting to some friends with whom he was having a quiet drink. Fabio was a 28-year-old Italian truck driver whose hobby was spy gadgets, some of which he had with him. He took a gadget of which he had recently become the proud owner out of his pocket to show some friends. It looked like an ordinary pen, but was in fact a pistol from which a single .22 calibre bullet could be fired. Keen to demonstrate the gadget to his friends, Fabio held it to his head, at which point the gun fired and Fabio died.

Exercise 6 page 108

- Divide the class into A / B pairs. Ask students A to close their books and retell the story of Larry Walters. Students B keep their books open and give prompts if necessary. They then reverse the procedure while students B retell the story of Fabio. Circulate as they do this, monitoring for correct use of complex sentences.
- Ask which person deserved the award more.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can use a wide range of complex sentences.*

10F Speaking

Presentation

LESSON SUMMARY

Listening: beginnings of presentations

Speaking: a presentation on man's relationship with animals, giving historical contexts at the beginning of a presentation

Topic: Environment

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, limit the preparation time for the presentations and ask students to present in small groups.

LEAD-IN 1-2 MINUTES

- Tell students this lesson is about giving presentations. Put them in pairs or small groups and ask them to come up with 5–10 tips they would give to a person who is preparing to write and give a presentation for the first time. After two minutes, conduct class feedback.

Exercise 1 page 109

- Read through the task together and give students two or three minutes to brainstorm three things and the reasons why the world would be better off without them.

Exercise 2 3.15 page 109

- Focus on the instructions and ask students to make notes. Let them compare answers with a partner before class feedback.

Speaker 1 supermarkets: they import food from all over the world, they insist on selling food that looks perfect

Speaker 2 landmines: they injure or kill ordinary civilians

Speaker 3 exams: they are not a good test of ability because some people can't perform under pressure

Speaker 4 chewing gum: it's difficult to clean from pavements and it looks ugly when people chew it

Speaker 5 mosquitoes: they spread malaria

Audioscript 3.15 page 109

Speaker 1 One of the main problems is that they import food from all over the world. Often, a simple packet of green beans has flown halfway around the world before it reaches the shelf. Think of the effect this has on air pollution. Consumers have become so used to seeing perfect produce on shelves that they have forgotten what 'real' food looks like. They want apples that have been polished. They want lemons that have been made artificially shiny by adding a layer of ... er ... the word has just slipped my mind, but it's the stuff you make candles out of! So, for the average consumer, natural food now looks inadequate. The problem with this is that ...

Speaker 2 Although the decisions are always made by the leaders of a country, it's usually the ordinary civilians – including innocent children – who suffer as a consequence. And the suffering continues for years, or even decades – especially when certain forms of weapon are used. Hundreds of children in Cambodia are killed or injured every year when they accidentally step on ... er ... one of those small bombs that soldiers bury in the ground. The correct word escapes me for the moment. But it's clear in my mind that this particular kind of weapon should be banned. The victims are often nothing to do with the conflict.

Speaker 3 Part of the problem is that they are not a good test of a student's knowledge or ability – they merely test how good that student is at performing under pressure. There are many reasons why a clever, well-prepared student might do badly under those circumstances. He or she might not be feeling 100 per cent that day – or may be suffering from a headache. Is it right that the whole academic future of that person should be decided on one afternoon? A friend of mine suffers from ... oh, I can't quite remember what it's called, but it's a kind of allergy that's caused by plants and flowers – particular in the spring and summer, during exam season! She gets a headache, a runny nose, itchy eyes – and finds it impossible to concentrate! And yet she's one of the cleverest people I know ...

Speaker 4 There are two main reasons why I would like to put an end to it. Firstly, because of the mess it creates. When people get bored with it, they often spit it out onto the pavement where it gets trodden into the paving stones. It's almost impossible to clean off, and so, gradually, the pavements in our cities get more and more covered with ugly, dark blotches. The other thing I can't stand is the way it looks when people are chewing it. Maybe I'm a bit of a snob, but I think it looks really uncouth. The worst thing is when people blow ... er ... what are those things you can blow with it? The word is on the tip of my tongue. No, sorry, I can't remember. Anyway, it looks bad. I also think ...

Speaker 5 I honestly believe that the world would be a much better place if they did not exist – and a much healthier place too, because in biting humans they transfer diseases from one person to another. If they no longer existed, some very serious diseases would disappear overnight. The most obvious of these is ... oh, what's that word? I can't put my finger on it at the moment, but it's a disease which is carried by mosquitoes and infects millions of people in hot countries. It's often fatal. We'd certainly be glad to see the back of mosquitoes – and yet, creatures like that never seem to be endangered. It's always cute, cuddly animals like giant pandas that are in danger ...

Exercise 3 3.15 page 109

- Play the recording again for students to complete the sentences.

1 slipped – wax

2 escapes – landmines

3 called – hay fever

4 tongue – bubbles

5 finger – malaria

Exercise 4 page 109

- Draw attention to the *speaking tip* and then go through the phrases which are already under the headings. Practise some of them by pointing at objects in the classroom for students to describe. For example, point at the board rubber to elicit *It's one of those things for wiping the board.*
- Students categorise the four phrases in the box.

It's quite similar to a ... B

It would come in handy for -ing ... A

A (police officer) would probably have one of these. C

It's a word that means ... D

Exercise 5 page 109

- Focus on the instructions for the game. Make sure students understand that they should think of concrete nouns, whose appearance and use can be described. Appoint a student to be a time-keeper.

Exercise 6 page 109

- Students can pool ideas with a partner at this stage if they wish.

Exercise 7 page 109

- Refer students to the *Speaking tip* and ask the whole class if anybody can think of different phrases. Possible answers: *get rid of, bring an end to, call a halt to.*

Exercise 8 page 109

- Explain to students that language for self-correction and paraphrasing, as well as the language in exercises 3 and 4, forms part of a range of strategies that are used consciously or subconsciously in order to keep communication running smoothly. Ask them to think about some equivalent phrases in their language.
- Students make their presentations to the class. If time is short, they can present to each other in groups.

Optional speaking activity 10F

Presentation: immortality

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Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can give a presentation. I can use a range of techniques to describe something when I have forgotten or don't know the word for it.*

10G Writing analysis

Opinion essay

LESSON SUMMARY

Writing: an opinion essay

Reading: a model essay about eBooks

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and limit the time spent on exercises 4 and 7.

45-MINUTE SHORTCUT

To do the writing analysis and writing task in one 45-minute lesson, keep the lead-in for the writing analysis brief, and skip the lead-in for the writing task. Omit exercise 7 in the writing analysis and ask students to finish the writing task for homework.

LEAD-IN 2-3 MINUTES

- Put students in small groups. Tell them that book groups have recently become popular in the UK (a book group is an informal group of friends who choose a book to read and then meet up after a few weeks to talk about it). Ask them to discuss what kinds of books they like reading or, if they don't read much, why not. Do they like the idea of a book group? Is this kind of pastime popular in their country? Do they think they would read more if they belonged to a book group?

Exercise 1 page 110

- Refer students to the photo and direct the question to the whole class.

eBooks are digital versions of books that can be downloaded to a small machine called an eBook reader.

Exercise 2 page 110

- Students read and discuss the proposition. It may be necessary to explain *obsolete* (no longer used because something else has been invented).
- Write a list of pros and cons on the board.

Possible arguments:

For

eBooks are much lighter than books, they are self-illuminating so you don't need a light source, they are more environmentally friendly, you can make notes which can be erased

Against

Traditional books are much easier to obtain, they are cheap, they don't cause eye strain, you can see pictures and diagrams more clearly, some people, e.g. children and older people need to see large writing, you don't have to worry about batteries running out or computers freezing, eBooks could break if you drop them

Exercise 3 page 110

- Students do the task alone.

- 1 It would be hard to deny that
- 2 the key question is
- 3 I firmly believe that
- 4 Moreover
- 5 I accept that
- 6 However
- 7 In conclusion
- 8 of the opinion

Exercise 4 page 110

- Students brainstorm phrases in pairs.

(Possible answers)

- 1 There is no question that, It is clear that, It is widely accepted that, It is undoubtedly true that
- 2 What it comes down to is, What needs to be decided is
- 3 In my view, In my opinion
- 4 Furthermore, What is more, Besides, It is also worth bearing in mind that
- 5 It is true that, I wouldn't deny that, Admittedly, Granted
- 6 Having said that, On the other hand, Nevertheless
- 7 To sum up, On balance, In summary, To conclude
- 8 of the view, of the firm belief, convinced

Exercise 5 page 110

- Students discuss the question in pairs.

Exercise 6 page 110

- Students can do the exercise alone or with their partner.

- 1 First paragraph (It would be hard to deny ...)
- 2 Second paragraph (I firmly believe ...)
- 3 First paragraph
- 4 First paragraph
- 5 Second paragraph
- 6 Third paragraph

Exercise 7 page 110

- Students discuss the question in pairs. Encourage them to use the language from exercises 3 and 4, which is useful for spoken as well as written opinion.

Lesson outcome

Ask students: *What have you learnt today?* and elicit: *I can structure an opinion essay. I have learnt / revised a variety of expressions that are used in an opinion essay.*

10G Writing task

Opinion essay

LESSON SUMMARY

Writing: an opinion essay

Language: achieving a formal style using passive structures, preparatory *it* and formal vocabulary

Topic: Science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, and ask students to finish the essay for homework.

LEAD-IN 2-3 MINUTES

- Ask students to think about a friend they are in contact with who does not live near them. Now indicate three different areas of the classroom: *e-mail*, *phone*, *letter* (snail mail) and ask them to go and stand in the area which corresponds to the last time they made contact with that friend. Elicit responses from students in different groups about why they choose that method to keep in touch. If there is anyone in the 'letter' area, ask them whether they used a computer or hand-wrote their letter. Ask the other students whether they hand-write any letters and if so elicit more information.

Exercise 1 page 111

- Students brainstorm ideas with a partner.

Exercise 2 page 111

- Focus on the writing tip and do the first sentence together. Students continue individually or in pairs.
 - Elicit the meaning of *touch-typing* (typing without looking at the keyboard).
- 1 It has to be borne in mind that people have been using pen and paper for centuries.
 - 2 It is almost certainly true that paper won't become obsolete.
 - 3 It is sometimes argued that it's a waste of time teaching children to write neatly.
 - 4 It is simply inconceivable that paper will become obsolete.
 - 5 It is surprising how few people can write neatly.
 - 6 It is essential for children to be taught to touch-type at school.
 - 7 It is wrong to suggest that paper and pen will become obsolete.

Exercise 3 3.16 page 111

- Ask students to note down the key arguments (as this will give them more ideas for their essay) and discuss the opinions with a partner. Elicit opinions from a few pairs.

Audioscript 3.16 page 111

Speaker 1 Yeah, I agree 100 per cent with the proposition. I mean, we now send loads more emails than traditional letters, and kids these days just text or instant message each other. Most of them have never written a letter in their life! OK, so some old people will stick with paper and pen, but there won't be many of them. Also, more and more often we're doing our schoolwork on computers. At some schools they even teach touch-typing, which is great because it's much quicker than writing by hand. So it won't be long before we don't need pen and paper. And then there won't be any point in teaching people to write with a pen. Not only that – I reckon keyboards will even become obsolete. Why? Because computers already accept touch-screen commands and pretty soon they'll all accept voice commands too.

Speaker 2 Sure, I admit that pretty soon they'll develop a computer that you can carry in a pocket. But that doesn't mean to say that we'll stop using pen and paper. Of course, as computers get smaller, email and messaging will become even more popular. But people forget that it's a pleasure to use a pen and paper. Leaving handwritten notes and messages for people may be low-tech – but it's simple and it works! People sometimes even say that handwriting will become obsolete, but I really don't reckon it's at all likely. You simply cannot imagine they won't teach handwriting in schools in the future. Besides, styluses that you use to write on the screen are already common, and they'll become even more widespread – so we'll still need to know how to write.

Exercise 4 page 111

- Students rephrase the extracts alone or in pairs.
- 1 The fact is, we currently send considerably more e-mails than traditional letters.
 - 2 Admittedly, some elderly people will continue to use a paper and pen, but they will be in a minority.
 - 3 Moreover, schoolwork is increasingly done on computers.
 - 4 Granted, a computer will be developed in the not too distant future that can be carried in a pocket.
 - 5 Although it is sometimes said that handwriting will become obsolete, in my view it is highly improbable.
 - 6 It is simply inconceivable that handwriting won't be taught in schools in the future.

Exercise 5 page 111

- Students make notes under the headings. They can collaborate with a partner.

Exercise 6 page 111

- Give students approximately fifteen minutes to write the first three paragraphs. Go round helping and answering queries but don't correct their work as they should be encouraged to do this independently at the end.

Exercise 7 page 111

- Refer students to the *Writing tip* and the useful language. Encourage them to learn one or two of the phrases by heart as often the language can help them to organise their ideas.

Exercise 8 page 111

- Students write a final draft and check their writing against the checklist.
- Ask **fast finishers** to swap compositions and decide if they agree with the opinions stated.

Optional writing activity 10G

Alternative endings

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Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit: *I can write an opinion essay. I can use passives, preparatory it and appropriate vocabulary to achieve a formal style.*

Key for Language Review 9–10 and Skills Round-up 1–10 is on page 123.

Get Ready for your Exam 10

LEAD-IN

- Write the following titles on the board; tell the students these are titles of articles from a popular science magazine. Ask them to decide what field of science the magazine deals with. You may start with the first title and add the subsequent ones until students guess correctly (astronomy). Then ask them to say what they think each article may be about. Alternatively, you can ask them which one is about the Sun.
Is there anybody out there? (intelligent life in outer space)
The end of the world (disappearance of the Sun)
Before the Big Bang (the beginning of the universe)
Lunar landscapes (the Moon)
Images of the red planet (Mars)
Wish upon a shooting star (meteors)

GET READY TO READ

Exercise 1 page 114

- Tell students they are going to read a description of a process. Ask them to read the text and the sentences, and say what process is described and what the stages of the process are.

b, c, a

Exercise 2 page 114

READING EXAM TASK – MATCHING SENTENCES TO TEXT

- Ask students to identify whether the missing sentences introduce a new topic, close a paragraph or link the previous sentence with the one that follows. (Sentences to go in gaps 1, 2, 4, 5 are linking sentences; sentence 3 closes a paragraph.)
- In a **stronger class**, allow ten minutes for students to complete the task on their own. Check the answers as a class.
- In a **weaker class**, ask students to read the sentences before and after the first gap and underline the words: *process that 'fuels' the Sun* and *the exact details*. Ask them to go through the sentences below the text and decide what the details refer to. If they still cannot identify the right sentence, remind them that at this stage they do not need to consider those sentences that refer to later stages the Sun will go through.
- Then turn students' attention to the word *shrink* in the sentence before gap 3, which should help them identify the sentence to go in gap 2.
- Ask students to do the rest of the task on their own. Remind them to cross out the sentences they have already used and to read the whole text when they have finished to check it is logical. Allow 6–8 minutes. Check the answers as a class.

1 D 2 F 3 B 4 C 5 A

Exercise 3 page 114 5 minutes

- Ask students to do the task individually. Allow 3–4 minutes and then check as a class.

- 1 oldest
- 2 most long-lived / oldest
- 3 elderly
- 4 mature
- 5 aged / elderly

Exercise 4 page 114

SPEAKING EXAM TASK – PICTURE-BASED DISCUSSION

- Ask students to work in pairs and to prepare a list of activities usually associated with elderly people. Allow three minutes and get feedback. Discuss as a class whether the activities the students have come up with create an image of an active or inactive person. Discuss what the elderly can do to stay active.
- Refer students to the task, and tell them to look at the photos and discuss the questions in pairs.
- Allow 7–8 minutes. Ask two pairs to present the task in front of the class.

Lesson outcome

Ask students: *What have you learnt / practised today?* and elicit: *I have learnt about the future of the Sun / solar system / how a star turns into a black dwarf. I have practised reading comprehension through a matching task. I have practised a photo-based speaking task.*

Language Reviews and Skills Key

Language Review 1–2 page 24

- 1 1 disorientated 3 overawed
2 preoccupied 4 unnerved
- 2 1 narrow-minded 4 tight-fisted
2 heart-warming 5 quick-witted
3 cool-headed 6 hair-raising
- 3 1 e 2 d 3 a 4 b 5 c
- 4 1 loosely 2 promptly 3 widely 4 categorically
5 ironically
- 5 1 used to, as 3 will, like
2 is always, like 4 was always, like
- 6 1 look after them 4 to stand up to him
2 to put it on 5 had been made up
3 is being looked into 6 would think it over
- 7 1 had been waiting 4 vanished
2 had not turned up 5 went back
3 was contemplating 6 were

Skills Round-up 1–2 page 25

1–2 Students' own answers

- 3 a job application letter
b A personal qualities
B qualifications and skills
C reason for application
D work experience
- 4 1 A 2 C 3 D 4 B 5 A 6 D 7 C 8 B
- 5 B
- 6 1 To find a job.
2 That he won't get any holidays.
3 Because he thinks the fire alarm is just being tested.
4 Because he knows Edgars is the best candidate and doesn't want him to go to the other interview he has arranged for the following day.
5 He will give him the address of a good letting agency.

Audioscript 1.13 page 25

Boss So have you relocated to the UK?

Edgars No, I'm just here for two weeks – to try and find a job. Then, assuming I find one, I'll relocate.

B And, I guess you have several interviews lined up ...

E Yes ... well, I have this one and two others. But this job with InterPost is the one I'd like most of the three.

B I suppose you have to say that really.

E But it's true.

B You'll miss Latvia though, won't you?

E Yes, of course. But I can visit during the holidays.

B Holidays? What holidays?

E I thought ... I mean, aren't there ...?

B Only kidding! You'll start with twenty days plus national holidays. And then, the entitlement increases by a day for every two years that you remain with the company. How does that sound?

E Fine.

B Good, well I think ... don't worry about that alarm, they're always testing it without letting us know!

E OK.

B What was I going to say? Oh, yes. Well I think that covers most of what I want to talk about. The next stage will ... Can you smell burning?

E Yes.

B I think we'd better get out of here.

E OK! Which way?

B Follow me.

...

B Sorry about all this. Really unfortunate. I hope it hasn't thrown you too much.

E Not at all.

B Good. You know, I think we'd just about finished anyway. Our human resources department will be in touch soon. Actually, off the record, I can say that we will definitely be offering you the job. I've seen all the candidates now and you've got the best experience, qualifications ... basically you're just what we're looking for.

E Thanks! That's great news.

B These other interviews you're having ... have you had them already?

E Er ... I've had one already. The other one is tomorrow.

B Oh, right. Well, what do you think?

E About what?

B Do you want to accept this job offer? I know we're not doing things quite by the book here, but it would be good for both of us to get it all done and dusted right here and now. Don't you agree?

E Well, I suppose so ... yes.

B So, you're accepting the job?

E Yes, I am!

B Great! Let's shake on that!

E OK.

B I bet this is the first time you've been offered a job in a car park, eh, Edgars?

E Definitely!

B So, what's your next move? Look for somewhere to live?

E Yes. While I'm here, I can start finding out about rented accommodation.

B I can give you the details of a good letting agency.

E Thanks.

B Assuming my address book hasn't been destroyed by the fire.

E It doesn't look too bad from here. I can't see any smoke.

7 Students' own answers

Language Review 3–4 page 46

- 1 1 suffered 2 speak 3 returned 4 was resolved 5 pays
- 2 1 e 2 f 3 a 4 b 5 c 6 d
- 3 1 from 2 to 3 with 4 for 5 in
- 4 1 transformation 3 adaptation
2 modification 4 conversion
- 5 1 has been going 4 have retired
2 have known 5 has rained
3 has been cleaning 6 have been staying
- 6 1 to have played 4 to cry
2 being taken out 5 being kept
3 to have been pushed
- 7 1 easily 3 by miles
2 a good deal 4 marginally
- 8 1 would not have happened, had been looking
2 had not been discovered, would still be dying
3 runs out, be generated
4 would use, was / were invested
5 not been evacuated, would have died

Skills Round-up 1–4 page 47

- 1 Students' own answers
- 2 Because people who have rooms to let are looking for the perfect tenant and prospective tenants are seeking the perfect room, so it is like speed-dating where many single people talk to others to find out if they are compatible.
- 3 1 True 2 False 3 False 4 True 5 False
6 True 7 True
- 4 the letting agent and a housemate
- 5 1 True
2 Not stated (We know he started living there last year but don't know exactly how long.)
3 True
4 False (It is because he doesn't have a formal job offer in writing.)
5 True
6 True
7 Not stated (It is from Interpost but we don't know exactly who wrote it.)

Audioscript 1.26 page 47

Edgars Hi, Tomas. How are you?

Tomas I'm fine. Is that all you have? One suitcase?

E Yes, it is ... for now. The rest is back home in Latvia. I wanted to find somewhere to live before I had it sent over.

To Yes, of course. Anyway, come in. Tanya's here from the agency. She's got all the paperwork.

E Oh, right. We'd better get that over with, I suppose!

To There are about twenty forms to sign – I remember getting quite stressed about it when I started my tenancy last year! Anyway, she's in the kitchen. Would you like a coffee?

E No, thanks. I'm fine.

...

Tanya Hello, Edgars. Is it Edgars or Ed?

E Edgars.

Ta Fine. Anyway, I have your tenancy agreement here. Can I just take a few details?

E Of course. What do you need to know?

Ta Well, have you opened a bank account yet?

E I'm just in the process of doing that, actually. They need to see the formal letter of engagement for my new job first.

Ta Oh, I see. You don't have that yet? I thought you'd been offered the job.

E I have ... verbally. I'm just waiting for the letter to arrive.

Ta Where are they sending it to?

E Well, here. I phoned them yesterday and gave them this address.

Ta Hmm. OK. Well, I suppose that's the best you can do. Now, I need a deposit.

E Yes, I know.

Ta Three months' rent is ... £2,400.

E Three months? I thought it was two months.

Ta It's three, because you don't have proof of employment.

E But when I get the letter ... do I get the money back for the third month?

Ta I'm afraid not. It's not my decision – it's the landlord. He insists on it.

E Oh, OK. Well, I'll have to get more money from the bank, then. I can use my credit card.

Ta Fine. Well, let's get everything signed, and then we can go to the bank on my way back to the office.

To Hi, Edgars. Everything sorted out?

E Yes. I got more money from the bank. We're now officially housemates!

To That's great!

E Now you can tell me the truth about the house. The noisy neighbours ...

To The neighbours are fine, actually. I never even hear them.

E What about the landlord? Does he ever call round?

To Occasionally. He's supposed to let us know before he comes, but he never does. I think he's trying to catch us out! Oh, by the way, the post arrived while you were out. There's a letter for you.

E It must be my job offer! If it had arrived an hour ago, I'd have saved myself £800!

...

To Is everything OK?

E I don't understand ...

To What's the problem?

E But he offered me the job! We shook hands in the car park!

To What does the letter say?

E It's a rejection letter. They've given the job to somebody else!

6–8 Students' own answers

Language Review 5–6 page 68

- 1 1 have made 4 have been inflicted
2 was broken 5 put up
3 ground
- 2 1 wisdom 2 altruism 3 courage 4 sincerity
5 amiability
- 3 1 sights 2 counting 3 foreseeable 4 fulfil 5 hopes
- 4 1 He whispered to her, 'You look gorgeous.'
2 'Slow down,' her husband yelled. 'We're going to crash!'
3 'I suppose so,' she sighed.
4 'Look at your leg!' gasped Grace. 'I think it's broken.'
5 'Why doesn't he just get to the point?' muttered Dan.
- 5 1 It's important for athletes to train hard.
2 The aim is for us to learn English in six months.
3 In the past, it was scandalous for women to wear trousers.
4 The manager is not happy for staff to take time off work.
5 It is vital for you to read the instructions before switching on.
- 6 1 c 2 a and b 3 c 4 b 5 a
- 7 1 out 2 up 3 on 4 back 5 off
- 8 1 Amy suggested that they should consult an expert. / Amy suggested consulting an expert.
2 Harriet claimed never to have cried at the cinema. / Harriet claimed that she had never cried at the cinema.
3 Mia blamed Ryan for breaking her iPod.
4 She threatened to sell the photos if he didn't pay her.
5 He warned him not to take the motorway as there had been an accident.

Skills Round-up 1–6 page 69

- 1 He has relocated because he believed he had a job but now the job offer has fallen through. Students' own answers.
- 2 1 B 2 D 3 C 4 A

Audioscript 2.16 page 69

Tomas Hi, Edgars. How are you?

Edgars Oh, OK.

T Did you phone up that company who sent you the rejection letter?

E I called a few times, but I couldn't get through to John – the man who interviewed me.

T The one who offered you the job?

E That's right. I spoke to a woman in Human Resources, but all she knew was that they'd offered the job to somebody else. When I told her that John had offered me the job verbally, she just said I must have misunderstood him. She said maybe it was a language problem!

T I doubt it. Your English is perfect.

E Not perfect ... but I definitely didn't misunderstand him when he made the job offer.

T It's not right, though. You should complain to somebody. I bet they wouldn't have treated you like this if you were British.

E There's no point in making a complaint. It would only be my word against his.
 T But what are you going to do about money? Will you be able to pay the rent?
 E I've got enough to pay two months' rent. Then I'm in big trouble. But I'm sure I'll find some work. The most annoying thing is, I cancelled my other interview because I thought I already had a job!
 T So what are you going to do?
 E I'll sign on at an agency – maybe get some temporary work. Actually, I had a dream about this last night. It's just come back to me! In my dream, a young woman came up to me – a complete stranger – and started giving me advice. She told me I should start up my own business – as an IT consultant.
 T That's a strange thing to dream about! I usually dream about flying, and sometimes about climbing up a really tall tower and ... well, anyway. So what happened next, in your dream?
 E Nothing really. The girl – the young woman – advised me to set up my own company, and then she left.
 T Maybe you should do it, then. Sometimes dreams can give good advice.
 E You don't really believe that, do you?
 T Sure I do. Dreams are very mysterious things.
 E I don't think they're mysterious at all. I was worrying about finding a job when I went to bed, so I dreamed about it. End of story. But having said that, setting up my own business may not be a bad idea.
 T You see!
 E Anyway, maybe I should try to think about something else for a while. Have you got any plans for this evening?
 T Yes, my sister's coming over for dinner.
 E Your sister? I thought she still lived with your parents in Lithuania.
 T That's my baby sister. The one who's coming over is my older sister, Rita. She lives in London. So does my brother.
 E Oh, right.
 T Why don't you join us for dinner? There's loads of food. And I think you two would get on. She's in the same field as you ... IT. I don't know exactly what she does ... but anyway, similar to the kind of thing that you do. Personally, I don't understand technology.
 E That's a really nice invitation. Are you sure it's OK?
 T Of course!
 E Well, if you're sure.

...
 T That must be Rita. Would you mind stirring the soup while I go and open the door?
 E Of course not. Here, give me the spoon.
 T Rita, this is Edgars. He's my new flatmate.
 Rita Hi. Nice to meet you.
 T Edgars! Are you OK? Say something!
 E I'm sorry. I ... It's just that ... You know I told you about that dream?
 T Yes ...
 E Well, your sister ... Rita ... she's the woman in my dream.
 R How romantic! And we've never even met!
 T Are you kidding? You must be ...
 E No, I'm not. I'm totally serious!

3–4 Students' own answers

5 The text suggests that a mind-reading technique, portrayed in the futuristic film *Minority Report*, may one day be reality.

- 6 1 They can tell which picture someone is thinking of, out of 120 pictures, 90 per cent of the time.
 2 They may be able to read a person's brain and reconstruct images of what he or she is seeing and project them on to a screen.
 3 It might be possible to read someone's brain involuntarily, covertly or without informed consent.
 4 He suggests that complete informed consent must be obtained before the technology is used on a person.

7–8 Students' own answers

Language Review 7–8 page 90

- 1 1 will get away
 2 had been held up
 3 dropping (her) off
 4 stopped over
 5 was shown around
- 2 1 outbreak 2 uprising 3 takeover 4 downfall
 5 comeback
- 3 1 open-toed
 2 skin-tight
 3 long-sleeved
 4 loose-fitting
 5 three-piece
- 4 2 cloying 3 crowded 4 cramped 5 sloppy
- 5 1 What we need to know is when their flight is due.
 2 Not only is the new head teacher charming, but she's also very professional.
 3 The truth is, he earns too little to support himself.
 4 Your new haircut does look nice.
 5 What I don't understand is why he's upset.
 6 It was you who told everyone my secret.
 7 The fact is, we're lost.
 8 Rarely did I stop to think about her feelings.
- 6 1 b 2 a and b 3 b 4 a and b 5 b
- 7 1 may not leave
 2 should have asked
 3 must be joking
 4 ought not to put
 5 might have told
 6 needn't hurry
 7 can't have seen

Skills Round-up 1–8 page 91

1–2 Students' own answers

3 1 C 2 B 3 B 4 B

4 Hotel reception, hotel restaurant and pub.

5 1 online 2 dirty 3 wait 4 hungry 5 positive / optimistic
 6 pub

Audioscript  3.05 page 91

Edgars There's nobody at the desk.

Rita Is there a bell we can ring?

E I don't think so. Excuse me!

R Ping ping!

E Is there anybody there?

Tomas Somebody's coming. I can hear footsteps.

Receptionist Sorry about that. How can I help you?

E We have a reservation – three single rooms.

Receptionist OK. What are the names?

E My name is Edgars Ozols.

R I'm Rita Urbonienė. My brother's name is Tomas Urbonas.

Receptionist I'm sorry. I don't appear to have any rooms reserved under any of those names.

T You did book, didn't you?

E Yes. I booked over the Internet. I've got a printout here, with the confirmation code and everything. I even paid a deposit.

Receptionist Can I see that?

E Of course. Here.

Receptionist Hmm ... Would you mind waiting here? I'll just go and ask.

T I hope they sort it out soon. I need some dinner – and soon!

R It's probably just an administrative error. They'll have rooms for us – the hotel doesn't seem very full.

...

E What are your rooms like?
 T Not great. Yours?
 E It doesn't look as though my room has been cleaned ... ever.
 R Can I ask how you chose this hotel?
 E I read a review online. It was OK. But mostly, they had a special offer. The rooms were really cheap.
 ...
 T Ah. At last! After twenty minutes!
Waitress Who ordered the soup for starter?
 E None of us.
 T But give it to me anyway. I'm starving.
 E We didn't order starters.
Waitress Oh. What main courses did you order?
 E Two pasta dishes ...
 T ... and a steak. Will they be long?
Waitress I'll just go and ask.
 R I think I'm losing my appetite. Shall we just go out and find a pub?
 E We've waited this long ... I want some food!
 T If the soup's anything to go by, the main courses won't really be worth waiting for.
 E But better than nothing ...
 ...
 T Cheers!
 E Cheers!
 R Good health!
 T And good luck with your new business! I'm glad you decided to follow your dream!
 E It's worth a try. And I've got a feeling it's going to do well. I only started advertising last week, and I've already had about ten enquiries.
 T That seems promising.
 E Yes. But then, so did the hotel. And I made a bit of a mistake there, didn't I?
 R It wasn't your fault.
 T Yes, it was. He booked it. But we'll forgive him!
 R What I mean is, there was no way you could have known. It was just bad luck.
 E We could move to a different hotel.
 R It isn't really worth it for two nights, is it?
 T No.
 E But let's not have any more meals there.
 R This pub does food. We could try here tomorrow night.
 T I like it here. It has a good atmosphere.
 E Me too.
 R You probably don't want to think about work, but ... shall I mention you to my boss? He might need somebody like you for short-term contracts. It's another contact, isn't it?
 E Sure. Good idea. Thanks. What company do you work for?
 R It's called InterPost. Your probably haven't heard of it. They specialise in ...
 E ... logistics, distribution.
 R That's right! So you have heard of them.
 E Yes. Is your boss called John, by any chance?
 R He is! How did you know?
 E Oh, he interviewed me once. It's a long story ...

6-7 Students' own answers

Language Review 9-10 page 112

- 1 **1** dropped
2 won't breathe
3 gleaned
4 is being kept
5 will (never) confide
6 Have (you) heard
- 2 **1** freedom of speech / free speech
2 censorship
3 personal
4 accusations
5 National
6 catastrophic

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

- 4 **1** were evacuated
2 will be decided
3 was being repaired
4 is being recorded
5 had been lied
- 5 **1** My aunt has her lawn mown once a fortnight.
2 We're having our windows changed next week.
3 They'll get the office refurbished when they can afford it.
4 My father hadn't had his car serviced in years.
5 My boyfriend got his wallet stolen yesterday.
- 6 **1** Whoever gave you that picture has impeccable taste.
2 John will never become an airline pilot, however hard he tries.
3 Whenever I'm in the UK I buy a load of tea bags.
4 She'll look stunning, whichever dress she wears.
5 Whatever you do, don't panic.
- 7 **1** She started to dust the desk, on top of which lay piles of papers.
2 He has won eleven medals so far, most of which are gold.
3 The president will appoint a number of new ministers in the new session, many of whom are women.
4 That woman's an actress, for whom an acquaintance of mine was mistaken.
5 I addressed my complaint to an employee who was blatantly rude.

Skills Round-up 1-10 page 113

- 1 **a** The first e-mail is from a young woman (Rita) and the second is from a man (Edgars).
b Rita has been offered a promotion and will have to move to Edinburgh if she takes it.
- 2 **1** E **2** A **3** G **4** C **5** F **6** D
- 3 **d, a, c**
- 4 **1** She sounds disappointed. It implies that she was hoping for Edgars to say something more personal.
2 He sounds a bit nervous. It implies he's concerned about how Rita might react.
3 She sounds apologetic. It implies she regrets that she won't be able to work with Edgars.
4 He sounds upset. It implies that he doesn't want Rita to move away.
5 He sounds a bit defensive. It implies that he knows more than he is saying.
6 He sounds a bit offended. It implies that he feels left out of Edgars' and Rita's plans.
7 She sounds amused. It implies that she feels glad to be leaving her job.

Audioscript 3.17 page 113

Rita So ... why did you want to meet up? You said you had something interesting to tell me. Is there some juicy gossip?
Edgars No, nothing like that. I have a proposition to make.
R Really? What kind of proposition?
E A professional one.
R Oh, I see. Professional.
E I think it's a great opportunity. Well, it could be. The thing is, the business that I've set up is doing really well. I'm looking for somebody to help me run it.
R Go on ...
E I wondered if you might be interested. You don't have to say anything now. I mean, you don't have to decide now. Take some time to think about it. I know you've got a job already. And of course ...
R I've just accepted a promotion. I'm so sorry.

E I didn't think you'd be interested. It doesn't matter anyway. I can always advertise.

R It's not that I'm not interested. I just can't do it!

E I understand. So, what's this promotion?

R I've been offered a job as a senior manager – in their Edinburgh office.

E Edinburgh?

R That's right.

E So you're ... moving. To Edinburgh.

R That's right! Aren't you going to congratulate me?

E Yes, of course. Congratulations.

...

Tomas Didn't you try and persuade her to change her mind?

E No. How could I? She'd just accepted a promotion. She's moving to Edinburgh.

T But I'm sure she'd rather stay here and work with you.

E What makes you say that?

T It's just ... a feeling I've got.

E Has she said anything to you?

T No, she hasn't said anything to me ... exactly.

E But what?

T But nothing. I didn't say 'but'.

E Tomas! You're hiding something. Tell me!

T I can't. I promised I wouldn't let on.

E You're my friend!

T She's my sister!

E Hmm. Yes, I was forgetting that. But can't you give me a clue?

T No, I can't.

...

T So, here's to your new job!

R Thanks. Cheers!

E Good health ... and good luck.

T She'll need it! So, tell me. How did you persuade her not to go to Edinburgh?

E I made her an offer she couldn't refuse!

T Come on, I want to know more than that.

E I'm sorry. It's confidential.

R It was a very good offer.

T Hmm. Nobody tells me anything.

R Anyway, next Friday is my last day with InterPost.

T How did your boss take it when you told him?

R Not, very well. His face went red and he couldn't speak.

E I never liked him.

R Me neither.

T Edgars will make a much nicer boss.

R Boss? You mean partner!

T Yes, sorry.

E But boss really.

R No, you said equal partners. That was the deal.

5–7 Students' own answers

1 Literature

Shakespeare

LEAD-IN

- Ask students: *Do you enjoy going to the theatre? Why/Why not? Have you ever seen a performance of one of Shakespeare's plays at the theatre? What did you think of it? Have you seen a screen adaptation of any of his plays? Which one? Do you understand why Shakespeare is widely considered England's greatest poet and playwright?*

Exercise 1 page 131

- Ask students what they know about Shakespeare and write their responses on the board in note form.
- Give them a minute to name as many of Shakespeare's plays as they can. Elicit names and write them on the board (e.g. *Hamlet, King Lear, Macbeth, Othello, Henry V, Richard III, All's Well That Ends Well, A Midsummer Night's Dream, Twelfth Night, The Tempest*).

Exercise 2 page 131

- Ask students to read the Fact File. Do they know any of these facts? Can they add to them? If students have access to the Internet, you could ask them to do some research.

Exercise 3 page 131

- Students read the information. Ask them if they can briefly tell the story of *Romeo and Juliet*. (See Culture note.)
- Check that students understand what a *sworn enemy* is (people, countries, etc. that have a strong hatred for each other).

Culture note – *Romeo and Juliet*

Romeo and Juliet opens with a street brawl between the followers of the Montague and Capulet families. The Prince of Verona decrees that there is to be no more fighting and anyone disturbing the peace will be put to death. In the meantime, Romeo thinks he's in love with a girl called Rosaline and, in disguise, goes to a ball at the Capulet's house in the hope of seeing her. There he sees Juliet for the first time. He falls in love with her and she with him. In the balcony scene, the two lovers declare their love, and the next day they are married by Friar Lawrence. However, Juliet's cousin Tybalt finds out that Romeo has been at the Capulet's house and challenges him to a fight. Romeo refuses to fight his beloved's relative, but Romeo's friend Mercutio duels with Tybalt and is killed by him. In a rage, Romeo kills Tybalt. Romeo has to flee Verona to escape punishment. Trying to help the lovers, Friar Lawrence gives Juliet a potion that will make her appear dead so that Romeo can join her when she wakes. He also sends a message to Romeo telling him of the plan. The message does not reach Romeo, who hears of Juliet's death. Grief-stricken, he goes to her crypt, and kills himself by drinking poison. Juliet then wakes, sees Romeo's dead body and stabs herself.

Exercise 4 TRCD page 131

- Ask students to read through the summary and predict the correct words.
- Play the recording for students to check their answers.
- Check answers as a class.

Audioscript TRCD

Juliet Oh, Romeo, Romeo! Why are you called 'Romeo'? Forget about your father and change your name. Or if you won't do that, just promise that you'll love me and I'll no longer be a Capulet.

Romeo Should I carry on listening or should I speak to her now?

Juliet It is only your name that is my enemy. You'd still be you even if you weren't a Montague. What is a Montague, anyway? It isn't a hand or a foot or an arm or a face – or any other part of a man. Oh, be some other name! What's so important about a name? If a rose weren't called a rose, but had another name, it would still smell just as sweet. And in the same way, Romeo would be just as perfect if he weren't called Romeo. Romeo, throw away your name – it isn't part of the real you! And in its place take all of me!

Romeo I believe you. Just say you love me and I'll take a new name. I'll never be Romeo again.

Juliet Who's out there hiding in the dark, listening to my private thoughts?

Romeo I don't know how to tell you who I am if I have to use a name. I hate my name, dear Saint, because it is your enemy. If I had my name written down on paper, I would tear the word from the page!

Juliet I haven't heard you speak more than a hundred words, but still I recognise your voice. Aren't you Romeo – and a Montague?

Romeo I am neither of them, dear girl, if you dislike them.

1 unaware 2 name 3 less 4 would still be a rose
5 unwilling 6 voice

Exercise 5 TRCD page 131

- Tell students that many native speakers find it difficult to understand the language that Shakespeare uses. Play the recording while students listen without looking at the text. Ask: *Could you understand what the actors were saying?*
- Students read the original text and match the underlined words and phrases with the modern equivalents.
- Check answers as a class.
- Play the recording again as students read the text. You could ask students what they think of the poetry.

1 why are you 2 your 3 will 4 It is only 5 yourself
6 if he weren't 7 remove 8 you 9 From now on
10 hidden 11 private thoughts 12 I don't know
13 if I had 14 speech 15 young woman

Exercise 6 page 131

- Tell students to read the phrases 1–6 and ask if any of them are familiar. (They will almost certainly recognise *To be or not to be* as a quote from *Hamlet*.)
- Students match the phrases to make quotes and compare answers with a partner.
- Check answers as a class. Then elicit translations.

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

Exercise 7 page 131

- Put students in pairs to act out the scene.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I understand an extract from a Shakespeare play. I know some famous quotations from Shakespeare's plays.*

1 Culture

The British Commonwealth

LEAD-IN

- Give students one minute to name as many European countries that have a monarchy as they can (Spain, the Netherlands, Belgium, Norway, Sweden, Denmark).
- Ask: *Why is the British royal family so popular with British people?*

Exercise 1 page 132

- Students do the quiz on their own. Check answers, but do not confirm or contradict them.

Exercise 2 1.01 page 132

- Play the recording so that students can check their answers.
- Check answers as a class.

Audioscript TRCD

The British Royal Family currently consists of Elizabeth II and her closest relatives: her husband, children and grandchildren. The queen's husband, Prince Philip (also known as the Duke of Edinburgh), does not have the title of king because that only applies to a reigning male monarch, not to the husband of a reigning female monarch. The family surname is Windsor – but it only has been since 1917. Before then, it was the German surname Saxe-Coburg, but the king at that time, George V, felt he should have a more British-sounding name because England and Germany were at war and it was bad for national morale if your own king sounded like one of the enemy. He chose Windsor because Windsor Castle is a famous royal palace near London.

The Queen and Prince Philip have four children: Charles, Anne, Andrew and Edward. As the eldest, Charles is next in line to the throne. In fact, had Anne been born first, Charles would still have been next in line to the throne since the crown automatically passes to the eldest male child, and only to a daughter if there are no male heirs. This law is changing, however, and in the future, the eldest child of a monarch will succeed to the throne irrespective of their sex. This means that if Prince William, Charles' eldest child and successor, has a daughter first, that daughter will automatically be next in line to the throne after William. Assuming the system of monarchy survives for the next couple of centuries, we should see a roughly equal number of kings and queens, which hasn't been the case in the past.

Changing the rules about male and female heirs is part of a general trend towards modernising the monarchy and the royal family. However, several laws and traditions surrounding the monarch still survive, although many British citizens are unaware of them. For example, it is officially the monarch's role to appoint the Prime Minister, who leads the government in the UK. In practice, it is the leader of the party with the most representatives in Parliament who is chosen. But in theory, the monarch can appoint anybody as Prime Minister – it needn't even be an elected Member of Parliament! The monarch also has the power, in theory, to form a treaty with another nation, declare war on another nation, sack the Prime Minister, prevent Parliament from passing a particular law (since all laws require 'royal assent') and refuse to issue somebody with a passport. In practice, all of the monarch's constitutional powers are delegated to the government, who exercise them on the monarch's behalf.

As well as being the UK's queen, Elizabeth II is also the head of the Commonwealth of Nations, a free association of 54 independent nations around the world. She inherited this role from her father, although there is no formal agreement which determines who the role will pass to after her death, even though her son, Prince Charles, will take over the role of monarch. There is no reason why the next Head of the Commonwealth could not be chosen from one of the other Commonwealth Nations.

1 She has four children: Charles, Anne, Andrew and Edward.

2 Prince William is Queen Elizabeth's grandson.

3 b 4 a 5 b

Exercise 3 TRCD page 132

- Check students understand *empire*, *Commonwealth*, *Commonwealth realms*. Don't go into too much detail.
- Students look and listen. Check the answer.

Audioscript TRCD

It used to be said of the British Empire that the sun never set on it – which meant that it covered such a huge geographical area that it was always daytime in some part of it. During the nineteenth and early twentieth centuries, the power and reach of the Empire was at its height. But during the twentieth century, it began to decline. One by one, countries which were part of the Empire were given independence – either peacefully or as the result of a military confrontation with their imperial rulers.

Today, most of the countries which were formerly part of the British Empire are members of an organisation called the Commonwealth of Nations. This is not a formal military alliance, like NATO, or a political union like the EU. It is an organisation based on common values, like free trade, peace, human rights and democracy.

There are fifty-four members of the Commonwealth of Nations and sixteen of them are Commonwealth Realms. These sixteen nations, which include the UK, are nations which have Elizabeth II as their reigning monarch. This means that the British queen is also queen of Australia, New Zealand, Canada and twelve other countries. The Commonwealth Realms are independent, in the sense that they are governed by their own governments and prime ministers, but they are not republics: they have no president. They all share the same monarch as head of state, even though her role is more ceremonial than political. Many other countries which are part of the Commonwealth of Nations are not Commonwealth Realms. South Africa, for example, is a member of the Commonwealth but it is also a republic and has its own president. The same applies to India and Pakistan. Every four years, a multi-sport event called the Commonwealth Games is held. These follow the model of the Olympics, but entrants have to be part of the Commonwealth of Nations. In fact, even though there are 54 member states in the Commonwealth, around 70 teams compete in the Games. This is because various smaller nations, who are officially not independent states, send their own teams. An example of this would be the fact that England, Scotland, Wales and Northern Ireland all send their own teams to the Games, even though they are all part of a single state, the UK.

Apart from their shared history as former colonies, many of the Commonwealth Nations share English as a first language, or at least as one of their official languages. Perhaps surprisingly, one of the few countries which does not have English as an official language is the UK!

c

Exercise 4 TRCD page 132

- Ask students to read the questions and see if they can remember any of the answers.
- Play the recording again. Then check answers as a class.

1 b 2 c 3 c 4 c

Exercise 5 page 132

- Ask students: *How many kinds of English are there?* If students seem unsure, remind them that people in the United States, for example, speak with different accents and use different words from British people for the same things.
- Students read the text and match the words. Then check answers as a class.
- Ask students if they agree with the Ghanaian blogger.

1 language 2 freedom 3 copy 4 reaction 5 status
6 inheritance 7 rules

Exercise 6 TRCD page 132

- Play the recording. Then check answers with the class.

Audioscript TRCD

- 1 'Have you eat' is something you used to hear often in Ghana but less so today.
- 2 Old-school Ghanaians try to speak English correctly and with British pronunciation.
- 3 Today, more and more Ghanaians are refusing to accept that there is a link between accent and intelligence.
- 4 Modern Ghanaian performers are starting to model themselves on celebrities like Usher and Jay-Z.
- 5 Ghanaian English is changing partly because of the influence of African languages.

1 F 2 T 3 T 4 F 5 T

Exercise 7 page 132

- Students discuss the questions in groups. They then share their ideas with the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some important information about the British Commonwealth.*

2 Literature

Mary Shelley

LEAD-IN

- Ask students: *Do you enjoy watching horror films or reading horror stories? What kinds of themes do such films/books have?*

Exercise 1 page 132

- Tell students to look at the photo and elicit that the monster is Frankenstein's monster. Then ask: *Have you ever seen any films about Frankenstein? Did you enjoy them? Why/Why not?*
- Encourage students to say what they know about the character.

Students' own answers

Exercise 2 TRCD page 133

- Tell students to read the Fact File and try to predict what kind of words are missing. Then play the recording so that students can complete the sentences.
- Check answers as a class.

Audioscript TRCD

When the novel *Frankenstein* was published anonymously in 1818, few people would have guessed that it was the work of a young woman, barely twenty years old. Her name was Mary Godwin, although she later became better known as Mary Shelley after her marriage to the famous poet Percy Shelley. The novel tells the story of an ambitious scientist called Victor Frankenstein, who believes he can create life in the laboratory using parts from dead bodies. He spends two years creating his creature and attempting to bring it to life using electricity, until finally, he is successful. But immediately, he senses that he has created a monster – a monster which, in the course of the novel, destroys Victor Frankenstein's life and murders the people he is closest to. And yet, the creature – who does not have a name in the original story – is not an entirely unsympathetic character. Some of its actions are noble and kind – like rescuing a girl who is drowning – and much of its anger and violence is the result of its unfair treatment by Victor, its creator, and the other people it meets. The author, Mary Godwin, was by no means an ordinary young woman. She was the daughter of two well-known eighteenth century philosophers and spent her childhood surrounded by writers and intellectuals. As a teenager,

her friends were poets, philosophers and political thinkers. In 1816, at the age of eighteen, she travelled abroad with her future husband, Percy Shelley, to spend the summer with a group of friends – all writers and intellectuals – in Switzerland. Because of bad weather, the group were forced to spend many days indoors, where they discussed politics, philosophy and art, and also read ghost stories aloud to each other. It was decided that they should have a writing competition – each member of the group had to write a supernatural tale. Mary later described how the idea for her story came from a dream. It's also true, however, that many of the novel's themes stem from ideas that were being discussed and debated at that time. For example, was science progressing too quickly? Were scientists becoming too ambitious? Were people forgetting about the simple pleasures of nature?

Although the novel was not instantly popular with the public or with the critics, it gradually became a classic and Frankenstein's monster is still one of the most recognisable images from the entire genre of horror stories – together with zombies and vampires. Mary Shelley herself went on to write many other works, including historical novels, travelogues and short stories. But undoubtedly, she is best known for the dark, terrifying tale she wrote as a young woman during one wet, summer holiday with friends.

1 nineteenth 2 poet 3 bad/wet weather 4 a dream
5 a/the scientist 6 scientists

Exercise 3 page 133

- Tell students to skim-read the text. Warn them that they will probably come across many unknown words, but they should either ignore them or try to guess the meaning from context.
- Ask:
What part of the story is the extract from? (It is from the part when Victor finally makes his creature come to life.)
What was the weather like that night? (It was raining.)
Was the creature beautiful? (no)
What did Victor do when he saw the creature? (He rushed to his bedroom.)
Did he sleep? (yes)
Did he dream? (yes)
Was his dream pleasant? (no)
What did he see when he woke up? (the creature)
What did he do then? (He ran down the stairs.)
Why do you think he ran away from the creature?
- Students now read the text more carefully and match the words with the definitions.
- Check answers as a class.

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

Exercise 4 page 133

- Encourage students to imagine the scene as if they were watching it in a film. This will help them discuss the questions.
- Discuss the questions as a class.

Students' own answers

Exercise 5 page 133

- In pairs, students discuss the questions. When they have finished, ask them to share their ideas with the class.

Students' own answers

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how Mary Shelley came to write Frankenstein. I can understand an extract from the novel.*

2 Culture

The British class system

LEAD-IN

- Ask students if there is a class system in their country. If their answer is negative, ask them what factors make society in their country egalitarian. If they answer in the affirmative, ask them what criteria distinguish the classes.

Exercise 1 page 134

- Ask students to describe the photo. Encourage them to describe not only the boys' clothes, but their expressions as well.
- Students discuss the questions in groups and then share their ideas with the class.

Students' own answers

Exercise 2 page 134

- Ask students to read the text quickly for the main ideas. Check comprehension by asking:
How many classes are there in Britain? (three: the upper class, the middle class, the working class)
Which was the biggest class in the past? (the working class)
Which class has grown rapidly? (the middle class)
How do people feel about the class to which they belong nowadays? (proud)

- Students complete the text. Remind them that the missing words are not content structure word.
- Check answers as a class.

1 by 2 from 3 was 4 of 5 had 6 which 7 same
8 as 9 less 10 could

Exercise 3 TRCD page 134

- Play the recording for students. Tell them that they should listen only for the topics.

Audioscript TRCD

One of the most distinctive things about the class system in Britain is its connection with the English language, and the way it is spoken by various members of society. In other countries, it may be possible to estimate a person's level of education by listening to their speech, but a British person's speech gives away far more information than that. This is because – traditionally, at least – the upper, middle and lower classes in Britain speak with quite different accents. There are also differences in vocabulary and even grammar. While these differences are certainly becoming less noticeable in the modern era, they still exist – and most British people can detect them, almost instinctively. The most noticeable aspect is probably the accent. While working class accents vary from region to region, the upper class accent is the same throughout the country. Sometimes referred to as 'the Queen's English', this accent has distinctive vowel sounds and a general tendency to shorten the endings of words. The verb 'to get' is pronounced 'git' – rhyming with 'pit'; 'just' rhymes with 'best'; 'jest'; and 'catch' rhymes with 'wretch'; 'catch'. So if somebody tells you that they're 'jest gitting ready to catch the tin thirty train', you know you're talking to somebody who is – or is pretending to be – at the very top end of society. It must be said, however, that this accent has declined in popularity in recent decades, as attitudes to speech have become more democratic. Even the British royal family no longer speak with such an exaggerated upper class accent, leading some people to comment that the queen herself no longer speaks the Queen's English! Working class speech has always been largely determined by which region of the country the speaker comes from. One of the best-known accents is the working class London accent, sometimes referred to as Cockney. Some of the distinctive aspects of this accent include the way 'TH' is often pronounced like an 'F': 'I'm firsty' instead of 'I'm thirsty'; and the way an 'H' at the beginning of a word is not pronounced at all: 'I'm 'ungry and firsty!' The 'T' sound in the middle

of a word is usually replaced by a 'glottal stop' – or a 'glo'al stop', as a Cockney would say. The phrase 'a little bit of butter' becomes 'a li'few bi'er bu'er'. But it isn't just about accents: certain words have different social connotations. Upper and middle class people have lunch in the middle of the day, whereas the working classes usually call their midday meal dinner. To a working class speaker from London, a police officer is always a copper, a friend is a mate, the pub is the boozer, and the toilet is the bog.

That same speaker will also use a few grammatical structures that are not taught in standard grammar books. For example, they would say 'You was lucky' instead of 'You were lucky' and 'I ain't 'appy' instead of 'I'm not happy'. And whereas an upper class speaker keen to get your attention may come out with 'Excuse me!' or 'I say!', a working class speaker from London is more likely just to say 'Oy!'

grammar, pronunciation, vocabulary

Exercise 4 TRCD page 134

- Ask students to read the questions first. Then play the recording again. Students answer the questions in pairs.
- Check answers as a class.

1 c

2 b

3 b

4 My friend went into the pub to use the toilet.

5 You was lucky I ain't a copper.

Exercise 5 page 134

- Ask students if they have seen any episodes of *Downton Abbey*. Did they enjoy them? Why?/Why not?
- Students read the Fact File. Ask: *How many countries watch it? How long has it been on TV? Who are the main characters?*
- Students discuss the questions in groups. They then share their ideas with the class.

Students' own answers

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learned about the British class system. I can recognise some characteristics of the speech of the three classes.*

3 Literature

Jane Austen

LEAD-IN

- Ask students if they have seen any film or TV adaptations of Jane Austen novels (e.g. *Pride and Prejudice*, *Emma*, *Sense and Sensibility*). What did they think of them?

Exercise 1 page 135

- Ask if students have seen any of the films. If not, ask them about any other romantic comedies they have seen.
- Students discuss the questions in groups. They then share their ideas with the class.

Students' own answers

Exercise 2 page 135

- Students read the text for the main idea.
- Tell them that in this text most of the missing words are 'content' words rather than structure words. Students complete the text on their own or in pairs.
- Check answers as a class.

1 language 2 after 3 dependent 4 daughters
5 although 6 make 7 richer 8 love

Exercise 3 page 135

- Tell students that they are going to read an extract from *Pride and Prejudice*, but before they do so, ask them to read the sentences. Tell them to mark the part of the text that shows them the answer.
- Check answers as a class.

(Possible answers)

- 1 *Among the most violent against him was Mrs Bennet, whose dislike of his general behaviour was sharpened into particular resentment by his having slighted one of her daughters.*
- 2 *His character was decided. He was the proudest, most disagreeable man in the world, and everybody hoped that he would never come there again.*
- 3 *'I hate to see you standing about by yourself in this stupid manner. You had much better dance.'* Bingley is concerned about Darcy, and he has a close enough relationship with him to be rude without causing offence.
- 4 Darcy says: *'... there is not another woman in the room whom it would not be a punishment to me to stand up with.'* and later, *'She is tolerable; but not handsome enough to tempt me; ...'*
- 5 Darcy says: *'... I am in no humour at present to give consequence to young ladies who are slighted by other men. ... you are wasting your time with me.'*

Exercise 4 TRCD page 135

- Ask students to read the sentences. Then play the recording again.
- Check answers as a class.

Audioscript TRCD

This extract features Mr Collins, a cousin of Mr Bennet's who is currently visiting the family – mainly to find a wife from among the daughters. He has proposed marriage to Elizabeth Bennet, who has refused as Mrs Bennet, Elizabeth's mother, has just discovered.

'Pardon me for interrupting you, madam,' cried Mr Collins; 'but if she is really headstrong and foolish, I know not whether she would altogether be a very desirable wife to a man in my situation, who naturally looks for happiness in the marriage state. If, therefore, she actually persists in rejecting my suit, perhaps it were better not to force her into accepting me, because if liable to such defects of temper, she could not contribute much to my felicity.'

'Sir, you quite misunderstand me,' said Mrs Bennet, alarmed. 'Lizzy is only headstrong in such matters as these. In everything else she is as good-natured a girl as ever lived. I will go directly to Mr Bennet, and we shall very soon settle it with her, I am sure.'

She would not give him time to reply, but hurrying instantly to her husband, called out as she entered the library, 'Oh! Mr Bennet, you are wanted immediately; we are all in an uproar. You must come and make Lizzy marry Mr Collins, for she vows she will not have him, and if you do not make haste he will change his mind and not have her.'

Mr Bennet raised his eyes from his book as she entered, and fixed them on her face with a calm unconcern which was not in the least altered by her communication.

'I have not the pleasure of understanding you,' said he, when she had finished her speech. 'Of what are you talking?'

'Of Mr Collins and Lizzy. Lizzy declares she will not have Mr Collins, and Mr Collins begins to say that he will not have Lizzy.'

'And what am I to do on the occasion? – It seems an hopeless business.'

'Speak to Lizzy about it yourself. Tell her that you insist upon her marrying him.'

'Let her be called down. She shall hear my opinion.'

Mrs Bennet rang the bell, and Miss Elizabeth was summoned to the library.

'Come here, child,' cried her father as she appeared. 'I have sent for you on an affair of importance. I understand that Mr Collins has made you an offer of marriage. Is it true?' Elizabeth replied that it was. 'Very well – and this offer of marriage you have refused?'

'I have, sir.'

'Very well. We now come to the point. Your mother insists upon your accepting it. Is not it so? Mrs Bennet?'

'Yes, or I will never see her again.'

'An unhappy alternative is before you, Elizabeth. From this day you must be a stranger to one of your parents. Your mother will never see you again if you do not marry Mr Collins, and I will never see you again if you do.'

Elizabeth could not but smile at such a conclusion of such a beginning; but Mrs Bennet, who had persuaded herself that her husband regarded the affair as she wished, was excessively disappointed.

'What do you mean, Mr Bennet, by talking in this way? You promised me to insist upon her marrying him.'

'My dear,' replied her husband, 'I have two small favours to request. First, that you will allow me the free use of my understanding on the present occasion; and secondly, of my room. I shall be glad to have the library to myself as soon as may be.'

No, he doesn't. He doesn't say he will insist that Elizabeth accepts Mr Collins. He says, 'She shall hear my opinion.'

Exercise 5 TRCD page 135

- Students listen to the recording. Check answers as a class.

(Possible answers)

- 1 She wants her husband to make Lizzy marry Mr Collins. She says she will never see her daughter again if she refuses Mr Collins.
- 2 When she runs into his room, he just looks calmly up from his book.
- 3 He says he will never see Lizzy again if she marries Mr Collins.
- 4 He is more concerned about Lizzy's happiness than he is about his wife's demands. Lizzy is amused, not surprised when her father sides with her and not with his wife.

Exercise 6 page 135

- Students discuss the question in groups. They then share their ideas with the class.

Students' own answers

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some information about Jane Austen. I can understand an extract from Pride and Prejudice.*

3 Culture

The BBC

LEAD-IN

- Ask students: *Do you often listen to the radio? What kinds of programmes do you listen to? Which of the media do you get your news from?*

Exercise 1 page 136

- Students discuss the questions in pairs. When they have finished, have a class vote on the most popular programme.

Exercise 2 page 136

- Students skim-read the text and tick the media mentioned. Make sure they understand they have to find which is not mentioned.
- Check answers as a class.

books

Exercise 3 page 136

- Tell students to cover up the headings. Ask them to read the text again, paragraph by paragraph. Working with a partner, students try and summarise the main idea of each paragraph in not more than ten words. When they have finished, they write their own headings for each of the paragraphs.
- Students now read the headings. Are any of them similar to the ones they themselves have written?
- Students match the headings. Check understanding of *multi-platform* (multiple opportunities for people to express their opinions publicly) and *heyday* (the time when something had its greatest success, or was most popular).
- Check answers as a class.

1 C 2 A 3 D 4 B

Exercise 4 TRCD page 136

- Ask students to read the questions. Then play the recording. Students keep brief notes as they listen.
- Ask students to answer as many questions as they can. Then play the recording again.
- Check answers as a class.

Audioscript TRCD

The BBC's Empire Service launched in December 1932, was helped by new short-wave radio technology that allowed signals to be broadcast over vast distances. Despite gloomy predictions from the BBC's director general John Reith, who predicted: 'The programmes will neither be very interesting nor very good', the broadcasts received praise. On the opening day, Reith had to deliver a twelve-minute address live five times over a period of fifteen-and-a-half hours to reach time zones in Australia, India, South Africa, West Africa and Canada. Six days after the opening of the Empire Service, a broadcasting tradition was born: the Royal Christmas message. The address was delivered by King George V live from the Royal family's Norfolk retreat in Sandringham. The words were written by the poet and author, Rudyard Kipling, and began: 'I speak now from my home and from my heart to you all'. BBC director general John Reith wrote in his diary: 'It was the most spectacular success in BBC history so far. The King had been heard all over the world with surprising clarity.'

World War II brought a change of name for the Empire Service – it became the Overseas Service in November 1939 – along with a big expansion in overseas output including broadcasts in Arabic, Spanish for Latin America, German, Italian, French, Afrikaans, Spanish for Europe and Portuguese for Europe. By the end of 1940, the BBC was broadcasting in 34 languages. Each day 78 news bulletins were broadcast. Other new services included Icelandic, Albanian, Hindi, Burmese and the dialect spoken in Luxembourg.

The French government surrendered to Nazi Germany in June 1940. The leader of the 'Free French', General Charles de Gaulle, broadcast to France, from studio B2 at Broadcasting House. Staff were told that an unnamed General would arrive. The speech was not recorded and had to be repeated, much to the annoyance of the General. He carried on broadcasting for five minutes a night, every night, for four years. As resistance fighters in other European countries tried to strike back against their occupiers, the BBC's European Services broadcast secret messages to them. The messages were famously bizarre: 'Le lapin a bu un apéritif' (The rabbit drank an aperitif), or 'Mademoiselle caresse le nez de son chien' (Mademoiselle strokes her dog's nose). These words would tell the resistance fighters if an operation was to go ahead, or cancelled; or if people or documents had arrived safely.

After World War II, relationships with Stalin's regime in Russia began to decline, and an 'Iron Curtain' descended across Europe. In February 1946, the British Foreign Office formally asked the BBC to begin a Russian Service and a month later it went on air. At first Russian listeners were able to listen freely to the transmissions, but as the Cold War developed, the Kremlin began cracking down. Transmissions were regularly jammed by the Communist bloc and in response, the Overseas Service increased transmitter power.

After the Soviet Army put down the Hungarian uprising in 1956, the BBC's Hungarian Service broadcast personal messages from refugees that had left Hungary for Britain. The refugees used code names to ensure the Hungarian authorities would not be able to identify their families. While some Western

stations might have hinted that help was on the way, the BBC was more blunt: the West would give only moral, not military, support.

The problems of reporting from behind the Iron Curtain during the Cold War are illustrated by the treatment of Vaclav Havel, the Czech playwright who became his country's president after Soviet rule. In an effort to silence him, the authorities banned him from having a telephone. He was also watched by the secret police. By this time the Overseas Service had changed its name to BBC World Service. The BBC's Czech Service managed to get round the restrictions by phoning his local post office to arrange interviews. Havel would ring from the post office at the appointed time. Soviet efforts to silence the BBC World Service even reached London. In 1978, Bulgarian Service journalist Georgi Markov was on his way to work at Bush House, heading for a bus stop at the south side of Waterloo Bridge. It was lunchtime, the pavement was crowded. He felt a pain in his thigh. He turned round and saw a man pick up an umbrella. Markov continued his journey to Bush House. Later that day he became ill. He died three days later. A post mortem examination found a tiny pellet in his thigh. Two small holes had been drilled into the pellet. It was later learned that the Russian secret police, the KGB, had developed an umbrella that could inject highly toxic pellets into a victim. Ironically, the BBC played an unwitting role in training officers for the Russian secret services. Oleg Gordievsky, a Western double agent in the KGB, recalled that agents on English language courses would traditionally begin by listening to World Service news bulletins – but only after anything seen as anti-Soviet had been edited out of the tape. He said: 'It is impossible to overestimate the importance of the BBC in the Soviet Union. You were like a university to us.'

- 1 He was not very confident.
- 2 The broadcast of the first royal Christmas message.
- 3 The Overseas Service.
- 4 They were secret coded messages to French Resistance fighters.
- 5 It increased transmitter power.
- 6 The BBC's Czech Service phoned Havel's local post office to arrange interviews and Havel would ring from the post office at the appointed time.
- 7 He was murdered by the KGB.
- 8 KGB officers used World Service bulletins to learn English.

Exercise 5 page 136

- Discuss the question as a class.

Students' own answers

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some important information about the BBC. I can understand a text about the BBC.*

4 Literature

Wordsworth

LEAD-IN

- Ask students: *Do you enjoy reading poetry? Why?/Why not? Have you ever written poetry? Why do people write poetry?* Discuss the questions briefly as a class.

Exercise 1 page 137

- In pairs, students discuss the questions.
- When they have finished, they share their ideas with the class. Write the names of romantic writers, artists or composers on the board (e.g. writers: Johann Wolfgang von Goethe, Sir Walter Scott, Samuel Taylor Coleridge, Alexandre Dumas, Victor Hugo, Aleksandr Pushkin; artists: Caspar David Friedrich, Joseph Turner, Eugène Delacroix; composers: Carl Maria von Weber, Hector Berlioz, Giuseppe Verdi, Robert Schumann) and any other ideas in note form.

Exercise 2 page 137

- Ask students if they know anything about the Romantic movement and write their ideas on the board in note form.
- Students now read the text and answer the questions. Did the text mention any of their ideas? Which ones?
- Check answers as a class.
- Elicit or explain the following words and model and drill pronunciation: *despotism* /'despə'tɪzəm/ (government by a ruler with great power, especially one who uses it in a cruel way), *medieval* /,medi:'vi/ (connected with the Middle Ages (the period of history between about 1000 to 1450 AD)), *shun* /ʃʌn/ (to avoid somebody or something).
- Check understanding by asking further questions, e.g. *If you pave the way for something, do you make it easier or more difficult for something to happen?* (easier)
What were the 'monstrous machines' in the cities? (factories)
If you despise conventions, do you follow rules? (no)

- 1 (a) They reacted against despotism, medieval religion and superstition. (b) They valued science, invention and discovery.
- 2 They disliked industrialised urban life and they despised conventions.
- 3 The artists of the Enlightenment valued knowledge and reason, whereas the Romantics placed a greater value on the emotions. The former followed rules and tried to produce beautiful works of art, whereas the latter valued originality and imagination.

Exercise 3 TRCD page 137

- Elicit or explain what a daffodil is (a tall yellow spring flower shaped like a trumpet). If possible, find a picture of daffodils in a field and show it to students.
- Play the recording while students read the poem.
- Students discuss the three possible summaries in pairs or groups.
- Check answers with the class. Elicit why the other options are incorrect.

Summary 2 is the best.

Summary 1 is incorrect because the poet has never forgotten the daffodils (verse 3).

Summary 3 is incorrect because it is clear that he actually saw them and often remembers them.

Exercise 4 TRCD page 137

- Ask students to underline key words and then find the corresponding part in the poem.
- Check answers as a class.

- 1 I wandered lonely as a cloud
- 2 And oft when on my couch I lie / In vacant or in pensive mood,
- 3 They flash upon that inward eye / Which is the bliss of solitude; / And then my heart with pleasure fills, / And dances with the daffodils.

Exercise 5 page 137

- Students work in pairs to answer the questions.
- Check answers as a class.

a stars b people dancing

Exercise 6 page 137

- Students work in pairs to answer the questions.
- Check answers as a class.

- a happy ('gay')
b idle or thoughtful ('vacant or in pensive mood')
c happy ('pleasure')

Exercise 7 page 137

- Explain how rhyme schemes work (A represents lines ending with words that rhyme; B represents lines with a different set of rhyming words, and so on).
- Ask students to read the first line of the first verse of the poem and write A at the end of the line (final word: *cloud*). They then look for a line that ends with a word that rhymes with *cloud*, and write A at the end of that line. They then look at the next unmarked line, and write B, and so on.
- Check the answer as a class.

3

Exercise 8 page 137

- Discuss students' reaction to the poem as a class. Encourage students who did not like the poem to express their thoughts and justify their reasons.

Students' own answers

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some important information about Romanticism. I can understand Wordsworth's poem Daffodils. I can recognise a rhyme scheme.*

4 Culture

The West End

LEAD-IN

- Ask: *Have you ever been to London?* If any students have visited the city, ask them: *Why did you go there? What did you do?*
- In groups, students discuss what they know about London. When they have finished, they share their ideas with the class. Write their ideas on the board in note form.

Culture notes

The West End of London is the part of the city close to the Houses of Parliament, and is mostly within the borough (administrative area) of the City of Westminster. It includes many of the city's tourist attractions, such as Covent Garden, the famous shopping streets (e.g. Oxford Street, Regent Street, Bond Street), many famous theatres, Buckingham Palace and Westminster Abbey.

10 Downing Street is one of the most famous addresses in Britain. It is the headquarters of the British Government and the official residence of the British Prime Minister. It is located near Buckingham Place and the Houses of Parliament. On 7th February 1991, the Provisional IRA launched a mortar shell at 10 Downing Street, and it exploded in the back garden. After this attack, heavier security measures were put in place and public access to Downing Street was restricted. 11 Downing Street is the official address of the Chancellor of the Exchequer, who is the minister responsible for the country's economic and financial affairs.

Exercise 1 page 138

- In pairs, students briefly discuss what they know about these famous London streets. Elicit their ideas. Are any of their ideas on the board?

Exercise 2 TRCD page 138

- Play the recording for students. Ask them to listen in order to check their ideas.
- Check answers as a class.

Audioscript TRCD

Experience and see the very best of the West End on a Classic City Bus Tour. Our double-decker, open-top buses leave every thirty minutes from Trafalgar Square. They really are the best way to see London's most fashionable entertainment and shopping district. The tour goes all over the West End, past London's most famous theatres, and takes in some of the capital's most prestigious streets. You'll drive along Oxford Street, probably the most famous shopping street in Britain, and the longest in Europe. It's a hop on–hop off service so you can always get off if you want to do a bit of shopping. We'll take you to the iconic Carnaby Street too, with its unique independent fashion boutiques. The West End isn't just about fashion, shopping and entertainment. It also contains some of the capital's most well-known landmarks and the seats of government and the monarchy. Having driven past Buckingham Palace we'll show you Downing Street, where the British Prime Minister lives. There's something for everyone! Phone 0847 6673000 or book online at Classic City Bus Tours dot com!

- 1 Downing Street is where the British Prime Minister lives.
- 2 Oxford Street is a famous shopping street in London.
- 3 Carnaby Street is a shopping street famous for its unique independent fashion boutiques.

Exercise 3 page 138

- Ask students to read the text quickly. Does it include any of the ideas they mentioned in exercise 1?
- Students scan the text and underline the phrases 1–8. They then work on their own or in pairs to work out the meaning of the phrases from context. When they have finished, they can check their answers using a dictionary.
- Check answers as a class.

- 1 attract large numbers of people
- 2 theatrical performances that are very successful and that make a lot of money
- 3 the most important shop that a clothing company owns; this is usually the largest shop and the one that is best-stocked
- 4 a shop that is not owned by a chain; it is individually owned and operated
- 5 make something accepted by the majority of people
- 6 a company that creates and sells fashions
- 7 house / home
- 8 the act of becoming a queen

Exercise 4 page 138

- Students scan the text again to find the adjectives 1–9 and the nouns they qualify. They then work with a partner to think of other nouns, using a dictionary to help them.
- Check answers as a class.

- 1 banquets (dinner, occasion, sword, post)
- 2 designers (film, fashion)
- 3 figures (clothes, shoes, district, design, restaurant, idea)
- 4 landmark (building, work of art)
- 5 flagship stores (award, university, hotel, neighbourhood)
- 6 residence / theatre district (reason, source of wealth)
- 7 elegance (taste, sugar, features)
- 8 stores (restaurant, area, neighbourhood)
- 9 building / film actors (scientist, artist, musician)

Exercise 5 page 138

- Students discuss the questions in groups. They then share their ideas as a class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some important information about the West End. I can understand a text about the West End.*

5 Literature

Oscar Wilde

LEAD-IN

- Ask students: *Have you ever seen a play by Oscar Wilde at the theatre? What about a screen adaptation? What did you think of it? Have you read any stories by Oscar Wilde? Which ones?*
- Write *Earnest* and *Ernest* on the board and tell students that one of these is an adjective meaning 'very serious and sincere'. The other is a man's name. Ask: *Which one is the man's name?* (Ernest) Then ask students if they can guess what the play is about (the importance of being serious and the importance of having the name E(a)rnest).

Culture note – The Importance of Being Earnest

The play concerns two young men, Algernon Moncrieff and Ernest Worthing. Ernest is in love with Algernon's cousin, Gwendolen, and wants to marry her. The problem is that Ernest has a double life. His real name is Jack, and in the country, where he lives with his young ward Cecily, he is an earnest young man. He feels the need to escape to the city occasionally, and in order to do so, pretends to have a younger brother named Ernest in London. In the city, meanwhile, he assumes the name Ernest. Jack (as Ernest) proposes and is accepted by Gwendolen, who says she can only marry someone called Ernest. However, Gwendolen's mother, Lady Bracknell, forbids the marriage when Jack confesses that he does not know who his parents are. When he was a baby, he was found in a handbag at Victoria Station and adopted.

In the course of the play, Algernon and Gwendolen come to the country, where Algernon meets and falls in love with Cecily. Lady Bracknell also comes in search of her daughter, and while she is there it transpires that Jack is Lady Bracknell's nephew. He was lost by a nursemaid when he was a baby, and his real name is not Jack, it is Ernest after all. He therefore acquires a respectable family and can marry Gwendolen.

The plot is superficially silly, but the play sparkles with Wilde's wit, and is a classic of the British stage.

Exercise 1 page 139

- Read the instructions and explain or elicit what an epigram is (a phrase that expresses an idea in a funny or clever way).
- Check understanding by asking students to explain how the epigrams turn conventional thoughts on their head, e.g. *Why are we usually told to forgive our enemies? What kind of people know everything?*

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

Exercise 2 page 139

- Students read the text. Ask them if they knew any of the information in it. They complete the text on their own.
- Check answers as a class.

1 play 2 plot 3 customs 4 success 5 trial 6 crime
7 health 8 release

Exercise 3 page 139

- In pairs, students discuss the meanings of the words and use a dictionary to look up those they do not know.
- Check understanding by asking questions, e.g. *If you talk to somebody candidly, are you trying to hide something from them?* (no) *A demonstrative person takes part in demonstrations. True or false?* (false)

Exercise 4 TRCD page 139

- Students read the questions. Tell them they will hear an extract from the play, in which Ernest Worthing (Jack) proposes to Gwendolen. They should not worry if they do not understand every word.
- Check answers as a class.

Audioscript TRCD

Jack Charming day it has been, Miss Fairfax.

Gwendolen Pray don't talk to me about the weather, Mr Worthing. Whenever people talk to me about the weather, I always feel quite certain that they mean something else. And that makes me so nervous.

Jack I do mean something else.

Gwendolen I thought so. In fact, I am never wrong.

Jack And I would like to be allowed to take advantage of Lady Bracknell's temporary absence...

Gwendolen I would certainly advise you to do so. Mamma has a way of coming back suddenly into a room that I have often had to speak to her about.

Jack [nervously] Miss Fairfax, ever since I met you I have admired you more than any girl ... I have ever met since ... I met you.

Gwendolen Yes, I am quite well aware of the fact. And I often wish that in public, at any rate, you had been more demonstrative. For me you have always had an irresistible fascination. Even before I met you I was far from indifferent to you. [Jack looks at her in amazement.] We live, as I hope you know, Mr Worthing, in an age of ideals ... and my ideal has always been to love some one of the name of Ernest. There is something in that name that inspires absolute confidence. The moment Algernon first mentioned to me that he had a friend called Ernest, I knew I was destined to love you.

Jack You really love me, Gwendolen?

Gwendolen Passionately!

Jack Darling! You don't know how happy you've made me.

Gwendolen My own Ernest!

Jack But you don't really mean to say that you couldn't love me if my name wasn't Ernest?

Gwendolen But your name is Ernest.

Jack Yes, I know it is. But supposing it was something else? Do you mean to say you couldn't love me then?

Gwendolen [glibly] Ah! that is clearly a metaphysical speculation, and like most metaphysical speculations has very little reference at all to the actual facts of real life, as we know them.

Jack Personally, darling, to speak quite candidly, I don't much care about the name of Ernest ... I don't think the name suits me at all.

Gwendolen It suits you perfectly. It is a divine name. It has a music of its own. It produces vibrations.

Jack Well, really, Gwendolen, I must say that I think there are lots of other much nicer names. I think Jack, for instance, a charming name.

Gwendolen Jack?... No, there is very little music in the name Jack, if any at all, indeed. It does not thrill. It produces absolutely no vibrations ... I have known several Jacks, and they all, without exception, were more than usually plain. The only really safe name is Ernest.

Jack Gwendolen, I must get christened at once – I mean we must get married at once. There is no time to be lost.

Gwendolen Married, Mr Worthing?

Jack [astounded] Well ... surely. You know that I love you, and you led me to believe, Miss Fairfax, that you were not absolutely indifferent to me.

Gwendolen I adore you. But you haven't proposed to me yet. Nothing has been said at all about marriage. The subject has not even been touched on.

Jack Well ... may I propose to you now?

Gwendolen I think it would be an admirable opportunity. And to spare you any possible disappointment, Mr Worthing, I think it only fair to tell you quite frankly before-hand that I am fully determined to accept you.

Jack Gwendolen!

Gwendolen Yes, Mr Worthing, what have you got to say to me?

Jack You know what I have got to say to you.

Gwendolen Yes, but you don't say it.

Jack Gwendolen, will you marry me? [Goes on his knees.]

Gwendolen Of course I will, darling. How long you have been about it! I am afraid you have had very little experience in how to propose.

Jack My own one, I have never loved any one in the world but you.

Gwendolen Yes, but men often propose for practice. I know my brother Gerald does. All my girlfriends tell me so. What wonderfully blue eyes you have, Ernest! They are quite, quite, blue. I hope you will always look at me just like that, especially when there are other people present.

Yes she does. She likes his name, Ernest. The problem is that he is really called Jack.

Exercise 5 TRCD page 139

- Play the recording again for students to find the answers.
- Students discuss in groups and then share their answers as a class.

1(a) When Jack says he has something else to tell her, she replies: 'I thought so. In fact, I am never wrong.' And when Jack tells her how much he admires her, she replies: 'Yes, I am quite well aware of the fact.'

1(b) Ideals are ideas or standards that seem perfect, and worth trying to achieve. They are usually political, philosophical or moral. Therefore, when Gwendolen says, 'We live, as I hope you know, Mr Worthing, in an age of ideals,' we expect her to be referring to such ideals. Instead she says, 'and my ideal has always been to love someone of the name of Ernest.' This is cynical.

2(a) When Jack proposes to Gwendolen, he hesitates and finds it difficult to talk and find the right words: 'Miss Fairfax, ever since I met you I have admired you more than any girl ... I have ever met since ... I met you.'

2(b) He goes on his knees to propose to Gwendolen.

Exercise 6 TRCD page 139

- Before students read and listen to the extract, make sure they understand who Lady Bracknell is (Gwendolen's mother).
- Play the recording while students listen to the extract.
- In pairs or groups, students identify the comic moments and say why they are funny.

Exercise 7 page 139

- Discuss the question in open class.

A young woman was expected to marry an eligible man her parents approved of.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can understand an extract from a comedy by Oscar Wilde.*

5 Culture

Turner

LEAD-IN

- Write the following questions on the board: *Do you like art? What kind? If you don't like art, why not? How important do you think art is in society?*
- Students discuss the questions briefly in groups. They then share their ideas with the class.

Exercise 1 page 140

- Check students understand the meaning of *depict* (describe something using words or pictures) and *atmosphere* (mood or feeling).
- Students answer the questions in pairs, referring to the picture to justify their answers. Encourage them to include as much detail as possible when answering questions 1 and 3.

- Students join with another pair to share their answers and give reasons for their opinions.
- Students' own answers

Exercise 2 page 140

- Put students into pairs and tell them that they are going to take it turns to tell their partner about Turner. One will talk about 1, 3, and 5. One will talk about 2, 4 and 6.
- Highlight that they are to use their own words, not just read from the text. Quickly brainstorm what language skills they will need to do this. Elicit that they will need to paraphrase, find synonyms and summarise.
- Point out that it would be useful to read the text all the way through, then to highlight the information they need before putting it into their own words.
- Students read the text and then find the information they need. Give them time to prepare it. Students take turns telling their partner about Turner.

Exercise 3 page 140

- Students discuss question 1 in pairs, justifying their opinion with reference to the painting. Their answers to exercise 1 will be useful here.
- Questions 2 and 3 may require some research as students may not have seen much art or know any artists well enough to be able give a view. You could provide some examples of figurative and abstract art for them to look at for question 2, and do the same for question 3 or set it as a homework project.
- Students can present their artist to the class in the next lesson.

6 Literature

War poets

LEAD-IN

- Ask students: *Do you enjoy watching war films? Why? Why not? Have you read any books about war? Which ones? Are there many poets who have written war poetry in your language? What are their poems like?*

Culture note – The First World War

The First World War broke out in 1914. There were many reasons for the war, including tensions between France and Germany, Germany and Russia and Britain and Germany. The war had long been anticipated and planned for, but the spark that ignited it was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, at Sarajevo. Austria-Hungary declared war against Serbia on 28 July, and by August, Germany, Russia, France and Great Britain were also involved in the conflict. Much of the fighting in Europe took place in France and Belgium, where the opposing armies dug a line of trenches that reached from the North Sea to the French border with Switzerland. The war ended in 1918. It had cost the lives of ten million soldiers and seven million civilians.

Exercise 1 page 141

- Discuss the questions in open class.
See Culture note above

Exercise 2 TRCD page 141

- Begin by focusing on the titles: *The Soldier* and *Dulce Et Decorum Est*. Point out that the latter is part of a quotation from an ode by the Roman poet Horace: *Dulce et decorum est pro patria mori*. (See Glossary 2.) Then ask students to read the questions and predict the answers.
- Poetry can be difficult for students to understand, so it might be a good idea to give them five minutes to read the poems to themselves. If they have difficulty understanding, tell them not to worry, but to focus on the overall mood and intention.
- Play the recording while students read the poems again.
- In pairs, students discuss the questions. Were their predictions correct?
- Ask students to share their ideas with the class. Check that students understand the irony of the title *Dulce Et Decorum Est*.

1 The Soldier 2 Dulce et Decorum Est

Exercise 3 TRCD page 141

- Ask students to read the adjectives and check understanding, especially of *compassionate* (feeling sympathy for people who are suffering), *gruesome* (very unpleasant and filling you with horror, usually because it is connected with death or injury), *soothing* (making somebody who is anxious, upset, etc. feel calmer) and *uplifting* (making you feel happier or giving you more hope).
- In pairs, students discuss which adjectives describe the tone and content of each poem.
- Play the recording again for students to consider their answers.
- Check answers as a class.

(Possible answers)

The Soldier: nostalgic, patriotic, peaceful, sentimental, soothing, uplifting
Dulce Et Decorum Est: angry, bitter, depressing, gruesome, hard-hitting, powerful, realistic, shocking

Exercise 4 page 141

- Students read the Fact File and discuss the question in groups.
- Ask students to share their ideas with the class.

Exercise 5 page 141

- Read out the instructions and explain that a stanza is a group of lines that form a unit in the poem.
- Ask students to look at the poem and see if they can identify the four stanzas.
 First stanza, lines 1–8: This is a description of soldiers returning to rest after fighting.
 Second stanza, lines 9–12: This is description of a gas attack; one man does not manage to put his gas mask on in time.
 Third stanza, lines 13–20: The poet witnesses the gassed man's suffering and then sees the same image in his dreams.
 Fourth stanza, lines 21–28: The poet tells us that such terrible suffering proves that the Latin quotation is a lie. It is not sweet and fitting to die for one's country in this way.

1 e 2 d 3 a 4 b

Exercise 6 page 141

- Read through the instructions together and make sure students understand what they have to do.

The Soldier

- a references to the English landscape:
Gave once, her flowers to love, her ways to roam,
A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.
- b tranquil images: dreams happy as her day; laughter;
gentleness; hearts at peace; heaven

Dulce et Decorum Est

- a similes: Bent double, like old beggars under sacks; coughing like hags
- b adjectives: blood-shod; lame; blind; drunk (with fatigue); deaf
- c shocking images:
... guttering, choking, drowning.
... the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
... the blood / Come gargling from the froth-corrupted lungs,
/ Obscene as cancer,
... vile incurable sores on innocent tongues

Exercise 7 page 141

- Discuss the poems in open class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have read and understood two contrasting war poems.*

6 Culture

Going Down under

LEAD-IN

- Focus attention on the title of the lesson and explain or elicit that *Down under* is an informal way of referring to Australia.
- Ask students to write down what comes to mind when they think of Australia. They should consider location, landscape, history, people, animals, culture and even economy.
- Students share their ideas with the class.

Exercise 1 page 142

- Ask students to read the questions. Check understanding of *penal colony* (a place where criminals were sent as a punishment in the past) and *livestock* (the animals kept on a farm, for example cows or sheep).
- Students do the quiz in pairs.
- When they have finished, elicit answers, but do not confirm or correct them.

Exercise 2 TRCD page 142

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

Audioscript TRCD

That is the sound of a didgeridoo, a wind instrument developed by indigenous Australians around 1,500 years ago, long before the arrival of European settlers. But the aboriginal people of Australia had already been living there for millennia before the invention of the didgeridoo. They are thought to have first arrived by boat from the islands of Indonesia about 50,000 years ago. They settled in coastal regions, especially in the south-east of the continent, living as hunter-gatherers in about 250 separate groups, each with its own language. By the time the first Europeans arrived in Australia in the seventeenth century, their population is estimated to have been between 300,000 and a million. Colonisation of Australia began in 1788 with the arrival of a fleet of British ships in Botany Bay. Among the 1,000 people on board were 700 convicts, sent by the British government in an attempt to ease overcrowding in British jails. These

men and women were the first prisoners in the penal colony that became known as Botany Bay. One immediate consequence of the arrival of Europeans was the introduction of diseases such as smallpox, measles and tuberculosis, against which the indigenous Australians had no immunity. The result was catastrophic, with thousands dying of the new diseases. Some scholars estimate that over half of the indigenous population was wiped out. In the following decades further colonies were established around the continent, and sheep and cattle were brought from Britain. The settlers took the best, most fertile land for their livestock – land on which the Aboriginal people were often already living. Conflict was inevitable but few of the colonists had any sympathy for the people whose land they were taking. In 1845, one settler wrote, 'The question comes to this; which has the better right – the savage, born in a country which he runs over but can scarcely be said to occupy, or the civilised man, who comes to introduce into this unproductive country the industry which supports life.'

The discovery of a grain of gold in a waterhole near Sydney in 1851 sparked a gold rush that had far-reaching social and economic consequences. Gold fever gripped the nation and people flocked to the site of the discovery. Vast quantities of gold were found – over 26 tonnes in New South Wales in 1852 alone – and attracted hundreds of thousands of immigrants. The new arrivals were not just from Britain, but included Americans, Germans, Poles and Chinese. Between 1851 and 1871 the population of Australia trebled from 430,000 to 1.7 million, and by 1900 it stood at 3.7 million. Railroads were built, towns and cities expanded and the economy boomed – but the Aboriginal people became further marginalised, and pushed into the interior of the continent.

By the beginning of the twentieth century, the majority of the population were native born and many of them wanted more independence from Britain. In 1901, six Australian colonies voted to unite and modern Australia was formed. The country has since developed into a confident, sports-mad, ethnically diverse nation, in which the rights, culture and heritage of its indigenous Aboriginal people, after decades of suffering and oppression, are now finally recognised.

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

Exercise 3 TRCD page 142

- Tell students to read the questions. With a **weaker class** focus attention on the first question and write the following notes on the board: *Date of arrival? Where from? How get to Australia? Where settle? How get food? How many groups? Population when Europeans arrived?*
- They should keep notes as they listen so they can answer the questions. Play the recording again.
- Check answers as a class.

- 1 They are thought to have arrived by boat from the islands of Indonesia about 50,000 years ago. They settled in coastal regions, especially in the south-east. They were hunter-gatherers. There were about 250 separate groups, each with its own language. When the first Europeans arrived their population is estimated to have been between 300,000 and a million.
- 2 They were exposed to diseases such as smallpox, measles and tuberculosis. Because they had no immunity against these diseases, thousands died.
- 3 When the settlers took the Aborigines' land.
- 4 It increased.

Exercise 4 page 142

- Ask students to read the text. When they have finished, check understanding by asking questions, e.g. *Why couldn't prisoners be sent to America any more?* (Because the American colonies became independent.) *Were conditions on the ships good? (no) How do you know?* (Because many prisoners died.) *What kind of people were most of the Europeans in Australia? (convicts)*
- Students complete the text on their own.
- Check answers as a class.

- 1 crowded 2 common 3 ideal 4 penal 5 poor 6 first
7 useful 8 reluctant 9 free

Exercise 5 6.02 page 142

- Play the recording so that students can listen to the song as they read the verses.
- In pairs, students try to answer the questions.
- Check answers as a class.
- Play the recording again if students would like to sing along.

- 1 convicts
- 2 The monotony of the boat journey.
- 3 The crew and the passengers.
- 4 Be careful that you aren't accused of theft and sent to Botany Bay.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some important information about the Aboriginal people of Australia. I have learnt about the years when Australia was a penal colony. I have learnt a song called Botany Bay.*

7 George Orwell

Animal Farm

LEAD-IN

- Ask students if they know what an allegory is (a story, play, etc. in which the characters or events are symbols representing ideas or qualities, such as truth, evil, death, etc.).
- Tell them that the lesson is about one of the most famous allegorical stories of the twentieth century. Then ask if they have read *Animal Farm*. If they have, what did they think of it?

Exercise 1 page 143

- In pairs, students discuss the questions.
- When they have finished, they share their ideas with the class.

Exercise 2 TRCD page 143

- Ask students to read the questions. Check that they understand *flee* (to leave a place quickly, especially because you are afraid of possible danger).
- Play the recording. Tell students to keep notes as they listen.

Audioscript TRCD

Animal Farm was written in 1944 and published in August 1945, just as the Second World War was ending. It is probably the most important work of political satire by a British writer.

Its author, George Orwell, was born Eric Arthur Blair in 1903 in India and educated at Eton College, one of Britain's most prestigious private schools. In 1922 he travelled to Burma, a British colony at the time, where he joined the police service. Disillusioned with British imperialism he returned to Britain after five years, and soon after moved to Paris, where he did a variety of low-paid jobs. On his return to England he began writing articles for magazines, under the pseudonym George Orwell. His first book, *Down and Out in London and Paris* (published in 1933) described his experiences as a struggling writer. In 1936 he was commissioned to write a documentary account of unemployment in the north of England. *The Road to Wigan Pier* was a critical success and established Orwell as one of Britain's leading writers and social commentators. Orwell was a committed socialist and in December 1936 he travelled to Spain to report on the Spanish Civil War, where General Franco's Nationalists were fighting socialist and communist Republican forces for control of the country. He decided to join the struggle against Franco's fascists, and fought as a member of the anti-Stalinist Worker's Party of Marxist Unification, known as the P.O.U.M.

However, the P.O.U.M. was declared illegal by pro-Stalinist communists in the Republican army and Orwell had to flee for his life. When he returned to Britain he wrote about his experiences in *Homage to Catalonia* (published in 1938). Orwell was very critical of the British Left, who were full of admiration for Josef Stalin and very reluctant to criticise in any way the Soviet government. In the Second World War the Soviet Union was an ally of Britain, and the Left turned a blind eye to the non-aggression pact that Stalin made with Hitler in 1939, the purges and show trials of the 1930s, and the famine in the Ukraine, in which millions of people starved to death. Orwell wrote in his diary in July 1941, 'One could not have a better example of the moral and emotional shallowness of our time, than the fact that we are now all more or less pro-Stalin. This disgusting murderer is temporarily on our side, and so the purges, etc., are suddenly forgotten.' Orwell wrote *Animal Farm* in an attempt to open people's eyes to the realities of the Russian Revolution and its aftermath. In the story, the animals take over the farm but the ideals of the revolution are soon corrupted by its leaders, the pigs, and the animals end up no better off than they were at the start. Orwell was keen to stress that he saw corrupt leadership as the flaw in the animals' revolution, not the revolution itself. Indifference and ignorance among the majority of the animals allowed the power-hungry pigs to exploit them. Orwell went on to write another hugely influential book, *1984*, warning of the dangers of totalitarianism. But he was already seriously ill with tuberculosis and, although he lived to see its publication in June 1949 and the warm reception it received from the public and critics, he died in January 1950. He was just 46 years old.

- 1 Burma (Myanmar) and France
- 2 He fought in the Spanish Civil War. He joined the struggle against Franco's fascists, and fought as a member of the anti-Stalinist Worker's Party of Marxist Unification, known as the P.O.U.M.
- 3 The P.O.U.M. was declared illegal by pro-Stalinist communists in the Republican army, and Orwell fled because he feared for his life.
- 4 Because they admired Stalin and wouldn't criticise the Soviet government, despite the non-aggression pact with Hitler, the purges and show trials, and the famine in the Ukraine, in which millions of people starved to death.
- 5 No, he didn't. He believed corrupt leadership was the problem, not the revolution itself.
- 6 He also wrote *Down and Out in London and Paris*, *The Road to Wigan Pier*, *Homage to Catalonia* and *1984*.

Exercise 3 page 143

- Tell students to read the questions and check understanding. Explain or elicit the meaning of *manifest itself* (appear or become noticeable) and *resolve* (decide).
- Give students two or three minutes to read the text. They can then work in pairs to answer the questions.

- 1 They tiptoe and speak in whispers.
- 2 The resolve to preserve it as a museum, and agree that no animals can live there.
- 3 They have taught themselves to read and write.
- 4 He uses it to change the name from Manor Farm to Animal Farm.
- 5 The commandments are designed to distinguish the animals from human beings.

Exercise 4 page 143

- Students discuss the question in pairs or groups.

Exercise 5 TRCD page 143

- Read out the question. Tell students not to worry about unknown words and instead focus on the main meaning.
- Play the recording. Then ask students if any of their predictions were correct.

Audioscript TRCD

One day in early summer Squealer ordered the sheep to follow him and led them out to a piece of waste ground at the other end of the farm, which had become over-grown with birch saplings. The sheep spent the whole day there browsing at the leaves under Squealer's supervision. In the evening he returned to the farmhouse himself, but, as it was warm weather, told the sheep to stay where they were. It ended by their remaining there for a whole week, during which time the other animals saw nothing of them. Squealer was with them for the greater part of every day. He was, he said, teaching them to sing a new song, for which privacy was needed.

It was just after the sheep had returned, on a pleasant evening when the animals had finished work and were making their way back to the farm buildings, that the terrified neighing of a horse sounded from the yard. Startled, the animals stopped in their tracks. It was Clover's voice. She neighed again, and all the animals broke into a gallop and rushed into the yard. Then they saw what Clover had seen.

It was a pig walking on his hind legs.

Yes, it was Squealer. A little awkwardly, as though not quite used to supporting his considerable bulk in that position, but with perfect balance, he was strolling across the yard. And a moment later, out from the door of the farmhouse came a long file of pigs, all walking on their hind legs. Some did it better than others, one or two were even a trifle unsteady and looked as though they would have liked the support of a stick, but every one of them made his way right round the yard successfully. And finally there was a tremendous baying of dogs and shrill crowing from the black cockerel, and out came Napoleon himself, majestically upright, casting haughty glances from side to side and with his dogs gambolling round him.

He carried a whip in his trotter.

There was a deadly silence. Amazed, terrified, huddling together, the animals watched the long line of pigs march slowly round the yard. It was as though the world had turned upside-down. Then there came a moment when the first shock had worn off and when in spite of everything – in spite of their terror of the dogs, and of the habit, developed through long years, of never complaining, never criticising, no matter what happened – they might have uttered some word of protest. But just at that moment, as though at a signal, all the sheep burst into a tremendous bleating of –

'Four legs good, two legs better! Four legs good, two legs better! Four legs good, two legs better!'

It went on for five minutes without stopping. And by the time the sheep had quieted down the chance to utter any protest had passed, for the pigs had marched back into the farmhouse.

Benjamin felt a nose nuzzling at his shoulder. He looked round. It was Clover. Her old eyes looked dimmer than ever. Without saying anything she tugged gently at his mane and led him round to the end of the big barn, where the Seven Commandments were written. For a minute or two they stood gazing at the tarred wall with its white lettering.

'My sight is failing,' she said finally. 'Even when I was young I could not have read what was written there. But it appears to me that that wall looks different. Are the Seven Commandments the same as they used to be, Benjamin?'

For once Benjamin consented to break his rule, and he read out to her what was written on the wall. There was nothing there now except a single Commandment. It ran:

ALL ANIMALS ARE EQUAL

BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.

After that it did not seem strange when next day the pigs who were supervising the work of the farm all carried whips in their trotters. It did not seem strange to learn that the pigs had bought themselves a wireless set, were arranging to install a telephone, and had taken out subscriptions to John Bull, Tit-bits and the Daily Mirror. It did not seem strange when Napoleon was seen strolling in the farmhouse garden with a pipe in his mouth – no, not even when the pigs took Mr Jones's clothes out of the wardrobes and put them on [...]

Exercise 6 TRCD page 143

- Students read the questions. Tell them you will play the recording again, and this time they should keep short notes as they listen.
- Play the recording again. Students then write their answers.

- 1 They have broken the first commandment by walking on their hind legs.
- 2 They break the resolution not to live in the farmhouse.
- 3 The sheep are the pigs' mindless supporters. The dogs play the role of the police and enforce the pigs' decisions and policies.
- 4 It states that some animals are more important than others.
- 5 There cannot be degrees of equality. The animals are either equal or they are not.

Exercise 7 page 143

- Discuss the questions in open class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can read and understand an allegorical story.*

7 Culture

Go West!

LEAD-IN

- Write the following questions on the board: *What do you know about the American West? Why do you think the American West has had such a profound influence on the psyche of Americans?*
- Students discuss the questions in pairs or groups. They then share their ideas with the class.

Culture note – Go West

It was the founder of an American newspaper, Horace Greeley, who was supposed to have said: 'Go West, young man, and grow up with the country'. He was referring to the opening up of the American West by settlers. Many Americans in the nineteenth century believed that they had a 'manifest destiny' to colonise territories westward across the continent. This westward expansion had profound and wide-reaching consequences for the country, especially when the railroads were built. Among other things, the huge herds of bison that grazed on the plains were hunted virtually to extinction, and the Native Americans themselves were displaced.

Exercise 1 page 144

- Pre-teach *wagon* and *wagon train* (a long line of wagons and horses, used by people travelling west in North America in the nineteenth century). In pairs, students take turns to describe the photo. They then discuss the questions in pairs.
- When they have finished, students share their ideas with the class.

Exercise 2 page 144

- Read out the instructions. Then give students two minutes to read the text and answer the questions in exercise 1.
- Check answers with the class. Can students see what the connection is between the two photos?

- 1 They were probably travelling to the west of North America in search of a new life.
- 2 They faced hostile Indians, illness, injury, dangerous river crossings, wild animals, storms, running out of water.

Exercise 3 page 144

- Students read the questions.
- Give them five minutes to read the text and answer the questions.
- Check answers with the class.

1 F (It refers to the settlers who headed west.) 2 T 3 T
4 NS 5 T 6 T

Exercise 4 TRCD page 144

- Read the instructions and play the recording for students. They only need to listen for the main idea, so they should not worry too much about unknown words.

Audioscript TRCD

In the spring of 1846, a group of 89 emigrants left Missouri and headed west. Led by two wealthy brothers, Jacob and George Donner, the emigrants initially followed the regular California Trail westward to Fort Bridger, in Wyoming. From there, however, the emigrants decided to leave the established trail and take a new and supposedly shorter route to California laid out by an unscrupulous trail guide named Lansford Hastings. Hastings was not at Fort Bridger at the time – he was leading an earlier wagon train along his new route. He left word for the Donner party to follow, promising that he would mark the trail for them. Reassured, the group of 89 emigrants left Fort Bridger with their 20 wagons and headed for Weber Canyon, where Hastings claimed there was an easy passage through the rugged Wasatch Mountains. When they reached the head of the canyon, they found a note from Hastings attached to a forked stick. Hastings warned the Donner party that the route ahead was more difficult than he had thought. He asked the emigrants to make camp there and wait until he could return to show them a better way.

Hastings's note troubled the emigrants. To return to Fort Bridger to pick up the established route would have meant wasting several days. They decided to wait for Hastings. After eight days, when Hastings had still not arrived, the emigrants sent a messenger up the canyon to find the guide. The messenger returned several days later with instructions from Hastings to follow another trail, and the emigrants complied. The alternate route, however, turned out to be even worse than the Weber Canyon road, and the emigrants had to carve a fresh road through thick trees and rock-covered ground.

The Donner party finally made it through the Wasatch Mountains and arrived at the Great Salt Lake. Hastings' route had cost them eighteen valuable days. Unfortunately, their difficulties were only beginning. Crossing the Great Salt Lake Desert proved much more difficult and time-consuming than Hastings had said and some of their valuable livestock were lost during that part of the journey. By the time the Donner party reached the Sierra Nevada Mountains, it was already late in the season. On 28 October, a heavy snowfall blocked the high mountain passes, trapping the emigrants in a frozen wilderness. They had very little food and attempts at hunting were mainly unsuccessful. Eventually reduced to cannibalism to survive – at least according to legend – only 45 of the original 89 emigrants reached Sutter's Fort in California the following year.

Lansford Hastings

Exercise 5 TRCD page 144

- Students read the questions. Then play the recording again. This time they could keep notes to help them answer the questions.
- Students write their answers and compare with a partner.
- Check answers as a class.

- 1 It was led by two brothers, Jacob and George Donner.
- 2 It was supposed to be shorter.
- 3 There were 89 people and 20 wagons.
- 4 Hastings warned the Donner party that the route was more difficult than he had thought. He asked them to wait until he could show them a better way.
- 5 The weather was bad, and they were trapped by heavy snowfall.
- 6 They were supposed to have eaten human flesh.

Exercise 6 page 144

- Discuss the questions in open class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some information about the American pioneers. I can understand a text about pioneers.*

8 Literature

John Steinbeck

LEAD-IN

- Ask students: *Have you read any American novels, whether in English or in translation? If yes, which ones?*
- In pairs, students make a list of as many American writers and their works as they can in one minute. When they have finished, elicit answers (e.g. Herman Melville: *Moby Dick*; Edgar Allan Poe: *The Fall of the House of Usher*; O. Henry: *The Gift of the Magi*; Mark Twain: *Tom Sawyer*, *Huckleberry Finn*).

Culture note – John Steinbeck

John Steinbeck (1902–1968) was an American novelist. He was awarded a Pulitzer Prize for his novel *The Grapes of Wrath*, which is set in the American mid-West during the Great Depression of the 1930s. He was also awarded the Nobel Prize for Literature in 1962. Among his best-known works are the novel *East of Eden*, filmed in 1955 by Elia Kazan and starring James Dean, and the novella *Of Mice and Men*. The title of the latter is taken from a poem by the Scottish poet Robert Burns, *To a Mouse*, which says: 'The best laid schemes o' mice an' men / Gang aft a-gley' (the best laid schemes of mice and men often go wrong).

Exercise 1 page 145

- In pairs, students discuss the questions. If they are having difficulty thinking of films or shows, remind them of popular TV series like *Friends*, or films like *Twins*, starring Arnold Schwarzenegger and Danny de Vito.

Exercise 2 page 145

- Ask students to skim-read the text.
- Check that students know the meaning of the words in the box, especially *enduring* (lasting for a long time) and *wholly* (completely). Students complete the text on their own.
- Check answers as a class.

1 as 2 while 3 particularly 4 previously 5 enduring
6 temporary 7 wholly 8 peacefully

Exercise 3 page 145

- Read the instructions and make sure that students understand what they have to do. Tell them not to worry too much about unknown words, but to try and imagine the scene as they read the extract.
- Give student five minutes to read the extract and discuss the questions in pairs.
- Check answers as class.

(Possible answers)

Physically, Lennie is a large man. He has 'huge paws' and a 'big face'. He is also very strong: 'Lennie held on to the closed fist. Curley was white and shrunken by now, and his struggling had become weak.' He is strong enough to crush Curley's hand. Mentally, he is vulnerable and childlike, even though he is so big: 'Lennie looked helplessly at George, and then he got up and tried to retreat'; 'Make 'um let me alone, George'; 'You tol' me to, George,' he said miserably.

Exercise 4 page 145

- Tell students to scan the text and find the words 1–9. They are all within the dialogue. Then ask students to act the dialogues out in groups of three. This will help them work out what the words are supposed to be.
- Students write the words correctly.
- Check answers as a class and then ask students why the words are written in this way. Students may need help with *yella*. Explain, if necessary, that if you say someone is yellow, you mean he/she is cowardly.

1 you 2 going to 3 yellow 4 him 5 him 6 let go
7 told 8 every 9 hand

They are written this way to show how the characters speak. This also reveals where they are from and that they are not very well-educated.

Exercise 5 TRCD page 145

- Ask students to read the questions and predict what is going to happen. Students listen to the recording.
- In pairs, students answer as many questions as they can.
- Check answers as a class.

Audioscript TRCD

George took off his hat. He said shakily, 'Take off your hat, Lennie. The air feels fine.' Lennie removed his hat dutifully and laid it on the ground in front of him. The shadow in the valley was bluer, and the evening came fast. On the wind the sound of crashing in the brush came to them.

Lennie said, 'Tell how it's gonna be!'

George had been listening to the distant sounds. For a moment he was business-like. 'Look across the river, Lennie, an' I'll tell you so you can almost see it.' Lennie turned his head and looked off across the pool and up the darkening slopes of the Gabilans. 'We gonna get a little place,' George began. He reached in his side pocket and brought out Carlson's Luger; he snapped off the safety, and the hand and gun lay on the ground behind Lennie's back. He looked at the back of Lennie's head, at the place where the spine and skull were joined. A man's voice called from up the river, and another man answered.

'Go on,' said Lennie.

George raised the gun and his hand shook, and he dropped his hand to the ground again.

'Go on,' said Lennie. 'How's it gonna be. We gonna get a little place.'

'We'll have a cow,' said George. 'An' we'll have maybe a pig an' chickens ... an' down the flat we'll have a ... little piece alfalfa ——'

'For the rabbits,' Lennie shouted.

'For the rabbits,' George repeated.

'And I get to tend the rabbits.'

'An' you get to tend the rabbits.'

Lennie giggled with happiness. 'An' live on the fatta the lan.'

'Yes.'

Lennie turned his head.

'No, Lennie. Look down there across the river, like you can almost see the place.'

Lennie obeyed him. George looked down at the gun.

There are crashing footsteps in the brush now! George turned and looked toward them.

'Go on, George. When we gonna do it?'

'Gonna do it soon.'

'Me an' you.'

'You ... an' me. Ever'body gonna be nice to you. Ain't gonna be no more trouble. Nobody gonna hurt nobody nor steal from 'em.'

Lennie said, 'I thought you was mad at me, George.'

'No,' said George. 'No, Lennie. I ain't mad. I never been mad, an' I ain't now. That's a thing I want ya to know.'

The voices came close now. George raised the gun and listened to the voices.

Lennie begged. 'Le's do it now. Le's get that place now.'

'Sure. Right now. I gotta. We gotta.'

And George raised the gun and steadied it, and he brought the muzzle of it close to the back of Lennie's head. The hand shook violently, but his face set and his hand steadied. He pulled the trigger. The crash of the shot rolled up the hills and rolled down again. Lennie jarred, and then settled slowly forward to the sand, and he lay without quivering.

- 1 So that he can shoot Lennie in exactly the right spot.
- 2 In order to calm him down.
- 3 Because he is about to kill his friend and he is reluctant to do so.
- 4 So that Lennie won't realise what is going to happen to him.
- 5 He doesn't want Lennie to panic. He understands that Lennie didn't mean to kill the young woman.

Exercise 6 page 145

- Students discuss the questions. Ask them to consider what they would have done in George's place.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit the answer: *I understand an extract from a story by John Steinbeck.*

8 Culture

Vietnam

LEAD-IN

- Ask students what they know about Vietnam. *Where is it?* (on the Indochina Peninsula of South-East Asia) *What is the capital of Vietnam?* (Ho Chi Minh City, formerly called Saigon) *Which countries share a border with Vietnam?* (China, Laos and Cambodia) *What do you know about the Vietnam War?* Students share their ideas with the class.

Culture notes

Joan Baez is an American folk singer, songwriter, musician and a prominent activist in the fields of human rights and peace. *Saigon bride* was a poem by Nina Duscheck, set to music by Baez.

Catch-22 is a comic satirical novel by the American writer Joseph Heller (1923–1999). Its theme is the madness of war and the story concerns a US Air Force pilot during World War II. He hates the war and tries to avoid flying planes. The expression *Catch-22* has entered the English language and refers to an unpleasant situation from which you cannot escape because you need to do one thing before doing a second, and you cannot do the second thing before doing the first.

Exercise 1 page 146

- Students discuss in pairs, underlining their evidence in the lyrics.
- Check answers and share ideas.

(Possible answer)

The songwriter is against the war. She thinks too many innocent people are dying: *How many dead men will it take ... How many children must we kill ...* She also thinks that the war cannot be won: *To build a dike that cannot break; enemy soldiers described as waves, tides – all water images because water is difficult to stop.*

Exercise 2 page 146

- Students discuss the questions in pairs. They should refer to the lyrics when sharing their ideas with the class.

- 1 A U.S. soldier
- 2 A Vietnamese woman – could be a lover or prostitute
- 3 red are the communists of North Vietnam
yellow relates to the soldiers of the Viet Cong

Exercise 3 page 146

- Ask students to read the questions. Can they answer any of them without reading the text? Encourage them to share their ideas with the class.
 - Students read the text and either answer the questions or check their ideas.
 - Check answers as a class.
- 1 The US were concerned that an independent Vietnam would become a communist state, and they wanted to prevent the spread of Communism.
 - 2 They were communist supporters in South Vietnam.
 - 3 It was difficult to find a solution without admitting defeat.
 - 4 North Vietnam gained control of South Vietnam, and Vietnam became a communist state after all.

Exercise 4 TRCD page 146

- Read the instructions and ask students if they have ever heard the expression *catch 22*. Elicit or explain that originally it was the title of a novel by Joseph Heller. It means 'an unpleasant situation from which you cannot escape because you need to do one thing before doing a second, and you cannot do the second thing before doing the first'. Also, explain that Yossarian is the novel's protagonist.
- Play the recording.
- Discuss the answer as a class.

Audioscript TRCD

The only thing going on was a war, and no one seemed to notice but Yossarian and Dunbar. And when Yossarian tried to remind people, they drew away from him and thought he was crazy. Even Clevinger, who should have known better but didn't, had told him he was crazy the last time they had seen each other, which was just before Yossarian had fled into the hospital.

Clevinger had stared at him with apoplectic rage and indignation and, clawing the table with both hands, had shouted, 'You're crazy!'

'Clevinger, what do you want from people?' Dunbar had replied wearily above the noises of the officers' club.

'I'm not joking,' Clevinger persisted.

'They're trying to kill me,' Yossarian told him calmly.

'No one's trying to kill you,' Clevinger cried.

'Then why are they shooting at me?' Yossarian asked.

'They're shooting at everyone,' Clevinger answered. 'They're trying to kill everyone.'

'And what difference does that make?' Clevinger was already on the way, half out of his chair with emotion, his eyes moist and his lips quivering and pale.

As always occurred when he quarreled over principles in which he believed passionately, he would end up gasping furiously for air and blinking back bitter tears of conviction. There were many principles in which Clevinger believed passionately. He was crazy.

'Who's they?' he wanted to know. 'Who, specifically, do you think is trying to murder you?'

'Every one of them,' Yossarian told him.

'Every one of whom?'

'Every one of whom do you think?'

'I haven't any idea.'

'Then how do you know they aren't?'

'Because ...' Clevinger sputtered, and turned speechless with frustration.

Clevinger really thought he was right, but Yossarian had proof, because strangers he didn't know shot at him with cannons every time he flew up into the air to drop bombs on them, and it wasn't funny at all. And if that wasn't funny, there were lots of things that weren't even funnier.

Clevinger gets angry because he is quarrelling about his principles. He is also frustrated because he thinks Yossarian is crazy.

Exercise 5 TRCD page 146

- Play the recording again so that students can complete the sentences.
- Ask students if Yossarian's argument makes sense or not. They should support their opinion.

- 1 Then why are they shooting at me?
- 2 And what difference does that make?

Exercise 6 page 146

- In pairs, students look at the film titles and discuss any films they may have seen. Who was in the film? Was it a good film? Did they enjoy it? Why?/Why not? They then discuss questions 1–3.
- Students share their ideas with the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some important information about the Vietnam War. I can understand a protest song against the Vietnam War. I can understand an extract from an anti-war novel.*

9 Literature

Sylvia Plath

LEAD-IN

- Ask students: *What makes a good poem? Do you have any favourite poems in your language?*
- Discuss the questions in open class.

Exercise 1 page 147

- In pairs, students discuss the questions. They then share their ideas with the class.
- Ask students if they know any song lyrics by heart. Can they recite them or even sing the song for the class?

Culture note – Ted Hughes

Ted Hughes (1930–1998) was one of the finest poets of his generation. His best-known collections of poetry are *Hawk in the Rain* and *Crow*. Hughes also wrote for children, including the book *The Iron Man*. In 1984, he was appointed Poet Laureate, a position he held until his death.

Exercise 2 TRCD page 147

- Ask students to read the key facts and predict what kinds of information are missing. Then play the recording so that they can complete the sentences.
- Check answers as a class.

Audioscript TRCD

Sylvia Plath was an American poet who also wrote a semi-autobiographical novel and a number of short stories. She was born in Boston in 1932 and began writing poetry as a child, having a poem published in the *Boston Herald* newspaper when she was only eight years old. Around the same time, the death of her father from diabetes had a profound affect on the young girl. At university in the early 1950s, Plath was an outstanding student of English who excelled particularly at creative writing. Many of her poems from this period were assignments set by her college professors. But she was plagued by depression and spent several months in hospital after a suicide attempt. She underwent electric shock therapy in an attempt to improve her mental condition.

In 1955, she graduated from Smith College in the USA and continued her studies – and her poetry-writing – at Cambridge University in the UK. At Cambridge, Plath met Ted Hughes, an English writer renowned for his poems about animals and the natural world, and the two fell in love, marrying in 1956. Plath once described Hughes as having “a voice like the thunder of God”. The newly-weds travelled abroad, mostly in the USA and Canada, and both became interested in astrology and other aspects of the supernatural. Although they had two children together, the relationship did not work out. The couple split up in 1962 as a result of Hughes’ relationship with another woman. After the separation, Plath experienced a brief period of intense creativity, and in only a few months wrote many of the poems which are today regarded as her finest. But tragically, her mental health did not improve, and in 1963, at the age of thirty, she took her own life.

- 1 United States
- 2 English
- 3 depression
- 4 Cambridge University
- 5 animals and the natural world
- 6 split up
- 7 suicide
- 8 creative

Exercise 3 TRCD page 147

- Focus on the titles of the poems. Ask: *What do you think ‘Family Reunion’ will be about? What does ‘vertical’ mean?* (in this context, standing straight up) *Look at the first line of the poem ‘I am vertical’. What does ‘horizontal’ mean?* (flat and level; parallel to the ground) *When are people horizontal?* (when they are lying down)
- Students read the poems as they listen. In their opinion, what theme do they have in common? Accept any response as long as students can give reasons for their answers.

Students’ own answers

Exercise 4 page 147

- In pairs, students read both poems again and check the meanings of the words. They can use a dictionary, but be prepared to help them explore possibilities.
- Students answer the questions on their own and then compare answers with their partner.
- Check answers as a class.

- 1 Family Reunion 2 I am vertical 3 I am vertical
- 4 Family Reunion 5 Family Reunion 6 I am vertical

Exercise 5 page 147

- Read out the instructions and refer students to the poems on pages 137 (Daffodils) and 141 (War poems).
 - Make sure that students know what they have to do. With a **weaker class**, do the exercise together.
 - Check answers as a class.
- 1 *Family Reunion* has lines with three words (e.g. *With copper claws*) and lines with seven words (e.g. *Oh, hear the clash of people meeting*), but these differences are regularly repeated. *I am vertical*, on the other hand, has irregular line lengths that occur without an obvious pattern.
 - 2 *Family Reunion* has a regular rhythm: lines with two stressed words (e.g. *With copper claws*) and lines with four stressed words (e.g. *Oh, hear the clash of people meeting*), but these differences are regularly repeated. *I am vertical*, on the other hand, has the free, irregular rhythm of speech.
 - 3 *Family Reunion* has an interesting rhyme scheme: AABBCDDCEEFF. *I am vertical* has no rhymes.
 - 4 Both *Family Reunion* and *I am vertical* have more ambiguities and unclear meanings than *Daffodils*.

5 All the poems focus on the poet’s own experiences and feelings.

Exercise 6 page 147

- Students discuss the questions in groups and then share their ideas with the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can read and understand two poems by a twentieth-century poet.*

9 Culture

All that Jazz

LEAD-IN

- Ask students: *What kinds of music do you like? Who are your favourite performers? Who are your favourite composers? What kinds of music don’t you like? Why don’t you like them?*

Exercise 1 TRCD page 148

- Read the instructions and ask students if they can explain what defines the six types of music. Elicit answers if possible, but if not, tell students to enjoy the music and match the clips with the styles if they can.
- Check answers with the class. Did students recognise any of the performers? Do they know the names of any of the songs/pieces?

- 1 ragtime 2 jazz 3 blues 4 soul 5 gospel 6 rap

Culture notes

Louis Armstrong (1901–1971) was one of the most influential, charismatic and popular jazz musicians of all time. He played the trumpet and sang in a distinctive gravelly voice that is instantly recognisable, even by people who are not jazz fans.

Aretha Franklin (born 1942) is an American musician and singer. She is popularly known as the Queen of Soul, but she began her career singing gospel in her father’s church. Most people have heard her signature song, *Respect*. Her gospel record, *Amazing Grace* is the best-selling pure gospel album of all time.

Snoop Dogg is an American rapper whose real name is Calvin Cordozar Broadus. He is also known as Snoop Doggy Dogg and Snoop Lion.

Scott Joplin (c. 1867–1917) was an American composer and pianist who became famous for his ragtime compositions. Ragtime was a craze in the 1890s in the United States, and this was largely due to Joplin. The *Maple Leaf Rag* is probably his most famous ragtime composition.

B.B. King (born 1925) is an African-American musician. He is one of the most respected guitarists of all time, as well one of the most influential blues musicians, and is often referred to as King of Blues.

Mahalia Jackson (1911–1972) was an American gospel singer. She was often referred to as the Queen of Gospel. ‘I sing God’s music because it makes me feel free,’ she once said. ‘It gives me hope. With the blues, when you finish, you still have the blues.’

Exercise 2 page 148

- Tell students to work in pairs and match the singers and performers with the musical styles. Encourage them to say what they know about these musicians. Elicit that they are all black.
- Check answers with the class.

1 jazz 2 soul 3 rap 4 ragtime 5 blues 6 gospel

Exercise 3 page 148

- In open class, students name black American musicians and singers and say what they know about them.

Exercise 4 page 148

- Ask students to read the questions and underline the key words. Encourage them to scan the texts to find the answers to the questions.
- Check answers as a class.

1 hip hop 2 spirituals 3 gospel 4 ragtime 5 jazz
6 blues, soul, hip hop

Exercise 5 page 148

- Give students a few minutes to read the texts again and find two facts they did not know. They then try and tell their partner about them in their own words.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some important information about various musical styles. I can recognise various musical styles when I hear them. I have learnt a little about some well-known black American singers and musicians.*

10 Literature

Margaret Atwood

LEAD-IN

- Ask students: *What factors prevent women from achieving equality with men in many parts of the world? Do you think women will achieve equality one day?*

Exercise 1 page 149

- Before students do the task, ask them to call out the first thing that comes to mind when they hear the words *science fiction*. Write their ideas on the board.
- In pairs, students write a definition of *science fiction*. They then share their ideas with the class. Do any of the ideas on the board form part of their definition?

Exercise 2 TRCD page 149

- Focus on the title of the novel and explain that *handmaid* is an old-fashioned word for a female servant. Then tell students that *The Handmaid's Tale* is a science fiction novel.
- Play the recording. Then ask students if the synopsis fits their idea of science fiction. If not, can they explain why not?

Audioscript TRCD

The Handmaid's Tale, by the contemporary Canadian writer Margaret Atwood, is a novel set in the future, at a time when the United States of America has been replaced by a ruthless totalitarian state called the Republic of Gilead. The story is narrated by Offred, a Handmaid who lives with – and serves – the Commander and his wife, two important members of society. Offred has no freedom: she is forbidden to leave the house except to go shopping for food and other necessities. Whenever she is out of the house, she is constantly under surveillance by the secret police force, who are called the Eyes. Inside the house, she is not allowed to close the door to her room. Even her name is not her own: all Handmaids are called 'Of' plus the name of the man they serve, in this case, the Commander, whose name is Fred: Of-Fred. She has one duty, one purpose in life: to bear a child for the Commander and his wife. She is allowed no other relationships, no love affairs.

Offred narrates the events of her life and describes the monotony and unhappiness of a life without freedom. Like all women in Gilead, Offred is forbidden by law from owning property, having a job or even reading. But she remembers her life in the 'old world', and we learn about her love affair with Luke, about their marriage and the daughter they had together, and about their attempts to escape across the border into Canada when they realised what kind of state the Republic of Gilead was becoming. These attempts failed. Offred was taken for 're-education', where a woman called Aunt Lydia made long speeches about the virtues of the new society, and about the advantages for women of their new place in it. They may not be free in the way they once were, but they are safer than they used to be.

While out shopping, Offred learns that another Handmaid she is friendly with, Ofglen, is a member of a secret organisation called Mayday, which is planning to overthrow the rulers of Gilead and bring an end to the totalitarian state. She asks Offred to gather information secretly by spying on the Commander – which Offred fails to do. But a few weeks later, Ofglen disappears. We learn from her replacement that she has killed herself because the secret police found out about her illegal activities and were coming to arrest her.

Offred begins an illicit relationship with another member of the Commander's household – Nick, the gardener and chauffeur. Nick manages to arrange her escape, and Offred leaves the house in a black van full of members of Mayday. Whether she reaches freedom or not, we never find out.

Exercise 3 TRCD page 149

- Tell students to read the statements and see if they can remember whether they are true or false.
- Play the recording again for students to record their answers.
- Check answers as a class.

- 1 F (The United States has not been invaded. It has become a totalitarian state and is now called the Republic of Gilead.)
- 2 F (She is not allowed to close the door to her room.)
- 3 T
- 4 F (Aunt Lydia is not a relative. She is a woman at the 're-education' centre where Offred is taken when she is captured.)
- 5 F (She does not become a member of Mayday, although she escapes in a van full of members of Mayday.)
- 6 T

Exercise 4 page 149

- Ask students to read the extract quickly in order to answer the question.
- Check the answer as a class.

She means that women are now protected from things being done to them.

Exercise 5 page 149

- Students read the text again, more carefully. They can work on their own or in pairs to explain what the phrases tell us about the Republic of Gilead.
- Check answers as a class.

(Possible answers)

- 1 Gilead is not just a physical area. It is a philosophy, and it seeks to control people's thoughts.
- 2 The state has taken control of or abolished the justice system.
- 3 The state controls or has abolished education, and intellectual freedom no longer exists.
- 4 People no longer have basic freedoms, like going for a walk.
- 5 People are assigned roles in society and have to dress accordingly.
- 6 The relationship between men and women has changed, and although men can no longer insult women, the two sexes can't have a normal relationship, either.

Exercise 6 page 149

- Check understanding of *dystopia* (an imaginary place or state in which everything is extremely bad or unpleasant).
- Students discuss the questions in groups. They then share their ideas with the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I can read and understand an extract from a science fiction novel. I can read between the lines and understand what is implied about a place.*

10 Culture

Stonehenge

LEAD-IN

- Ask students the following questions and write the answers on the board: *When is the shortest day of the year?* (21st December) *What do we call this day?* (the winter solstice) *When is the longest day of the year?* (21st June) *What do we call this day?* (the summer solstice) *On what two dates of the year are day and night of equal length?* (23rd March and 23rd September) *What do we call these days?* (the spring equinox and the autumn equinox)

Exercise 1 page 150

- Focus on the photos and ask students to describe them. Students then discuss the questions in pairs.
- Elicit answers but do not confirm or correct them.

Exercise 2 page 150

- Ask students to skim-read the text and try to find the answers to the questions in exercise 1.
- Check answers as a class.
- Also check understanding of *bank* (a raised area of ground that slopes at the sides), *ditch* (a long channel) and *post* (a piece of wood that is set in the ground in a vertical position) in paragraph 1.
- Ask students if they know what radiocarbon dating is (a method of calculating the age of very old objects by measuring the amounts of the two isotopes of carbon: ^{12}C ('carbon twelve') and ^{14}C ('carbon fourteen') in them.)

- a It is situated near Salisbury in southern England.
- b It approximately 5,000 years old.
- c No one knows for certain why it was built.

Exercise 3 page 150

- In pairs, students discuss the questions.
- When they have finished, they can share their answers with the class and see what the others think.

Exercise 4 TRCD page 150

- Ask students to read the questions and predict what they are going to hear.
- Play the recording. Encourage them to keep short notes about the relevant sections so they can answer the questions.
- Students compare their answers with a partner.
- Check the answer as a class.

Audioscript TRCD

Reporter It's just after eight o'clock in the morning, and I'm at Stonehenge. It's freezing cold, the sky is clear and the sun is about to rise. I've come to Stonehenge to witness the celebrations that take place here every year at the winter solstice – that's 21st December, the shortest day of the year. Stonehenge is built on a line that runs north-east to south-west. On the longest day of the year, the sun rises behind a stone close to the circle and its first rays shine into the heart of Stonehenge. And the effect on the winter solstice is similarly dramatic. Stonehenge seems to be a giant astronomical calendar.

There are about fifteen hundred people here, gathered around and among the stones, waiting for the sun to rise. It's an eclectic mix of devoted Druids and Neo-pagans – many dressed in weird and wonderful costumes – New-Age travellers, eco-warriors and curious onlookers. Visitors are normally kept well away from the stones and only permitted to view them at a distance, but at the summer and winter solstices, English Heritage, owners of the site, allow people to walk among the stones and to conduct ceremonies. The crowd here today is far smaller than the 20,000 people who congregated here last year at the summer solstice, but the popularity of the winter solstice is growing. Here with me to talk about it is George Day, a Druid. Why was the winter solstice important to the people who built Stonehenge?

George When these stones were set up, the people of Britain were no longer hunter-gatherers. They had settled into small, scattered communities. They farmed the land, growing crops such as barley and wheat, and raised cattle and sheep for meat, skins, milk and wool. For them, winter would have been very hard; the days short and cold. Food supplies would have been low and it was a time of fear. They would have longed for the return of light and warmth, so that their crops would grow again and their animals could feed and thrive. We think now that Stonehenge may have been built not to mark the longest day but to mark the shortest, a far more important turning point in the year, after which warmth and light gradually start to return to the world.

Reporter And what happened here at the winter solstice, do you think?

George It's likely that there were ceremonies and rituals. Whether they were simple or elaborate, whether there was singing and dancing, processions and feasting, it's impossible to say. But it seems pretty certain now that Stonehenge was built as a temple to the sun and the changing seasons, carefully aligned to mark mid-summer and mid-winter, so it's unlikely that these important points in the year would have passed uncelebrated.

Reporter And why do you and other Druids come here today?

George For us, too, this time of year is like a new beginning, a very positive time of year when we start to emerge from the dark. By coming here I feel at one with nature, part of nature, connected fully with it. Not only that, I feel connected with our ancestors, the people who built Stonehenge. I feel that our ancestors are talking to us, and by having rituals and celebrations here, we are part of the cycles of light and dark, of death and rebirth, which they were part of. Look around – you can see the burial mounds all around us. We are surrounded by our ancestors. I feel that they are with us and watching us. [loud cheer, applause and whooping from the crowd].

Reporter That cheering you can hear is because the sun has just appeared above the horizon. George, thank you for talking to me. I'll let you get back to your ceremonies.

George OK. Thank you.

Reporter And now from a chilly Stonehenge, it's back to the studio.

- 1 On the longest day of the year, the sun rises behind a stone close to the circle and its first rays shine into the heart of Stonehenge.
- 2 Druids, Neo-pagans, New-Age travellers, eco-warriors and curious onlookers.
- 3 They allow them to walk among the stones and conduct ceremonies.
- 4 There are fewer people at the winter solstice.
- 5 They grew barley and wheat, and they raised cattle and sheep.
- 6 They would have been anxious, wanting the warm weather to return so that their crops would grow and their animals would have food.
- 7 He feels that the winter solstice is like a new beginning. He feels at one with nature, and connected with the people who built Stonehenge. The rituals and celebrations make him feel he is part of the cycles of light and dark, of death and rebirth.

Exercise 5 page 149

- In pairs, students discuss the questions. They then share their ideas with the class.

Lesson outcome

Ask students: *What have you learnt today? What can you do now?* and elicit answers: *I have learnt some information about Stonehenge. I know how some people feel when they celebrate the winter solstice at Stonehenge.*

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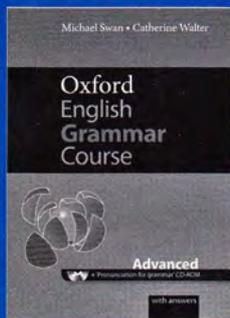
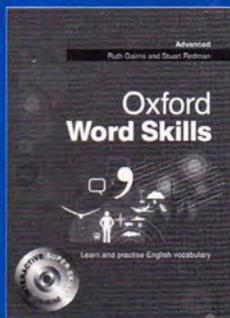
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