

# 18 Challenging fate

## Unit profile

**Vocabulary:** Nouns: personal qualities

**Reading:** *Tales of courage – four stories of teenage success*

**Grammar:** Third conditional; *wish* + past perfect

**Vocabulary:** Phrasal verbs with *get*

**Listening:** Dialogues and monologues

**Speaking:** Discussing ideas

## Warmer

- 1 Ask students to write down the name of someone famous they admire and why they admire them. Put them into small groups to talk about the person they admire.
- 2 Tell students to swap groups and to write the name of someone famous on a post-it note. Students should not show it to each other; they should just stick it onto their partner's forehead.
- 3 They should then ask *yes/no* questions to find out more about who they are, e.g. *Am I a singer? Am I British?* The winner is the first person to guess who they are.

## Your profile

Ask students to write down the two biggest decisions they have ever had to make, e.g. giving up a hobby to spend more time studying. They can invent a big decision if they can't think of a real one. Brainstorm some common qualities and strengths, e.g. patience, intelligence, perseverance, and then tell students to list their own personal qualities and strengths. Put them into pairs to discuss how their own qualities helped them make their big decisions. Ask one or two students to tell the class about their partner.

## VOCABULARY Nouns: personal qualities

- 1 2.19 Put students into pairs to describe the pictures. Then play the recording and check answers.

### Answers

1 c 2 a 3 b

## Audioscript

- 1 Climber Joe Simpson showed great courage in making the decision he did. Having fallen fifty metres, he found himself on a small shelf of ice inside a crevasse. The rope that had joined him to his fellow climber had been cut and he couldn't climb back up as he had broken his leg. So, in great pain, he decided to lower himself deeper into the crevasse, and eventually found another exit. His bravery in crawling for three days without food to get back to the camp was extraordinary. His story is an inspiration to climbers everywhere, showing one man's determination to survive at all costs.
- 2 The bravery of three Samoan teenagers during their fifty days lost at sea is breathtaking. The boys had gone missing in a small aluminium boat and were thought to be dead, but their strong mental spirit had kept them alive, along with some rainwater, a few coconuts and a trapped seabird. If a fishing boat hadn't spotted them when it did, they probably would have died, as they had run out of fresh water. Their story shows the commitment humans have to staying alive under any circumstances.
- 3 Sabrina Cohen has performed stand-up comedy from her wheelchair and has shown her willingness to raise money for medical research in many other ways. Her life changed in an instant when, at the age of fourteen, she was involved in a serious car accident. Sabrina had shown early potential for the piano, but has had to forget about that for the moment. However, her motivation in life is the belief that one day she will get back the full use of her hands. She travels around the US lecturing on medical research and has already raised more than seventy-five thousand dollars for her charity, the Sabrina Cohen Foundation.

- 2 2.19 Ask students to look at the words in the box and to tell a partner which of the qualities and strengths they discussed in Your profile they match. Then put students into pairs to think of celebrities who they think have each quality. Play the recording and check answers.

## Mixed ability

Encourage weaker students to check the meaning of these words in their dictionary. Stronger students can complete the exercise by using context clues.

## Answers

1 courage 2 bravery 3 inspiration; determination 4 spirit  
5 commitment 6 willingness 7 potential 8 motivation  
Not used: honesty

- 3 2.19 Put students into groups of three, with each student taking responsibility for one of the stories. Nominate three strong individuals to re-tell each story to the whole class. Play the recording again and ask the class to listen to see if they covered the story in enough detail.

- 4 Put students into small groups to discuss the questions. Monitor and give positive feedback for interesting ideas. For question 3, also ask how the class would define success. Share ideas as a class.

### Extension activity

Tell students to choose one of the words from exercise 2 that was not used in the discussion in exercise 4. Using that word, they should create a question to ask the rest of their group. Share some questions and answers as a class.

## READING

- 1 Write *A tale of courage* on the board and elicit what it means (it's positive and inspiring). Ask students to read the first instruction and tell them that this reading strategy is a good way of previewing a text to get its main idea. Give them just two minutes to do this exercise to prevent them reading the entire text. Ask students to share their ideas, but do not confirm the answers at this stage.
- 2 Ask students to read the texts quickly to check their answers to the previous exercise, and then to compare their answers in pairs. Feed back as a class.

### Answers

1 A, B, C 2 B 3 D 4 A, B, C 5 A, B, C, D

- 3 Set a short time limit for students to underline the key words in each question. Allow them to compare their ideas with a partner. Elicit some suggestions for each one.

### Possible answers

- 1 book, published, life
- 2 adopted, nationality
- 3 further operation, problem
- 4 new interest, get fed
- 5 high marks, school, the USA
- 6 own experience, assist others
- 7 study, science, university
- 8 represented, country, competitions
- 9 financial support, physical talent
- 10 second place, international tournament

- 4 This exercise provides practice for *First Reading* and *Use of English Part 7*. Ask students to use the key words they underlined in exercise 3 to help them answer the questions. Monitor and help as necessary, before checking answers, encouraging students to explain why their chosen answer is correct.

### Fast finishers

Ask fast finishers to think about which story they find most inspirational and why. They can explain their choice after checking answers to exercise 4.

### Answers

- 1 A Phiona – biography
- 2 B Ahmed – Australian citizen
- 3 D Koni – leg had to be removed
- 4 A Phiona – chess
- 5 C Dawn – straight-A average
- 6 B Ahmed – he became a social worker
- 7 C Dawn – biology
- 8 A Phiona – international tournaments
- 9 D Koni – football scholarship
- 10 B Ahmed – got them to the final

### Talking points

Put students into pairs to discuss the questions before whole-class feedback. Hold a class vote on question 3. If the class is split, then hold a discussion on whether or not people make their own luck, and what other factors may contribute.

### EP Word profile

Books closed. Write *face* on the board and elicit possible meanings. Books open. Ask students to compare their ideas with the sentences, and to identify any with a similar meaning and use. Set the exercises on page 127. Check answers.

### Answers

- 1  
1 difficulties 2 pressure 3 idea 4 threat  
5 criticism 6 questions  
2  
1 b 2 a 3 b 4 c

### Cooler

Ask students to write down five things that mean success, e.g. happiness, wealth, good friends. Then put them into small groups to agree on a list of three things. Finally tell students to rank these three in order of importance. In whole-class feedback, find out if the class agrees on the most important thing that means success.

## GRAMMAR Third conditional

- 1 Ask one student to read the first sentence out loud and then get another student to answer the first two questions. Check that other students agree with the answers and then repeat the process with sentence 2 and questions c and d.

### Answers

A yes B yes C no D no

- 2** Books closed. Tell students that the sentences they analysed in exercise 1 are in the third conditional and elicit what they know about the structure and use (imagined results of past situations or actions). You could ask students to imagine changing something in the past and find out what they would change, e.g. *I would have gone swimming last weekend if it hadn't been raining*. Books open. Tell students to complete the rules with words from the box. Check answers.

→ Grammar reference Student's Book page 155

### Answers

- A** past perfect; would  
**B** could; have

- 3** Tell students to match the two halves of the sentences individually. Allow them to compare their answers with a partner before checking as a class. Or ask stronger students to complete sentences 1 to 5 with their own ideas.

### Fast finishers

Ask fast finishers to write a third conditional sentence to describe something in their own life. Elicit some examples after checking answers to exercise 3.

### Answers

- 1 d 2 c 3 e 4 b 5 a

- 4** Ask students to complete the sentences individually. In feedback, nominate a student to answer question 1 and to then nominate the next student to answer the following question. Encourage the rest of the class to say whether they agree or not each time.

### Extension activity

Ask students to write down an imaginary event in the past, e.g. school was cancelled, they overslept, they won the lottery. Put them into groups to discuss what they would have done if this situation were true. Share ideas as a class.

### Answers

- 1 had known; would have chosen  
2 hadn't gone; could have finished  
3 might have enjoyed; hadn't been  
4 could have won; had scored  
5 had got; might have been  
6 might not have left; hadn't moved

### Corpus challenge

Ask students to correct the sentences and to give you reasons why they are wrong. In both cases the *if* clause should be in the past perfect.

### Answers

had had to buy; had been

## Wish + past perfect

- 5** Ask a student to read the sentences out loud and then nominate another student to answer the question.

→ Grammar reference Student's Book page 155

### Answers

Past perfect

- 6** Ask half the class to write the sentences using *wish* and the correct tense and the other half to write the sentences in the third conditional. Put students into pairs and tell them to check each other's sentences. Elicit whether pairs agreed or not and then check answers.

### Answers

- 1 I wish I hadn't left my jacket at the party. / If I hadn't left my jacket at the party, I wouldn't have lost it.  
2 I wish you hadn't forgotten to check the time of the train. / If you hadn't forgotten to check the time of the train, we wouldn't have missed it.  
3 I wish they had advertised the concert. / If they had advertised the concert, we would have known about it.  
4 I wish my cousin hadn't dropped my guitar. / If my cousin hadn't dropped my guitar, he wouldn't have broken it / it wouldn't have got broken.  
5 James wishes he had worn gloves on the mountain. / If James had worn gloves on the mountain, his hands wouldn't have frozen.

## VOCABULARY Phrasal verbs with get

- 1** Ask students to read the sentences individually and to discuss the meanings with a partner. Check answers.

### Answers

- 1 succeeded in being chosen for a place at 2 finished  
3 recover

- 2** Put students into pairs to complete the sentences. Extend the exercise by asking them to write two or three sentences that are true for them using the phrasal verbs. Elicit an example sentence for each phrasal verb.

### Mixed ability

Give weaker students a definition for each phrasal verb or allow them to use their dictionary.

### Answers

- 1 on 2 away 3 out 4 round

- 3** Nominate stronger students to complete the first two questions, before asking students to complete the sentences individually. Check answers.

### Answers

- 1 got through 2 get/got on with 3 get into 4 got round to  
5 got back 6 got away with 7 got out of

- 4 Put students into small groups and ask them to discuss the questions. Share ideas as a class.

## LISTENING

- 1 Ask students to read the questions and to discuss with a partner whether they expect to hear one speaker or two and why. Elicit ideas and reasons from the class.

### Answers


2 (a teacher is talking to the class), 5 (a voicemail)

- 2 Monitor and help as students answer the questions individually. Allow them to compare their answers with a partner before checking as a class.

### Answers

1 2, 3 and 5

2 1 an explanation, 6 a shared opinion, 4 a disagreement

- 3  2.20 Play the first part of the recording only and encourage students to explain why the other two options are wrong. You could then ask students to discuss bands they have found via social media and who they follow on social media and why.

### Answers

A – A talent show host saw his video on Twitter.

C – He met them very recently.

### Audioscript

1

**Interviewer:** So, Jimi, you've achieved huge success in a very short time. How did this happen?

**Jimi:** It's been amazing! Everyone thinks it's because I've been working with such an experienced record producer, but that's only happened very recently. My lucky break came a lot earlier, and is thanks to the power of Twitter and other social media. You see, a total stranger saw the video I uploaded, loved it and his thousands of followers then watched it as well. And, in actual fact, this person is a popular talent show host, who is respected a lot in the music business ... so that helped!

2

**Teacher:** So, the holidays start tomorrow and you'll be able to have a proper break from studying for a couple of weeks. I'm very proud of everyone in this class and I'd just like to mention your test results, which your individual subject teachers say are most encouraging. They join with me in predicting excellent grades for you all this summer, as long as you continue to put in the same amount of effort as you have been doing up to now. So, well done, and enjoy the holidays!

3

**Girl:** Have you heard any more news about the geography trip? You're still going to come, aren't you?

**Boy:** That goes without saying! I wouldn't miss a trip to the mountains! Well, Mr Giles said they'll be sending out an email to everyone who has signed up. It'll have a lot more information and tell us exactly what to pack for the trip.

**Girl:** Good to hear. I need to get a few things ready – buy some new boots and download some music. I hope there's no project work we have to prepare in advance?

**Boy:** They're not expecting us to do anything like that. I think we'll be given all the work when we get to the centre.

**Girl:** Yes. That makes sense.

4

**Boy:** That was a well-organised event, wasn't it? And they suggested loads of things we need to be thinking about. I found it really helpful.

**Girl:** Me too. The general advice they gave was excellent. Which speaker was the best, do you think?

**Boy:** I guess the one who spoke about motivation in the job market. I found what she said very interesting.

**Girl:** Did you? I thought some of the points she made were a bit unclear at times. My vote goes to the guy we had last, he was a real inspiration – and funny, too.

**Boy:** Was he? I didn't listen very carefully to him – I was feeling quite tired by the end! Anyway, as you said, a fantastic day. I'm glad I went.

5

**Billy:** Hi Amanda, it's Billy Foster. I heard that you've been trying to call me, so sorry I haven't been around. I guess it's because you'd like to know who's playing in next Saturday's tennis competition, right? Congratulations on the last win, by the way. You and Jess did brilliantly, and we'd like the two of you to repeat that successful combination and play in the doubles tournament for us on Saturday. I hope you won't be disappointed to be left out of the singles, but look, we are relying on you both to bring home the doubles trophy. Is that OK? Call me back, or text me, when you get this message. Thanks.

6

**Girl 1:** Mum said I ought to write a list of things that are important when choosing a university.

**Girl 2:** That sounds sensible, why don't we make a list together?

**Girl 1:** OK! Well, I know uni's about studying, but for me there's got to be good entertainment as well.


**Girl 2:** Mmm, plenty of sport too. Right, we'll put that on the list then. And, well, I don't want to be on a big campus with thousands of students. I'd hate that.

**Girl 1:** I'm not so sure, the thing is, a bigger place might have better teaching. I'd be happy with any size, I think.

**Girl 2:** So, what else? I bet your mum would put good teaching at the top of her list. But you can't really tell that until you're there.

**Girl 1:** You can, you know.


4

 2.21 This exercise provides practice for First Listening Part 1. Play the rest of the recording for students to choose the best answer. Play it again and ask them to note down why the other options are wrong.

## Answers

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

## SPEAKING Discussing ideas


- 1  **2.22** Books closed. Write *success* on the board and tell students to write down words they associate with it. Elicit some ideas and see whether anyone mentions exams and qualifications. Ask the class whether they think exams and qualifications are a good indication of success. Discuss ideas. Books open. Play the recording for students to answer the question and check answers.

### Answer

no

### Audioscript

- Girl:** So how can we define success as a concept? I suppose it's to do with achieving your goals, isn't it?
- Boy:** Yes, that makes sense. And everyone's goals are personal, so I guess success means something different to every individual. But for me, it's also about how society measures the achievements of an individual.
- Girl:** Absolutely! These days, getting through exams and building up your qualifications is really important. If you don't do that, society will see you as a failure.
- Boy:** Mmm, I'd agree with you up to a point. But on the other hand, a lot of people achieve success without formal qualifications – take financial success, for example. A lot of people have set up very successful businesses with no qualifications.
- Girl:** I think that's only true for our parents' generation. It's much more difficult these days. And, in actual fact, the commercial world is becoming even more competitive. I don't think you can achieve business success so easily nowadays.
- Boy:** I'm not so sure. The thing is, if you have a good idea, you can still succeed today, even without qualifications.

- 2  **2.22** Give students time to read the *Prepare* box and to answer the questions. Ask them to compare their answers with a partner and then play the recording. Check answers. Encourage stronger students to come up with phrases that mean the same (*I agree to some extent, Of course!, Nonetheless*).

### Answers

- 1 I'd agree with you up to a point. 2 Absolutely!  
3 But on the other hand

- 3 Model the activity by giving your own response to one of the questions. Tell students to choose one of the questions (or both questions with stronger classes) and to discuss it with their partner. Ask a strong pair to perform their conversation to the class. Nominate a different pair for each question.

### Cooler

Books closed. Write *get* on the board. Put students into small groups and give them one minute to think of as many phrasal verbs as they can with *get*. Find out which group has the longest list. Ask them to read their phrasal verbs aloud and to give you an example sentence for each one. Only allow five seconds for students to think of a sentence. If they can't, then the group with the next longest list takes over. The winning team is the one to give you the most correct sentences.

### Project

Ask students to use the Internet to research someone inspirational, e.g. a famous leader, musician, writer, scientist or someone they know personally, and to prepare a poster showing why that person inspires them. In the following class, put students into small groups to present their person. Each group should choose a person to present to the class. Hold a class vote on the most inspirational person.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 155  
Vocabulary list page 136

#### Workbook

Unit 18, page 72

#### Go online for

- Pronunciation
- Progress test
- Corpus tasks



# Culture

## Iconic designs

### Warmer

- 1 Write *Italy*, *Britain* and *Spain* on the board. Ask students to work in groups and to choose one of the countries to brainstorm ideas and information about.
  - 2 Check the countries each group has chosen and make sure you have at least one group for each country. Give students three or four minutes to write down the first things they think of when they imagine that country.
  - 3 Elicit ideas from the class for each country.
- 1 Ask the students to look at the images and ask one or two students to describe what they can see. Then ask the students to match the items to the countries. If the ideas didn't come up in the feedback on the Warmer, ask the students if anyone had the items on their lists.

### Answers

1 b 2 a 3 c

- 2 Ask the students to work with a partner and to tell their partner what they know about 501 jeans and the Apple iPhone. Elicit ideas from the class and then ask the students to answer the questions in the book. When discussing how popular they are in the students' countries, you could extend the discussion to talk briefly about other popular phone and jean brands.

### Answers

501 jeans – a second back pocket was added, and there have also been changes in the shape.

iPhone – the screen and the camera have been improved, there have been software updates, and users can now download apps.

- 3 Ask students to work in groups to discuss the question before they read the sentences. After a few minutes, elicit some ideas from the class. Next ask the students to read the sentences to describe each product. Check the answers as a class.


### Answers

- 2 iPhone
- 3 iPhone
- 4 Both
- 5 501s
- 6 Both

### Extension activity

Ask the students to think of a well-known piece of technology or clothing. With a partner, ask the students to think of reasons why the product is iconic.

Ask the students to work in groups of six and describe the product they have discussed with their partner. In their groups they should decide which one of the three products is most iconic and why. Elicit the product, the description and the reasons from each group.

- 4 Tell the students to work in groups to discuss the questions. You could extend the first question by asking *Who are they popular with and why?* (For example, the iPhone tends to be more popular with older people nowadays.) Elicit answers for each question.
- 5 Ask the students to complete this task in pairs. Alternatively, you could ask students to rank them in order of importance. Elicit the most and least important qualities and students' reasons.
- 6  2.23 Ask the students to look at the picture of a Mini and ask students if they know anything about the car. As an alternative, ask students to brainstorm car brands. Give the students time to read the questions and then play the audio. Check the answers as a class.

### Answers

- 1 A small, budget car that would be cheap and easy on petrol.
- 2 Because Minis were getting more popular.
- 3 Celebrities started buying them and they appeared in successful films.
- 4 They started making special editions of the older models.
- 5 The New Minis aren't designed to be a simple, cheap, budget car.

## Audioscript

**Teacher:** Alright, everyone. Please take your seats, so we can start today's presentations. (noise settles down) The first presenters today will be Alan and Corinna, who will be talking about ... the Austin Mini, is that correct?

**Alan:** Yes, it is. Today, Corinna and I are going to talk about the history of the Austin Mini, and how it became an icon, and also how the car has changed over the years.

**Corinna:** The first Minis came out in 1959 – they were designed for the British Motor Company by an engineer named Alec Issigonis. They wanted him to design a small, budget car that would be cheap and easy on petrol.

**Alan:** Yes, you see, petrol was really expensive at the time, and lots of companies were selling cars like that. For example, there was the Volkswagen Beetle from Germany, and the Italian company Fiat had the 500 around that time, too. The idea was to mass-produce small cars, with really simple designs, so they'd be cheap to produce, and could be sold at a really low price.

**Corinna:** A lot of people just needed a really basic car, with room for four people and some luggage in the back, nothing more. Not like today, when everyone wants big cars with lots of extras, like electric windows, heating, air-conditioning, and all that.

**Alan:** As a result, the cheapest models of the Mini only cost about 500 pounds ... until Minis started getting more popular. Then they started making nicer, more expensive ones, called 'deluxe' models. Those are the ones that celebrities like the Beatles started buying, in the 1960s.

**Corinna:** The Mini also became famous when it started appearing in successful films, like *The Italian Job*. And the company also brought out the Mini Cooper – it was a faster, sportier version, and they made special models for races, like the Monte Carlo Rally, in Monaco.

**Alan:** Yes, that was how the Mini became famous. So famous, that they started making special editions of the older models. They did that during the 1990s, making Minis that had a classic, retro look.

**Corinne:** Yes, although by that time, the Mini brand didn't belong to the British Motor Company any more. It belonged to BMW, but then they stopped production in the year 2000.

**Alan:** Of course, they still sell Minis today, but now they're called New MINIs. They look a lot like the originals, with the same classic look, but they're not the same kind of car any more.

**Corinne:** New MINIs aren't designed to be simple, cheap, budget cars. Some of them are quite big, with more powerful engines, and expensive, modern gadgets.

**Alan:** The first Minis were supposed to be the cheapest, simplest car you could possibly buy, and they were really successful for that reason. They sold about 53 million of them between 1950 and 2000.

**Corinne:** Nowadays, people buy them because they're stylish and very fashionable. They're still iconic ... but not for the same reason any more!

## Extension activity

Ask students to discuss their favourite car or their dream car. Why do they like it more than other cars and what is special about it? Elicit ideas from the class.

## Cooler

Put students into pairs and give them a few minutes to write a list of as many products they can think of that we use every day. Ask the pairs to work in small groups. Tell students they have to explain the products to the other pair without mentioning them by name. In two minutes each pair has to explain and guess as many products as possible. Find out which group has explained and guessed the most products and elicit their list.

## Project

Put students into small groups and ask them to discuss the questions. Tell each group to choose a spokesperson to feed back their ideas to another group. Get students to prepare a short presentation on the product. After each group has presented their product, ask the class to hold a vote on the most iconic product from their country.